**Rubric for Evaluating Colorado Special Services Providers: School Social Workers**

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| Quality Standard I  Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible. | | | | |
| Level 1 Practices | Level 2 Practices | Level 3 Practices  (Meets State Standard) | Level 4 Practices | Level 5 Practices |
| Element a: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students. | | | | |
| The school SOCIAL WORKER:   1. Demonstrates understanding of legal requirements for school social work practices. 2. Adheres to legal requirements, district policies, and academic standards in planning for prevention, assessment, and intervention. | . . . and  The school SOCIAL WORKER:   1. Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies. 2. Provides services which are individualized and aligned with legal and district requirements. | . . . and  The school SOCIAL WORKER:   1. Collaborates with stakeholders around federal/state/ local policies and procedures to individualize services for students. | . . . and  Students and/or significant adult(s):   1. Recognize that school social work services are guided by legal requirements, federal/state law, local policies and procedures. | . . . and  Students and/or significant adult(s):   1. Articulate how school social work services are guided by legal requirements, federal/state law, local policies and procedures. |
| Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning. | | | | |
| The school SOCIAL WORKER:   1. Identifies barriers to learning for individual students. | . . . and  The school SOCIAL WORKER:   1. Develops solutions to barriers that inhibit student learning. | . . . and  The school SOCIAL WORKER:   1. Implements effective services that reduce the student barriers to learning. 2. Collaborates with key members of the multi-disciplinary team (e.g., students and/or significant adults) to problem solve within a tiered system of support model. | . . . and  students and/or significant adult(s):   1. Participate in a developmentally appropriate manner in identification of the student’s strengths and needs. | . . . and  students and/or significant adult(s):   1. Implement strategies to reduce barriers and support the student’s learning. |

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| Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services. | | | | |
| The school SOCIAL WORKER:   1. Understands the importance of evidence-based practices in effective delivery of school social work services. 2. Demonstrates the basic knowledge and skills of effective threat assessment, suicide risk assessment and intervention procedures. 3. Demonstrates the basic knowledge of mandated reporting requirements. | . . . and  The school SOCIAL WORKER:   1. Integrates evidence-based practices in their delivery of school social work services. 2. Identifies strategies and key components for prevention, intervention, and crisis planning and response. 3. Provides information to students, staff, and significant adults related to student safety. | . . . and  The school SOCIAL WORKER:   1. Monitors and adjusts evidence-based practices to increase effective delivery of school social work services. 2. Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery. 3. Provides expertise in skills and interventions related to school-safety and crises. | . . . and  Students and/or significant adult(s):   1. Are able to identify what specific interventions create academic or social/emotional growth. 2. Demonstrate an awareness of crisis-related resources and school/district procedures. | . . . and  Students and/or significant adult(s):   1. Apply newly learned skills in their school, community, and/or home environment. |

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| Quality Standard II  Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students. | | | | |
| Level 1 Practices | Level 2 Practices | Level 3 Practices  (Meets State Standard) | Level 4 Practices | Level 5 Practices |
| Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. | | | | |
| The school SOCIAL WORKER:   1. Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship. 2. Establishes behavioral expectations and provides guidance to students to demonstrate positive behavior. | . . . and  The school SOCIAL WORKER:   1. Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between and among students. 2. Holds students accountable for behavior in class and school. 3. Structures support and/or services to minimize interruption of instructional time. | . . . and  The school SOCIAL WORKER:   1. Collaborates with school/district personnel to create a positive learning community. 2. Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult. 3. Adapts intervention approaches for the benefit of all students. | . . . and  Students:   1. Actively participate in the intervention(s) offered by the School Social Worker.   . . . and  STUDENTS AND/OR SIGNIFICANT ADULT(S):   1. Actively participate in the creation of behavioral interventions to increase student access to the social and learning environment. | . . . and  Students:   1. Demonstrate safe, engaged behaviors within the learning environment.   . . . and  STUDENTS AND/OR SIGNIFICANT ADULT(S):   1. Consult with the School Social Worker to create effective behavioral intervention approaches. 2. Partner with the School Social Worker to maintain a safe and accessible environment for students in all settings. |
| Element B: Special Services Providers understand and respond to diversity within the home, school, and community. | | | | |
| The school SOCIAL WORKER:   1. Understands that student and family backgrounds, cultures, and experiences may influence development, personality, and school performance. 2. Creates an environment in which student and family diversity is valued. | . . . and  The school SOCIAL WORKER:   1. Considers student and family backgrounds, cultures, and experiences in planning social emotional services. | . . . and  The school SOCIAL WORKER:   1. Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures. 2. Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultural backgrounds. | . . . and  STUDENTS, TEACHERS AND/OR FAMILIES:   1. Seek a variety of perspectives to enhance their awareness of diversity in their school and community. | . . . and  Students and/or significant adult(s):   1. Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting. |

