

## Domain 1: Planning and Preparation

### Component 1a: Demonstrating Knowledge of Social Work Theory, Techniques, Field and Practice

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker demonstrates comprehensive and coherent understanding of school social work theory and techniques. The Social Worker demonstrates extensive knowledge of therapeutic principles, modalities, strategies, and interventions. Social Worker plans frequent meeting for and with students, parents, and/or colleagues that promote and plan for student success.</p>	<p>Social Worker demonstrates understanding of school social work theory and techniques. The Social Worker demonstrates knowledge of therapeutic principles, modalities, strategies and interventions. Social Worker plans regular meetings for and with students, parents, and/or colleagues that promote and plan for student success.</p>	<p>Social Worker demonstrates basic understanding of school social work theory and techniques. The Social Worker demonstrates limited knowledge of therapeutic principles, modalities, strategies and interventions. Social worker plans occasional meeting for and with students, parents, and/or colleagues that promote and plan for student success.</p>	<p>Social Worker demonstrates little or no knowledge and skill in using social work theory and techniques, therapeutic principles, modalities, strategies and interventions. Social Worker does not plan to meet with students, parents, and/or colleagues individually or in groups.</p>
Critical Attributes			
<p>-The Social Worker uses clinical based strategies resulting in a comprehensive approach to their practice. -The Social Worker's knowledge base allows them to accurately interpret issues or problems that are occurring with an individual student.</p>	<p>-The Social Worker has a repertoire of strategies to draw from in their practice. -The Social Worker is knowledgeable about the pertinent information that is required in their work.</p>	<p>-The Social Worker is aware of some therapeutic techniques but is unable to appropriately apply them. -When encountering a difficult situation the Social Worker does not have the required knowledge to effectively intervene.</p>	<p>-The Social Worker is unaware of common therapeutic techniques. -The Social Worker is awkward and unable to verbalize when meeting with a student or family member.</p>
Notes			

## Domain 1: Planning and Preparation

### Component 1b: Demonstrating Knowledge of Students as Well as Child and Adolescent Development

Excellent	Proficient	Needs Improvement	Unsatisfactory
In addition to broad knowledge and understanding of the typical developmental characteristics of the age group, the Social Worker demonstrates extensive knowledge of adolescent development and behavior as it relates to the individual student. The Social Worker purposely acquires knowledge from a variety of sources about students' needs, skills, interests, cultural heritage and approaches to learning.	Social Worker displays a broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns and behaviors. The Social Worker purposely acquires knowledge from a variety of sources about students' needs, skills, interests, cultural heritage and approaches to learning.	Social Worker displays partial knowledge of child and adolescent development and behavior. The Social Worker makes some attempt to acquire knowledge from limited sources about students' needs, skills interests, cultural heritage, and approaches to learning.	Social Worker demonstrates little or no knowledge of child and adolescent development and behavior. The Social Worker makes little or no attempt to acquire knowledge form sources about students' needs, skills, and interests.

#### Critical Attributes

-When working with a student the Social Worker is aware of and is highly sensitive to gender, identity, cultural, and religious factors in order to best meet the students needs. -The Social Worker is highly aware of the nuances of adolescent and child development and adapts the strategies they use accordingly.	-When working with a student the Social Worker is aware of the uniqueness of the student, the students' interests and motivators. -The Social Worker demonstrates the ability to adapt strategies they use based on the developmental level of the student.	-The Social Worker has little or inconsistent understanding of the uniqueness and interests of students. -The Social Worker's knowledge of adolescent and child development is basic and he/she struggles to apply their knowledge when working with students and staff.	-The Social Worker is unaware of the uniqueness and interests of the student. -The Social Worker does not have knowledge of adolescent and child development.
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#### Notes

**Domain 1: Planning and Preparation**

**Component 1c: Setting Student Goals and Outcomes**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker appropriately involves the student(s) to establish clear goals that best meet the needs of individual or group of students and/or school systems. Goals are linked to standards and a student's IEP.	Social Worker establishes clear goals that meet the needs of the individual or groups of students and/or school systems. Goals are linked to standards and a student's IEP.	Social Worker establishes goals that inconsistently meet the needs of the individual or group of students and/or school system. Goals are inconsistently linked to standards or a student's IEP.	Social Worker makes little or no attempt to establish goals that meet the needs of the student(s). Goals are not linked to standards or a student's IEP.

