

2015-16 Rubric for Evaluating Colorado’s Specialized Service Professionals: School Social Workers

Definition of an Effective School Social Worker

Effective school social workers are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to provide social-emotional and behavioral supports through prevention, intervention and crisis response efforts. Effective school social workers strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective school social workers employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They develop interventions and provide services that reflect the reciprocal nature of home, school and community influences on student achievement by communicating and collaborating with students, families and staff. Effective school social workers analyze social-emotional, psychological and academic success and apply what they learn to improve their practice. Through reflection, advocacy and leadership, they enhance the academic achievement, personal/social/physical development of their students.

QUALITY STANDARD I				
School social workers demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A:				
School social workers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="checkbox"/> Understands the stages of intellectual, physical, social and emotional development of their students. 	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of systems theory, including bio/psycho/social/cultural factors that influence students in the learning environment. <input type="checkbox"/> Has knowledge of mental health, developmental benchmarks and social/emotional development as they apply to effective service delivery. 	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="checkbox"/> Implements proven and promising practices to address student needs based on knowledge of developmental science. <input type="checkbox"/> Assesses intellectual, social and emotional development of students for implementation of early identification and intervention strategies. 	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of individual child development levels. 	... and STUDENTS: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in services appropriate for their developmental level.

QUALITY STANDARD I

School social workers demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School social workers demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Can identify barriers to learning for individual students.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Seeks solutions to barriers that inhibit the education of students.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Implements effective services that reduce the student barriers to learning. <input type="checkbox"/> Involves the key members of the multi-disciplinary team to problem solve within a tiered system of support model.	... and STUDENTS: <input type="checkbox"/> Can identify their needs in the learning environment.	... and STUDENTS: <input type="checkbox"/> Can advocate for their needs in the learning environment.
ELEMENT C: School social workers integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Understands the importance of evidence-based practices in effective service delivery.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Integrates evidence-based practices in their service delivery.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Monitors and adjusts evidence-based practices to increase effective service delivery.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an awareness that evidence-based practices meet individual student needs.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Apply newly learned skills in their school and/or home environment.
ELEMENT D: School social workers demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Understands the interconnectedness of home, school and community influences on student achievement.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Creates a service delivery plan for students recognizing the involvement of home, school and community in student achievement.	... and THE SCHOOL SOCIAL WORKER: <input type="checkbox"/> Uses careful knowledge of students' homes, communities and schools to implement, evaluate and adapt services.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Are able to identify the impacts on student learning from home, school and community environments.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Participate in educational planning to improve the students' educational outcomes.

QUALITY STANDARD I

School social workers demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School social workers demonstrate knowledge of and expertise in their professions.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates an understanding of the importance of their multiple roles and responsibilities in an educational environment.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Organizes own time and workloads with consideration of priorities among their various roles and responsibilities.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Participates in professional development opportunities to enhance effective services and strengthen various roles and responsibilities in relation to the educational environment.	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Are able to identify what specific interventions have created academic or social/emotional growth.	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Can appropriately advocate for interventions that create academic or social/emotional growth.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A:				
School social workers foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of an environment in which each student experiences a caring and nurturing relationship. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between and among students. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school/district personnel to create a positive learning community. <input type="checkbox"/> Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in activities that lead to positive and nurturing relationships with other students and the significant adults in their lives. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to the establishment and maintenance of a safe learning environment.
ELEMENT B:				
School social workers demonstrate respect for diversity within the home, school and local and global communities.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands that student and family background and culture may influence development, personality and school performance. <input type="checkbox"/> Creates an environment in which student and family diversity is valued. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges the value of each student's, family's and significant adult's contributions to intervention planning. <input type="checkbox"/> Uses intervention approaches and materials which are compatible with students' and families' cultural backgrounds. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultural backgrounds. <input type="checkbox"/> Encourages respect for individual differences and positive social relationships. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek a variety of perspectives to enhance their awareness of diversity in their school and community. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect the backgrounds of students.

