

Components of Professional Practice for Social Worker
from Charlotte Danielson's
Enhancing Professional Practice: A Framework for Teaching

Domain 1: Planning & Preparation

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i> ←			→ <i>Proficient</i>
1a. Demonstrating Knowledge of Content Basic to the Social Work Profession <ul style="list-style-type: none"> • Counseling • Crisis Intervention • Casework • Community organization • Consultation • Case management • Psychopharmacology • Family therapy • Affective education strategies • Learning theory • Systems theory • Communication theory • Social learning theory • Behavioral theory • Risk & protective Factors framework • Cultural, racial & ethnic diversity • Needs of at-risk children & children with disabilities • Environmental and biological factors that affect children's ability to function effectively in school 	Social Worker displays little understanding of the knowledge of Social Work practice in the areas of content basic to the Social Work profession.	Social Worker displays knowledge of Social Work practice in the areas of content basic to the Social Work profession but does not take a systems view of the student's needs in the content of the school's mission.	Social Worker demonstrates solid understanding of the content in the areas to the social Work profession and takes a systems view of the student's needs.	Social Worker's knowledge of the content and practice in the areas basic to the social Work profession are extensive, showing evidence of a continuing search for improved practice. Social Worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.
1b. Demonstrating Knowledge of Diagnostic Process <ul style="list-style-type: none"> • Knowledge of characteristics of the age group • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage • Knowledge of systems theory • Theories of human growth & development 	Social Worker uses little or no diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	Social Worker applies a partial or haphazard diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	Social Worker demonstrates solid understanding and application of a diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	Social Worker demonstrates solid understanding and application of a diagnostic process and integrates this diagnosis into systems planning for change strategies in the school and/or community.
1c. Developing Intervention Goals <ul style="list-style-type: none"> • Student and family collaboration • Clearly stated and measurable goals 	Social Worker's goals are unsuitable for students in an educational setting with no student and/or family collaboration and they do not permit viable methods of assessment.	Social Worker's goals are of moderate value appropriate to an education setting with limited student and/or family collaboration. Some goals permit viable methods of assessment.	Social Worker's goals are of considerable value, appropriate to an educational setting and represent consistent student and/or family collaboration. They may provide limited opportunities for insight and permit viable methods of assessment.	Social Worker's goals maximize student growth, appropriate to the educational setting, which represents highly effective student and/or family collaboration. It encourages opportunities for insight and permits viable methods of assessment.
1d. Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • Aware of school, district & community resources • Knows how to gain access to these resources 	Social Worker is unaware of school, district and community resources available either for themselves or for students who need them.	Social Worker displays limited knowledge of school, district, community or resources available either for themselves or for students who need them.	Social Worker is fully aware of school, district and community resources available for clinical needs. The social worker knows how to gain access to these resources for themselves and for students who need them.	Social Worker is fully aware of school, district and community resources available for clinical needs, and knows how to gain access to these resources for themselves and for students who need them. In addition, the Social Worker actively attempts to build resources for clinical needs for themselves or for their students in the school or community.
1e. Designing an Intervention Plan <ul style="list-style-type: none"> • Performance objectives • Methodology 	The performance objectives and methodology of the intervention plan do not support the goals or engage students and/or families in a meaningful way appropriate to an educational setting.	Some of the performance objectives and methodology of the intervention plan support the goals and engage student and/or families in a meaningful way appropriate to an education setting, while others do not.	Most of the performance objectives and methodology support the stated goals and engage students and/or families in a meaningful way appropriate to an education setting.	All of the performance objectives and methodology support the stated goals and engage students and/or families in a meaningful way appropriate to an education setting.
1f. Assessing Student Growth <ul style="list-style-type: none"> • Create criteria for assessing goals 	Social Worker's approach to assessing student growth contains no clear criteria and lacks congruence with the intervention goals.	Social Worker exhibits a pattern of inconsistently assessing student growth and lacks clear criteria and congruence with the	Social Worker exhibits a pattern of assessing student growth that involves the use of clear criteria and is congruent	Social Worker exhibits a pattern of assessing student growth that involves the use of clear criteria and is congruent with the

<ul style="list-style-type: none"> • Congruence with intervention goals • Use assessment results for future planning 	Social Worker does not use assessment results for future intervention planning.	intervention goals. Social Worker exhibits the inconsistent use of assessment results for future intervention planning.	with the intervention goals. Social Worker exhibits a consistent pattern of the use of assessment results for future intervention planning.	intervention goals. Social Worker exhibits a consistent pattern of the use of assessment results for future intervention planning. There is a pattern of student involvement in establishing the criteria for assessing their own growth and planning interactively for their future.
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Domain 2: The Classroom Environment