**Critical Attributes**

-The Social Worker involves the student in setting goals as appropriate to the level of the student's functioning that are aligned to standards and linked to the IEP.	-The Social Worker sets goals as appropriate to the level of the student's functioning that are aligned to standards and linked to the IEP.	-The Social Worker writes goals that are generic in nature and not based on the individual student's needs. -Some goals are linked to standards or the IEP.	-The Social Worker struggles to create and write appropriate goals. -The Social Worker is unaware of the individual student's area of focus.
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## Domain 1: Planning and Preparation

### Component 1d: Demonstrating Knowledge of State and Federal Regulations, and Resources within and Beyond the School and District

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker’s knowledge of governmental regulations (including timelines) and resources for students is extensive, including those available through the school or district, and in the community. The Social Worker develops additional resources by networking with the community providers serving as the link between student/family, school and community.</p>	<p>Social Worker displays knowledge of governmental regulations (including timelines) and resources for students available through the school, district, and some familiarity with resources in the community.</p>	<p>Social Worker displays limited knowledge of governmental regulations (including timelines) and resources for students available through the school, district, and community.</p>	<p>Social Worker demonstrates little or no knowledge of governmental regulations (including timelines) and resources for students available through the school, district, and community.</p>
Critical Attributes			
<p>-The Social Workers in depth knowledge of available resources allow the Social Worker to make referrals and recommendations specific to student’s needs. -Social Worker seeks out new and additional resources available within the community.</p>	<p>-The Social Worker is aware of available resources and able to provide information and referrals to students and staff. -The Social Worker consistently provides resources to students and their families.</p>	<p>-The Social Worker locates and recommends resources for students that are available through the school but does not pursue any other avenues. -The Social Worker inconsistently provides resources to students and families.</p>	<p>-The Social Worker is unaware of available resources. -The Social Worker is unable to assist students and families in finding resources.</p>
Notes			

**Domain 1: Planning and Preparation**

**Component 1e: Designing Delivery of Services**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Worker is proactive in designing services that are thorough and purposely designed to address the unique prevention and intervention needs and goals of individual students and groups. The Social worker always utilizes available data to design services.	Services developed by the Social Worker have a purpose and meet the prevention or intervention needs and goals of individual students and groups. The Social Worker frequently utilizes data to design services.	Services developed by the Social Worker have a limited purpose and inconsistently meet the prevention or intervention needs and goals of individual students and groups.	Services developed by the Social Worker have little or no purpose and do not meet the prevention or intervention needs and goals of individual students.

**Critical Attributes**

-Social Worker utilizes data consistently and considers the unique characteristics of individual students when designing services for an individual or a group.	-Social Worker often uses data and services have a purpose and are designed to meet individual student needs.	-Services are not thoroughly designed to have a purpose and may or may not meet the needs of the students.	-Services do not have a clear purpose and the individual needs of the students are not considered when designing services.
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## Domain 1: Planning and Preparation

### Component 1f: Designing Assessment and Intervention Plans

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker uses background information, available data, and analysis of person in environment to design an assessment plan to determine and monitor overall needs of the student. The Social Worker collaborates with the student and team in developing a plan to assess and monitor their needs and/or progress.	Social Worker uses background information, available data, and analysis of person in environment to design an assessment plan and interventions to determine and monitor overall needs of the student.	Social Worker uses limited background information, available data, and analysis of person in environment to design an assessment plan and interventions.	Social Worker utilizes little or no background information or available data to design an assessment plan. The Social Worker does not address interventions for the student.
Critical Attributes			
-The Social Worker involves the student in the assessment, and in establishing a method to monitor their own progress.	-The Social Worker uses formal and informal means of assessment.	-The Social Worker uses a general assessment that does not take into account additional background information data.	-The Social Worker makes no effort to conduct informal or formal assessments.
Notes			

