DOMAIN 1 FOR SOCIAL WORKERS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of School Social Work practices, theory, and technique.	Social worker demonstrates little to minimal understanding of social work practices in the school setting.	Social worker displays limited understanding of social work of evidenced based. Social worker does not consistently utilize best practices to meet individual student needs.	Social worker demonstrates an integrated understanding of evidenced-based and best practices of school social work profession.	School social worker takes a leadership role in utilizing evidenced-based and best practices of the school social work profession.
	Social worker rarely utilizes or has minimal understanding of theories and techniques relevant to their role as a school social worker.	Social worker has limited knowledge or demonstrates minimal understanding of related theories and techniques.	Social worker is aware of related developmental, systems, and behavioral theories and techniques.	Social worker demonstrates extensive knowledge of related developmental, systems, and behavioral theories and techniques.

Possible Evidence: *Professional development, literature/resources, policy reviews/handbooks,situational examples, IEPs/504 Plans, small groups, risk of harm assessment, consultation for IEP's, observations, FBAs/BIPs, Committee involvement*

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1b: Demonstrating knowledge of child and adolescent development, influence of culture, background, and mental health disorders based on the DSM guidelines	School Social Worker demonstrates little to no knowledge of child and adolescent development and does not include the influence of culture, background, and mental health disorders.	School Social Worker demonstrates a general understanding of child and adolescent development and influence of culture, background, and mental health disorders but applies the knowledge inconsistently.	School Social Worker demonstrates solid understanding of child and adolescent development, influence of culture, background, and mental health disorders to determine students' needs.	School Social Worker demonstrates extensive knowledge and understanding of child and adolescent development, influence of culture, and background. Also purposefully acquires knowledge from multiple sources and will use them to determine the students' needs.

Possible Evidence: *Professional development, lesson plans, presentations, transition events/plans, meeting agendas (problem solving team meetings, etc), IEPs/504s, RtI, ODR referrals, community resource referrals, student activity/interaction, observations, situational examples, collaboration with school or district staff, FBAs/BIPs, DSM-5*

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1c: Establishing measurable goals for school social work practice appropriate to the setting and the students served.	School Social Worker goals and objectives are not derived from evidence informed practice and are not clear nor appropriate to the situation and school setting. Goals are not linked to the Social Emotional Learning Standards.	School Social Worker goals and objectives are partially derived from evidence informed practice somewhat meet the individual needs of the students. Goals are inconsistently linked to Social Emotional Learning Standards.	School Social Worker goals and objectives are derived from evidence informed practices clear and appropriate to the situation in the school and to the age of the students. Goals and objectives are linked to the Social Emotional Learning Standards and are generally differentiated for groups of students.	School Social Worker goals and objectives are derived from evidence informed practices are highly appropriate to the situation in the school and to the age and developmental level of the students. Goals and objectives are measurable and linked to the Social Emotional Learning Standards and have been differentiated for the individual student and developed following student, family and teacher collaboration.

Possible Evidence : *Master Calendar, measurable data, school improvement teams, attendance, behavior, pre-post assessments, climate surveys, needs assessments, school profile, create and monitor measurable program goals, team meetings minutes/notes, IEP goals.*

