

School Social Worker (WISD) (v.2019)

Domain 1: Planning and Preparation

1.1 Demonstrates Knowledge of School Social Work Practices

Ineffective

School Social Worker displays little understanding of social work services within a public school setting. School Social Worker has no understanding of the systems perspective.

Critical Attributes:

**School Social Worker's lacks, or maintains inaccurate, knowledge of social work practices
School Social Worker does not understand how the child, culture, home and community fit together.

Minimally Effective

School Social Worker displays a limited understanding of social work services within a public school setting. Social Worker does not consistently utilize a systems perspective to meet student needs.

Critical Attributes:

**School Social Worker's knowledge of social work practices is inconsistent or developing.
School Social Worker has some understanding how the child, culture, home and community fit together.

Critical Attributes:

**School Social Worker has a thorough knowledge of social work practices and assists others understanding of services.
School Social Worker understands how the child, culture, home and community fit together and can integrate systems perspective into the practice.

Critical Attributes:

Effective

School Social Worker demonstrates understanding of social work services within a public school setting. School Social Worker has an integrated understanding of the systems perspective.

Highly Effective

School Social Worker takes a leadership role in reviewing and revising social work practices. School Social Worker takes into account a systems perspective of the student's needs.

**School Social Worker is knowledgeable and proactive in identifying effective social work practices.
School Social Worker addresses student needs by taking a systems perspective.

1.2 Demonstrates Knowledge of Adolescent Development, Influence of Culture, Background, and Social Emotional Learning

Ineffective

School Social Worker demonstrates little or no knowledge of child and adolescent development and does not include the influence of culture, background, and social emotional learning. School Social Worker does not understand how cultural insensitivity can impact students.

Critical Attributes:

**School Social Worker does not take into consideration child and adolescent development when implementing services.
*School Social Worker does not include the influence of culture, background, and social emotional learning when implementing services.
School Social Worker makes insensitive comments regarding culture or background of students or families.

Minimally Effective

School Social Worker demonstrates generally accurate knowledge of child/adolescent development, influence of culture, background, and social emotional learning but applies the knowledge inconsistently.

Critical Attributes:

**School Social Worker has basic knowledge of child and adolescent development when implementing services.
*School Social Worker has difficulty understanding the influence of culture, background, and social emotional learning when implementing services.
School Social Worker lacks sensitivity to the impact of comments made regarding culture or background of students or families.

Effective

School Social Worker demonstrates a solid understanding of child and adolescent development, influence of culture, background, and social emotional learning and applies it consistently.

Highly Effective

School Social Worker demonstrates an extensive understanding of child and adolescent development, influence of culture, background, and social emotional learning. School Social Worker also purposefully acquires knowledge from other sources and uses it to determine the child's needs and designs interventions.

Critical Attributes:

**School Social Worker takes into consideration child and adolescent development when implementing services.*

**School Social Worker includes the influence of culture, background, and social emotional learning when implementing services.*

**School Social Worker addresses insensitive comments made regarding culture or background of students or families.*

Critical Attributes:

**School Social Worker demonstrates extensive understating of child and adolescent development and proactively uses it when implementing services.*

**School Social Worker presents the latest research on the influence of culture, background, and social emotional learning to staff or colleagues.*

**School Social Worker responds to, and attempts to prevent, insensitive comments made regarding culture or background of students or families.*

1.3 Establishing Goals for Social Work Practices

Ineffective

Minimally Effective

Effective

Highly Effective

School Social Worker has no clear goals and objectives and does not use evidenced informed practice. Goals are not linked to Regulatory Social Emotional Learning Standards.

School Social Worker goals and objectives are partially derived from evidence informed practice and somewhat meet the needs for diverse learners. Goals are inconsistently linked to Regulatory Social Emotional Learning Standards.

School Social Worker goals and objectives are derived from evidence informed practices and meet the needs for diverse learners. Goals are linked to Social Emotional Learning Standards and are generally differentiated for groups of students.

School Social Worker goals for the program services are diagnostically derived from evidence informed practice and meet the needs for diverse learners. Goals are linked to Regulatory Social Emotional Learning Standards and have been differentiated for the individual student.

Critical Attributes:

- *Goals are not measurable and/or observable.*
- *Goals are not linked to standards.*

Critical

Attributes:

- *Goals are not always observable and/or measurable.*
- *Goals are not always linked to standards or relevant to student.*

Critical

Attributes:

- *Goals are clearly defined and relevant to student.*
- *Goals are observable, measurable, and linked to standards.*

Critical

Attributes:

- *School Social Worker utilizes relevant data to develop goals individualized for each student.*
- *Goals are linked to standards based on student needs.*

1.4 Demonstrating knowledge of state and federal regulations and resources both within and beyond the school and district

Ineffective

School Social Worker displays little understanding/compliance of/with regulatory procedures on the district, state and federal level. Social Worker lacks knowledge of resources within the school, district, and community.

