

# Paterson Public Schools



**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.**

# 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>
1a	<b>Follow and maintain clear and organized procedures for receiving Referrals.</b>	inconsistently implements procedures for receiving referrals. Has not clarified procedures for referrals, thus, when teachers want to refer a student for special services, they are not sure how to go about it.	inconsistently follows established procedures for receiving referrals, although details are not always clear nor implemented in a timely manner.	follows procedures for receiving referrals by immediately entering the referral date and source into the IEP database and holding the Identification meeting within 20 days in accordance to federal and state regulations.	follows procedures for all aspects of receiving referrals by immediately entering the referral date and source into the IEP database and holding the Identification meeting within 20 days in accordance to federal and state regulations.	
1b	<b>Establish sessions, evaluations, goals or meeting outcomes.</b>	does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.	establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.	encourages student understanding of the goals and purpose of each session or evaluation. Meeting outcomes are clarified in advance and participants know what is expected of them.	
1c	<b>Plan interventions, accommodations &amp; modifications to maximize likelihood of student success.</b>	demonstrates minimal knowledge of educational, social and/or mental health disabilities, resulting in plans that are not suitable for students or interventions are mismatched with the findings of the identified needs.	demonstrates basic knowledge of educational, social and mental health disabilities, which is reflected in plans for students that are partially suitable for them or are sporadically aligned with identified needs.	demonstrates thorough knowledge of educational, social and mental health disabilities that is used when developing comprehensive plans for students. Interventions are both suitable and aligned with identified student needs. Plans are appropriate for the situation and are geared toward maximizing the likelihood of student success.	demonstrates extensive knowledge of the field of educational, social and mental health disabilities and is adept at selecting the most suitable interventions for the students and the situation. Considers results from multiple assessments and sources when developing comprehensive student plans. Finds ways to creatively meet student needs and incorporate many related elements, thus maximizing the likelihood of student success.	

1d	Apply knowledge of state and federal regulations and of resources both within and beyond the school and district.	demonstrates little or no knowledge of state and federal regulations or of resources for students available through the school or district.	has knowledge of state and federal regulations. Is able to access resources for students available through the school or district, but displays minimal knowledge of resources available more broadly.	displays awareness of current state and federal regulations. Finds ways to access resources for students through the school or district and is able to access resources external to the district when needed.	demonstrates knowledge of state and federal regulations that is both current and extensive. Actively seeks ways to make sense of new or revised regulations for others. Relentless in seeking ways to make resources available to students through the school, district and in the community.			
1e	Demonstrate knowledge and understanding of the family dynamic and potential impact on the educational setting.	seldom develops, plans, and prioritizes specialized services and programs to enhance 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 students'			
1f	Comply with state and district established Special Education guidelines.	does not coordinate the development, monitoring and evaluation of the effectiveness of the IEP. Inconsistently facilitates communication between home and school and does not coordinate the annual review and reevaluation process, within required timelines.  Does not log Medicaid billing as case manager, team member, and/or related service provider on a monthly basis.	inconsistently coordinates the development, monitoring and evaluation of the effectiveness of the IEP, occasionally facilitates communication between home and school and occasionally coordinates the annual review and reevaluation process at times holding required timelines.  Inconsistently logs Medicaid billing as case manager, team member, and/or related service provider on a monthly basis. Develops IEP's that are somewhat standards-based.	consistently coordinates the development, monitoring and evaluation of the effectiveness of the IEP, facilitating communication between home and school and coordinates the annual review and reevaluation process holding to required timelines.  Logs Medicaid billing as case manager, team member, and/or related service provider on a bi-monthly basis. Develops standards-based IEP goals and objectives.	coordinates the development, monitoring and evaluation of the effectiveness of the IEP, facilitating communication between home and school and coordinates the annual review and reevaluation process holding to and at times in advance of required timelines.  Enters logs, on a monthly basis, Medicaid billing as case manager, team member, and/or related service provider. Develops standard based IEPs.			
Standard #1 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 II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

