

**RUBRIC FOR SCHOOL SOCIAL WORKER**  
**DOMAIN 1: PLANNING AND PREPARATION**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge with skill in conducting a Social Assessment.</b> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Interviewing skills</li> <li>• Gathering background information</li> <li>• Establishing a positive report with the student's guardian</li> </ul>	Social Worker demonstrates little or no knowledge and skill in conducting social assessments to evaluate and obtain the necessary components for a social assessment.	Social Worker inconsistently obtains information for the social assessment to evaluate students.	Social Worker consistently obtains information for the social assessment to evaluate students.	Social Worker obtains a solid amount of information to evaluate students including: Developmental and family history, which if appropriate includes economic and cultural differences. The evaluation contains the configuration of factors within the home, community and school as related to a student's current social, emotional and academic adjustment.
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student's skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage.</li> </ul>	Social Worker demonstrates little or no knowledge of child adolescent development and psychopathology.	Social Worker's demonstrates minimal knowledge of child and adolescent development and psychopathology.	Social Worker demonstrates thorough knowledge of child and adolescent development and psychopathology.	Social Worker's demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1c: Establishing goals for IEP mandated counseling appropriate to the setting and the students served.</b> <ul style="list-style-type: none"> <li>• Counseling activity</li> <li>• Instructional materials and resources</li> <li>• Counseling groups</li> <li>• Psychoeducational lessons and structure</li> </ul>	School Social Worker has unclear goals for the IEP mandated counseling, or they are inappropriate to either the situation or the age of the students.	School Social Worker's goals for the IEP mandated counseling are rudimentary and are partially suitable to the situation and the age of the students.	School Social Worker's goals for the IEP mandated counseling are clear and appropriate to the situation in the school and to the age of the students.	School Social Worker's goals for the IEP mandated counseling are skillfully selected to fit the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

<ul style="list-style-type: none"> <li>• Counseling PLAAFP and Goals</li> </ul>				
<p><b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Federal and State Law</li> </ul>	<p>Social Worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.</p>	<p>Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Social Worker displays clear awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.</p>	<p>Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p>

<b>RUBRIC FOR SCHOOL SOCIAL WORKER</b>				
<b>DOMAIN 2: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Establishing rapport with students within the school environment.</b> <ul style="list-style-type: none"> <li>• Counselor interaction with students</li> <li>• Student interaction with students</li> </ul>	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable.	Social Worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful; students appear comfortable.	Students seek out the Social Worker, reflecting a high degree of comfort, trust and preventative skills.
<b>2b: Establishing a culture for positive mental health throughout the school.</b> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	Social Worker makes poor attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the social worker, is maintained by both teachers and students in a seamless manner.
<b>2c: Establishing and maintaining clear procedures for referrals.</b> <ul style="list-style-type: none"> <li>• Demonstrating organizational skills and knowledge</li> <li>• Maintaining State compliance</li> </ul>	Lack of procedures for referrals has been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Social Worker has made attempts to establish procedures for referrals in collaboration with the members of the Child Study Team.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and assessments are solid and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct during the social assessment</b> <ul style="list-style-type: none"> <li>• Establishing expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul>	Unsuitable standards of conduct have been established, and School Social Worker disregards or fails to address parental/guardian reactions during an assessment.	Standards of conduct appear to have been established during the social assessment. School Social Worker's attempts to monitor and address parental/guardian reactions during an assessment are partially successful.	Standards of conduct have been established during the social assessment. School Social Worker monitors parental/guardian reactions against those standards; response to parents/guardians is appropriate and respectful.	Standards of conduct have been established during the social assessment. School Social Worker's monitoring of parents/guardians is subtle and preventative, and parents/guardians engage in dialogue.
<b>2e: Organizing physical space for counseling of students, parent meetings, and storage of materials.</b>	The social worker's office is disorganized and poorly suited to counseling students and hold	Materials in the social worker's office are stored securely, but the center is partially organized, and materials are	The social worker's office is appropriately organized; materials are stored in a secure location and are	The social workers office is highly organized and is inviting to students. Materials are stored in a secure