1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	School Social Worker displays little understanding/compliance of/with regulatory procedures on the district, state, and federal level. School Social Worker lacks knowledge of resources within the school, district, and community.	School Social Worker is familiar with the foundational concepts and has limited understanding of and compliance with the application of social work regulatory procedures within a public school setting on the district, state, and federal level. School Social Worker has limited knowledge about resources within the school, district, and community.	School Social Worker displays solid understanding of and compliance with the application of social work regulatory procedures and services within a public school setting on the district, state, and federal level. School Social Worker is knowledgeable about resources in the school, district, and community.	School Social Worker's knowledge of district, state and federal laws and regulatory procedures that guide social work practice is extensive. School Social Worker is able to share knowledge of regulatory procedures with colleagues, administrators, parents, and community.
Possible Evidence: *Professional development, 504s/IEPs, risk of harm assessments, McKinney-Vento Act, school law, truancy, mandated reporting, ethics, Community Resource Provider Handbook, local and governmental agencies and policies, Referral resources .*				
1e: Planning Social Work interventions which include individual and small group sessions, in-class activities, and crisis management.	Social Work services are poorly aligned with the student's needs, do not follow an organized progression, and have unrealistic time allocations.	Some of the Social Work services are partially aligned with the student's needs, but with little differentiation for individual students. Allocates time with little success.	Most of the services are aligned with the student's needs and follow a suitable, organized progression. The services have reasonable time allocations; they represent opportunities to grow with some differentiated for different students and varied use of service delivery.	School Social Work services are aligned to student's needs, and are designed to engage students in high level social/emotional opportunities to grow. These are appropriately differentiated for individual students' needs. Services are varied appropriately with some opportunity for student involvement. School Social Worker sets appropriate priorities with time management.
Possible Evidence: *Master calendar/action plan, social emotional lesson plans, team meeting notes/minutes, needs assessment, mission statement (aligned to school mission statement), IEP/504 plans, FBAs/BIP, classroom involvement*				
1f: Selecting appropriate assessment tools.	School Social Worker has no knowledge and does not utilize assessment tools. School Social Worker resists suggestions that such evaluation is important. School Social Worker has no way to screen or measure student needs.	School Social Worker has rudimentary knowledge of assessments. Tools used loosely address student needs and have no way to consistently evaluate student needs.	School Social Worker demonstrates appropriate knowledge of assessment tools. School Social Worker collects evidence that addresses student needs. School Social Worker uses assessment results to identify student learning needs and to design instruction and interventions.	School Social Worker has thorough and extensive knowledge of assessment options. Students are engaged in self-assessment and determine strengths and areas for growth.
Possible Evidence: *Social emotional assessment instruments, surveys, comprehensive counseling model, needs assessment (parents, teachers, student, community, etc.) ,Master Calendar, measurable data, school improvement teams, attendance, behavior, pre-post assessments, climate surveys, needs assessments, school profile, create and monitor measurable program goals, team meetings minutes/notes, IEP goals.*				

	DOMAIN 2 FOR SOCIAL WORKERS: THE ENVIRONMENT			
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a: Social Worker creates an environment of respect and rapport that supports mental health	Pattern of interactions are mostly negative, inappropriate, or insensitive to student/parent's needs. Interactions with students are characterized by conflict or inappropriate use of sarcasm. School Social Worker's interactions with students and/or families often demonstrate lack of rapport and respect.	Pattern of interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures and developmental levels. School Social Worker attempts to respond to disrespectful behavior.	School Social Worker actions demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. School Social Worker appropriately responds to disrespectful behavior. The net results of the School Social Worker's interactions with students and/or families are polite, respectful and professional.	School Social Worker interactions are highly respectful, and reflect genuine warmth and caring towards students. School Social Worker can personalize interactions with groups or individual students. School Social Worker consistently sets a professional example for staff to student interactions and staff to staff interactions.
Possible Evidence: *Student request forms, surveys, visibility to students (hallway, activities), immediate interventions, school climate involvement, leadership initiative, personal statements from parents, teachers, students, thank your, etc.; establishing group norms for lessons, groups and presentations, student interventions, observations (also informal—student activities, hallways, extra-curricular activities, etc.)*				
2b: Social worker establishes a culture for positive mental health throughout the school	School Social Worker makes no attempt to establish a culture for positive mental health as a whole. School Social Worker demonstrates a lack of knowledge and involvement in school wide social/emotional and behavioral supports and interventions.	School Social Worker inconsistently attempts to promote a culture throughout the school for positive mental health among students and staff. School Social Worker has limited knowledge of and involvement in school-wide social/emotional and behavioral supports and interventions.	School Social Worker promotes mental health awareness amongst students and staff. Social emotional growth is valued and promoted for all students. School Social Worker demonstrates knowledge of and involvement in school-wide social/emotional and behavioral supports and interventions.	School Social Worker enhances a culture throughout the school for positive mental health among students and staff. School Social Worker demonstrates a vast knowledge of and involvement in school-wide behavioral/social emotional supports and interventions.
Possible Evidence: *leadership in looking at social emotional and behavioral data to plan and implement multi system of supports and interventions.*				