# 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 of the Deaf performing at this level:				
The Social Worker should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
2a	Establishes and follows specific procedures and format for Social Assessments.	<p>Parental consent to evaluate is not obtained for a social assessment as required by federal and state regulations or when consent is obtained, the signature page is almost never uploaded into the IEP system or is uploaded more than fifteen school days after.</p> <p>The assessment is completed and uploaded into the database at ninety (90) or more after parental consent is given. As part of any initial CST evaluation a social assessment is not conducted in addition to two other assessments but is rather one of the two required components.</p>	<p>Prior to conducting any assessment parental consent to evaluate is sometimes obtained and/or inconsistently uploaded into the IEP system or uploaded seven to fifteen school days after.</p> <p>The assessment is completed and uploaded into the IEP database (80) days after parental consent is given. As part of any initial CST evaluation a social assessment, in addition to two other assessments is occasionally conducted.</p> <p>The uploaded Social Assessment is inconsistently dated and signed by the individual(s) who conducted the assessment and includes a somewhat clear picture of the student's issues but lacks how those issues are impacting or preventing academic</p>	<p>Prior to conducting any assessment parental consent to evaluate has been obtained and uploaded into the IEP system within five to seven school days.</p> <p>The assessment is completed and uploaded into the IEP database sixty-five (65) days after parental consent is given. As part of any initial CST evaluation a social assessment, in addition to two other assessments is typically conducted.</p> <p>The uploaded Social Assessment is typically dated and signed by the individual(s) who conducted the assessment and usually includes a clear picture of the student's issues impacting or preventing</p>	<p>Prior to conducting any assessment parental consent to evaluate has been obtained and uploaded into the IEP system within one to three school days.</p> <p>The assessment is completed and uploaded into the IEP database fifty (50) days after parental consent is given. As part of any initial CST evaluation a social assessment, in addition to two other assessments is always conducted.</p> <p>The uploaded Social Assessment is consistently dated and signed</p>	

	<p>The uploaded Social Assessment is inconsistently dated and signed by the individual(s) who conducted the assessment and includes a somewhat clear picture of the student's issues but lacks how those issues are impacting or preventing academic progress.</p> <p>The social assessment includes information from three or less of the following areas:</p> <ul style="list-style-type: none"> <li>Specific factors which resulted in the referral</li> <li>Educational history &amp; prior interventions &amp; outcome</li> <li>Review of all school and outside records</li> <li>Prenatal/birth history</li> <li>Developmental history</li> <li>Medical/ psychiatric history</li> <li>Family history</li> <li>Community involvement</li> <li>Support system</li> </ul> <p>If the parent does not have copies of outside evaluations, the Social Worker never obtains consent for release of records.</p>	<p>progress.</p> <p>The social assessment includes minimum, factual, information in at least half of the following areas:</p> <ul style="list-style-type: none"> <li>Specific factors which resulted in the referral</li> <li>Educational history &amp; prior interventions &amp; outcome</li> <li>Review of all school and outside records</li> <li>Prenatal/birth history</li> <li>Developmental history</li> <li>Medical/ psychiatric history</li> <li>Family history</li> <li>Community involvement</li> <li>Support system</li> </ul> <p>If the parent does not have copies of outside evaluations, the Social Worker sometimes obtains consent for release of records and occasionally obtains copies of the outside evaluations for the student's file, but often neglects uploading the documents into the IEP database.</p>	<p>academic progress.</p> <p>The social assessment typically includes clear, accurate and meaningful information in the majority of the following areas:</p> <ul style="list-style-type: none"> <li>Specific factors which resulted in the referral</li> <li>Educational history &amp; prior interventions &amp; outcome</li> <li>Review of all school and outside records</li> <li>Prenatal/birth history</li> <li>Developmental history</li> <li>Medical/ psychiatric history</li> <li>Family history</li> <li>Community involvement</li> <li>Support system</li> </ul> <p>If the parent does not have copies of outside evaluations, the Social Worker typically obtains consent for release of records and usually obtains copies of the outside evaluations for the student's file, typically uploading the documents into the IEP database.</p>	<p>by the individual(s) who conducted the assessment and always includes</p> <p>If the parent does not have copies of outside evaluations, the Social Worker consistently obtains consent for release of records and immediately obtains copies of the outside evaluations for the student's file, immediately uploading the documents into the IEP database.</p>	
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2b	<b>Analyze and use results from multiple sources or assessments in decision making.</b>	<p>does not collect appropriate data or complete assessments as indicated in 2a. Other evaluators must collect data to determine needs.</p> <p>Data is never analyzed nor is input shared with the IEP team or parents to guide the decision making process.</p>	<p>only collects basic data and assessment data to complete minimal evaluation requirements indicated in 2a.</p> <p>Data is inconsistently shared with the IEP team or parents to guide the decision making process.</p>	<p>collects and analyzes data from a variety of sources to inform decision-making.</p> <p>Analysis of data is shared with IEP team, parents and other school personnel in designing effective student plans.</p>	<p>systematically collects data from a variety of sources (social history, achievement trend data, classroom data, teacher, parent, provider interviews, personal communication, rating scales, evaluation data, discipline history) to inform decision making when designing comprehensive student plans.</p> <p>Analysis of the data makes a positive contribution toward effectively formulating recommendations to the IEP team, parents and other school personnel.</p>	
2c	<b>Provide appropriate feedback.</b>	<p>Poorly or never communicates information regarding the individual academic needs of student but neglects the individual emotional needs.</p> <p>Written reports are either incomplete or not completed in a timely manner according to 2a.</p> <p>Does not follow-up with parents or families regarding effectiveness of recommendations.</p>	<p>Inconsistently communicates individual academic and emotional needs of students to families and sometimes other school personnel.</p> <p>Written reports sometimes meet requirements indicated in 2a.</p> <p>Follows-up with parents and school personnel regarding effectiveness of recommendations is inconsistent, never documenting the communication in the IEP database.</p>	<p>Often conveys information from evaluations in a meaningful manner to the IEP team, families and other school personnel while being sensitive to the needs of students and families.</p> <p>Interprets assessment results for others in developing service plans and/or goals for students.</p> <p>Written reports and documentation is both accurate and completed in a timely manner as indicated in 2a.</p> <p>Regularly follows-up with parents and school</p>	<p>Consistently communicates with families and other professionals in a manner highly sensitive to cultural and linguistic traditions.</p> <p>Adept at interpreting and communicating evaluation results to teach others about using assessment results to design comprehensive service plans and/or goals for students. Written reports are accurate, well organized and well written as indicated in 2a.</p>	