## Domain 2: The Learning Environment

### Component 2a: Creating an Environment of Respect and Rapport

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker develops a positive rapport and trusting relationship through empathy, genuine concern and interactions that are appropriate to the ages, cultures and developmental levels of the students. The Social Worker is persistent in developing relationships with students and groups. The Social Worker establishes appropriate boundaries within the therapeutic setting.</p>	<p>Social Worker's interactions with students are positive, appropriate, and respectful and the social worker actively promotes positive student-student interactions. The Social Worker establishes appropriate boundaries within the therapeutic setting.</p>	<p>Social Worker's interactions are a mix of positive and non-productive; the Social Worker's efforts at developing rapport are partially successful. The Social Worker established limited or unclear boundaries with the therapeutic setting.</p>	<p>Social Worker does not establish rapport with students and interactions with students are negative or inappropriate and the Social Worker does not promote positive interactions among students. The Social Worker does not establish appropriate boundaries with the therapeutic setting.</p>
Critical Attributes			
<p>-Students feel safe and comfortable and respond readily to the Social Worker's prompts and questions disclosing important information. -Students share highly sensitive information with the Social Worker.</p>	<p>-There is an understanding by the student and the Social Worker of the appropriate role a Social Worker should play in student's life. -Social Worker takes necessary steps to create a respectful group climate.</p>	<p>-The quality of interactions between the Social Worker and student is uneven with occasional disrespect, misunderstanding, or insensitivity. -Social Worker attempts to make connections but student doesn't react.</p>	<p>-Social Worker is unable to establish appropriate boundaries with the students. -Social Worker is unavailable to the student and is not fully present when in session with the student.</p>
Notes			

## Domain 2: The Learning Environment

### Component 2b: Establishing a Culture and Climate for Learning

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker creates a safe, therapeutic environment where self-exploration and disclosure are fostered. The Social Worker has high academic and behavioral expectations for students and high standards for students to engage in the therapeutic process. Students assume responsibility for meeting their therapeutic goals.</p>	<p>Social Worker creates a safe, therapeutic environment where self-exploration and disclosure are fostered. The Social Worker has high academic and behavioral expectations for students and high standards for students to engage in the therapeutic process.</p>	<p>Social Worker inconsistently creates a safe, therapeutic environment where self-exploration and disclosure are fostered. The Social Worker sets minimal academic, behavioral expectations and has minimal standards for students to engage in the therapeutic process.</p>	<p>Social Worker does not create an environment where self-exploration and disclosure are fostered. The Social Worker does not set expectations or standards for students.</p>
Critical Attributes			
<p>-Social Worker is able to build a stronger rapport allowing a student to share and explore interpersonal issues with a set focus. -Student is able to identify the primary issue, set goals and stay focused on the outcome.</p>	<p>-Social Worker establishes an environment where students are willing to engage in the goals related to their therapeutic process. -Social Worker is able to demonstrate confidentiality by showing respect for personal issues they are dealing with.</p>	<p>-Social Worker often allows students to discuss topics that have no connection to established goals. -Students share limited information with Social Worker.</p>	<p>-Social Worker makes little effort to solicit basic information related to goals. -Students are not comfortable sharing information with Social Worker.</p>
Notes			