2c: Managing Social Work practice, routines, and organizing physical space	School Social Workers' environment is disorganized and poorly suited to the needs of the situation. Materials are not stored in a secure location and are difficult to find when needed.	Materials in School Social Worker's office are stored securely; however, the office is not completely well organized, and materials are difficult to find when needed leading to some disruption of school work services.	School Social Worker's office is well organized; materials are stored in secure location and are available when needed leading to no disruption of social work services.	School Social worker's office is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed.

Possible Evidence: *Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc.), contact logs, tracking sheets, communication logs, social worker's calendar, Accelify, observation of small groups/classroom lessons, confidential materials are stores securely.*

2d: Manages and contributes expertise to behavioral culture throughout school environment	School Social worker has limited understanding of established standards of conduct. School Social Worker's responses to student's misbehavior is repressive or disrespectful of student's dignity. School Social Worker does not participate in the implementation and progress monitoring or Tiered behavioral interventions. School Social Worker fails to collaborate with teams that develop behavioral intervention plans.	Standards of conduct appear to have been established, but their implementation is inconsistent. School Social worker responds inconsistently to student's misbehavior. School Social worker inconsistently participates in the implementation and progress monitoring of tiered behavioral interventions. School Social Worker struggles to collaborate with teams that develop behavioral intervention plans.	School Social Worker monitors student behavior against the established standards of conduct. School Social Worker's response to student misbehavior is consistent, proportionate and respectful to students. School Social Worker takes an active role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker actively collaborates with teams that develop behavioral intervention plans.	School Social Worker monitoring of student behavior is subtle and preventive. School Social Worker's response to student misbehavior is sensitive to individual student needs and respects students' dignity. School Social Worker takes the leadership role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker assumes a leadership role when supporting teams that develop behavioral intervention plans.

Possible Evidence: *CICO, & CnC data, FBA/BIP, referrals, attendance, grades, multi-tiered system of supports, RtI.*

DOMAIN 3 FOR SOCIAL WORKERS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing and communicating student needs	Information gathered by the social worker is not relevant or sensitive to student needs. Social Worker does not communicate clearly or effectively with students, staff, or parents, and means of communication is minimal.	Social worker gathers information that may not always be pertinent to individual student or group needs. Social worker uses minimal means of communication; communication is inconsistent; or not always relevant to current development.	Social worker adequately gathers individualized student data that contributes in a positive manner toward individual student needs and program planning. The social worker's means of communication be it orally, visually, or written are appropriate for the individual student.	Social worker conducts detailed and individualized assessments of student needs that contribute to individualized and group program planning, and disseminates this information orally, visually, and with written expression that is clear, appropriate, and sensitive to student experiences, cultural traditions, and current level of development.

Possible Evidence: *Climate survey, needs assessment, social-emotional planning and assessments, referrals, grade reports, attendance data, collaboration in student support teams.*

3b: Use of School Social Work and counseling strategies and techniques in individual, group, and classroom programs	School Social Worker counseling techniques are not related to student needs. School Social Worker does not demonstrate strategies to help student acquire appropriate skills.	School Social Worker attempts to use counseling techniques with inconsistent alignment to student's needs and goals. School Social Worker uses limited strategies to teach students appropriate skills.	School Social Worker counseling techniques are frequently related to students needs and goals and reflect understanding of students' social/emotional functioning. School Social Worker utilizes strategies and resources that teach students appropriate skills.	School Social Worker counseling techniques are always related to students needs, are aligned with student's goals and reflect a solid understanding of the student's social/emotional functioning. School Social Worker utilizes a variety of strategies and resources to aid students in acquiring appropriate skills.