Critical Attributes:

- *School Social Worker is lacking in knowledge of regulatory procedures.
- *School Social Workers lacks knowledge of resources in the district and community.

Minimally Effective

School Social Worker is familiar with the foundational concepts and has limited understanding of and compliance with the application of social work regulatory procedures within a public school setting on the district, state, and federal level. Social Worker has limited knowledge about resources within the school, district, and community.

Critical Attributes:

- *School Social Worker is inconsistent in understanding regulatory procedures.
- *School Social Workers knowledge of resources is inconsistent or developing.

Critical Attributes:

- *School Social Worker consistently understands and guides others in understanding and using regulatory procedures.
- *School Social Worker is knowledgeable of services that are available in the district, community, and various organizations.

Critical Attributes:

- *School Social Worker is considered an expert in understanding regulatory procedures and shares

Effective

School Social Worker displays solid understanding of and compliance with the application of social work regulatory procedures and services within a public school setting on the district, state, and federal level. Social Worker is knowledgeable about resources within the school, district, and community.

Highly Effective

School Social Worker's knowledge of district, state and federal laws and regulatory procedures that guide social work practice is extensive. Social Worker has extensive knowledge of resources, and demonstrates leadership in the identification and use of resources in the school and district.

knowledge with colleagues, administrators, parents, and the community.
**School Social Worker is knowledgeable and proactive in identifying therapeutic services that are available in the district, community, and various organizations.*

1.5 Designing Social Work Interventions Which Include Individual and Small Group Sessions, In-Class Activities and Crisis Management

Ineffective	Minimally Effective	Effective	Highly Effective
<p><i>Social Work services are poorly aligned with the student's needs, do not follow an organized progression, and have unrealistic time allocations.</i></p>	<p><i>Some of the Social Work services are partially aligned with the student's needs, but with little differentiation for individual students. Allocates time with limited success.</i></p>	<p><i>Most of the services are aligned with the student's needs and follow a suitable organized progression. The services have reasonable time allocations; they represent opportunities to grow with some differentiation for different students and varied use of service delivery.</i></p>	<p><i>Social Work services follow a coherent sequence, are aligned to student needs, and are designed to engage students in high level social emotional opportunities to grow. These are appropriately differentiated for individual student needs. Services are varied appropriately with some opportunity for student involvement. School Social Worker sets appropriate priorities with time management.</i></p>
<p>Critical Attributes: <i>*School Social Worker delivers services that do not address students needs. *Social work services are not systematized or individualized. *Time allocations are not well matched to the activity.</i></p>	<p>Critical Attributes: <i>*School Social Worker delivers services that are mostly aligned with students needs. *Social work services are not always individualized or systematized. *Time allocations are minimally matched to the activity.</i></p> <p>Critical Attributes:</p>		

**School Social Worker delivers services that are aligned with students needs.
*Social work services are individualized and systematized and provide opportunities for growth.
Time allocations are matched to the activity.

Critical Attributes:

**School Social Worker delivers services that are directly aligned with students needs.
*Social work services are appropriately individualized and systematized and are designed to engage students in high level opportunities for growth.
School Social Worker effectively and efficiently manages time when carrying out an intervention.

1.6 Selecting Appropriate Assessment Tools

Ineffective

School Social Worker has no knowledge and does not utilize assessment tools. Social Worker resists suggestions that such evaluation is important. Social worker has no way to screen or measure student needs.

Critical Attributes:

**School Social Worker lacks knowledge*

Minimally Effective

School Social Worker has rudimentary knowledge of assessments. Tools used loosely address student needs and have no way to consistently evaluate student needs.

Critical Attributes:

**School Social Worker*

Effective

School Social Worker demonstrates appropriate knowledge of assessment tools. Social worker collects evidence that addresses student needs.

Highly Effective

Social worker has thorough and extensive knowledge of assessment options. Students are engaged in self-assessment and determine strengths and areas for growth.

of assessment tools or resists suggestions that such evaluation is important.

**School Social Worker misinterprets or misuses data in decision-making.*

has a rudimentary knowledge of assessment tools and uses them inconsistently.