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
2a. Creating an Environment with Respect and Rapport <ul style="list-style-type: none"> • Interactions with students, parents, school personnel, and community agencies • Communication 	Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate and characterized by sarcasm, put downs or conflicts. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. Works collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families.	Social Worker interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among individuals and groups of students. Interactions also reflect general warmth, caring, and respect in consultation to school personnel and community agencies.	Social Worker interactions are highly respectful, reflecting genuine warmth and caring towards students. Interactions also reflect warmth, caring and respect of individuals in consultation to school personnel and community agencies.
2b. Establishing a Counseling Relationship <ul style="list-style-type: none"> • Importance of the counseling relationship • Expectations for student achievement 	Social Worker conveys a negative attitude toward student's participation in counseling services, suggesting that the service is not important. Social Worker conveys few or modest expectations for student progress.	Social Worker communicates importance of counseling services but with limited conviction. Social Worker minimally encourages students to accept responsibility for change. Social Worker inconsistently conveys expectations to the student.	Social Worker conveys enthusiasm toward student's participation in counseling and consistent commitment to its value. Social Worker encourages high expectation and responsibility for achievement.	Social Worker and students demonstrate positive attitude toward counseling through participation, curiosity and attention to detail. Social Worker encourages students to initiate goals for growth and take pride in achievements. Student and Social Worker maintain high expectations for student's learning in the counseling and classroom environments.
2c. Supporting Classroom/School Procedures <ul style="list-style-type: none"> • Development and/or facilitation of classroom routines and/or procedures 	Social Worker ineffective inability to facilitate development and/or implementation of classroom routines and/or procedures with the school team.	Social Worker inconsistently facilitates the development and/or implementation of basic classroom routines and/or procedures.	Social Worker effectively facilitates the development and/or implementation of basic classroom routines and/or procedures.	Social Worker effectively facilitates development of and on-going consultation with school team, regarding classroom routines and/or school procedures and enables students to assume the responsibility for smooth classroom functioning.
2d. Facilitating Positive Student Behavior <ul style="list-style-type: none"> • Communicating standards of conduct • Monitoring student behavior • Developing strategies to respond to misbehavior 	Social Worker interactions do not clearly communicate standards of conduct to students. Social Worker is unable to effectively monitor student behavior nor develop strategies to respond to student misbehavior.	Social Worker interactions sometimes communicate standards of conduct to students. Social Worker is inconsistent in monitoring student behavior and developing strategies to respond to student misbehavior.	Social Worker interactions are clear and consistent in communicating standards of conduct to students. Social Worker effectively monitors student behavior and develops strategies to respond to student misbehavior.	Social Worker interactions clearly communicate standards of conduct and facilitate student self-monitoring of appropriate behavior.

Domain 3: Instruction

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
3a. Communicating Clearly and Accurately <ul style="list-style-type: none"> • Communicating directions, expectations and information appropriate for students • Oral/visual and written communication 	Social Worker's oral/visual and written communication is unclear or inappropriate to students.	Social Worker's oral/visual and written communication may not be completely appropriate or may require further explanation to avoid confusion..	Social Worker communicates clearly and appropriately to students, orally/visually and in writing.	Social Worker's oral/visual and written communication is clear and appropriate, anticipating possible student misconceptions.
3b. Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	Social Worker makes poor use of questioning and discussion techniques limiting student participation and discussion.	Social Worker's use of questioning and discussion techniques is uneven, with some attempt at discussion and moderate student participation.	Social Worker's consistent use of questioning and discussion techniques encourages open and appropriate discussion and full participation by all students.	Social Worker's use of questioning and discussion techniques fosters student if self direction and responsibility for personal growth.
3c. Engaging Students <ul style="list-style-type: none"> • Builds on individual strengths • Student planning of learning experiences. 	Students are not engaged in intervention session. Content lacks in relevance to student's experience. Social Worker uses inappropriate activities or materials. The session content is irrelevant to student experience and needs. There is no opportunity to demonstrate student's strengths.	Students are partially engaged in intervention as a result of content limited in its relevancy to student's experience, activities/materials of uneven quality and inconsistent opportunities to demonstrate proficiency. Social Worker's use of activities, materials and session content is uneven. There are some opportunities for students to demonstrate strengths.	Students are engaged in intervention. Social Worker's use of activities, materials and session content is relevant. There are consistent opportunities for student to demonstrate strengths.	Students are high engaged in intervention session and initiate discussion and activities that foster personal growth.
3d. Providing Feedback to	Social Worker's feedback to students is not relevant	Social Worker's feedback if at times relevant, constructive	Social Worker's feedback is consistently relevant,	Social Worker's feedback is consistently relevant,