## Domain 2: The Learning Environment

### Component 2c: Managing Routines, Procedures, and Physical Space

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker's routines for the Social Work Program or classroom work are seamless, and students assist in maintaining them. Social Worker delivers services efficiently and effectively due to maintenance of routines, procedures, and physical space, which are inviting to students and designed to respond to a wide variety of situations to best meet the needs of students.	Social Worker's routines for the Social Work Program or classroom work effectively. Social Worker delivers services efficiently due to maintenance of routines, procedures, and an organized physical space, in order to meet the needs of students.	Social Worker has rudimentary and partially successful routines for the Social Work Program or classroom. Social Worker inconsistently manages routines, procedures, and organization of physical space in order to meet the needs of students.	Social Worker's routines for the Social Work Program or classroom work are non-existent or in disarray. Social Worker's inability to manage routines, procedures and physical space prevents the Social Worker from being able to meet the needs of students.
Critical Attributes			
-Individual and group sessions run so smoothly that procedures appear to be seamless. -The Social Worker has a variety of supplies or games that can be used in therapy to meet a variety of needs.	-Social Worker effectively runs a session that is designed to meet student needs. -Space is arranged in group or individual setting to encourage communication with each other.	-Social Worker has difficulty managing their schedule while also multi-tasking to meet the needs of students.	-Social Worker is unable to manage their responsibilities to meet the basic needs of their students. -Social Worker does not access the appropriate space for group.
Notes			

## Domain 2: The Learning Environment

### Component 2d: Managing Student Behavior

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker has involved student(s) in establishing standards of conduct that set individual/group norms and expectations. Social Worker proactively monitors student behavior according to the standards and responds in a way that is appropriate and respectful.	Social Worker has established standards of conduct that set individual/group norms and expectations. Social Worker monitors student behavior according to the standards and responds in a way that is appropriate and respectful.	Social Worker has set minimal or limited standards of conduct that set individual/group norms and expectations. Social Worker inconsistently monitors student behavior according to the standards and attempts to respond in a way that is appropriate and respectful.	Social Worker has not established standards of conduct that set individual/group norms and expectations. Social Worker does not monitor student behavior according to standards or responds to student misbehavior inappropriately.
Critical Attributes			
-Social Worker sets group rules with the students to establish norms for the group. -Social Worker is proactive with students who may have a likelihood of disruptive behaviors in session.	-Social Worker sets group rules to establish norms for the group. -Social Worker establishes boundaries and expectations with students and is able to address crisis situations effectively.	-Social Worker has limited group rules and has difficulty managing student behavior. -Social Worker makes mild attempts to address inappropriate behaviors. -Social Worker is ineffective in establishing boundaries.	-Social Worker does not set group rules or expectations. -Social Worker makes no attempt to address inappropriate behaviors. -Social Worker does not attempt to establish appropriate boundaries with students.
Notes			

### Domain 3: Delivery of Services

#### Component 3a: Communicating with Students

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker clearly communicates to students the purpose of why he/she is working with them, including how it fits into the broader educational setting. The Social Worker's spoken and written language is clear, correct and is suitable to students' developmental level. The student understands the purpose of seeing the Social Worker and their role in the process.</p>	<p>Social Worker clearly communicates to students the purpose of why he/she is working with them. The Social Worker's spoken and written language is clear, correct and is suitable to students' developmental level.</p>	<p>Social Worker ineffectively communicates to students the purpose of why he/she is working with them. The Social Worker's spoken and written language is neither clear nor fully appropriate to students' developmental level.</p>	<p>Social Worker does not communicate to student the purpose of why he/she is working with them. The Social Worker's spoken and written language is unclear, incorrect or not suitable to students' developmental level.</p>
Critical Attributes			
<p>-Social Worker always uses terminology and language appropriate to the developmental level of the student(s). -The Students is able to describe his/her social work goal(s).</p>	<p>-Social Worker uses language appropriate to the developmental level of the student(s). -Student engages with the social work goal(s), indicating they understand what they are working on.</p>	<p>-At times, social worker uses language that is not appropriate for the developmental level of the student(s). -Social Worker makes inconsistent attempts to communicate attempts for social work services.</p>	<p>-Social Worker consistently uses language that is not appropriate for the developmental level of the student(s). -Social Worker makes no attempt to communicate with students their purpose for social work services.</p>
Notes			