**School Social Worker attempts to use data to support decision-making.*

Critical Attributes:

**School Social Worker consistently uses evidence to analyze service efficacy.*

**School Social Worker collects data that is aligned with student needs*

**School Social Worker uses students' data to support current or future decision-making.*

Critical Attributes:

**Social worker skillfully selects assessment tools and appropriate data sources to improve practice.*

**School Social Worker engages students appropriately in self-assessment.*

Domain 2: The Environment

2.1 Creating an Environment of Respect and Rapport

Ineffective

Pattern of interactions are mostly negative, inappropriate, or insensitive to student/parent needs. Interactions with students are characterized by conflict or inappropriate use of sarcasm. School Social Worker's interactions with students and/or families often demonstrate lack of rapport and respect.

Critical Attributes:

- *School Social Worker interactions are occasionally negative, not therapeutically based, or lack sensitivity.*
- *School Social Worker consistently does not listen or interact with students and/or families.*
- *Students and/or families appear uncomfortable in the presence of the School Social Worker.*

Minimally Effective

Pattern of interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures and developmental levels. School Social Worker attempts to respond to disrespectful behavior.

Critical Attributes:

- *School Social Worker interactions are generally appropriate*
- *School Social Workers active listening skills are still developing.*
- *Some students and/or families appear to be hesitant to share information with School Social Worker.*

Critical Attributes:

- *School Social Worker interactions consistently model sensitivity and reflect warmth and caring. They are highly respectful of the cultural and developmental differences among individuals and groups of students.*
- *School Social Worker consistently demonstrates active listening skills and interacts appropriately with individual students and/or families.*

Effective

School Social Worker actions demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. School Social Worker appropriately responds to disrespectful behavior. The net results of the School Social Worker's interactions with students and/or families are polite, respectful and professional.

Highly Effective

School Social Worker interactions are highly respectful, and reflect genuine warmth and caring towards students. School Social Worker can personalize interactions with groups or individual students. School social Worker consistently sets a professional example for staff to student interactions and staff to staff interactions.

**Students and/or families are comfortable sharing information with School Social Worker.*

Critical Attributes:

**Student interactions reflect respect and sensitivity in the session.*

**Students begin to utilize the listening skills modeled in the session.*

**Students and/or families seek out School Social Worker to support individual problems and social-emotional needs.*

2.2 Establishing a Culture for Positive Mental Health Throughout the School

Ineffective

School Social Worker makes no attempt to establish a culture for positive mental health as a whole. School Social Worker demonstrates a lack of knowledge and involvement in school-wide social/emotional and behavioral supports and interventions.

Critical Attributes:

**School Social Worker does not attempt to promote healthy appropriate behavior.*

**School Social Worker does not expect students to grow socially or emotionally.*

**Social worker is not adequately involved in appropriate school-wide*

Minimally Effective

School Social Worker inconsistently attempts to promote a culture throughout the school for positive mental health among students and staff. Social Worker has limited knowledge of and involvement in school-wide social/emotional and behavioral supports and interventions.

Critical Attributes:

**School Social Worker inconsistently promotes healthy appropriate behavior.*

**School Social Worker attempts to engage students in social emotional learning, with*

Effective

School Social Worker promotes mental health awareness amongst students and staff. Social emotional growth is valued and promoted for all students. Social Worker demonstrates knowledge of and involvement in school-wide social/emotional and behavioral supports and interventions.

Highly Effective

School Social Worker enhances a culture throughout the school for positive mental health among students and staff. Social Worker demonstrates a vast knowledge of and involvement in school-wide behavioral/social-emotional supports and interventions.

supports and interventions.

mixed results.
**Social worker minimally participates in relevant supports and interventions.*

Critical Attributes:
**School Social Worker promotes healthy, appropriate behavior.*
**School Social Worker emphasizes the importance of social emotional growth for students.*
**Social worker participates in all relevant supports and interventions.*

Critical Attributes:
**School Social Worker promotes healthy appropriate behavior consistently and is a resource to others.*
**School Social Worker models the importance of social emotional growth for students and is a resource to other staff.*
**Social worker takes a leadership role in school-wide supports and interventions*

2.3 Managing Social Work Practice and Organizing Physical Space

Ineffective

Minimally Effective

Effective

Highly Effective

School Social Worker's environment is disorganized and poorly suited to the needs of the situation. Materials are not stored in a secure location and are difficult to find when needed.

Critical Attributes:

- *Office is disorganized; materials and manipulatives are not available.*
- *Office is not welcoming to students.*
- *There is no secure place to store confidential materials.*

Materials in school Social Worker's office are stored securely; however, the office is not completely well organized, and materials are difficult to find when needed leading to some disruption of social work services.