<ul style="list-style-type: none"> <li>• <b>Safety and accessibility</b></li> <li>• <b>Arrangement of furniture and resources</b></li> </ul>	<p>meetings. Materials are not stored in a secure location and are difficult to find when needed.</p>	<p>difficult to find when needed.</p>	<p>available when needed.</p>	<p>location and are convenient when needed.</p>
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**RUBRIC FOR SCHOOL SOCIAL WORKER**  
**DOMAIN 3: DELIVERY OF SERVICE**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Responding to referrals; consulting with teachers and administrators</b> <ul style="list-style-type: none"> <li>• Use of oral and written language</li> <li>• Interactions with teachers and administrators</li> <li>• Knowledge of procedures and resources.</li> <li>• Knowledge of criteria</li> <li>• Discussion techniques</li> </ul>	Social Worker fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Social Worker consults on an inconsistent basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Social Worker consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Social Worker consults skillfully with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Case Management</b> <ul style="list-style-type: none"> <li>• Maintaining compliance</li> <li>• Use of oral and written language</li> <li>• Discussion techniques</li> <li>• Quality of questions</li> </ul>	School Social Worker lacks the ability to maintain appropriate records or contact with parents/guardians and staff. Paperwork and meetings are not completed in a timely manner.	School Social Worker maintains minimal records or contact with parents/guardians and staff. Sporadic timely completion of paperwork and meetings.	School Social Worker maintains consistent paperwork, records and contact with parents/guardians and staff. Meetings are conducted within a timely manner.	School Social Worker skillfully performs all duties required as a member of the child study team by administrative code and state and federal laws.
<b>3c: Leadership</b> <ul style="list-style-type: none"> <li>• Use of oral and written language</li> <li>• Establishing a rapport with colleagues</li> <li>• Discussion techniques</li> <li>• Flexible availability</li> </ul>	Social Worker lacks ability to assume leadership of the evaluation team.	Social Worker assumes leadership of the evaluation team on an inconsistent basis.	Social Worker assumes leadership of the evaluation team as a standard expectation on a consistent basis.	Social Worker assumes leadership of the evaluation team and takes initiative in assembling materials for meetings.
<b>3d: Planning interventions to maximize students' likelihood of success</b> <ul style="list-style-type: none"> <li>• Student's input and self-assessment</li> </ul>	Social Worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	Social Worker plans for students are partially suitable for them or are sporadically aligned with identified needs.	Social Worker plans for students are suitable for them and are aligned with identified needs successfully.	Social Worker develops preventative plans for students, finding ways to creatively meet student needs and incorporate many related elements.

<ul style="list-style-type: none"> <li>• Obtaining data</li> <li>• Collaboration with colleagues</li> <li>• Monitoring and re-assessing</li> </ul>				
<b>3e: Maintaining contact with physicians and community mental health service providers.</b> <ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> <li>• Obtaining release of information</li> </ul>	Social worker maintains poor contact with physicians and community mental health service providers.	Social worker maintains inconsistent contact with physicians and community mental health service providers.	Social worker maintains consistent contact with physicians and community mental health service providers.	Social worker maintains seamless contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3f: Demonstrating flexibility and responsiveness</b> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social Worker makes minimal changes in the treatment program when confronted with evidence of the need for change.	Social Worker makes appropriate revisions in the treatment program when it is needed.	Social Worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<b>3g: Collaborates with the members of the Child Study Team</b> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Discussion techniques</li> <li>• Effective communication and collaboration</li> </ul>	Social Worker lacks ability to participate with other Child Study Team members.	Social Worker maintains minimal collaboration with Child Study Team members.	Social Worker maintains consistent collaboration with Child Study Team members.	Social Worker maintains seamless collaboration with Child Study Team members.

<b>RUBRIC FOR SCHOOL SOCIAL WORKER</b> <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in of future teaching</li> </ul>	Social Worker does not reflect on practice, or the reflections are inaccurate or inappropriate.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with families</b> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> <li>• Use of oral and written language</li> </ul>	Social Worker fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to parental concerns.	Social Worker communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to parental concerns.	Social Worker seamlessly secures necessary permissions and communicates with families in a manner highly sensitive to parent concerns. Social Worker reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b> <ul style="list-style-type: none"> <li>• Maintaining appropriate storage</li> <li>• Student progress in counseling</li> </ul>	School Social Worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School Social Worker's records are partially accurate and legible and are stored in a secure location.	School Social Worker's records are consistently accurate and legible, well organized, and stored in a secure location.	School Social Worker's records are skillfully organized and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul>	School Social Worker's relationships with colleagues are poor. School Social Worker avoids being involved in school and district events and projects.	School Social Worker's relationships with colleagues are minimal, and School Social Worker participates in school and district events and projects when specifically requested.	School Social Worker participates frequently in school and district events and projects and maintains positive and productive relationships with colleagues.	School Social Worker makes a solid contribution to school and district events and projects and assumes leadership with colleagues.

<p><b>4e: Engaging in professional development</b></p> <ul style="list-style-type: none"> <li>• <b>Enhancement of knowledge and skill</b></li> <li>• <b>Receptivity to feedback from colleagues</b></li> <li>• <b>Service to the profession</b></li> </ul>	<p>Social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development skills.</p>	<p>Social worker's participation in professional development activities is minimal to those that are convenient or are requires.</p>	<p>Social worker consistently seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Social worker pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
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