Students <ul style="list-style-type: none"> • Quality • Timelines 	constructive or specific. Feedback is not given in a timely manner.	and specific. Timeliness of feedback is inconsistent.	constructive, specific, and timely.	constructive, specific and timely. Students make use of feedback for personal growth.
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Adjust intervention plans to enhance student's ability to benefit from services • Ability to provide services given the constraints of space, student availability and equipment • Ability to set priorities to meet the needs of students, families, school personnel and community agencies 	Social Worker adheres to intervention plan in spite of student's lack of interest, does not let appropriate service priorities, and assumes no responsibility for providing services when space, student availability and equipment is not optional.	Social Worker demonstrates moderate responsiveness to student's needs and interests, inconsistently sets appropriate service priorities and is somewhat flexible in providing services given the constraints of the school environment.	Social Worker adjusts intervention plan to be responsive to student's needs and interests. Social Worker consistently sets appropriate service priorities and is flexible and persistent in providing services given the constraints of the school environment.	Social Worker is consistently responsive to student's needs and interests. Social Worker consistently sets appropriate services priorities and demonstrates creativity and persistence in providing services given the constraints of the school environment.

Domain 4: Professional Responsibilities

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i> ←			→ <i>Proficient</i>
4a. Reflecting on Intervention <ul style="list-style-type: none"> • Accuracy • Use of future intervention 	Social Worker does not reflect on the effectiveness of the intervention or purpose ideas as to how it may be improved.	Social Worker's reflection on the intervention is generally accurate and social worker makes global suggestions as to how it might be improved.	Social Worker reflects accurately on the intervention citing general impact and makes some specific suggestions about how it might be improved.	Social Worker reflection on the intervention is highly accurate and perceptive. Social Worker draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.
4b. Maintaining Accurate Records <ul style="list-style-type: none"> • Clinical records • Reporting data • Student progress records 	Social Worker has no system for maintaining accurate records, resulting in confusion and poor case management.	Social Worker's system for maintaining accurate records is rudimentary and only partially effective.	Social Worker's system for maintaining accurate records is efficient, effective and timely.	Social Worker system for maintaining accurate records is efficient and effective. Social Worker utilizes records to plan interventions, assess need, and evaluate impact of services.
4c. Communicating with Families <ul style="list-style-type: none"> • Information about services • Information about students • Engagement of families 	Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond or responds insensitively to family concerns.	Social Worker complies with school procedures/practices for communicating with families. Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.	Social Worker communicates frequently and sensitively with families. Social Worker provides information regarding student's progress and needs. Social Worker provides information regarding available resources.	Social Worker communicates frequently and sensitively with families. Social Worker empowers and supports families to function as advocates for themselves and their children.
4d. Social Worker Contributing to the School Environment <ul style="list-style-type: none"> • Relationships with colleagues • Service to the School • Participation in school and district projects 	Social Worker relationships with colleagues are negative and self serving. Social Worker does not become involved in school events/projects.	Social Worker's relationships are cordial. Social Worker participates in school events/projects when specifically requested.	Social Worker maintains positive relationships with colleagues. Social Worker participates actively in school events/projects.	Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school. Social Worker participates in team/department decision making.
4e. Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge • Service to the profession 	Social Worker does not participate in professional development activities.	Social Worker shows limited participation in professional development activities.	Social Worker participates actively in professional development, developing clinical and technology skills and contributes to the profession.	Social Worker makes a substantial contribution to the profession through research, mentoring, and actively pursuing professional development.
4f. Showing Professionalism <ul style="list-style-type: none"> • Services to students • Advocacy • Decision making • Confidentiality 	Social Worker's sense of professionalism is low. Practice decisions are questionable and show little regard for student and family needs.	Social Worker's efforts are genuine and consistent. Practice decisions sometimes show good judgment. Social Worker safeguards confidentiality and recognizes basic human rights, including the rights of all people to human services.	Social Worker makes genuine and successful efforts to serve students, remaining current by continuously scrutinizing and improving theory, policy and practice. Practice decisions consistently show good judgment.	Social Worker demonstrates ethical decision making based upon professional judgment, convictions, and effective use of data. Social Worker advocates for students and families.