Critical Attributes:

- *Office is not completely organized; materials and manipulatives are limited.*
- *Office is generally welcoming to students.*
- *Materials are stored securely, however are not always available when needed.*

Critical Attributes:

- *Office is well organized and manipulatives are varied and easily accessible.*
- *Office is welcoming to students.*
- *Materials are stored securely and are available when needed leading to no disruption of social work services.*

Critical Attributes:

- *Office is well organized; manipulatives are varied by purpose and easily accessible by the students.*

School Social Worker's office is well organized; materials are stored in a secure location and are available when needed leading to no disruption of social work services.

School Social Worker's office is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed.

**Office is inviting to students, staff and parents.
Confidential materials are stored securely and well-organized to support a variety of social work services.

2.4 Manages and Contributes Expertise to Behavior Support Programs

Ineffective

Social Worker has limited understanding of established standards of conduct. School Social Worker's response to student's misbehavior is repressive or disrespectful of student's dignity. School Social Worker does not participate in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker fails to collaborate with teams that develop behavioral intervention plans.

Critical Attributes:

**School Social Worker does not monitor or address student behavior consistently.
*School Social Worker's response to students misbehavior is disproportionate or disrespectful.
*School Social Worker does not participate or contribute to Problem Solving Teams, and Tier II & III behavioral supports, etc.
School Social Worker does not collaborate with school personnel regarding student behavior.

Minimally Effective

Standards of conduct appear to have been established, but their implementation is inconsistent. School Social Worker responds inconsistently to student's misbehavior. School Social Worker inconsistently participates in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker struggles to collaborate with teams that develop behavioral intervention plans.

Critical Attributes:

**School Social Workers attempts to monitor student behavior during the session but inconsistently responds misbehavior.
*School Social Workers response to students misbehavior is inconsistent or disproportionate.
School Social Worker inconsistently participates or contributes to Problem Solving Teams, and Tier II &

Effective

School Social Worker monitors student behavior against the established standards of conduct. School Social Worker's response to student misbehavior is consistent, proportionate and respectful to students. School Social Worker takes an active role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker actively collaborates with teams that develop behavioral intervention plans.

Highly Effective

School Social Worker monitoring of student behavior is subtle and preventative. School Social Worker's response to student misbehavior is sensitive to individual student needs and respects students' dignity. School Social Worker takes a leadership role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker assumes a leadership role when supporting teams that develop behavioral intervention plans.

*III behavioral supports, etc.
*School Social Worker
infrequently collaborates
with school personnel
regarding student behavior.*

Critical Attributes:

**School Social Worker
monitors student behavior
against the established
standards of conduct and
addresses or ignores
misbehavior as appropriate.*

**School Social Workers
response to student
misbehavior is consistent,
proportionate and respectful
to students.*

**School Social Worker
participates and contributes
to Problem Solving Teams,
and Tier II & III behavioral
supports, etc.*

**School Social Worker
collaborates with school
personnel regarding student
behavior.*

Critical Attributes:

**School Social Worker
monitors student behavior
and subtly and preventative
addresses or ignores
misbehavior based on best
practices literature.*

**School Social Workers
response to student
misbehavior is sensitive to
individual student needs and
respects students dignity.*

**School Social Worker
assumes a leadership role on
Problem Solving Teams, and*

implementation of Tier II & III behavioral supports, etc.
*School Social Worker is sought out by school personnel regarding student behavior.

Domain 3: Delivery of Service

3.1 Communicating With Students

Ineffective

School Social Worker's oral/visual and written communication is unclear to students. Session lacks focused and doesn't target student needs. School Social Worker does not utilize a communication style that meets the student's needs. School Social Worker language does not match student's level of functioning.

Critical Attributes:

*School Social Workers oral/visual and written communication is unclear to students.
*By the end of the session, the purpose of the session is unclear.
*School Social Workers communication style does not fit with the stated purpose of the session.

Minimally Effective

School Social Worker's oral/visual and written communication may not be completely clear and School Social Worker does not check for understanding. Session purpose is vague and partly targets student needs. School Social Worker communication style somewhat invites a student to engage. School Social Worker's language is poorly matched to student's level of functioning.

Critical Attributes:

*School Social Workers does not use multiple methods of communication when needed or inconsistently checks for understanding.
*By the end of the session, the purpose of the session is vaguely understood.
*School Social Workers communication style generally fits with the stated purpose of the session.