QUALITY STANDARD II

School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciates students' individual differences and values their unique contributions. <input type="checkbox"/> Treats students as individuals. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs. <input type="checkbox"/> Understands the need for supplementary support services for students with unique learning needs. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides consultation to school personnel on strategies for meeting the individual needs of students. <input type="checkbox"/> Collaborates with students, families and significant adults to provide effective interventions that will engage all with their unique backgrounds, strengths, interests and needs. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in services based on their unique interests, strengths and needs. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feel that their ideas and participation are valued by the social worker. <input type="checkbox"/> Actively participate in the learning environment.
ELEMENT D: School social workers engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an environment that is inviting to students, families and significant adults and/or professionals. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively to listen to and understand the methods by which communication is preferred by stakeholders. <input type="checkbox"/> Uses a variety of methods to initiate communication with students, families and stakeholders. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and adapts communication styles based on needs of the stakeholders. <input type="checkbox"/> Coordinates communication and information from families and significant adults with colleagues. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have an understanding of the tools by which they can communicate with the school social worker or other significant adults and/or professionals. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek the school social worker's assistance to find resources and services to support student needs. <input type="checkbox"/> Partner with the school social worker and the school for the benefit of their students.

QUALITY STANDARD II

School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School social workers select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Provides guidance to students to demonstrate positive behavior. <input type="checkbox"/> Establishes behavioral expectations for all students.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Holds students accountable for class, school and/or district rules. <input type="checkbox"/> Makes maximum use of intervention time to increase the effectiveness of services.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Adapts intervention approaches for the benefit of all students, including those with behavior challenges or special needs. <input type="checkbox"/> Provides professional development and/or consultation on effective intervention approaches for students with specific behavioral needs and challenges.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Participate in the creation of behavioral interventions to increase student access to the learning environment.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Use strategies and skills to increase positive participation in the home, school and community environment.
<i>Evaluator Comments:</i> (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)			<i>Comments of Person Being Evaluated:</i> (Please indicate the element for which the comment applies if not for the standard as a whole.)	

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands legal requirements for professional practices. <input type="checkbox"/> Demonstrates understanding of individualized education programs, 504 plans and other federal/state/local practices. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the development of individualized education programs, 504 plans and other federal/state/local practices. <input type="checkbox"/> Provides services which are individualized and aligned with legal and district requirements. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify and adapt services related to individualized education programs, 504 plans and other federal/state/local practices. <input type="checkbox"/> Collaborates with stakeholders around federal/state/local practices to individualize services for students. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand their educational rights. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize materials, strategies and/or interventions to support individualized learning.
ELEMENT B: School social workers utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understanding of conducting reliable and valid assessments of individuals, families and systems/ organizations to inform services. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts formal and informal assessment of individuals, families and other organizations and maintains accurate and appropriate data. <input type="checkbox"/> Analyzes assessment data and adjusts services based on assessment data. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with students, families, significant adults and school personnel to monitor progress and collect data. <input type="checkbox"/> Collaborates to share results with family, significant adults and colleagues. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of how assessment supports their learning. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are involved in ongoing monitoring and data collection related to student growth based on the student's developmental level.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Understands how data should inform and impact services.<input type="checkbox"/> Understands the importance of integrating data from multiple sources.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Uses data to develop, provide and integrate effective services that are developmentally appropriate.<input type="checkbox"/> Understands how to monitor student progress toward achieving individualized student goals.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Develops findings from the data analyzed and shares results with students, families and colleagues.<input type="checkbox"/> Integrates data from multiple sources to deliver and improve services.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Review and reflect on data collected in order to monitor progress toward achieving individualized student goals.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Use interventions designed to improve progress toward achieving individualized student goals.
ELEMENT D: School social workers support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates an understanding of available technology.<input type="checkbox"/> Demonstrates an awareness of district software.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Uses technology to support data collection and effective services to maximize student outcomes.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Monitors, adjusts and analyzes technology to support effective services to maximize student outcomes.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Use technology to provide access to their learning environment.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Advocate for change to technology use based on their personal learning needs.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E:				
School social workers establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has high expectations for all students. <input type="checkbox"/> Understands that students need to employ critical thinking, self-advocacy and problem solving skills. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates self-advocacy, critical thinking and/or problem solving skills into lessons and/or interventions. <input type="checkbox"/> Collaborates with team members to determine appropriately high expectations for students. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets student expectations at a level that challenges students and communicates high expectations with school staff and significant adults. <input type="checkbox"/> Systematically and explicitly teaches self-advocacy, critical thinking and/or problem solving skills. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor student progress towards achieving social/emotional goals and expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate self-advocacy, critical thinking and problem solving skills based on their developmental level.
ELEMENT F:				
School social workers communicate effectively with students.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing effective and individualized communication systems. <input type="checkbox"/> Demonstrates effective listening skills. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops effective and individualized communication systems in collaboration with students. <input type="checkbox"/> Adjusts communication style to meet the individual needs of students. 	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models effective communication skills. <input type="checkbox"/> Provides students with feedback related to behavior, performance and/or progress. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use feedback to enhance student learning and growth. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate effective communication related to their needs.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT G:

