

School Social Worker

Rubric ID = 8675

Domain 1: Planning and Preparation				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Demonstrating knowledge of child and adolescent physical, cognitive, and emotional development	The school social worker has little knowledge of child and adolescent development.	The school social worker has basic knowledge of child and adolescent development	The school social worker has an understanding of child and adolescent development and the ranges of individual variations.	The school social worker applies the knowledge of child and adolescent development to learning while making intervention decisions.
Establishing goals for the therapy program appropriate to the setting and the students served	The school social worker has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the student(s).	The school social worker's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the student(s). Student goals are age/grade appropriate.	The school social worker's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the student(s). Student goals are age/grade appropriate.	The school social worker's goals for the therapy program are highly appropriate to the situation in the school and to the age of the student(s) and have been developed following consultations with administrators and teachers. Student goals are age/grade appropriate.
Demonstrating knowledge of resources both within and beyond the school and district	The school social worker demonstrates little or no knowledge of resources for	The school social worker demonstrates basic knowledge of resources for	The school social worker demonstrates thorough knowledge of resources for	The school social worker demonstrates extensive knowledge of resources for

	students available through the school or district and an unwillingness to seek knowledge for students.	students available through the school or district.	students available through the school or district and some familiarity with resources outside the district. Able to provide contact information of other school social workers and agencies to access for family support.	students available through the school or district and in the larger community. Able to provide contact information of other school social workers and agencies to access for family support and facilitate access to outside agencies and organizations.
Demonstrating knowledge of cultural diversity	The school social worker does not understand and is not sensitive to cultural and environmental differences amongst students and their families.	The school social worker has basic knowledge of the cultural and environmental differences amongst students and families.	The school social worker understands the characteristics and effects of cultural and environmental milieu of the student and family including cultural and linguistic diversity.	The school social worker understands the characteristics and effects of the cultural and environmental milieu of the student/family including cultural and linguistic diversity and socioeconomics by providing appropriate interventions.

Domain 2: The Environment

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Organizing time effectively	The school social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	The school social worker's time management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.	The school social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	The school social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Working within the physical space for testing of students and providing therapy	The evaluation and treatment area is disorganized and poorly prepared to work with students. Materials are difficult to find when needed.	The evaluation and treatment area is moderately well organized and moderately prepared to working with students. Materials are usually available.	The evaluation and treatment area is well organized and prepared; materials are available when needed.	The evaluation and treatment area is highly organized and has been prepared to be inviting to students. Materials are convenient when needed.
Establishing rapport with students	The school social worker's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment.	The school social worker's interactions are a mix of positive and negative; the provider's efforts at developing rapport are partially successful.	The school social worker's interactions with students are positive and respectful; students appear comfortable in testing and treatment.	Students seek out the school social worker, reflecting a high degree of comfort and trust in the relationship.
Consulting with Child Study Team colleagues, directors, and building administrators	The school social worker does not communicate with fellow colleagues or	The school social worker occasionally communicates with fellow colleagues and/or	The school social worker regularly communicates with colleagues and administrators	The school social worker consistently communicates with colleagues and

	administrators regarding the delivery of services.	administrators regarding delivery of services	regarding the delivery of services.	administrators and follows through to provide an optimum of delivery services.
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Domain 3: Delivery of Service

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Responding to referrals and evaluating student needs	The school social worker fails to respond to referrals or makes hasty assessments of student needs.	The school social worker responds to referrals when pressed and makes adequate assessments of students needs.	The school social worker responds to referrals and makes thorough assessments of student needs.	The school social worker is proactive in responding to referrals and makes highly competent assessments of student needs.
Developing and implementing treatment plans to maximize students' success	The school social worker fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	The school social worker's plans for students are partially suitable for them or sporadically aligned with identified needs.	The school social worker's plans for students are suitable for them and are aligned with identified needs.	The school social worker develops comprehensive plans for students, finding ways to creatively meet students' needs and incorporates may related elements.
Demonstrating the ability to counsel individual students and groups of students	The school social worker has difficulty counseling effectively with individuals and/or groups.	The school social worker displays some ability in counseling individual students and groups.	The school social worker is successful in counseling students individually and in groups.	The school social worker is consistently and highly successful in developing counseling relationships and perceiving needs for individual or groups of students.
Collecting information; writing reports	The school social worker neglects to collect important information on which to base	The school social worker collects most of the important information on	The school social worker collects all the important treatment plans; reports are	The school social worker is proactive in collecting important information,

	treatment plans; reports are inaccurate or not appropriate to the audience.	which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	accurate and appropriate to the audience.	interviewing teachers, and parents, if necessary; reports are accurate and clearly written and are tailored for the audience.
Demonstrating the ability to manage crisis situations	The school social worker does not manage crisis situations effectively.	The school social worker is able to assume some responsibility during crisis situations.	The school social worker can successfully meet the identified needs and assist with crisis management.	The school social worker assumes a leadership role, delegates responsibility, and anticipates consequences and outcomes of crisis situations.
Individualized Education Program	The school social worker does not participate in the process of creating an IEP for an identified student.	The school social worker participates in the IEP meeting for an identified student but is not instrumental in determining needs for that student.	The school social worker participates in the IEP meeting for an identified student and is instrumental in determining needs for that student.	The school social worker consults and collaborates with other school personnel, the parents, and the student in gathering all pertinent information pertinent to developing the IEP. The school social worker participates in the IEP meeting for an identified student and is instrumental in identifying the needs for that student.