				personnel regarding the effectiveness of recommendations, sometimes documenting the communication in the IEP database.		Provides consistent follow-up with families and school personnel to determine effectiveness of recommendations, often documenting the communication in the IEP database.			
2d	Utilize technology to gather data and enhance job performance and student service plans.	Use of available computer programs is not evident. Unaware of how to access or use electronic data management systems such as the IEP and student information databases to store and retrieve student demographics, attendance, achievement and student plans.	Demonstrates some computer program skills that support case management. Has a working knowledge of district electronic data management tools such as the IEP database to access student information and service plans but inconsistently demonstrates knowledge of utilizing the student information management system to access attendance and achievement results.		Uses computer programs that assist with effectiveness of case management and service delivery. Uses district electronic data management tools such as the IEP and student information databases to access student information, student plans, attendance, achievement results and to generate reports.		Assumes an active leadership role by instructing others on the use of computer programs, such as the IEP database, that promote effectiveness and efficiency in case management and service delivery. Uses district electronic data management tools such as the IEP and student information database, proficiently to create reports and analyze progress-monitoring data.		
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 II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary	



# PERFORMANCE STANDARD #3: Delivery of Service

*Special Service Providers deliver quality services.*

Service and Support		Level of Performance				
<i>The Social Worker should know and be able to:</i>		The School Social Worker performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
<b>3a</b>	<b>Responding to referrals and/or concerns; consulting with school personnel.</b>	Fails to consult with colleagues or contribute own professional insights to questions raised in the referral.	Occasionally consults with colleagues, contributing own professional insights to questions raised in the referral.	Frequently consults with colleagues, contributing own professional insights and tailoring evaluations or student goals to questions raised in the referral.	Consistently consults with colleagues, contributing own professional insights and tailoring evaluations, student goals, school supports or community resources to the questions raised in the referral.	
<b>3b</b>	<b>Assume case management designee responsibilities</b>	<p>Cases on caseload are not completed within federal and state mandated timelines.</p> <p>IEP meetings are not scheduled within enough advanced notice to ensure all participants are in attendance, and have inputted appropriate information in the eligibility and/or IEP process. Documents are not uploaded into the IEP database before and after the meeting.</p> <p>IEP meetings are conducted without all required participants and with incomplete eligibility and/or IEP</p>	<p>Cases on caseload are inconsistently completed within federal and state mandated timelines.</p> <p>Sometimes ensures all participants are invited to a scheduled meeting, and have inputted appropriate information in the eligibility and/or IEP process. Documents are inconsistently uploaded into the IEP database before and after the meeting.</p> <p>IEP meetings are conducted with minimal regarding to timing and terminology is often presented in a way that is confusing to parents resulting in minimal involvement from all</p>	<p>Cases on caseload are completed within federal and state mandated timelines.</p> <p>Ensures all participants are invited to a scheduled meeting, all participants input appropriate information in the eligibility and/or IEP process, and all documents have been uploaded into the IEP database before and two-three days after the meeting.</p> <p>IEP meetings are conducted in an appropriate manner. Terminology and information is presented in parent friendly language and active involvement from all members of the</p>	<p>Assumes leadership of the Child Study Team and cases on caseload are completed within, and at times before, federal and state mandated timelines.</p> <p>Ensures all participants are invited to a scheduled meeting, all participants input appropriate information in the eligibility and/or IEP process, send home copies of evaluations ten (10) in advance of the meeting, and all documents have been uploaded into the IEP database before and immediately after the meeting.</p>	