### Domain 3: Delivery of Services

#### Component 3b: Using Interviewing and Discussion Techniques

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker’s interviewing techniques are strategic and highly effective in engaging students in a dialogue that provides needed information. The Social Worker uses a variety of highly effective discussion techniques that result in a genuine dialogue. The Social Worker allows for adequate time for the student(s) to process, reflect and respond.</p>	<p>Social Worker is skilled at drawing needed information from student(s) by using a variety of appropriate interviewing techniques. The Social Worker uses effective discussion techniques to engage students in a discussion. The Social Worker allows time for the student(s) to process, reflect, and respond.</p>	<p>Social Worker is able to draw some needed information from student(s) by using interviewing techniques. The Social Worker attempts to use discussion techniques and inconsistently engages students in a dialogue. The Social Worker limits time for the student(s) to process, reflect, and respond.</p>	<p>Social Worker is unable to draw needed information from student(s). The Social Worker uses ineffective discussion techniques and is unable to engage a student in a dialogue.</p>
Critical Attributes			
<ul style="list-style-type: none"> <li>-The Social Worker’s questioning and discussion techniques encourage and promote in depth group conversation.</li> <li>-The Social Worker guides the discussion causing students to elaborate on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- The Social Worker’s questioning and discussion techniques encourage and promote group conversation.</li> <li>-Social Worker allows and encourages all voices to be heard.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker generally asks closed ended questions, which does not allow for deeper thinking.</li> <li>-Social Worker does not give adequate processing time.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker may dominate or allow for minimal conversations and doesn’t invite student thinking.</li> <li>-Social Worker doesn’t allow time for students to process.</li> </ul>
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**Domain 3: Delivery of Services**

**Component 3c: Engages Students in Implementing their Academic, Personal/Social-Emotional Goals**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker consistently engages students in the therapeutic process resulting in self-awareness of the student's own needs. The student demonstrates ownership in the process of meeting their personal/social/emotional goals within the academic environment.	Social Worker consistently engages students in a therapeutic process that is suitable to their needs. The process supports and encourages students to meet their personal/ social/ emotional goals within the academic environment.	Social Worker inconsistently collaborates with students to implement a plan that supports and encourages students to meet their personal/ social/ emotional goals within the academic environment.	Social Worker rarely collaborates with students to implement a plan that supports and encourages students to meet their personal/ social/emotional goals within the academic environment.

**Critical Attributes**

-Demonstrating ownership can be observed in students regardless of developmental level. -The developmental and implementation of IEP goals is driven by the student with assistance from the Social Worker.	-Social Worker consistently keeps the student's goals in front of the student to maintain engagement in working on agreed upon goals. -Social Worker collaborates with the student in developing and implementing IEP goals.	-The Social Worker has some awareness of student's personal and academic goals thus the plan developed is limited. -The Social Worker inconsistently includes students in developing goals.	-The Social Worker is unaware of the student's personal and academic goals so they are unable to develop a set plan. -The Social Worker develops IEP goals with little, if any, input from the student.
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### Domain 3: Delivery of Services