Effective

School Social Worker's oral/visual and written communication is clear. Session purpose targets student needs. School Social Worker's communication style invites a student to engage. School Social Worker language is generally matched to student's level of functioning.

Highly Effective

School Social Worker's oral/visual and written communication is clear and encourages self-reflection. Session purpose is clear and targets student needs. School Social Worker uses personalized communication to engage individual students in activity. School Social Worker's language is mostly matched to student's level of functioning and School Social Worker finds opportunities to provide a differentiated approach to meet the needs of the individual or group.

Critical Attributes:

**School Social Workers uses multiple methods of communication when needed and checks for understanding.*

**By the end of the session, the purpose of the session is understood and used by students.*

**School Social Workers communication style fits with the stated purpose of the session.*

Critical Attributes:

**School Social Workers uses multiple methods of communication when needed, checks for understanding and encourages the student to engage in self-reflection.*

**By the end of the session, the purpose of the session integrated with specific student learning needs.*

**School Social Workers communication style fits with the needs of the individual or group learning needs.*

3.2 Using Social Work Strategies & Techniques

Ineffective

School Social Worker's strategies and techniques are not related to students needs. School Social Worker does not demonstrate strategies to help

Minimally Effective

School Social Worker's attempts to relate strategies to students' needs with mixed results. School Social Worker uses rudimentary strategies

Effective

School Social Worker's strategies and techniques are frequently related to students' needs. School Social Worker targets specific strategies that teach

Highly Effective

School Social Worker's strategies and techniques are always related to students' needs. School Social Worker utilizes a variety of strategies to aide

students acquire appropriate skills.

that teach students appropriate skills.

students appropriate skills.

students in acquiring appropriate skills.

Critical Attributes:

*School Social Worker strategies or techniques are not appropriate for meeting the students needs.

*School Social Worker lacks necessary social work skills.

Critical Attributes:

*School Social Worker strategies and techniques are vaguely related to the students needs.

*School Social Worker is developing skills and strategies.

Critical Attributes:

*School Social Worker offers creative, effective strategies during sessions and asks appropriate questions.

*School Social Worker utilizes a variety of skills and strategies.

Critical Attributes:

*School Social Worker offers creative, effective strategies during sessions and asks appropriate questions, student is encouraged to self-reflect.

*School Social Worker utilizes a variety of skills and strategies and students independently apply appropriate skills in a variety of situations.

3.3 Engaging Students in Intervention Sessions

Ineffective

Students are not engaged in

Minimally Effective

Students are partially engaged in

Effective

Students are engaged in intervention.

Highly Effective

Students are highly engaged in

intervention session. Content lacks in relevance to students' experience. School Social Worker uses inappropriate activities and materials. There are no opportunities for students to demonstrate strengths.

Critical Attributes:

- *Students are not engaged in intervention session.*
- *Materials and planned activities are inappropriate.*
- *There is no opportunity to demonstrate students strengths.*

intervention. Activities are not relevant to student's experience or activities/materials have inconsistent quality. There are limited opportunities for students to demonstrate strengths.

Critical Attributes:

- *Students are partially engaged in intervention.*
- *Materials and planned activities are inconsistently matched to student needs.*
- *There are limited opportunities for students to demonstrate strengths.*

Critical Attributes:

- *Students are engaged in intervention session because the session content is relevant to student experience and needs.*
- *Materials and planned activities are appropriately matched to student needs.*
- *There are consistent opportunities for student to demonstrate strengths.*

Critical Attributes:

- *Students are highly engaged to the point of initiating discussion and/or engaging in activities that foster personal growth.*
- *Materials and planned activities are appropriately*

School Social Worker's use of activities, materials and session content is relevant. There are consistent opportunities for student to demonstrate strengths.

intervention sessions and initiate discussion and activities that foster personal growth. School Social Worker's use of activities, materials and session content is relevant. There are consistent opportunities for student to demonstrate strengths and to use these strengths in student-run group activities.

*matched to student needs.
There are consistent opportunities for student to demonstrate strengths and to use these strengths in student-run group activities.

3.4 Using Data

Ineffective

School Social Worker neglects to collect important information on which to base intervention plans and goals; reports are inaccurate or not appropriate to the audience.

Critical Attributes:

**School Social Worker neglects to collect important information on which to base intervention plans and goals.
*Students receive no feedback, or feedback is global or directed to only one student
Reports are inaccurate or not appropriate for the audience.

Minimally Effective

School Social Worker collects some of the important information on which to base the intervention plans and goals; reports are accurate but lacking in clarity and not always appropriate to the audience.