Possible Evidence: *Collaboration with other school social workers, use of professional counseling techniques in observable situations (role playing, large and small groups, one-on-one counseling, reflection, active listening, clarification, summarizing, encouraging, modeling, empathy, etc.), crisis plans, BIPs.*

3c: Communicating with families, community organizations, and outside service providers.	School Social Worker fails to communicate with families or communicates in an insensitive manner. School Social Worker fails to secure necessary permission for communication with outside providers.	School Social Worker demonstrates some sensitivity to cultural traditions in communication with families. School Social Worker infrequently reaches out to families.	School Social Worker demonstrates sensitivity and communicates with families in a manner sensitive to cultural traditions.	School Social Worker consistently demonstrates sensitivity and communicates with families in a manner highly sensitive to cultural traditions. School Social Worker regularly reaches out to families of students to engage families in a trusting, collaborative relationship. School Social Worker empowers and supports

	School Social Worker does not provide community resources to families.	School Social Worker secures necessary permission for contact with outside providers but does not initiate contact.	School Social Worker reaches out to families of students to engage families in a trusting, collaborative relationship. School Social Worker secures necessary permission for contact with outside service providers but may not initiate contact when needed. School Social Worker provides community resources to families but may not seek family input regarding needs.	families to function as advocates for themselves and their children. School Social Worker always secures necessary permission for contact with outside service providers and initiates contact when needed. School Social Worker seeks input from families about needs and provides community resources to families.

Possible Evidence: *Contact logs, wraparound, emails, letters, referrals to outside agencies, referral forms.*

3d: Utilizing data collection practices to write reports and/or for the purposes of disseminating relevant information	School Social Worker neglects to collect important information on which to base intervention plans and goals; reports are inaccurate or not appropriate to the team.	School Social Worker collects some of the important information on which to base the intervention plans and goals; reports are accurate but lacking in clarity and not always appropriate to the team.	School Social Worker collects all the important information on which to base the intervention plans and goals; reports are accurate and appropriate to the team.	School Social Worker is proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s) seeking out different resources when necessary, including parents; reports are accurate and tailored for the team.

Possible Evidence: *Grades, attendance, referrals, progress monitoring, data, reports, written feedback.*

3e: Demonstrating Flexibility and Responsiveness	School Social Worker adheres to rigid intervention plan, even when interventions are not appropriate or successful and ignores student responses that may indicate a need for change. School Social Worker does not vary and has little to no repertoire of therapeutic strategies or frameworks. School Social Worker refuses to be	School Social Worker makes modest changes to therapy plans when confronted with evidence of the need for change. School Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently adjusts activity and approach to student reaction. School Social Worker uses a modest repertoire of therapeutic strategies and frameworks.	School Social Worker makes appropriate revisions to therapy plan when necessary, and accommodates student responses during sessions. School Social Worker uses a varied and sufficient repertoire of therapeutic strategies and frameworks. School Social Worker is willing to be	School Social Worker is continually seeking ways to improve therapy plan as necessary in reaction to student responses and team member input. School Social Worker is consistent in adjusting activities and approaches to student reactions and uses student's feedback to develop modifications to interventions. School Social Worker uses a varied and extensive repertoire of therapeutic strategies and frameworks.

	responsive or flexible with student interventions. School Social Worker is rigid and inflexible in terms of providing service.	School Social Worker is occasionally flexible with adjusting student interventions to fit individual needs. School Social Worker is sometimes persistent providing service.	flexible with team members regarding scheduling and logistics and prioritizes needs of students when doing so. School Social Worker is consistently persistent in providing service.	School Social Worker demonstrates flexibility with team members in terms of scheduling and logistics even after initial schedule is set if changes are apparent to better meet student needs. School Social Worker is always persistent in providing services.

