



School Social Workers Evaluation Rubric

Domain 1: Planning and Preparation for Professional Excellence

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skills in school social work theory and service delivery. Holds temporary or full approval from MDE and license.	School Social Worker demonstrates little understanding of SSW theory and techniques; does not have approval/license or has allowed approval/license to lapse.	School Social Worker demonstrates basic understanding of SSW theory and techniques; holds the necessary approval and license.	School Social Worker demonstrates thorough current knowledge and skills of SSW theory and techniques; holds the necessary approval and license.	School Social Worker demonstrates extensive and deep understanding of current SSW theory and techniques. Holds full approval and license.
1b: Demonstrating knowledge of child and adolescent development, socio-emotional learning and mental health issues.	SSW has limited knowledge of child and adolescent development, socio-emotional learning and mental health. Has difficulty applying his/her knowledge.	SSW demonstrates basic knowledge of child and adolescent development, socio-emotional learning and mental health. Has some ability applying his/her knowledge in practice.	SSW demonstrates thorough knowledge of child and adolescent development, socio-emotional learning and mental health, that is reflected in his/her practice.	SSW demonstrates extensive knowledge of child and adolescent development, and demonstrates effective use of best practice interventions to improve socio-emotional learning and promotes positive mental health.
1c: Demonstrating knowledge of other professional roles, curriculum, teaching theories and methods.	SSW has little or no knowledge of professional roles within the school and community, curriculum, teaching theories or methods.	SSW demonstrates basic knowledge of the professionals with whom he/she works, the curriculum, teaching theories and methods.	SSW seeks collaboration with the professionals with whom he/she works to support and enhance curriculum, teaching theories and methods in working with children and families.	SSW demonstrates thorough knowledge about the roles of professionals with whom he/she works, the curriculum, teaching theories and methods, and uses his/her knowledge with staff, parents and students to

				improve student success.
1d: Demonstrating knowledge of state and federal special education law and processes, including timelines and associated special education documentation.	SSW demonstrates little or no knowledge of special education laws, procedures or timelines.	SSW demonstrates basic knowledge of special education laws, procedures, and timelines.	SSW demonstrates thorough knowledge of special education laws, procedures, and timelines, as well as helping parents and staff with understanding the above.	SSW demonstrates extensive knowledge of special education laws, procedures, and timelines, and shares this knowledge with parents and staff to increase understanding and compliance.
1e: Demonstrating awareness and coordination of resources within the LEA, IDS, and local community.	SSW does not demonstrate awareness nor coordinate resources within the LEA, ISD or local community.	SSW demonstrates limited awareness and coordination of resources within the LEA, ISD and local community.	SSW consistently coordinates resources within the LEA, ISD and local community.	SSW researches and shares resources within the LEA, ISD and local community and uses these resources to effect positive change in service delivery.

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Domain 2: Positive School Environment for Diverse Learners

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport.	School Social Worker's interactions with students are negative or inappropriate and do not promote positive working relationships with students.	School Social Worker's efforts at developing positive working relationships with students are partially effective.	School Social Worker's interactions with students are positive and respectful, and the SSW actively promotes positive working relationships.	Students seek out the SSW reflecting a high degree of comfort and trust in the relationship. SSW teaches students positive social skills to promote respectful behavior.
2b: Identifying environmental issues	SSW makes no attempt to identify environmental issues that may interfere	SSW is beginning to understand and change his/her practice to reflect	SSW has a clear understanding about environmental influences	SSW provides leadership in identifying and addressing environmental