		documents or data, there is no evidence of effective time management of meetings and terminology is presented in a way that is confusing, therefore hindering involvement from all members of the IEP team.	members of the IEP team.	IEP participants is typically solicited.		
<b>3c</b>	<b>Ensure sessions or meetings are focused and productive while promoting active participation.</b>	Does not conduct counseling sessions or meetings effectively or in a way that is meaningful to parent and/or student. There is no evidence of involvement from all participants. Lacks the ability to facilitate sessions and/or meetings that are productive and encourage participation and feedback from all members.	Conducts counseling sessions or meetings effectively but often without regard to time management; information sometimes presented in parent and/or student friendly language. Involvement from all participants is not solicited.  Able to facilitate sessions or meetings that are generally focused and review relevant information.	Conducts counseling sessions or meetings in a manner that is conducive to all participants time; information is presented in parent and/or student friendly language, encouraging involvement from all participants.  Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently conducts counseling sessions or meetings in an exemplary manner with efficient time management. Terminology and information is presented in parent and/or student friendly language and active involvement from all participants is repeatedly solicited. Facilitation skills promote active engagement and include frequent check for understanding of information or discussions.	
<b>3d</b>	<b>Use a variety of materials, methods, and strategies to remove barriers to learning.</b>	does not have a working knowledge of appropriate interventions at various grade levels and makes generic recommendations for helping students. Seldom advocates for students and their families.	has a working knowledge of interventions at various grade levels, but is unsure of the most appropriate instructional or behavioral strategies to recommend to support access to the curriculum for all students. Works with students and families on a limited basis regarding parenting skills and enhancing learning opportunities in the home.	demonstrates knowledge of research based social learning theory and cognitive processes and applies this knowledge in recommending effective instructional and behavioral interventions to promote access for all students to the guaranteed and viable curriculum. Advocates for students and families in the school setting and the community at large. Works collaboratively with school personnel to remove barriers to learning.	provides professional development for staff in understanding cultural and socio-economic circumstances of families. Systematically advocates against punitive, arbitrary, and exclusionary discipline policies and procedures in schools. Systematically advocates against institutional racism; discrimination against and among students based on protected classifications. Recognizes barriers within the school and develops strategies to reduce and eliminate these barriers (racial and ethnic, etc.)	

3e	Demonstrate flexibility and responsiveness	Gives up or places blame elsewhere when student plans are not successful.	When approached with a concern, works with others to try to find solutions.	Continually seeks ways to improve the IEP for student success. Works well with support and educational personnel as partners in implementing the IEP.	Persists in seeking effective ways to improve the IEP for student success. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing, monitoring, and/or revising the IEP.			
		Adheres to the plan or program, in spite of evidence of its inadequacy.	Makes modest changes in the IEP when presented with evidence of the need for change.	Makes revisions in the IEP when it is needed.	Makes changes as needed in response to student, parents, teacher, administrator, or outside provider input.			
3f	With physicians health care providers and community service providers.	Declines to maintain contact with physicians, health care providers and community mental health service providers.	Occasionally maintains occasional contact with physicians, health care providers, and community mental health service providers.	Often maintains ongoing contact with physicians, health care providers and community mental health service providers.	Consistently maintains ongoing contact with physicians, health care providers, and community mental health service providers and initiates contacts when needed.			
Standard #3 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 II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

