



**Early Childhood Social Worker  
Practice Rubric**

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## **Professional Educator Performance Standards**

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### **1. Planning and Preparation (x2)**

- ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

### **2. Data Informed Decision Making (x2)**

- ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

### **3. Delivery of Service (x3)**

- ❖ **Special Service Providers deliver quality services.**

### **4. Interventions (x3)**

- ❖ **Special Service Providers increase the probability of advancing individual student achievement.**

### **5. Contributions to the Learning Environment (x2)**

- ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**

### **6. Leadership (x2)**

- ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

### **7. Professional Responsibilities (x1)**

- ❖ **Special Service Providers have a responsibility to the profession, district, parents, students, and the public.**
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# PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

*Special Service Providers plan for quality service using a comprehensive approach.*

Service and Support		Level of Performance The School Social Worker performing at this level:				
<i>The Social Worker should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>  Request for Assistance Form (RFA) Emails Family Meeting Notes Community Resource Packet/Referrals Social Worker Daily Logs Social Worker Calendar
1a	<b>Establish and maintain clear and organized procedures for receiving requests for assistance to support families.</b>	inconsistently implements procedures for receiving request for assistance. Has not clarified procedures to requests assistance, thus, when teachers want to refer families, they are not sure how to go about it.	inconsistently follows established procedures for receiving requests for assistance, requests for assistance are not always answered within 24 hours.	follows established procedures for receiving requests by responding within 24 hours of receiving the request.	implements and follows established procedures for requesting assistance that is clear to everyone and developed in consultation with instructional coaches, preschool intervention and referral specialists, and administrators. Procedures are shared with all stakeholders.	
1b	<b>Establish family/staff meeting, goals and outcomes</b>	does not clarify family/staff meeting goals or family/staff meeting outcomes and/or the purposes may be inappropriate.	appears to know what they want to accomplish by the end of the family/staff meeting, although it may be unclear to others.	establishes clear family/staff meeting goals appropriate to the situation. Outcomes for family/staff meeting are stated in advance.	encourages family understanding of the goals and purpose of the meeting. Family/staff meeting outcomes are clarified in advance and participants know what is expected of them.	
1c	<b>Apply knowledge of school and community resources</b>	demonstrates little or no knowledge of the community resources available to assist students and families.	demonstrates basic knowledge of resources for families through the school or district but displays minimal knowledge of the community resources available.	demonstrate thorough knowledge of resources for families available through the school or district and has access to community resources.	demonstrate extensive knowledge and consistently make resources available to families through the school, district, and community. Follows through to ensure resources are acquired.	

1d	<b>Demonstrate knowledge and understanding of the family dynamic and potential impact on the educational setting.</b>	seldom develops, plans, and prioritizes specialized services and programs to enhance family and students' educational experiences	displays some understanding of human behavior in the social environment. Demonstrates some skills in implementing various practice modalities to empower disadvantaged and oppressed populations	uses research to inform practice and understanding of social policies related to school social work services. Demonstrates a solid understanding of the dynamics of family systems as it applies to student growth and development.	is informed by research, purposefully and effectively develops, plans, and prioritizes specialized services and programs to enhance families and students		
<b>Standard #1 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

***Special Service Providers use multiple sources of data to inform their decision making.***

Service and Support		Level of Performance						
		The School Social Worker performing at this level:						
The Social Worker should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:		
								Protective Factor Survey Fidelity Tool Item 18 Early Screening Inventory-Revised Parent Questionnaire Attendance Data Creative Curriculum Gold Assessment
<b>2a</b>	Uses data to support individual/district family improvement plan.	does not collect or refer to data to address the needs of families.	inconsistently collect, analyze, and use data to address the needs of families.	Collects, analyze and examines data to find strengths and challenges of families.  Analysis of data is shared with family and colleagues as it pertains to developing goals for families.	Examines and uses multiple data sources (Protective Factors Survey, district attendance data, early childhood assessment data, social assessment).  Analysis of the data makes a positive contribution toward effectively formulating recommendations to parents and other school personnel.			
Standard # 2 Overall Score		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient 2	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

# PERFORMANCE STANDARD #3: Delivery of Services

*Special Service Providers deliver quality services.*

Service and Support		Level of Performance				
		The School Social Worker performing at this level:				
The Social Worker should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
		<b>3a</b>	<b>Responding to requests for assistance and/or concerns; Consults with school personnel (Preschool Intervention Specialists, Instructional Coach etc.)</b>	Fails to consult with colleagues or contribute own professional insight to questions raised in the request for assistance.	Occasionally consults with colleagues, contributing own professional insights to questions raised in the request for assistance.	Frequently consults with colleagues, contributing own professional insights and tailoring goals to the questions raised in the request for assistance.

