

DOMAIN 1 FOR CERTIFIED SCHOOL SOCIAL WORKER: PLANNING AND PREPARATION				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of social work theory and techniques	Social worker demonstrates little understanding of social work theory and techniques. Social worker does not hold the necessary certificate or license.	Social worker demonstrates basic understanding of social work theory and techniques. Social worker holds the necessary certificate or license.	Social worker demonstrates understanding of social work theory and techniques. Social worker holds the necessary certificate or license.	Social worker demonstrates deep and thorough understanding of social work theory and techniques. Social worker holds an advanced certificate or license.
1b: Demonstrating knowledge of child and adolescent development	Social worker displays little or no knowledge of child and adolescent development.	Social worker displays partial knowledge of child and adolescent development.	Social worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, social worker displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the social work program appropriate to the setting and the students served	Social worker has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Social worker's goals for the social work program are rudimentary and are partially suitable to the situation and the age of the students.	Social worker's goals for the social work program are clear and appropriate to the situation in the school and to the age of the students.	Social worker's goals for the social work program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Social worker demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Social worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Social worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Social worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the social work program, integrated with the regular school program	Social work program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social worker has developed a plan that includes the important aspects of social work in the setting.	Social worker's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the social work program	Social worker has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Social worker has a rudimentary plan to evaluate the social work program.	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.	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.

DOMAIN 2 FOR CERTIFIED SCHOOL SOCIAL WORKER: THE ENVIRONMENT				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Social worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, conflicting schedules, and not consistently meeting IEP minutes.	Social worker's time-management skills are moderately well developed; essential activities (IEP minutes) are carried out, but not always in the most efficient manner.	Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner as well as IEP minutes.	Social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers, regular education students, and IEP students understand their schedules.
2c: Managing routines and procedures	Social worker's routines for the office or classroom are nonexistent or in disarray.	Social worker's has rudimentary and partially successful routines for the office or classroom.	Social worker's routines for the office or classroom work effectively.	Social worker's routines for the office or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Social worker has established no standards of conduct for students during social work sessions and makes no contribution to maintaining an environment of civility in the school.	Social worker's efforts to establish standards of conduct for social work sessions are partially successful. Social worker attempts, with limited success, to contribute to the level of civility in the school as a whole.	Social worker has established clear standards of conduct for social work sessions and makes a significant contribution to the environment of civility in the school.	Social worker has established clear standards of conduct for social work sessions, and students contribute to maintaining them. Social worker takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Social worker's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is inviting and conducive to the planned activities.	The physical environment is inviting and conducive to the planned activities. Students have contributed ideas to the arrangement.

DOMAIN 3 FOR CERTIFIED SCHOOL SOCIAL WORKER: DELIVERY OF SERVICE

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing student needs	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 assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, and personal/social based on knowledge of student needs	Social worker's program is independent of identified student needs.	Social worker's attempts to help students and teachers formulate academic and personal/social plans are partially successful.	Social worker helps students and teachers formulate academic and personal/social plans for groups of students.	Social worker helps individual students and teachers formulate academic and personal/social plans.
3c: Using counseling techniques in individual and classroom programs	Social worker has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker displays a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses a range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Seeking out connections with resources, both within and beyond the school and district	Social worker does not make connections with other resources in order to meet student needs.	Social worker's efforts to connect with services with other resources in the school are partially successful.	Social worker's connections with other resources within the school or district meet student needs.	Social worker's connections with other resources both within and beyond the school or district meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Social worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social worker makes modest changes in the social work program when confronted with evidence of the need for change.	Social worker makes revisions in the social work program when they are needed.	Social worker is continually seeking ways to improve the social work program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR CERTIFIED SCHOOL SOCIAL WORKER: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social worker makes some specific suggestions as to how the social work program might be improved.	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social worker draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining an effective data-management system	Social worker's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Social worker has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Social worker has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Social worker has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4c: Communicating with families	Social worker provides no information to families, either about the social work program as a whole or about individual students.	Social worker provides limited though accurate information to families about the social work program as a whole and about individual students.	Social worker provides thorough and accurate information to families about the social work program as a whole and about individual students.	Social worker is proactive in providing information to families about the social work program and about individual students through a variety of means.
4d: Collaborating with teachers and administrators	Social worker is not available to staff for questions and planning and declines to provide background material when requested.	Social worker is available to staff for questions and planning and provides background material when requested.	Social worker initiates contact with teachers and administrators to confer regarding individual cases.	Social worker seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4e: Maintaining records and submitting them promptly	Social worker's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Social worker's reports, records, and documentation are generally accurate but are occasionally late.	Social worker's reports, records, and documentation are accurate and are submitted in a timely manner.	Social worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4f: Participating in a professional community	Social worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in school and district events and projects.	Social worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically requested.	Social worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4g: Engaging in professional development	Social worker does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Social worker's 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 need.	Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4h: Showing professionalism	Social worker displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
4i: Goals	Social worker does not engage in goal activities related to improved student learning or activities are minimal.	Social worker participates in goal activities related to student learning to a limited extent. Limited progress is made toward attaining the goal.	Social worker actively participates in goal activities related to improved student learning. Evidence supports that goal is attained or significant progress is evident.	Social worker documents systematic efforts to accomplish the goal. The goal may be attained or significant progress is evident. The social worker presents evidence that goal work led to improved student learning.