# PERFORMANCE STANDARD #4 Interventions

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

Service and Support		Level of Performance				
<i>The Social Worker should know and be able to:</i>		The School Social Worker performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
4a	<b>Establish and implement appropriate goals and interventions to the setting and the students served.</b>	<p>Does not consider possible academic, behavioral, and social/emotional interventions/supports for students.</p> <p>Has no clear goals or the goals are inappropriate for either the situation or the age of the student(s).</p> <p>Does not demonstrate knowledge of evidence-based interventions.</p> <p>Unable to suggest or identify appropriate interventions that meet the needs of students.</p>	<p>Sometimes considers possible academic, behavioral, and social/emotional interventions/ supports but inconsistently aligns supports to the specific needs of students.</p> <p>Goals are rudimentary and only partially suitable for the situation and the age of the student(s).</p> <p>Demonstrates limited knowledge of evidence-based interventions.</p> <p>Limited suggestions for appropriate interventions to meet the needs of students.</p>	<p>Considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students.</p> <p>Goals are clear and appropriate within the context of the educational setting and for the age/developmental level of the student(s).</p> <p>Demonstrates an understanding of the supports and interventions that are available to students.</p> <p>Regularly suggests or identifies appropriate interventions that meet the needs of students.</p>	<p>Thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/ supports that target the specific needs of students and are connected to building/district goals.</p> <p>Goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/developmental level of the student(s).</p> <p>Demonstrates an extensive understanding of the supports and interventions that are available to students.</p> <p>Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials.</p>	
4b	<b>Monitor appropriate goals and interventions for individual students.</b>	<p>.Does not evaluate student progress or consult with team members to meet student's needs.</p> <p>CST School Social Worker does not monitor student progress or communicate with student.</p> <p>No data collections to determine student</p>	<p>Inconsistently evaluates student progress or consults with team embers to meet student's needs.</p> <p>CST School Social Worker inconsistently monitors and communicates student progress.</p> <p>Limited data collection to determine student progress on BIP and/or counseling</p>	<p>Consistently evaluates student progress and consults with team members to meet student's needs.</p> <p>CST School Social Worker consistently monitors student progress and communicates with student.</p> <p>Data collection is used to</p>	<p>Consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.</p> <p>Students are able to self-monitor their individualized progress.</p> <p>Ongoing data collection from multiple sources to determine</p>	

		<p>progress.</p> <p>No communication or collaboration with school personnel involved in the plan to monitor progress across settings.</p>	<p>goals.</p> <p>Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings.</p>	<p>guide and determine student progress on BIP and/or counseling goals.</p> <p>Communicating and collaborating with school personnel involved in the plan to monitor progress across settings.</p>	<p>student progress.</p> <p>Communicating and collaborating with all constituents involved in the plan to monitor progress on behavioral and/or counseling goals across settings.</p>			
4c	<p>Participate as a member of a school or district wide team (i.e. crisis, solution, intervention team).</p>	<p>Lack of collaboration with school or district colleagues in order to develop goals for direct services.</p> <p>Does not collaborate with school personnel in order to identify school-wide or special education interventions.</p>	<p>Collaborates with school or district colleagues in the development of goals for direct services only when required.</p> <p>Collaborates only when requested with school personnel in order to identify school-wide, or special education interventions.</p>	<p>Collaborates with school or district colleagues in order to develop goals for direct services.</p> <p>Frequently collaborates with school personnel in order to develop school-wide or special education interventions.</p>	<p>Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals.</p> <p>Provides leadership when collaborating with school personnel in order to develop school-wide or special education interventions.</p>			
Standard #4 Overall Score		<div><input type="checkbox"/></div> <p>Unsatisfactory</p>	<div><input type="checkbox"/></div> <p>Progressing I</p>	<div><input type="checkbox"/></div> <p>Progressing II</p>	<div><input type="checkbox"/></div> <p>Proficient I</p>	<div><input type="checkbox"/></div> <p>Proficient II</p>	<div><input type="checkbox"/></div> <p>Proficient III</p>	<div><input type="checkbox"/></div> <p>Exemplary</p>

# 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>		The School Social Worker performing at this level:				
		<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>Demonstrates little to no appreciation of the students as an individual and, at times, embarrasses and/or devalues students through words or actions.</p> <p>Clear lack of rapport exists between the provider and student. Displays interactions with students that are negative or inappropriate; students appear uncomfortable in the sessions and/or testing environment.</p>	<p>Sometimes recognizes or shows an awareness of student individuality and acknowledges the students' behaviors and responses, but lacks skills in addressing inappropriate responses that encourage growth..</p> <p>Displays interactions that are a mix of positive and negative. Efforts at developing rapport are partially successful.</p>	<p>Recognizes and respects student individuality.</p> <p>Interactions with students are typically positive and respectful; students appear comfortable in the testing environment and/ or counseling session.</p>	<p>Consistently respects and encourages student individuality.</p> <p>Interactions with students are consistently appropriate to the situation and always respectful.</p> <p>Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.</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 colleagues, students and their family's individual ethnicity, culture,</p>	<p>Seldom demonstrates tolerance for others' values and viewpoints.</p> <p>Identifies the individual ethnic, culture, socioeconomic or religious needs of colleagues,</p>	<p>Demonstrates tolerance for others' values and viewpoints.</p> <p>Shows understanding for the needs of all colleagues, students and their families,</p>	<p>Demonstrates high level of respect for others' values and viewpoints.</p> <p>Shows understanding and sensitivity for the needs of all colleagues, students and their families, regardless of individual ethnicity, culture,</p>	