<b>3b</b>	<b>Ensure family/staff meetings are focused and productive while promoting active participation.</b>	<p>Does not conduct family/staff meetings effectively or in a way that is meaningful to families.</p> <p>Lacks the ability to facilitate family/staff meetings that are productive.</p> <p>There is no evidence of involvement from participants.</p>	<p>Conducts Staff/family meetings effectively but often without regard to time</p> <p>Information is sometimes presented in family friendly language.</p> <p>facilitate staff/family meetings that are generally focused.</p> <p>Lacks the ability to facilitate sessions meetings that encourage participation and feedback.</p>	<p>Conducts family/staff meetings in a manner that is conducive to all participants' time</p> <p>presented information in family friendly language</p> <p>Facilitates meetings that are focused and productive</p> <p>Encourages active participation</p> <p>Summarizes relevant information</p>	<p>Consistently conducts family/staff meetings in an exemplary manner with efficient time management.</p> <p>Terminology and information are presented in family friendly language and include frequent checks for understanding of information or discussions and summarizes relevant information.</p>			
	<b>3c</b>	<b>Use a variety of materials, methods, and strategies to reduce barriers or risk factors in working with families.</b>	<p>Does not have a working knowledge of appropriate community resource to support the 5 Protective Factors</p> <p>Is unable to advocate for students and their families.</p>	<p>Has a working knowledge of some of the 5 Protective Factors but is unsure of the most appropriate strategies or resources to support families.</p> <p>Is limited in the ability to advocate for students and their families</p>	<p>Demonstrates knowledge of the 5 Protective Factors Framework and applies appropriate strategies or resources.</p> <p>Advocates for supports needed on a consistent basis for students and families.</p>	<p>Provides professional development for PPS staff and family on the 5 Protective Factors (Social Emotional Competency of Children, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, Parental Resilience, Social Connections).</p> <p>Systematically advocates for supports needed by families</p>		
<b>Standard #3 Overall Score</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #4 Interventions

*Special Service Providers increase the probability of advancing individual family goals.*

Service and Support		Level of Performance				
<p><i>The Social Worker should know and be able to:</i></p>		The School Social Worker performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<p><i>Evidence:</i></p> <p>Preschool Intervention and Referral Specialist Meeting Notes</p> <p>Emails</p> <p>Early Screening Inventory-Revised Questionnaire</p> <p>Creative Curriculum Fidelity Tool, Item 18</p> <p>Social Worker Log</p> <p>Request for Assistance Form</p> <p>Community Meeting Agenda</p>
4a	<p><b>Establish and implement appropriate goals for families.</b></p>	<p>Does not suggest or identify appropriate goals or supports that meet the needs of families.</p>	<p>Inconsistently aligns goals and/or supports to the specific needs of the families.</p>	<p>Consistently aligns goals and supports that target the specific needs of families and the rationale is clearly articulated.</p>	<p>Consistently develops goals and supports that are specific and personalized based upon the multiple factors within the context or needs of family.</p> <p>Parents demonstrates some self-assessment/self-advocacy techniques using the protective factors. (Parental Resiliency, Social Connections, Knowledge of Childhood Development, Concrete Supports and Social and Emotional Competence of Children)</p>	
4b	<p><b>Progress Monitor Individual Family Goals</b></p>	<p>lacks support and involvement in progress monitoring.</p>	<p>support and involvement in progress monitoring is inconsistent</p>	<p>support and involvement in progress monitoring is consistent</p>	<p>Families can self-monitor their individualized progress.</p>	

<b>4c</b>	<b>Participate as a member of a school or district wide team (i.e. District Attendance Committee; Provider Centers).</b>	Does not participate in collaborative meetings.	Participates in the in-district or provider team process and contributes when requested.	Frequently participates with in district and provider or community team process and actively contributes.	Seeks opportunity for ongoing dialogue with colleagues at school/district and, community team process and actively contributes, taking leadership roles when appropriate.		
		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>
<b>Standard #4 Overall Score</b>							



# PERFORMANCE STANDARD #5: Contributions to the Learning Environment

***Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.***

Service and Support		Level of Performance				
<i>The Social Worker should know and be able to:</i>		<b>The School Social Worker performing at this level:</b>				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
<b>5a</b>	<b>Model positive and respectful rapport.</b>	<p>Makes no attempt to establish positive relationship with families.</p> <p>Shows no awareness of family individuality.</p> <p>Displays interactions that are negative or inappropriate.</p> <p>Families appear uncomfortable in their presence.</p>	<p>Attempts to establish positive relationships with families</p> <p>Shows an awareness of family individuality but lacks the skill in strongly supporting and honoring them.</p> <p>Displays interactions that are generally positive</p>	<p>Establishes positive relationship with families</p> <p>Recognizes family individuality.</p> <p>Interactions with families are positive and respectful.</p> <p>Families appear comfortable in their presence.</p>	<p>Maintains positive relationship with families</p> <p>Encourages family individuality. Family input is solicited with no judgement</p> <p>Interactions with families are consistently positive and respectful. Is someone who families seek out; reflecting a high degree of comfort and trust in the relationship.</p>	<p>Family Meeting Notes</p> <p>Social Worker Logs</p>
<b>5b</b>	<b>Respect diversity among others.</b>	<p>Demonstrates a lack of respect for diversity among others.</p> <p>Demonstrates lack of respect for colleagues, students,</p>	<p>Sometimes demonstrates a lack of respect for diversity tolerance for others' values and viewpoints.</p> <p>Identifies the individual needs of colleagues, students, and</p>	<p>Demonstrates tolerance for others' values and viewpoints.</p> <p>Shows understanding for the needs of colleagues, students, and their families, regardless of individual ethnicity,</p>	<p>Demonstrates a high level of respect for others' values and viewpoints by implementing strategies that meet the individual needs of families.</p> <p>Shows understanding and</p>	