Domain 4: Professional Responsibilities

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with Colleagues	The school social worker's relationships with colleagues are negative or self-serving.	The school social worker maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. The school social worker maintains an open mind and participates in team or departmental decision-making.	Support and cooperation characterize relationships with colleagues. school social worker takes initiative with others and is highly respected role model among colleagues. The school social worker maintains an open mind and participates in team or departmental decision-making.
Participation in School and District (School/District Involvement)	The school social worker avoids becoming involved in school and district.	The school social worker participates in school/district events/initiatives only when asked/suggested.	The school social worker volunteers to participate in school/district events/initiatives, making contributions.	The school social worker volunteers to participate in school/district events/initiatives, making multiple and substantial contributions.
Communication with Families (Communicate Student Information)	The school social worker makes no attempt to communicate with families in the counseling/instructional program and seldom works with families to develop	The school social worker makes modest and inconsistently successful attempts to communicate with families in the counseling/instructional	The school social worker's efforts to communicate with families in the counseling/instructional program are successful and regular. The school social	The school social worker's efforts to communicate with families in the counseling/instructional program are successful and frequent. The school social

	<p>interventions that will address problems or challenges related to student learning, behavior, or progress, and/or is ineffective in doing so. The school social worker's maintenance of student information is in disarray.</p>	<p>program. The school social worker occasionally works with families and/or parents to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The school social worker's maintenance of student information is frequently out of date or unused.</p>	<p>worker usually works well with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The school social worker 's maintenance of student information is accurate and frequently up to date.</p>	<p>worker is consistently proactive in working with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The school social worker 's maintenance of student information is accurate and up to date.</p>
<p>Professionalism (Professional Attributes)</p>	<p>School social worker displays dishonesty in interactions with colleagues, students, and the public with no regard for confidentiality. school social worker rarely follows building/district policies. school social worker is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.</p>	<p>School social worker is honest in interactions with colleagues, students, and the public with some regard for confidentiality. school social worker occasionally follows building/district policies. school social worker's attempts to serve students are inconsistent. The school social worker does not knowingly contribute to some students being ill-served by the school.</p>	<p>School social worker is honest in interactions with colleagues, students, and the public with regard for confidentiality. school social worker consistently follows building/district policies. school social worker is active in serving students, working to insure that all students receive a fair opportunity to succeed.</p>	<p>School social worker can be counted on to hold high standards of honesty, integrity, in interactions with colleagues, students, and the public with high regard for confidentiality. school social worker is highly consistent in following building/district policies. school social worker is highly proactive in serving students.</p>
<p>Enhancement of Content Knowledge and Pedagogical Skill</p>	<p>The school social worker</p>	<p>The school social worker</p>	<p>The school social worker</p>	<p>The school social worker</p>

<p>(Professional Development)</p>	<p>does not participate in, or does not engage in, professional development activities to enhance knowledge or skill.</p>	<p>occasionally participates in professional development activities to enhance knowledge or skill when they are offered.</p>	<p>actively engages in professional development. The school social worker views the improvement of his/her content knowledge and pedagogical skill as a professional responsibility and seeks out opportunities to improve.</p>	<p>actively engages in professional development. The school social worker often seeks out opportunities for professional development to enhance content knowledge and pedagogical skill above and beyond district expectations.</p>
<p>Planning, Evaluating, and Reflecting on Practice</p>	<p>School social worker has no plan to evaluate the program or resists suggestions that such an evaluation is important. School social worker does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>School social worker has a rudimentary plan to evaluate the counseling program. School social worker's reflection on practice is moderately accurate and objective.</p>	<p>School social worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. School social worker's reflection provides and accurate an objective description of practice.</p>	<p>School social worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. School social worker's reflection on practice is highly accurate and perceptive.</p>

Domain 5: Professional Growth

Element	Ineffective	Minimally Effective	Effective	Highly Effective
School Social Worker Goals	Minimal attempt or no attempt made to meet goals.	Some attempts made to meet goals.	Attempts clearly made to meet goals.	Met goal(s) or made significant attempts to meet goals.

Domain 6: Student Growth Data

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Growth Plan/Assessments	59% or below demonstrate growth	60%-69% demonstrate growth	70%-89% demonstrated growth	90% and above demonstrated growth