		socioeconomic status or religion. Actions and words are often discriminatory.	students and their families but inconsistently demonstrates understanding and sensitivity of these needs.	regardless of individual ethnicity, culture, socioeconomic status or religion.	socioeconomic status or religion. Implements strategies that meet the needs of diverse students.			
5c	Ensure that students with special needs are placed within the Least Restrictive Environment (LRE).	Does not advocate for student nor parent rights. Demonstrates little to no understanding of Least Restrictive Environment.	occasionally advocates for parent and student rights. Attempts to place student in the Least Restrictive Environment.	advocates for parent and student rights. Consistently places student in the Least Restrictive Environment.	serves as an advocate for parent and student rights, ensuring that their rights are respected. Offers alternatives to more restrictive settings. Seeks out appropriate programming to support least restrictive placement. Creatively balances needs of school and needs of student.			
5d	Provide services to support high expectations for the educational success of all students.	Does not enhance mutual respect understanding and support between school and home.	occasionally demonstrates knowledge about family dynamics and family systems as they apply to individual development and student concerns.	provides expertise and services that prepare students for learning through the actual teaching of social and behavioral skills. Provides mediation and conflict resolution strategies to promote students' resolutions. Contributions assist in creating the conditions under which student well-being and learning is enhanced.	demonstrates ongoing collaboration and effective coordination to facilitate the achievement of interdisciplinary team objectives. Develops and/or provides professional development programs related to mental health needs of students, teachers and staff. Contributions assist in creating the conditions under which student well-being and learning is enhanced.			
Standard #5 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 II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

# PERFORMANCE STANDARD #6: Leadership

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

Professional Responsibilities  <i>The Social Worker should know and be able to:</i>		Level of Performance The School Social Worker performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
<b>6a</b>	<b>Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.</b>	allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	works 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.	takes 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 department action plan and monitors own progress in reaching these goals.	
<b>6b</b>	<b>Continue professional growth.</b>	does not 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.	participates in professional development opportunities to gain new skills. Seeks to improve practices. Supports others in leadership roles.	seeks 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>	avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or	maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school	provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry.	works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning	



		district events and projects.	department and/or district events or projects when specifically asked.	Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	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.			
6d	Demonstrate problem solving skills and responsiveness	Maintains the status quo and does not contribute to meeting the needs of diverse learners in an environment with high expectations.	Acts in ways that contributes to meeting the needs of diverse learners in an environment with high expectations.	Maintains, practices, contributes and strengthens-meeting the needs of diverse learners in an environment with high expectations.	Initiates and consistently engages in problem-solving to that contributes to meeting the needs of diverse learners in an environment with high expectations.			
Standard #6 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 II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

# 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:				
<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>
<b>7a</b>	<b>Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, and school rules.</b>	Disregards 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.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides 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.	
<b>7b.</b>	<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 challenges.	
<b>7c</b>	<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 students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.	
<b>7d.</b>	<b>Maintain</b>	disregards the legal and	seeks clarification and an	maintains the legal and	consistently demonstrates	

	<b>confidentiality.</b>	professional aspects of confidentiality practices.	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.	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.	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.			
<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 assignment and other duties as assigned. Is usually present and on time.	assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effectiveness and efficient implementation of assignment and other duties as assigned.			
<b>Standard #7 Overall Score</b>		<div><input type="checkbox"/></div> <b>Unsatisfactory</b>	<div><input type="checkbox"/></div> <b>Progressing I</b>	<div><input type="checkbox"/></div> <b>Progressing II</b>	<div><input type="checkbox"/></div> <b>Proficient I</b>	<div><input type="checkbox"/></div> <b>Proficient II</b>	<div><input type="checkbox"/></div> <b>Proficient III</b>	<div><input type="checkbox"/></div> <b>Exemplary</b>