		and their families.  Actions and words are discriminatory	their families and sometimes demonstrates understanding and sensitivity to these needs	culture, socioeconomic status, or religion.	sensitivity for the needs of colleagues, students, and their families, regardless of individual ethnicity, culture, socioeconomic status, and religion.		
<b>Standard #5</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Score</b>	<b>Unsatisfactory</b>	<b>Progressing I</b>	<b>Progressing II</b>	<b>Proficient I</b>	<b>Proficient II</b>	<b>Proficient III</b>	<b>Exemplary</b>



# PERFORMANCE STANDARD #6: Leadership

*Special Service Providers have a responsibility for professional growth and positive leadership.*

Professional Responsibilities		Level of Performance				
		The School Social Worker performing at this level:				
The Social Worker should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
6a	Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.	Allow others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	Work collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	take an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan.  Establishes individual, measurable goals that align with the Community, District, Department or Building Action Plan and monitors own progress in reaching these goals.	Participation at committee meetings  Participation at monthly team meetings  Meetings with Supervisors  Staffing  Seeks and attends professional development  Collaborate and cooperate with colleagues to share information to support the department goals  Professional Development Plan  PGO beyond target  Professional Development Certification

<b>6b</b>	<b>Continue professional growth.</b>	Engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participate in professional development opportunities to gain new skills. Seeks to improve practices. Supports others in leadership roles.	Seek new professional development opportunities to challenge self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.	

<b>6c</b>	<b>Support collaborative partnerships.</b>	Avoid or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	Maintain cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school department and/or district events or projects when specifically asked.	Provide mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	Work collaboratively with administrators, educators, support staff, professionals, parents, community partners and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.	

<b>6d</b>	<b>Demonstrate problem solving skills and responsiveness</b>	Maintain the status quo and does not contribute to meeting the needs of diverse learners in an environment with high expectations.	Act in ways that contributes to meeting the needs of diverse learners in an environment with high expectations.	Maintain practices, strengthen and contribute to meeting the needs of diverse learners in an environment with high expectations.	Initiate and consistently engage in problem-solving to that contributes to meeting the needs of diverse learners in an environment with high expectations.	

<b>Standard #6 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
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# PERFORMANCE STANDARD #7: Professional Responsibilities

*Special Service Providers have a responsibility to the profession, district, parents, students, and the public.*

Professional Responsibilities:	Level of Performance The School Social Worker performing at this level:				
<p><i>The Social Worker should know and be able to:</i></p>	<p><i>Unsatisfactory</i></p>	<p><i>Progressing</i></p>	<p><i>Proficient</i></p>	<p><i>Exemplary</i></p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Abides by department rules, and district policies, and procedures.</li> <li>Logs</li> <li>Follows through with all responsibilities of action items</li> <li>Collaborates with administrators and colleagues to improve the effective implementation policies and procedures.</li> <li>Exhibits honesty and integrity when working with colleagues, administrators, community members, parents and children.</li> <li>Articulates respect and reinforces confidentiality practices</li> <li>Suggests improvements</li> <li>Uses clear, understandable, and accurate communications</li> <li>Consistently reports to work on time</li> </ul>

7a	<b>Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, and school rules.</b>	Disregard or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understand and abide by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understand and abide by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
7b	<b>Demonstrate professionalism</b>	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly, and with integrity. Is a calming presence when faced with conflict or difficult situations.	
7c	<b>Effectively communicates</b>	inconsistently communicates to students, staff, families, colleagues, administrators, and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	effectively communicates and collaborates with multiple audiences in a manner that supports the welfare and success of students and the organization. Uses a variety of communication methods to best fit the needs of the audience addressed	

<b>7d</b>	<b>Maintain confidentiality</b>	disregards the legal and professional aspects of confidentiality practices.	seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	
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<b>7e</b>	<b>Solve problems.</b>	Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.	actively participates to identify and seek solutions using conflict resolution and decision-making strategies that effectively address building, professional or academic issues.	facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.			
<b>7f</b>	<b>Perform assigned and related duties.</b>	Is absent from assignments and assigned duties and/or is habitually late.	performs assignments and other duties as assigned. Is usually present and on time.	assumes full responsibility for the successful implementation of assignments and other duties as assigned. Is present and on time.	consistently assumes full responsibility for and improves upon the effectiveness and efficient implementation of assignments and other duties as assigned.			
<b>Standard #7 Overall Score</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>