Critical Attributes:

**School Social Worker collects most of the important information on which to base the intervention plans and goals.
*Feedback to students is vague and not oriented toward future improvement of work
Reports are accurate but lacking in clarity, and are not always appropriate to the audience.

Critical Attributes:

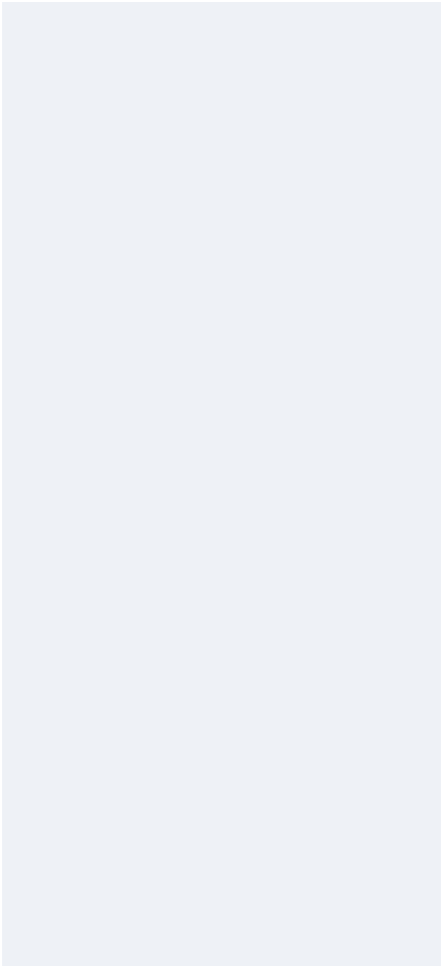
**School Social Worker*

Effective

School Social Worker collects all the important information on which to base the intervention plans and goals; reports are accurate and appropriate to the audience.

Highly Effective

School Social Worker is proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s), seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the audience.



collects important information on which to base the intervention plans and goals.
**Feedback includes specific and timely guidance, at least for group of students*
**Reports are accurate and appropriate for the audience.*

Critical Attributes:
**School Social Worker is proactive in collecting important information for progress monitoring for the interventions and/or goal(s).*
**High-quality feedback comes from many sources, including students; it is specific and focused on improvement*
**School Social Worker seeks out information from different stakeholders when necessary, including parents.*
**Reports are accurate, clearly written and tailored for the audience.*

3.5 Demonstrating Flexibility and Responsiveness

Ineffective

School Social Worker adheres to intervention plan in spite of student's lack of interest. School Social Worker does not demonstrate creativity in

Minimally Effective

School Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently adjusts activity and

Effective

School Social Worker is consistently responsive to diverse student needs and interests. School Social Worker consistently adjusts activity and

Highly Effective

School Social Worker is always responsive to diverse student needs and interests and is continually seeking ways to improve the services

adapting services.

approach to student reactions. School Social Worker demonstrates limited creativity in adapting services.

approach to student reactions. School Social Worker demonstrates creativity in adapting services.

and interventions. School Social Worker consistently adjusts activity and approach to student reactions and uses student's feedback to develop modifications to interventions. School Social Worker demonstrates creativity in adapting services which actively engages students in the process.

Critical Attributes:

- *School Social Worker carries out intervention even when it appears not to be working.*
- *School Social Worker does not adapt services to student's engagement level.*

Critical Attributes:

- *School Social Worker sometimes modifies an intervention when it appears not to be working.*
- *School Social Worker inconsistently adjusts activity based on student reactions.*
- *School Social Worker demonstrates limited creativity in adapting services to students engagement level.*

Critical Attributes:

- *School Social Worker consistently modifies interventions when it appears it could be more effective.*
- *School Social Worker consistently adjusts activity and approach to student reactions.*
- *School Social Worker demonstrates creativity in adapting services to students engagement level.*

Critical Attributes:

- *School Social Worker*

*always modifies interventions when it appears it could be more effective.
*School Social Worker uses feedback to develop interventions.
School Social Worker demonstrates creativity in adapting services to individual student learning needs

Domain 4: Professional Responsibilities

4.1 Reflecting on Practice

Ineffective

School Social Worker does not reflect upon or evaluate effectiveness of the service delivery. Reflections are inaccurate or self-serving. School Social Worker does not use evidence informed practice to support interventions.

Critical Attributes:

**School Social Worker consider the intervention session but draws incorrect conclusions about its effectiveness
School Social Worker makes no suggestions for improvement

Minimally Effective

School Social Worker's reflection upon and evaluation of practice is moderately accurate and objective without citing specific examples as to how it might be improved. School Social Worker demonstrates a vague understanding of evidence informed practice and how it relates to interventions.