that may interfere with student development, learning and school success.	with individual or school success.	the influence the environment has on individual and school success.	on school and student success and works to improve the elements that are barriers to success.	barriers to success in his/her building and district.
2c: Establishing positive working relationships and collaborating to promote effective communication throughout the school.	SSW makes little or no attempt to establish positive working relationships throughout the school.	SSW has established some or limited positive working relationships throughout the school.	SSW consistently promotes and maintains positive working relationships throughout the school.	SSW is a model for developing positive working relationships with all members of the school community.
2d: Promoting a positive behavior culture as defined by the Michigan Department of Education Positive Behavior Intervention Support or Multi-tiered System of Support.	SSW is not aware of the MDE Positive Behavior Intervention and Support Policy, and does not understand a tiered system of support to meet student and school needs.	SSW is aware of and supports the concept of MTS; works to build PBIS/MTSS process when possible.	SSW promotes the development of a PBIS/MTSS team process to build and sustain a positive environment.	SSW reviews data and actively participates and supports PBIS/MTSS in the buildings in which he/she serves by taking on a leadership role and promoting the process throughout the district.
2e: Designing and planning the service/intervention strategies to utilize strengths in meeting individual needs of students.	SSW service/intervention plans consist of a random collection of unrelated activities, and lacks clear goals and criteria to evaluate progress.	SSW service/intervention plans have a guiding principle and include some best practice activities, but do not provide a method to evaluate progress or outcomes.	SSW service/intervention plans include guiding principles, best practice activities, and a clear evaluation process that is utilized consistently.	SSW service/intervention plans are highly sophisticated, with creative use of interventions based on student strengths and needs, along with effective methods to measure outcomes (progress).

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Domain 3: Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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3a: Responding to referrals, collecting comprehensive information, (including student interview where appropriate), completing strengths and needs assessments sensitive to diversity, and providing a functional behavior assessment when indicated.	SSW fails to respond to referrals, collect necessary information, consult, or makes hasty assessments of student needs.	SSW responds to referrals and may consult with staff occasionally; collects some documentation and usually makes assessments of student strengths and needs.	SSW responds to referrals, consults with staff, collects necessary documentation and makes thorough assessment of student strengths and needs.	School Social Worker is proactive in responding to referrals, always consults with staff and continuously seeks, completes and analyzes the most updated and best practice assessments.
3b: Developing and implementing delivery of service plans to maximize students' success, taking diversity and special needs into consideration.	SSW fails to develop plans suitable for students, or plans are inconsistent with the findings or assessments.	SSW plans for students are partially suitable for them or sporadically aligned with identified strengths and needs.	SSW plans for students are evidence-based and aligned with identified strengths and needs.	SSW develops comprehensive evidence-based plans consistent with best practice interventions to meet student needs based on individual strengths and assessment findings.
3c: Completing assignments, providing written reports, making recommendations regarding eligibility and programming.	SSW does not complete assignments, fails to provide written reports, and does not make appropriate recommendations in a timely manner.	SSW completes some assignments, provides some written reports and makes some recommendations regarding eligibility and programming in a timely manner.	SSW completes assignments, provides written reports and makes appropriate recommendations regarding eligibility and programming in a timely manner.	SSW completes all assignments, provides accurate and well-written reports and makes appropriate recommendations regarding eligibility and programming in a timely manner. SSW mentors others in report writing and program recommendations.
3d:	SSW rigidly adheres to the	SSW makes modest	SSW routinely makes	SSW is continually seeking

Demonstrating flexibility and responsiveness.	plan, in spite of evidence that the student or school program is not meeting the goals or improving outcomes.	changes in plan or program when confronted with evidence that the goals or school program are not progressing toward improved outcomes.	revisions in plan or program in response to evidence of the need for change in a student's school programming.	input from students, teachers, and parents to improve plans or programs in response to evidence of the need for change, including crisis situations.
3e: Planning coordinated School Social Work programming to best meet LEA and student needs.	SSW contributes little or no work into improving knowledge and skills for colleagues to enhance student or school improvement.	SSW maintains contact with colleagues and attends professional development opportunities, but shows little initiative in the school or student improvement planning process.	SSW communicates regularly with colleagues and shares professional development opportunities, school, and student improvement processes.	SSW demonstrates leadership by collaboratively engaging school social workers in creating a professional learning community with a clear vision for school and student improvement.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Engaging in professional learning to enhance practice.	SSW does not participate in professional learning activities even when more relevant opportunities are needed for ongoing skill development	SSW participation in professional learning activities are limited to those that are convenient or required.	SSW seeks out opportunities for professional learning based on individual assessment of need.	SSW actively pursues professional learning opportunities and makes a substantial contribution to the profession through the sharing of information with colleagues.
4b: Maintaining accurate records and effective documentation system.	SSW documentation system is either nonexistent or in disarray; it cannot be used to monitor student progress or	SSW documentation is organized; occasionally uses it to adjust service/intervention.	SSW uses an effective documentation system for monitoring student progress and adjusts service/intervention when needed.	SSW uses a highly effective documentation system for monitoring student progress, adjusts service/intervention

