

## School Social Worker Evaluation

<b>PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<p><b>Component 1a.</b>  <b>Demonstrating knowledge of content basic to the social work profession</b></p> <ul style="list-style-type: none"> <li>• <b>Crisis Intervention</b></li> <li>• <b>Cultural, racial &amp; ethnic diversity</b></li> <li>• <b>Needs of at-risk children &amp; children with disabilities</b></li> <li>• <b>Environmental and biological factors that affect children's ability to function effectively in school</b></li> <li>• <b>Ecological framework</b></li> <li>• <b>Psychosocial theories</b></li> <li>• <b>Group process skills</b></li> <li>• <b>Community resources</b></li> </ul>	<p>Social Worker displays little understanding of the knowledge of social work practice.</p>	<p>Social Worker displays basic knowledge of social work practice.</p>	<p>Social Worker demonstrates solid understanding of the content areas basic to the Social Work profession and takes an ecological view of the student's needs.</p>	<p>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.</p>
<p><b>Evidence:</b></p>				
<p><b>Component 1b.</b>  <b>Establishing goals for social work services appropriate to the setting and the students served</b></p>	<p>Social Worker has no clear goals for the programs services to be provided, or they are inappropriate to either the situation or the age of the students.</p>	<p>Social Worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students.</p>	<p>Social Worker goals for the program services are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>Social Worker goals for the program services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.</p>
<p><b>Evidence:</b></p>				

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<b>Component 1c.</b> <b>Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Social Worker demonstrates little or no knowledge of laws and regulations that guide social work procedures.	Social Worker demonstrates basic knowledge of laws and regulations that guide social work procedures.	Social Worker demonstrates thorough knowledge of laws and regulations that guide social work procedures.	Social Worker's knowledge of laws and regulations that guide social work procedures is extensive; Social worker also provides input on how building policy might impact students and families.
<b>Evidence:</b>				
<b>Component 1d.</b> <b>Demonstrating knowledge of resources, both within and beyond the school and district</b>	Social Worker demonstrates little or no knowledge of resources for students available through the school or district.	Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker displays thorough knowledge of resources for students available through the school or district, and some familiarity with resources external to the school.	Social Worker knowledge of resources for students is extensive, including those available through the school, district, community, state, and federal.
<b>Evidence:</b>				
<b>Component 1e.</b> <b>Designing the social work program using a needs assessment, which may include individual and small group sessions and crisis intervention</b>	Social Worker's plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure.	Social Worker's plan has a cohesive and overall structure but some activities don't fit together or support broader goals.	Social Worker's plan has a cohesive and overall structure that includes a number of worthwhile activities that closely supports the educational program.	Social Worker's plan is highly cohesive and serves to support the students individually and/or in groups, within the broader educational program.
<b>Evidence:</b>				

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<b>PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 2: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>Component 2a. Creating an environment of respect and rapport</b>	Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of stakeholders. Social Worker actively promotes positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies are highly respectful, reflecting genuine warmth and caring about students. Social Worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.
<b>Evidence:</b>				
<b>Component 2b. Organizing time effectively</b>	Social Worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Social Worker's time management skills are moderately well developed; essential activities are carried out, but not always in the most appropriate or efficient manner.	Social Worker exercises good judgment in setting priorities, resulting in clear schedules and important work begin accomplished in an efficient and supportive manner.	Social Worker demonstrates excellent time management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders that includes students, parents, school personnel and community agencies.
<b>Evidence:</b>				
<b>Component 2c. Contributing to the culture of student success throughout the school</b>	Social Worker's efforts to establish appropriate interventions that contribute to student success are unsuccessful.	Social Worker's efforts to establish appropriate interventions that contribute to student success are partially successful.	Social Worker has established appropriate interventions that contribute to student success and are consistently effective with a variety of students.	Social Worker works collaboratively with students to establish appropriate interventions that make lasting contributions to positive student self-managed behavior and success.

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<b>Evidence:</b>				
<b>Component 2d. Organizing physical space for working with individuals or small groups of students and storage of materials.</b>	The meeting space and materials are not organized. Documents are not maintained ensure to confidentiality.	The meeting space and materials are not completely organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality.	The meeting space and materials are well organized; documents are arranged and maintained to ensure confidentiality.	The meeting space is highly inviting to parents and/or students. Documents are arranged and maintained to ensure confidentiality.
<b>Evidence:</b>				

### PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>Component 3a. Assessing students' social and emotional needs, including collaboration among students, parent and school personnel</b>	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory.	Social Worker assesses student needs, and knows the range of student needs in the school.	Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>Evidence:</b>				
<b>Component 3b. Assisting students and teachers in the formulation of academic, personal/social and behavior plans, based on knowledge of student needs</b>	Social Worker demonstrates few strategies to help students acquire decision-making, problem-solving and coping skills.	Social Worker demonstrates a limited range of strategies to help students acquire decision making, problem-solving and coping skills.	Social Worker demonstrates a broad range of strategies to help students acquire decision making, problem-solving and coping skills.	Social Worker demonstrates an extensive range of strategies to help students acquire decision-making, problem-solving and coping skills.
<b>Evidence:</b>				

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<b>Component 3c. Communicating intervention plan and student progress with the student's family</b>	Social Worker fails to communicate with families and secure necessary permission for evaluation or interventions or communicates in an insensitive manner.	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social Worker communicates with families and secures necessary permission for evaluations or interventions, and does so in a manner sensitive to cultural and linguistic traditions.	Social Worker secures necessary permissions and communicates with families in a manner that is highly sensitive to cultural and linguistic traditions. The Social Worker reaches out to families of students to support trust and collaboration for student benefit.
<b>Evidence:</b>				
<b>Component 3d. Collecting information and data</b>	Social Worker neglects to collect important information on which to base intervention plans; data are inaccurate.	Social Worker collects most of the important information on which to base the intervention plans; data are accurate but lacking in clarity.	Social Worker collects all the important information on which to base the intervention plans; data are accurate.	Social Worker is proactive in collecting important information, seeking out different stakeholders when necessary, including parents; data are accurate and clearly written.
<b>Evidence:</b>				
<b>Component 3e. Demonstrating flexibility and responsiveness Adjust intervention plans and set priorities to meet the needs of diverse populations</b>	Social Worker adheres to intervention plan in spite of student's lack of interest, and does not set appropriate service priorities.	Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities.	Social Worker adjusts intervention plan to be responsible to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and is flexible and persistent in providing services.	Social Worker is consistently responsive to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services.
<b>Evidence:</b>				

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<b>Component 3f. Using knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success</b>	Social Worker demonstrates lack of understanding of reciprocal influences of home, school and community to intervene for student success.	Social Worker demonstrates rudimentary understanding of reciprocal influences of home, school and community to intervene for student success.	Social Worker demonstrates an adequate understanding of reciprocal influences of home, school and community by bridging the communication gap with families to include home visits.	Social Worker demonstrates an advanced understanding of reciprocal influences of home, school and community by fully connecting with families to include home visits, and barrier removal through connecting student and/or family with services.
<b>Evidence:</b>				

PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>Component 4a. Reflecting on practice</b>	Social Worker does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved.	Social Worker reflects on the intervention and makes global suggestions without citing specific examples.	Social Worker reflects on the intervention citing general impact and makes some specific suggestions about how it might be improved.	Social Worker reflects on the intervention and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.
<b>Evidence:</b>				
<b>Component 4b. Communicating with families as allowed by confidentiality laws and social work ethics</b>	Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond sensitively to family concerns.	Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.	Social Worker sensitively communicates with family as needed. Social Worker occasionally provides information regarding student's progress and needs.	Social Worker sensitively communicates with family as needed. Social Worker routinely provides information regarding student progress and needs. Social Worker empowers and supports families to function as advocates for themselves and their children.
<b>Evidence:</b>				

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<b>Component 4c. Participating in the professional learning community</b>	Social Worker's relationships with colleagues are ineffective in supporting the school environment. Social Worker does not participate in programs or committees on any level.	Social Worker's relationships are cordial. Social Worker participates in school/district events, programs, committees when specifically requested.	Social Worker maintains positive and productive relationships with colleagues. Social Worker participates actively in school/district events, programs, and committees.	Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school, district and community.
<b>Evidence:</b>				
<b>Component 4d. Engaging in Professional Development</b>	Social Worker does not participate in professional development activities.	Social Worker participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on an individual assessment of needs.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops, doing research, mentoring and supervision.
<b>Evidence:</b>				
<b>Component 4e. Showing Professionalism, including integrity, advocacy and maintaining confidentiality in adherence to the NASW Code of Ethics</b>	Social Worker displays dishonesty in interactions with colleagues, students, or the public, and violates principles of confidentiality in accordance with NASW Code of Ethics.	Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality in accordance with NASW Code of Ethics.	Social Worker displays high standards of honesty integrity, and confidentiality in interactions with colleagues, students, families, the public, and advocates for students when needed, in accordance with NASW Code of Ethics.	Social Worker can be counted on to hold the highest standards of honesty, integrity, confidentiality, advocating for students and families, and taking a leadership role with colleagues, in accordance with NASW Code of Ethics.
<b>Evidence:</b>				