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| QUALITY STANDARD II  Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students. | | | | |
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| Element c: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students. | | | | |
| The school SOCIAL WORKER:   1. Acknowledges students’ individual differences and values their unique contributions. | . . . and  The school SOCIAL WORKER:   1. Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs. 2. Uses practices and materials that are developmentally appropriate and culturally relevant. | . . . and  The school SOCIAL WORKER:   1. Adjusts services based on individual student characteristics and data. 2. Provides consultation to school personnel on strategies for meeting the individual needs of students. | . . . and  Students:   1. Participate in social emotional services with a high level of engagement. | . . . and  Students and/or FAMILIES:   1. Feel that their ideas and participation are valued by the social worker. 2. Actively participate in the social and learning environment. |
| Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students. | | | | |
| The school SOCIAL WORKER:   1. Understands the interconnectedness of home, school, and community influences on student achievement. 2. Has knowledge of community/local services. | . . . and  The school SOCIAL WORKER:   1. Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers). 2. Creates a service delivery plan that incorporates information from family and/or outside agencies or community providers. | . . . and  The school SOCIAL WORKER:   1. Works collaboratively with families and significant adults to help students meet education and intervention goals. 2. Demonstrates and shares knowledge of community and/or local resources/services. | . . . and  students and/or significant adult(s):   1. Have an understanding of ways by which they can communicate with the School Social Worker. 2. Initiate communication with the School Social Worker and/or significant adult(s) to find resources and services to support student needs. | . . . and  students and/or significant adult(s):   1. Partner with the School Social Worker and the school for the benefit of their students. |

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| Quality Standard IIi  Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students. | | | | |
| Level 1 Practices | Level 2 Practices | Level 3 Practices  (Meets State Standard) | Level 4 Practices | Level 5 Practices |
| **Element A:** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students. | | | | |
| The school SOCIAL WORKER:   1. Recognizes developmental benchmarks utilizing systems theory (e.g., bio/psych/ social and cultural). | . . . and  The school SOCIAL WORKER:   1. Identifies cognitive, physical, social and emotional influences on learning, development, and behavior. | . . . and  The school SOCIAL WORKER:   1. Applies knowledge of developmental influences to inform practice and service provision. 2. Collaborates with colleagues to support services that address student needs in educational environments. | . . . and  students:   1. Participate in services appropriate for their developmental levels and demonstrate progress. | . . . and  Students and/or significant adult(s):   1. Demonstrate an understanding of individual child developmental levels and influences. |
| **Element B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery. | | | | |
| The school SOCIAL WORKER:   1. Recognizes importance of reliable and valid assessments to inform services. | . . . and  The school SOCIAL WORKER:   1. Follows standardized procedures for administration and scoring of adaptive, behavioral, and social emotional assessments. 2. Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools). | . . . and  The school SOCIAL WORKER:   1. Analyzes, interprets, and synthesizes data. 2. Collaborates with team to share results with family and significant adults. 3. Designs and implements interventions based on assessment data. | . . . and  sTUDENTS AND/OR Significant adult(s):   1. Analyze, interpret, and synthesize data. 2. Collaborate with team to share results with family and significant adults. 3. Design and implement interventions based on assessment data. | . . . and  TEACHERS AND/OR administrators:   1. Demonstrate an awareness of how adaptive, behavioral, and social emotional data can be used to inform decisions. |

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| Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences. | | | | |
| The school SOCIAL WORKER:   1. Demonstrates an awareness of district software and available assistive technology. | . . . and  The school SOCIAL WORKER:   1. Utilizes available resources to facilitate specially designed instruction. 2. Monitors and evaluates the use of technology or assistive technology in the learning environment. | . . . and  The school SOCIAL WORKER:   1. Monitors, adjusts and analyzes use of technology to support effective services to maximize student outcomes. 2. Enhances data collection and decision-making through the use of technology resources. 3. Collaborates with significant adults to facilitate student use of available assistive technology to engage in authentic learning. | . . . and  Students and/or significant adult(s):   1. Demonstrate an awareness of available assistive technology to enhance student learning. | . . . and  Students and/or significant adult(s):   1. Use technology to provide access to the student’s learning environment. 2. Advocate for change to technology use based on the student’s learning needs. |

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| Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy. | | | | |
| The school SOCIAL WORKER:   1. Recognizes the importance of high expectations for learning and behavior for all students. 2. Understands that students need to employ self-advocacy, critical thinking, and problem-solving skills. | . . . and  The school SOCIAL WORKER:   1. Incorporates self-advocacy, critical thinking and/or problem-solving skills into lessons and/or interventions. 2. Collaborates with team members to determine appropriately high expectations for students. | . . . and  The school SOCIAL WORKER:   1. Sets, consistently communicates, and equitably applies high expectations for all students. 2. Systematically and explicitly teaches self-advocacy, critical thinking, and/or problem-solving skills. | . . . and  Students and/or significant adult(s):   1. Monitor student progress towards achieving social/emotional goals and expectations.   . . . and  Students:   1. Can appropriately advocate for accommodations that support academic or social/emotional growth. | . . . and  STudents:   1. Demonstrate self-advocacy, critical thinking, and problem-solving skills based on their developmental level. |