Critical Attributes:

**School Social Worker has a general sense of whether or not interventions were effective
School Social Worker offers general modifications for future

Effective

School Social Worker accurately reflects upon and evaluates practice, citing specific evidence. School Social Worker makes some specific suggestions based on evidence as to how the interventions might be improved. School Social Worker demonstrates an understanding of evidenced informed practice and how it relates to interventions.

Highly Effective

School Social Worker's reflection and evaluation of practice are highly accurate and perceptive, using specific examples and evidence. Additionally, the social worker identifies areas for improvement. School Social Worker draws on an extensive repertoire to suggest alternative strategies and consistently incorporates Evidenced Informed Practice (EIP).

instruction

Critical Attributes:

**School Social Worker accurately assesses the effectiveness of interventions used.*

**School Social Worker identifies specific ways in which an intervention might be improved.*

Critical Attributes:

**School Social Worker assessment of the intervention is thoughtful and includes specific indicators of effectiveness*

**School Social Workers suggestions for improvement draw on an extensive repertoire*

4.2 Maintaining Accurate Records and Documentation

Ineffective

School Social Worker's reports, records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed.

Minimally Effective

School Social Worker's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed.

Effective

School Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs; documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed.

Highly Effective

School Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues; documentation provides a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed.

Critical Attributes:

**School Social Worker misses deadlines for required paperwork.
School Social Worker does not have a system for collecting information on student progress.

Critical Attributes:

**School Social Worker is inconsistent in completing required paperwork.
School Social Worker has a rudimentary system for collecting information.

Critical Attributes:

**School Social Worker consistently completes paperwork.
School Social Worker has a system for collecting information on student progress.

Critical Attributes:

**School Social Worker completes all paperwork with accuracy.
School Social Worker has a system for collecting information on student progress and serves as a model for colleagues.

4.3 Communicating with Families

Ineffective

School Social Worker provides little or no information to families. School Social Worker makes no attempt to engage families in a relationship and does not respond or responds

Minimally Effective

School Social Worker inconsistently complies with school procedures/practices for communicating with families. School Social Worker demonstrates some

Effective

School Social Worker complies with school procedures/practices for communicating with families. School Social Worker demonstrates sensitivity and makes an effort to engage

Highly Effective

School Social Worker complies with school procedures/practices for communicating with families. School Social Worker demonstrates sensitivity and makes an effort to engage

insensitively to family concerns.

Critical Attributes:

**School Social Worker provides little or no information to families.*

**School Social Worker makes no attempt to engage families in a collaborative relationship.*

**School Social Worker is insensitive to family concerns.*

sensitivity; however, makes limited effort to engage families to identify and achieve common goals.

Critical Attributes:

**School Social Worker does not communicate frequently enough with families.*

**School Social Worker makes a minimal attempt to engage families in a collaborative relationship.*

**School Social Worker does not show adequate sensitivity to cultural or language barriers in communication.*

Critical Attributes:

**School Social Worker provides meaningful information to families.*

**School Social Worker works to secure interpreters, as needed, to effectively communicate with families.*

**School Social Worker routinely communicates in a sensitive manner with families, staff and administrators.*

families to identify and achieve common goals. Social worker communicates in a timely manner.

families to identify and achieve common goals. School Social Worker empowers and supports families to function as advocates for themselves and their children. Social worker is proactive and timely with all communication.

Critical Attributes:
**School Social Worker provides meaningful information to families.*
**School Social Worker works to secure interpreters, as needed, to effectively communicate with families.*
**School Social Worker communicates in a personalized, sensitive manner with families, staff and administrators.*
**School Social Worker empowers and supports families to advocate for their children.*

4.4 Participating in a Professional Community

Ineffective

Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. School social worker does not share information with staff members or fails to maintain appropriate confidentiality. School Social Worker provides little or no information to colleagues.

Minimally Effective

Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. School social worker attempts to share pertinent information with staff members while maintaining appropriate confidentiality. School Social Worker makes limited efforts to communicate with colleagues.

Effective

Relationships with colleagues are characterized by mutual support and cooperation; social worker actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and school and district projects, making a substantial contribution. School social worker shares pertinent information with staff members while maintaining appropriate confidentiality. Social worker communicates in a timely manner.

