



RSU5

Durham – Freeport – Pownal
Growth & Evaluation

Social Worker
Professional Practice Rubric
and Evaluation Summary

I. PLANNING AND PREPARATION FOR LEARNING

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
The Social Worker:				
a Knowledge of school social work theory and service delivery	Demonstrates deep and thorough understanding of social work theory and techniques.	Demonstrates understanding of social work theory and techniques	Demonstrates basic understanding of social work theory and techniques.	Demonstrates little understanding of social work theory and techniques.
b Knowledge of child and/or adolescent development	Utilizes current research on developmental characteristics of the age group and demonstrates understanding of the extent to which individual students follow the general patterns.	Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general pattern.	Demonstrates some basic knowledge of child and adolescent development.	Demonstrates little or no knowledge of child and adolescent development.
c Knowledge of school and community practices and resources	Demonstrates extensive knowledge of school and community resources available to assist students and families and shares knowledge of resources with colleagues.	Demonstrates knowledge of school and community resources available to assist students and families.	Demonstrates basic knowledge of school and community resources available to assist students and families.	Demonstrates little or no knowledge of school and community resources available to assist students and families.
d Knowledge of Federal and State law and regulations, district policy, and procedures	Demonstrates thorough knowledge of regulations, policy, and procedures and consistently uses this knowledge to inform practice.	Demonstrates knowledge of regulations, policy, and procedures and uses this knowledge to inform practice.	Demonstrates basic awareness of regulations, policy and procedures and may not consistently use them to inform practice.	Displays little or no awareness of regulations, policy, and procedures.
e Student needs assessment	Conducts high quality comprehensive needs assessments; synthesizes data collected; offers detailed professional impressions and recommendations.	Conducts quality needs assessments based on data that offer appropriate professional impressions and recommendations.	Responds to referrals and collects some information to make assessments of student needs.	Does not respond to referrals and/or fails to collect necessary information to assess student needs.
f Planning the social work services	Develops comprehensive service plans that are evidence and data-based and maximize students' success, taking diversity and special needs into consideration	Develops service plans that are aligned with students' strengths and needs and based on data.	Develops service plans for students that are partially suitable for them or sporadically aligned with individual strengths and needs	Does not develop service plans that are evidence based or based on data and/or are not aligned with individual strengths and needs
g Analysis and conclusions	Individually and with colleagues draws evidence-based conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to inform planning and improve programming.	Draws evidence-based conclusions about students, programs, plans and practices from an analysis of data to inform planning and improve programming.	Draws conclusions from a limited analysis of data to inform planning.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.

Overall rating: _____

Comments:

II. ENVIRONMENT

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Respect and rapport	Actively and consistently works to establish and maintain rapport; interactions are consistently positive and appropriate, demonstrating sensitivity and concern for others.	Interactions with students are positive and respectful.	Attempts to establish positive relationships and strong rapport with all students, but with mixed results.	Makes no attempt to establish rapport; interactions are consistently negative or inappropriate.
b Safe, welcoming, therapeutic and confidential environment	Consistently contributes to a safe and healthy school, creating an environment that reflects the understanding of student needs while promoting the importance of confidentiality.	Nearly always contributes to a safe and healthy environment. Has a thorough understanding of student needs and knowledge of safeguards for privacy and confidentiality of information.	Generally contributes to a safe and healthy environment. Has a basic understanding of student needs and safeguards for privacy and confidentiality of information.	Rarely contributes to a safe or healthy school environment or fails to understand student needs and/or maintain adequate safeguards for the confidentiality of information.
c Working relationships and collaboration	Is proactive in engaging staff or parents in a problem-solving process and participates in school wide initiatives.	Initiates consultation with school personnel and parents.	Consults with colleagues or parents when requested.	Makes little or no attempt to consult with school personnel/colleagues or parents.
d Respects differences	Takes the lead in promoting and developing understanding of diverse student needs. Frequently engages with school programs that support diverse groups of students and helps to connect students to such programs.	Demonstrates appreciation of others' values and viewpoints. Occasionally engages with school programs that support diverse groups of students.	Occasionally models curiosity and respect for diverse opinions and populations. Efforts to address the diverse needs of the school community are minimally effective.	Demonstrates a lack of respect for diversity among others. Is not responsive to individual needs of others or is discriminatory in actions or words.
e Responsiveness to students	Deals immediately and successfully with student concerns and makes students feel welcome at all times.	Responds successfully to student concerns and makes students feel welcome.	Is slow to respond to some student concerns and/or sometimes makes students feel unwelcome.	Does not respond to student concerns and/or makes students feel unwelcome.