#### Component 3d: Assessing Student Needs and Monitoring Student Progress

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker completes a thorough needs assessment by obtaining information from the student and other sources of information (parents, school staff, diagnostic instruments, etc.) as necessary. Students are involved in assessing and monitoring their own progress. The Social Worker uses assessment information to select appropriate resources or services to best meet students needs.</p>	<p>Social Worker completes a thorough needs assessment by obtaining information from the student and other sources of information (parents, school staff, diagnostic instruments, etc.) as necessary. Student's needs and progress are monitored. The Social Worker uses assessment information to select appropriate resources or services to best meet students needs.</p>	<p>Social Worker completes a basic needs assessment by obtaining information from the student and other sources of information (parents, school staff, diagnostic instruments, etc.) as necessary. Student needs and progress are inconsistently monitored.</p>	<p>Social Worker completes an inaccurate needs assessment by obtaining little information from the student and other sources of information (parents, school staff, diagnostic instruments, etc.) as necessary.</p>
Critical Attributes			
<ul style="list-style-type: none"> <li>-Students self assess and monitor their own progress in social work sessions.</li> <li>-The student comes to Social Worker with an identified problem to address and develop a plan to resolve it and/or have his or her needs met.</li> </ul>	<ul style="list-style-type: none"> <li>-After assessing the student's needs, the Social Worker determines appropriate school interventions and provides related resources.</li> <li>-The Social Worker monitors student progress and adjusts services as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-While the Social Worker gathers needed information he/she does not follow-up with regular monitoring.</li> <li>-When assessing the needs of a student, the Social Worker relies on student and limited additional sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>-When assessing the needs of a student, the Social Worker relies only on staff members' feedback.</li> <li>-The Social Worker does not monitor student progress.</li> </ul>
Notes			

### Domain 3: Delivery of Services

#### Component 3e: Demonstrating Flexibility and Responsiveness in Service Delivery

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker demonstrates flexibility and an extensive repertoire of strategies when delivering services to students and persists in seeking effective interventions that are responsive to student(s) needs. Social Worker responds to unexpected situations as they arise in an effective and seamless manner.</p>	<p>Social Worker demonstrates flexibility in delivering services to students and persists in seeking effective interventions that are responsive to student(s) needs. Social Worker appropriately responds to unexpected situations as they arise.</p>	<p>Social Worker demonstrates limited flexibility in delivering services to students. Social Worker inconsistently seeks interventions that are responsive to student(s) needs.</p>	<p>Social Worker does not demonstrate flexibility in delivering services to students. Interventions are not responsive to student needs.</p>
Critical Attributes			
<ul style="list-style-type: none"> <li>-Social Worker prioritizes what to do first when unexpected situation arises and delegates tasks when necessary.</li> <li>-Social Worker is able to communicate and collaborate with team members, while responding to the crisis effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker responding to a crisis can be flexible in his or her schedule and jump into a situation if needed.</li> <li>-The Social Worker is willing and able to handle an unexpected situation.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker is unsure of matching services to meet altering needs of a student and is slow to look for support from colleagues.</li> <li>-The Social Worker is unwilling to work with students outside of his or her comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker is unable to adjust his or her schedule and respond to a crisis.</li> <li>-Social Worker is rigid and unwilling to prioritize his or her schedule when multiple issues arise at the same time.</li> </ul>
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**Domain 4: Professional Responsibilities**

Component 4a: Reflecting on Practice

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>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. The social worker has a detailed plan to accurately assess the effectiveness of services for individual students and school-wide and if objectives are achieved. The Social Worker regularly seeks out assistance and support through working with supportive peers, mentors, coaches, and supervisors.</p>	<p>Social Worker’s reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social Worker makes some specific suggestions as to how the Social Work Program might be improved. The Social Worker regularly seeks out assistance and support through working with supportive peers, mentors, coaches, and supervisors.</p>	<p>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. The Social Worker makes general suggestions about how services could be improved. Social Worker makes inconsistent use of assistance and support from peers, mentors, coaches, and supervisors.</p>	<p>Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving. The Social Worker does not have a plan to assess effectiveness. The Social Worker does not seek and/or utilize the assistance and support from peers, mentors, coaches, and supervisors.</p>