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| Quality Standard III  Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students. | | | | |
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| Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals. | | | | |
| The school SOCIAL WORKER:   1. Consults and collaborates with others about students’ needs and goals. | . . . and  The school SOCIAL WORKER:   1. Plans for and/or provides evidenced-based mental health and/or behavioral interventions for students. 2. Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students. | . . . and  The school SOCIAL WORKER:   1. Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services. | . . . and  significant adult(s):   1. Adapt their practices based on consultation with the School Social Worker to better meet student needs. | . . . and  significant adult(s):   1. Generalize or transfer knowledge gained through consultation to other contexts/other students. |
| Element F: Special Services Providers model and promote effective communication. | | | | |
| The school SOCIAL WORKER:   1. Understands the importance of developing effective and individualized communication systems. 2. Listens effectively and allows time for responses and discussion. | . . . and  The school SOCIAL WORKER:   1. Uses communication skills to establish good working relationships (rapport) with students and significant adults. 2. Adjusts communication based on audience (e.g., student, parent, colleague). | . . . and  The school SOCIAL WORKER:   1. Models effective communication skills. 2. Creates opportunities for students to practice and receive feedback related to communication skills. 3. Tailors communications to be both developmentally and culturally relevant. | . . . and  Students and/or significant adult(S):   1. Engage in positive dialogue related to student strengths and needs. | . . . and  STudents:   1. Use feedback from the School Social Worker to effectively communicate their needs. |

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| Quality Standard IV  Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership. | | | | |
| Level 1 Practices | Level 2 Practices | Level 3 Practices  (Meets State Standard) | Level 4 Practices | Level 5 Practices |
| Element A: Special Services Providers demonstrate high standards for ethical and professional conduct. | | | | |
| The school SOCIAL WORKER:   1. Recognizes the importance of consistent professional conduct within the educational environment. 2. Is familiar with National Association of Social Workers (NASW) Code of Ethics. | . . . and  The school SOCIAL WORKER:   1. Demonstrates skills related to NASW Code of Ethics. 2. Demonstrates consistent professional conduct with students and significant adults. | . . . and  The school SOCIAL WORKER:   1. Upholds ethical standards of practice as defined by the NASW Code of Ethics and applicable state laws and regulations. 2. Seeks guidance and/or consultation related to ethical issues. 3. Upholds high standards of professional conduct with students, staff, and significant adults. | . . . and  The school SOCIAL WORKER:   1. Models high expectations for ethical behavior for students, staff, and significant adults. 2. Models high expectations related to professional conduct. | . . . and  The school SOCIAL WORKER:   1. Recognizes and takes action to support ethical behavior through positive, respected, and/or legal channels. |
| Element B: Special Services Providers link professional growth to their professional goals. | | | | |
| The school SOCIAL WORKER:   1. Develops professional goals. 2. Seeks feedback from supervisor and/or colleagues to improve practice. 3. Completes required professional development according to state and/or district/BOCES policies. | . . . and  The school SOCIAL WORKER:   1. Selects and participates in professional development to improve professional practice. 2. Uses performance feedback from supervisor and/or colleagues to improve practice. | . . . and  The school SOCIAL WORKER:   1. Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes. 2. Participates in professional learning opportunities consistent with the professional growth plan. | . . . and  The school SOCIAL WORKER:   1. Applies knowledge and skills learned through professional development to practice. | . . . and  The school SOCIAL WORKER:   1. Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth. |

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| Element C: Special Services Providers respond to a complex, dynamic environment. | | | | |
| The school SOCIAL WORKER:   1. Understands the importance of being aware of and responsive to the school, family, and community environments. | . . . and  The school SOCIAL WORKER:   1. Is responsive to indications of change needed based on awareness of the complexity and dynamic nature of the students’ environment. | . . . and  The school SOCIAL WORKER:   1. Strengthens social work practice by adapting interventions and instruction based on information about changes in the environment. | . . . and  The school SOCIAL WORKER:   1. Serves as a consultant for colleagues, both providing and receiving feedback on changes needed to practice as a result of changes in the environment. | . . . and  The school SOCIAL WORKER:   1. Continuously monitors the environment of practice, anticipates and makes needed changes and shares findings with colleagues. |
| Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession. | | | | |
| The school SOCIAL WORKER:   1. Understands the importance of developing trust and building rapport with students, staff, and significant adults. 2. Engages with students, families and the community in order to understand their needs and advocate on their behalf. | . . . and  The school SOCIAL WORKER:   1. Maintains resources to strengthen the relationship among home, school, and community. 2. Contributes to task forces and/or committees within their school setting. 3. Recognizes one’s individual leadership skills and opportunities for development. | . . . and  The school SOCIAL WORKER:   1. Collaborates with the external community partners to meet the needs of students. 2. Advocates for curricular, instructional, school climate, and/or behavioral health improvements. | . . . and  The school SOCIAL WORKER:   1. Leads a task force and/or committee within the school, district, and/or BOCES. 2. Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development. 3. Creates and facilitates professional growth and development activities in the school. | . . . and  The school SOCIAL WORKER:   1. Creates and facilitates professional growth and development activities in the district/BOCES/ community. 2. Facilitates professional activities that promote social/ environmental justice and systems-level change at a local, regional, state, and/or national level. |