Possible Evidence: *Emails, progress monitoring, IEP goal updates, Accelify, intervention plans, reports.*

DOMAIN 4 FOR SOCIAL WORKERS: PROFESSIONAL RESPONSIBILITIES				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	School Social Worker does not reflect upon or evaluate effectiveness of the service delivery, or reflection is entirely inaccurate. School Social Worker's reflections are self-serving and non-reflective of actual practice. School Social Worker does not use evidence based practice to support interventions.	School Social Worker's reflection on personal practice is moderately accurate and is loosely based on objective citations of some personal practice as to how it may be improved. School Social Worker demonstrates a vague understanding of evidence based practice and how it may improve and/or relate to personal interventions.	School Social Worker accurately reflects upon and evaluates personal practice, and cites specific evidence of practice. School Social Worker makes some specific suggestions as to how the interventions used can be improved based on evidence from practice. School Social Worker demonstrates an understanding of interventions informed by evidenced based practice.	School Social Worker's reflection and evaluation are highly accurate and perceptive, and utilizes specific examples and evidence from practice. School Social Worker identifies areas for improvement based on previous sessions/interactions. School Social Worker draws on extensive skill set to suggest alternative strategies and consistently incorporates evidence based practice.

Possible Evidence: *Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.). Document meeting with colleagues/administrators to review social work goals. Staff and student feedback regarding social work program and interventions (strengths, weaknesses, needs). Yearly review/program evaluation. Reflection on exit slips.*

4b: Maintaining Accurate Records and Documentation	School Social Worker's reports, records and documentation are missing, late or inaccurate, illegible, or stored in an unsecure location; documentation cannot be used to monitor student progress or to adjust intervention as needed.	School Social Worker's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed.	School Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs; documentation serves as an effective data management system for monitoring student progress and adjustment of interventions when needed.	School Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues; documentation provides a highly effective data management system for monitoring student progress and is used to adjust interventions when needed.

Possible Evidence: *School policy paperwork and documentation. Handling confidential materials (secures). Timely referrals (DCFS, agencies, FOID). Organized, logical record keeping, through Risk of Harm Documentation, reports.*
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4c: Participating in professional community within school environment	School Social Worker's relationships with colleagues are negative or self-serving. School Social Worker avoids participating in school or district events and projects.	School Social Worker's maintains cordial relationships with colleagues. School Social Worker participates in school or district events and projects when asked to do so.	School Social Worker's relationship with colleagues are characterized by mutual support and cooperation, with the social worker occasionally taking initiative in assuming leadership among the faculty. School Social Worker volunteers to participate in school events and projects, making a contribution to at least one event or project.	School Social Worker's relationships with colleagues are characterized by mutual support and cooperation, with the social worker taking initiative in assuming leadership among the faculty. School Social Worker volunteers to participate in school and district events and projects, making a substantial contribution to at least one event or project.

Possible Evidence: *Emails, reports, observations, participation on problem solving teams, events, projects.*

4d: Engaging in professional development	School Social Worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	School Social Worker participation in professional development activities is limited to those that are required only.	School Social Worker seeks out opportunities for professional development based on an individual assessment of need.	School Social Worker actively pursues professional development opportunities, and make effort to share acquired knowledge with other colleagues.

Possible Evidence: *Presenting at conferences or staff meetings, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEUs (webinars, etc.), relaying PD information to colleagues, graduate level coursework.*

4e: Showing Professionalism	School Social Worker displays dishonesty in interactions with colleagues, students, or the public, and shows a lack of concern for confidentiality as well as basic human rights. School Social Worker is not alert to students' needs and does not advocate for students. School Social Worker does not comply with school and district regulations.	School Social Worker is honest in interactions with colleagues, students, and the public. School Social Worker maintains confidentiality and shows awareness of basic human rights. School Social Worker's attempt to serve students is inconsistent playing a moderate advocacy role for students.	School Social Worker displays high standards of honesty, confidentiality and integrity in interactions with colleagues, students and the public, and shows respect of basic human rights. School Social Worker is active in serving students, working to ensure that all students receive a fair opportunity to succeed.	School Social Worker can be counted on to hold the highest standards of honesty, integrity, confidentiality, and regard for basic human rights. School Social Worker makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, have the needs met by the school seeking out services when necessary.

		School Social Worker complies minimally with school and district regulations.	School Social Worker complies fully with school and district regulations.	School Social Worker complies fully with school and district regulations.

Possible Evidence: *Observations (via administration, other, etc.), communicating respectfully and in a timely manner, maintaining confidentiality, approach to advocating for students, attendance record, adhering to the contractual work day, responding to emails in a timely fashion.*
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