**Critical Attributes**

<p>-The Social Worker’s assessment of the group/individual services is thoughtful and specific to a plan for improvement. -The Social Worker reflects on interactions and conversations with other staff about changes that need to occur to best serve student(s) needs.</p>	<p>-The Social Worker accurately assesses the effectiveness of services provided and identifies specific ways in which services might be improved. -The Social Worker reflects on interactions and conversations with other staff about changes that should occur to best serve some students.</p>	<p>-The Social Worker has a general sense of whether or not counseling practices were effective. -When prompted, the Social Worker reflects on interactions and conversations with other staff about changes that should occur.</p>	<p>-The Social Worker rarely evaluates the effectiveness of services. -The Social Worker resists or has inappropriate interactions and conversations with other staff about changes that should occur.</p>
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**Domain 4: Professional Responsibilities**

**Component 4b: Communicating with Families and Staff**

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker secures necessary permissions and communicates with families and community agencies in a manner highly sensitive to social-economic status and linguistic traditions. Social Worker reaches out to families of students to enhance trust. When appropriate students contribute to the information and assist in communication. The Social Worker persists in responding to students, families and staff concerns with professional and cultural sensitivity.</p>	<p>Social Worker communicates with families and community agencies and secures necessary permission for interventions, and does so in a sensitive manner sensitive to social-economic status and linguistic traditions. The Social Worker responds to students, families, and staff concerns with professional and cultural sensitivity in a timely fashion.</p>	<p>Social Worker’s communication with families and community agencies is partially successful: permissions for interventions are obtained but there are occasional insensitivities to social economic status and linguistic traditions. The Social Worker inconsistently responds to students, families, and staff.</p>	<p>Social Worker fails to communicate with families and secure necessary permission for services, or communicates in an insensitive manner. The Social Worker does not respond, or responds insensitively, to students, families, and staff.</p>

**Critical Attributes**

<p>-All of the Social Worker’s communications are highly sensitive to families’ cultural norms. -The Social Worker persists in communicating through a variety of formats to ensure that families and staff are fully informed.</p>	<p>-Most of the Social Worker’s communications are appropriate to families’ cultural norms. -The Social Worker makes frequent attempts to communicate to ensure that families and staff are fully informed.</p>	<p>-Some of the Social Worker’s communications are inappropriate to families’ cultural norms. -When prompted, the Social Worker communicates with families and staff.</p>	<p>-There is culturally inappropriate communication. -Families and staff are unaware of their children’s progress.</p>
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**Domain 4: Professional Responsibilities**

**Component 4c: Maintaining Accurate Records**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker creates a timely and effective system to maintain appropriate information on student academic and socioemotional progress and well-being. Social Worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional. Social Worker prepares exemplary evaluation reports and required IEP forms.	Social Worker creates a timely and effective system to maintain appropriate information on student academic and socioemotional progress and well-being. Social Worker's records are accurate and legible, well organized, and stored in a secure location. Social Worker prepares detailed evaluation reports and required IEP forms.	Social Worker's system for maintaining information on students is rudimentary, not timely, and only partially effective. Social Worker's records are accurate and legible, and stored in a secure location. Social Worker prepares adequate evaluation reports and required IEP forms.	Social Worker's system for maintaining information on students is nonexistent or in disarray. As a result, records are filled with errors ad confusion.

**Critical Attributes**

-The Social Worker's system and process for maintaining records is efficient and effective. -The Social Worker consistently prepares thorough reports and reports updates on IEP goal progress.	-The Social Worker's system and process for maintaining records is efficient. -The Social Worker prepares detailed reports and reports updates IEP goal progress.	-The Social Worker's system in place for maintaining records is cumbersome or inconsistent. -The Social Worker prepares reports with limited information and inconsistently reports updates IEP goal progress.	-There is no system for maintaining records. -Information presents as confusing or incorrect. -The Social Worker does not report update IEP goal progress.
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**Domain 4: Professional Responsibilities**

**Component 4d: Participating in a Professional Community**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social Worker makes a substantial contribution to school and district events and projects, and consistently displays leadership with colleagues. The Social Worker's relationships with colleagues are characterized by mutual support and cooperation. Social Worker consistently displays leadership on the student support team and takes initiative in assembling materials for meetings.	Social Worker participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. Social Worker displays leadership on the student support team as a standard expectation and prepares some materials.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested. Social Worker displays no leadership on the student support team and takes no initiative to assemble materials.	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 declines to participate on the student support team.