	adjust service/intervention when needed. No progress reports found.			based on the data and communicates findings regularly with staff and parents.
4c: Displaying ethical conduct including integrity advocacy, and maintaining confidentiality.	SSW does not accurately communicate information in interactions with colleagues, students, and the public; may violate principles of confidentiality.	SSW is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate norms of confidentiality.	SSW displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public; advocates for students based on their needs.	SSW dependably adheres to the highest standards of honesty, integrity and confidentiality and advocacy for students. SSW takes a leadership role in upholding ethical behavior in the LEA.
4d: Displaying organizational skills, effective time management and professional decorum.	SSW is disorganized, does not use time wisely, and displays an inappropriate professional demeanor.	SSW has some organizational skills, intermittently uses time wisely, and sometimes displays a professional demeanor.	SSW displays adequate organizational skills, uses time wisely and typically displays a professional demeanor.	SSW displays exceptional organizational skills, uses time effectively and presents with a professional demeanor.
4e: Support of school, district, and state policies and initiatives	SSW is unaware of or does not support school, district, or state initiatives. SSW violates a district policy or rarely follows district initiatives.	SSW supports and has an understanding of school, district, and state initiatives. SSW follows district policies and implements district initiatives.	SSW supports and has an understanding of school, district, and state initiatives. SSW supports and collaborates with teachers to follow district policies and help students access the district initiatives.	SSW supports and actively looks for leadership opportunities in developing and implementing school, district, and state initiatives. SSW collaborates with teachers to implement adjustments and interventions as appropriate to

				maximize students ability to access school, district, and state initiatives.
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Domain 5: Home/School/Community Collaboration

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a: Ability to orally present findings and conclusions in meetings	SSW demonstrates minimal ability to articulate assessment results in meetings.	SSW communicates essential results in terms understandable to all team members.	SSW establishes rapport, demonstrates sensitivity to the feelings of participants present, clearly articulates assessment results and synthesizes data collection by others.	SSW establishes rapport, demonstrates sensitivity to the feelings of participants present, clearly articulates assessment results and synthesizes data collection by others and provides leadership in the discussion of student strengths and needs as well as in due process decision-making.
5b: Ability to write professional reports	SSW demonstrates minimal ability to write reports.	SSW writes and/or oversees completion of the components of individualized education programs.	SSW synthesizes data from all sources, interprets collective results, and completes reports in a timely fashion.	SSW synthesizes data from all sources, interprets collective results, and completes reports in a timely fashion and mentors assessment team members to optimize their writing proficiency.
5c:	SSW's communication	SSW demonstrates	SSW establishes and	SSW establishes and

Collaboration.	skills are insufficient and do not facilitate positive interpersonal relations.	skills in listening, adapting, dealing with ambiguity, and is patient.	maintains relationships with team members that promote mental health, behavioral and academic growth.	maintains relationships with team members that promote mental health, behavioral and academic growth. SSW also communicates excellently and clearly presents and disseminates information to diverse audiences.
5d: Consultation.	SSW does not engage in effective problem solving strategies.	SSW demonstrates basic skills in effective problem solving.	SSW promotes change in the individual student, classroom, or building. For example, by providing skill enhancement activities.	SSW demonstrates effective problem solving and negotiation skills which assist in the development of interventions and programs. Follows up on effectiveness of interventions and programs.
5e: Ability to manage crisis situations	SSW fails to recognize and respond to crisis situations effectively.	SSW demonstrates minimal ability to manage crisis situations effectively.	SSW successfully meets identified needs and assists with crisis management.	SSW assumes a leadership role, delegates responsibility and anticipates consequences and outcomes of crisis situations.