School social workers develop and/or implement services and/or specially designed instruction unique to their professions.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates the basic knowledge and skills of school-based crisis response.<input type="checkbox"/> Demonstrates the basic knowledge of mandated reporting requirements.<input type="checkbox"/> Demonstrates the basic knowledge of effective threat assessment and suicide risk assessment and intervention procedures.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understands the school/district's written crisis response policies and/or procedures.<input type="checkbox"/> Provides expertise in skills and interventions related to school-safety and crises.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Contributes to and/or implements services for crisis prevention, preparation and response.	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate knowledge of the school's crisis resources and procedures.	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"><input type="checkbox"/> Access school and district crisis resources when needed.
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*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

School social workers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Uses data to understand students' social, emotional, psychological and academic development.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Makes connections between school, classroom, home and student data and research-based practices.<input type="checkbox"/> Seeks feedback from students, significant adults and other professionals on the effectiveness of interventions.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Engages in frequent and on-going progress monitoring to determine student progress.<input type="checkbox"/> Applies knowledge of student learning, development and growth to the development of intervention strategies and intervention plans.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Collaborates with students, significant adults and other professionals to increase the effectiveness of interventions.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Continuously seeks information from multiple sources and analyzes it to improve practice.
ELEMENT B: School social workers link professional growth to their professional goals.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Learns new skills to improve professional practice.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Applies knowledge and skills learned through professional development to decisions regarding effective interventions.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Develops and follows a long-term professional development plan.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Uses a long-term, professional development plan to engage in new learning and effective interventions.

QUALITY STANDARD IV

School social workers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School social workers respond to complex, dynamic environments.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of being aware of and responsive to the school, family and community environments.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Is responsive to indications of change needed based on awareness of the complexity and dynamic nature of the students' environment.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Strengthens social work practice by adapting interventions and instruction based on data about changes in the environment.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Serves as a consultant for colleagues, both providing and receiving feedback on changes needed to practice as a result of changes in the environment.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Continuously monitors the environment of practice, anticipates and makes needed changes and shares findings with colleagues.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of developing trust and building rapport with students, significant adults and other professionals.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Maintains resources to strengthen the relationship among home, school and community.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Develops a system to provide necessary resources and information to stakeholders.<input type="checkbox"/> Collaborates and shares appropriate resources with stakeholders.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Actively engages in relationships with internal and external stakeholders to be aware of changes to resources or services.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Utilizes collaborative relationships in order to initiate and maintain resources that will benefit the school, district and community.
ELEMENT B: School social workers advocate for students, families and schools.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Reaches out to students, families and the community in order to understand their needs and advocate on their behalf.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Implements interventions to support identified areas of need.	... and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"><input type="checkbox"/> Advocates for positive changes to school and district policies and/or practices that affect student learning.<input type="checkbox"/> Contributes to school and/or district and/or community task forces and committees.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Collaborate with the school social worker in order to advocate for their needs within the school, home and community setting.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate self-advocacy and leadership skills in order to meet their needs based on their developmental level.