**Critical Attributes**

-The Social Worker takes a leadership role in promoting activities related to professional inquiry. -The Social Worker regularly contributes to and leads events that positively impact school life.	-The Social Worker regularly participates in activities related to professional inquiry. -The Social Worker frequently volunteers to participate in events that positively impact school life.	-When invited the Social Worker participates in activities related to professional inquiry. -When asked the Social Worker participates in events that positively impact school life.	-The Social Worker purposefully avoids contributing to activities promoting professional inquiry. -The Social Worker avoids participating in school events.
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**Domain 4: Professional Responsibilities**

**Component 4e: Growing and Developing Professionally**

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker actively pursues professional development opportunities to enhance knowledge and skills, including emerging technological skills and research-based strategies, and initiates activities to make a substantial contribution to the profession. The Social Worker seeks out feedback about performance from both supervisors and colleagues. The Social Worker joins professional organizations and promotes standards with colleagues, and inspired others through leadership skills.</p>	<p>Social Worker seeks out opportunities for professional development to enhance knowledge and skills. The Social Worker actively engages with colleagues and supervisors in professional conversation about practice, including feedback about performance. The Social Worker participates actively in assisting other educators and looks for a way to contribute to the profession.</p>	<p>Social Worker participation in professional development activities is limited to those that are convenient or are required. The Social Worker engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on performance. The Social Worker finds limited ways to assist other social workers and contribute to the profession.</p>	<p>Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. The Social Worker resists feedback on performance from either supervisors or more experienced colleagues. The Social Worker makes little or no effort to share knowledge with others and does not contribute to the profession.</p>

**Critical Attributes**

<p>-The Social Worker pursues regular opportunities for continued professional development, including action research. -The Social Worker is a leader in professional development in the school and/or district.</p>	<p>-The Social Worker seeks regular opportunities for continued professional development. -The Social Worker is involved in professional organizations in order to contribute to the profession.</p>	<p>-The Social Worker participates in professional development activities when they are required or provided by the district. -The Social Worker contributes in a limited fashion to professional development and organizations.</p>	<p>-The Social Worker is not involved in any activity that might enhance knowledge or skills. -The Social Worker ignores invitations to join professional organizations or attend conferences.</p>
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**Notes**

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## Domain 4: Professional Responsibilities

### Component 4f: Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Social Worker demonstrates the highest standards of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public. The Social Worker makes a concerted effort to respectfully challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in school. The Social Worker takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The Social Worker complies fully with district regulations, taking a leadership role with colleagues.</p>	<p>Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public. The Social Worker is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The Social Worker maintains an open mind in team or departmental decision-making. The Social Worker complies fully with school and district regulations.</p>	<p>Social Worker is honest in interactions with students, families, colleagues, and the public. The Social Worker plays a moderate advocacy role for students, and does not violate confidentiality. The Social Worker's decisions and recommendations are based on limited though genuinely professional considerations. The Social Worker must be reminded by supervisors about complying with school and district regulations.</p>	<p>Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality. The Social Worker makes decisions and recommendations that are based on self-serving interests. The Social Worker does not comply with school and district regulations.</p>

#### Critical Attributes

<ul style="list-style-type: none"> <li>-The Social Worker is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>-The Social Worker takes a leadership role in team, district, and departmental decision making.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker is honest and has high standards of integrity.</li> <li>-The Social Worker willingly participates in team and departmental decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker is honest.</li> <li>-The Social Worker makes decisions professionally but on a limited basis.</li> </ul>	<ul style="list-style-type: none"> <li>-The Social Worker is dishonest.</li> <li>-The Social Worker engages in practices that are self-serving.</li> </ul>
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#### Notes