III. DELIVERY AND MONITORING OF SERVICE

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Delivery of service plans	Implements comprehensive service plans that are evidence and data-based and maximize students' success, taking diversity and special needs into consideration.	Implements service plans that are aligned with students' strengths and needs and based on data.	Implements service plans for students that are partially suitable for them or sporadically aligned with individual strengths and needs.	Does not implement service plans that are evidence based or based on data and/or plans are not aligned with individual strengths and needs.
b Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving in order to build skills.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Does not utilize effective strategies to engage students in learning social development skills.
c Resources and strategies	Uses an extensive range of high-quality, age appropriate activities and services that foster intellectual, psychological and social development, both in individual and group settings.	Uses a range of age-appropriate activities and services that foster intellectual, psychological and social development, both in individual and group settings.	Uses some appropriate activities and services that foster intellectual, psychological and social development.	Uses a limited range of activities and services when working with students.
d Transfer	Collaborates with others to support students in applying skills and knowledge learned in social work in other settings to maximize student success.	Consistently supports students and families to apply skills and knowledge learned in social work in other settings in order to maximize student success.	Occasionally identifies ways to help students apply skills and knowledge learned in social work into other settings.	Does not consider ways to help students apply skills and knowledge learned in social work into other settings.
e Progress monitoring and responsiveness	Frequently monitors the impact and effectiveness of interventions and skill development (self-regulation, self-monitoring, executive functioning, making appropriate choices, etc.) based on data and adjusts service plans as needed.	Monitors the impact of interventions and skill development and adjusts social work services in response.	Provides minimal monitoring and/or follow-up of interventions and skill development and rarely adjusts practice based on monitoring data.	Rarely or does not monitor interventions or skill development with students.
f Working with students with IEPs	Persists in seeking and implementing effective ways to support the IEP for student success. Works collaboratively with a wide range of support and educational personnel as partners in implementing the IEP. Makes changes to plans in response to input from others.	Frequently seeks ways to improve the IEP for student success. Works well with support and educational personnel as partners in implementing the IEP when it is needed.	Suggests and implements some changes to the IEP when confronted with evidence of the need for change. Works with others to try to find solutions.	Rarely or does not seek ways to improve the IEP and/or does not collaborate with partners to enhance student success.

Overall rating: _____

Comments:

IV. FAMILY AND COMMUNITY OUTREACH

The Social Worker:				
	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b Belief	Demonstrates in-depth knowledge of each student to parents and a strong belief the student will meet goals and/or make progress.	Shows parents a genuine interest and belief in each student's ability to meet goals and/or make progress.	Expresses concern to parents about wanting the best for students.	Does not convey to parents any knowledge of individual students or concern for their future.
c Communicating with families	Is proactive and resourceful in providing thorough and accurate information to families about social work services and about individual student progress as appropriate.	Provides accurate information to families about social work services and about individual student progress as appropriate.	Provides limited though accurate information to families about social work services and individual student progress as appropriate.	Provides no information to families, either about social work services or about individual student progress as appropriate..
d Responsiveness to parents	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and/or sometimes makes parents feel unwelcome.	Does not respond to parent concerns and/or makes parents feel unwelcome.
e Resources	Successfully researches and/or enlists community resources to support students and programming.	Enlists community resources to support students and programming.	Sporadically reaches out to community resources to support students and programming.	Does not reach out to community resources.

Overall rating: _____

Comments:

V. PROFESSIONAL RESPONSIBILITIES

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
The Social Worker:				
a Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
b Reliability	Carries out a comprehensive social work program; keeps timely and meticulous records.	Develops and delivers a comprehensive social work program; keeps accurate records.	Occasionally provides exposure to a comprehensive social work program. Makes errors in records and/or misses paperwork deadlines.	Provides limited exposure to a comprehensive social work program. Makes errors in records and misses deadlines.
c Professionalism	Presents as a consummate professional in words, action and appearance and displays appropriate boundaries.	Usually demonstrates professional demeanor in words, actions and appearance and maintains appropriate boundaries.	Occasionally acts in an unprofessional manner in words, action and/or appearance and/or violates boundaries.	Frequently acts in an unprofessional manner and violates boundaries.
d Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential student information.
e Contributions to the School Community	Proactively anticipates, demonstrates and cultivates in others, a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
f Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve the overall well-being of the school.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.
g Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing practice.
h Collaboration	Meets at least weekly with colleagues to plan services, share ideas, and analyze student data.	Collaborates with colleagues to plan services, share ideas, and review student data.	Meets occasionally with colleagues to share ideas about services and students.	Meets infrequently with colleagues. Conversations lack educational substance.
i Growth	Actively pursues new ideas and engages in action research to figure out what works best.	Seeks out effective ideas from colleagues and workshops and implements them well.	Can occasionally be persuaded to try out new practices	Is not open to new ideas for improving social work practices.

Overall rating: _____

Comments:

Evaluation Summary Page

Social Worker's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Environment

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery and Monitoring of Services

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator comments including goal progress:

Social Worker's Comments:

Evaluator's Signature: _____ Date: _____

Social Worker's Signature: _____ Date: _____

(The social worker's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)