Highly Effective

Relationships with colleagues are characterized by mutual support and cooperation, with the social worker taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. School social worker skillfully balances sharing information with staff and maintaining student confidentiality. Social worker is proactive and timely with all

Critical Attributes:

**School Social Worker provides little or no information to colleagues.*

**School Social Worker makes no attempt to contribute to school-wide events and projects.*

Critical Attributes:

**School Social Worker makes minimal efforts to share appropriate information.*

**School Social Worker contributes little to school-wide events or projects.*

Critical Attributes:

**School Social Worker provides meaningful and timely information to colleagues.*

**Social Worker participates in school-wide events or projects.*

Critical Attributes:

**School Social Worker proactively provides meaningful and timely information to colleagues.*

**School Social Worker takes on a leadership role, and substantially contributes to, school-wide events and projects.*

communication.

4.5 Engaging in Professional Development

Ineffective

School social worker does not engage

Minimally Effective

Social worker participates in

Effective

Social Worker seeks out opportunities

Highly Effective

Social Worker seeks out opportunities

in professional development activities to enhance knowledge or skill. Social Worker resists feedback on practice e from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Critical Attributes:

- *Social Worker is not involved in any activity that might enhance knowledge or skill.*
- *Social Worker purposefully resists discussing performance with supervisors or colleagues.*
- *Social Worker ignores invitations to join professional organizations or attending conferences.*

professional activities to a limited extent when they are convenient. School social worker accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. Social Worker finds limited ways to contribute to the profession

Critical Attributes:

- *Social Worker participates in professional activities when required or when provided by the school district.*
- *Social Worker reluctantly accepts feedback from supervisors and colleagues.*
- *School Social Worker contributes in a limited fashion to educational professional organizations.*

Critical Attributes:

- *School Social Worker seeks regular opportunities for continued professional development.*
- *Social Worker welcomes feedback from colleagues and supervisors.*
- *Social Worker actively participates in professional organizations designed to contribute to the profession.*

Critical Attributes:

- *School Social Worker seeks regular*

for professional development to increase their professional knowledge and skill. School social worker welcomes feedback from colleagues or supervisors or when opportunities arise through professional collaboration. Social worker participates actively in activities that contribute to the profession.

for professional development and makes a systematic effort to conduct action research. Social Worker seeks out feedback on practice from both supervisors and colleagues. Social Worker initiates important activities to contribute to the profession.

opportunities for continued professional development, including initiating action research.
**School Social Worker actively seeks feedback from supervisors and colleagues.*
**Social Worker takes an active leadership role in professional organizations in order to contribute to the teaching profession.*

4.6 Showing Professionalism

Ineffective

School Social Worker displays dishonesty in interactions with colleagues, students, or the public. School Social Worker is not alert to students' needs and does not advocate for students. School Social Worker's recommendations are often unclear or ineffective. School Social Worker does not comply with school and district regulations. School Social Worker shows a lack of concern for confidentiality.

Critical Attributes:

Minimally Effective

School Social Worker is honest in interactions with colleagues, students, and the public. School Social Worker's attempt to serve students is inconsistent with School Social Worker playing a moderate advocacy role for students. School Social Worker's attempt to make accurate decisions and recommendations, with partial success. School Social Worker complies minimally with school and district regulations. School Social Workers maintains confidentiality.

Critical Attributes:

Effective

School Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. School Social Worker is active in serving students, working to ensure that all students receive a fair opportunity to succeed. School Social Worker maintains an open mind in team or departmental decision-making. School Social Worker complies fully with school and district regulations.

Highly Effective

School Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. School Social Worker is highly proactive in serving students, seeking out resources when needed. School Social Worker makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, have the needs met by the school. School Social Worker takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. School Social Worker complies fully with school and district regulations, taking a leadership role with colleagues.

**School Social Worker is not always trustworthy and dependable in his/her interactions with colleagues, students, and the public.*

**School Social Worker does not comply with school and district policies and practices.*

**School Social Worker does not advocate for students.*

**School Social Worker violates confidentiality.*

**Social Worker is trustworthy and dependable.*

**School Social Worker minimally complies with school and district policies and practices.*

**School Social Worker inconsistently advocates for students.*

Critical Attributes:

**School Social Worker displays high standards of honesty, integrity, and confidentiality.*

**School Social Worker complies with school and district policies and practices.*

**School Social Worker advocates for students when needed.*

Critical Attributes:

**School Social Worker demonstrates the highest standards of honesty, integrity, ethical conduct, and confidentiality.*

**School Social Worker models commitment to school and district policies and practices, while also assisting all stakeholders in understanding and complying with school and district policies.*

**School Social Worker consistently advocates for students and takes a leadership role with colleagues.*