QUALITY STANDARD V

School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School social workers demonstrate leadership in their educational setting(s).

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Supports schools/districts and/or community goals and initiatives.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Participates in school activities beyond those expected of all specialized service professionals.<input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues.<input type="checkbox"/> Provides leadership and consultation in promoting a positive school climate.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Acts as a consultant and shares knowledge of helpful practices with colleagues in the areas of mental health, social emotional development, behavior and culture.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Initiates and leads collaborative activities with colleagues to analyze relevant data and interpret results and apply findings to improve interventions and service delivery.
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ELEMENT D:

School social workers contribute knowledge and skills to educational practices and their profession.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of collaborating and sharing expertise with colleagues.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <p>Collaborates with colleagues to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Support student growth and development.<input type="checkbox"/> Contribute to school, district and community goals.<input type="checkbox"/> Enhance opportunities for professional growth.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Leads or co-leads professional growth and development activities in the school, district and and/or community environments.<input type="checkbox"/> Participates in school, district and/or community decision-making processes that impact the school community.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Leads or co-leads school, district and/or community decision-making processes that impact the school community.	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"><input type="checkbox"/> Advocates for the inclusion of school social workers in education and government decision making processes.
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QUALITY STANDARD V

School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School social workers demonstrate high ethical standards.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to the laws, policies, procedures and ethical standards of the social work profession. 	<p>... and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, worth of the person, importance of human relationships and respect for others. <input type="checkbox"/> Complies with mandates related to informed consent, privacy, confidentiality and access to records within the context of legal and ethical rights of students and parents. 	<p>... and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to the profession's code of ethics as a guide to ethical decision making. <input type="checkbox"/> Models ethical behavior. 	<p>... and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informs administrators and colleagues of the ethical responsibilities of the school social work profession. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. 	<p>... and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets high expectations for ethical behavior on the part of students and colleagues.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Social Workers

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none"> ● Behavior support plans ● Case bites ● Certificates of professional development attendance ● Contact logs –community resources, access to school/district/family events, etc. ● Crisis protocols: suicide assessments, threat assessment, child abuse reports, crisis plans, safety team meetings, informed supervision ● Culturally responsive materials ● Data analysis reports ● Data collection tools ● Documentation of continuing education – articles, conferences ● Documentation of parent/significant adult meetings ● Documentation of staff development related to meeting student needs, increasing positive behavior, classroom management, etc. | <ul style="list-style-type: none"> ● Evaluation tools ● Functional Behavior Assessment/Behavioral Assessment Plan ● Feedback from students, community members, colleagues ● IEP (Students' individualized goals) ● Initiation and facilitation of child and family team meetings ● List of community and stakeholder partners and their contributions to the school ● Logs/journals ● Minutes and rosters from meetings ● NASW Code of Ethics ● Parent/significant adult communication |
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Observations, Required Measures and Other Evidence/Artifacts for School Social Workers (continued)

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none">• Participation in development of IEP goals/objectives• Participation in IEP meetings• Participation in professional learning communities, student accountability committees, building advisory councils, community board/committees, meetings• Plans related to individual counseling, group counseling, classroom lessons, community and family support• Pre/post evaluation or assessment• Pre/post survey/assessment to family/teacher/community members• Presentation materials developed for school, district, state or national presentations• Professional association membership and activities• Professional growth plan• Records of student, parent and staff interviews | <ul style="list-style-type: none">• Resource guide/binder• Responses to feedback• Reports of services provided• School visitation logs• Self-assessment/self-reflection template• Social history assessment• Social worker plans for individual students• Sources of evidence based practice• Student outcome data• Suicide, threat, risk assessments• Supervision notes• Supervisor performance feedback• Transition plans• Work plans |
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