

Rubric for Evaluating Colorado’s School Social Workers

Definition of an Effective Specialized Service Professional

Effective School Social Workers are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed School Social Workers employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

Quality Standard I: School Social Workers demonstrate mastery of and expertise in the domain for which they are responsible.				
Not Evident	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.				
<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the stages of intellectual, physical, social, and emotional development of their students. 	<p>The School Social Worker:</p> <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. Has knowledge of the following areas as they apply to effective service delivery: <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health <input type="checkbox"/> Developmental Benchmarks <input type="checkbox"/> Social/Emotional Development <input type="checkbox"/> Behavior 	<p>... and</p> <p>The School Social Worker:</p> <p>Implements and encourages others to implement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proven and promising practices to address student needs. <input type="checkbox"/> Early identification and intervention strategies. <input type="checkbox"/> Collaborates with other school staff to improve student access to the learning environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify adaptive skills to improve their access to the learning environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can demonstrate adaptive skills to improve their access to the learning environment.
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.				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand barriers to learning for individual students. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to barriers that inhibit familial and community involvement in the education of students. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement effective services that reduce the students' barriers to learning and increase access to the curriculum. <input type="checkbox"/> Involving the key members of the multi-disciplinary team in an MTSS model. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify their needs in the learning environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can advocate for their needs in the learning environment.
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Element c: School Social Workers integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the concept of evidence-based practices and their importance in the learning environment. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands evidence-based practices in service delivery. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence-based practices in their effective service delivery. <input type="checkbox"/> Monitors and adapts evidence-based practices. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize evidence-based instructional strategies to meet their individual needs. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor and adapts strategies, that are evidence-based, to meet their individual needs.
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Element d: School Social Workers demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the interconnectedness of home, school, and community influences on student achievement. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify influences from multiple systems on student learning and behavior. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve multiple, influencing systems in the service delivery plan for a student. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are able to identify the impacts on their learning from the school, home and community environments. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can demonstrate skills to positively address the impact on their learning from the school, home and community environments.
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Element e: School Social Workers demonstrate knowledge of and expertise in their professions.

<p>There is inadequate evidence that the School Social Worker:</p> <p>Understands evidence-based strategies for crisis intervention, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention <input type="checkbox"/> Intervention <input type="checkbox"/> Post-vention <p><input type="checkbox"/> Demonstrates knowledge of mandated reporting requirements.</p> <p><input type="checkbox"/> Demonstrates knowledge of effective threat assessment and suicide risk assessment and intervention procedures.</p>	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of district resources, policies and procedures during a crisis. <input type="checkbox"/> Demonstrates knowledge of state and federal legal mandates for student safety. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expands knowledge of skills and intervention related to school-safety and crises. <p>Provides interventions to decrease the likelihood of school safety or crisis incidents by providing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention <input type="checkbox"/> Intervention <input type="checkbox"/> Post-vention 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to, designs, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the the individual, family, and systems levels and that take into account diverse needs and characteristics.
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Pre and Post Survey/Assessment to family/teacher/community members	
<input type="checkbox"/>	
<input type="checkbox"/> Crisis protocols: suicide assessments, threat assessment, child abuse reports, crisis plans, minutes from safety team meetings, informed supervision,	
<input type="checkbox"/> Behavior support plans	
<input type="checkbox"/> FBA	
<input type="checkbox"/> Social History Assessment	
<input type="checkbox"/> Contact Log	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
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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.						
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.						
Element c: School Social Workers integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
Element d: School Social Workers demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
Element e: School Social Workers demonstrate knowledge of and expertise in their professions.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary			Overall Rating for Standard I: <div style="background-color: #d9ead3; width: 100%; height: 20px; margin-top: 5px;"></div>			
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. 						
Comments of person being evaluated. (Optional) 						

Quality Standard II: School Social Workers support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>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>				
<p>There is inadequate evidence that the School Social Worker creates an environment in which:</p> <ul style="list-style-type: none"> ○ Diversity is acknowledged and used to further student learning. ○ The importance of student and family background is considered in developing effective interventions and services. ○ Students build positive relationships with each other. 	<p>The School Social Worker creates an environment that:</p> <ul style="list-style-type: none"> ○ Emphasizes mutual respect for and understanding of all students. ○ Is supportive, inclusive and flexible. ○ Encourages positive relationships between and among students. ○ Is conducive for all students to learn. <input type="checkbox"/> Implements prevention-oriented interventions to meet student needs and school/district goals. 	<p>.. and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> ○ Creates an environment which values diverse perspectives. ○ Models empathy and respect for diversity. ○ Sets goals for all students in order to build unity. ○ Collaborates with school/district personnel to create a positive learning community. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Demonstrate respect for school, district and community by appreciating differences and valuing the unique contributions of those around them. <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasizes effective interventions and services 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"> ○ Engage in respectful and open dialogue with their peers and caring adults.
<p>Element b: School Social Workers demonstrate respect for diversity within the home, school, and local and global communities.</p>				

<p>There is inadequate evidence that the school social worker:</p> <ul style="list-style-type: none"> ○ Creates an environment in which student and family diversity is valued. ○ Understands that student and family background and culture may influence development, personality, and school performance. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shall ensure that students and their families are provided services within the context of multicultural understanding and competence. ○ Uses intervention approaches and materials which are compatible with students' and families' backgrounds/culture. ○ Acknowledges the value of each student's, family's and significant adults' contributions to intervention planning and/or effective service delivery. 	<p>... and</p> <p>The School Social Worker engages in practices that encourage:</p> <ul style="list-style-type: none"> ○ A strong sense of community among students and families. ○ Effective interactions among students, families, school personnel and community members. ○ Respect for individual differences. ○ Positive social relationships. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Demonstrate an understanding of being respectful of the backgrounds of fellow students. <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 cultures/backgrounds. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Develop ways to seek a variety of perspectives to enhance their awareness of diversity in their school and community. <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development on culturally competent practices.
<p>Element c: School Social Workers engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p>				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> ○ Appreciates differences and values the contributions of each student. ○ Treats students as individuals. ○ Understands the need for supplementary support services for students with unique learning needs. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> ○ Maintains high expectations for all students. ○ Helps students develop academic, social, emotional, and psychological skills. ○ Identifies effective interventions/specially designed instruction that will engage all students with their unique backgrounds, strengths, interests and needs. ○ Acknowledges students and families for their accomplishments and progress toward goals. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> ○ Monitors student progress towards achieving high expectations. ○ Provides professional development/consultation to school personnel on strategies for meeting the individual needs of students. ○ Collaborates with students, families, and significant adults to provide effective interventions/specially designed instruction that will engage all students with their unique backgrounds, strengths, interests and needs. ○ Ensures that all students and families are encouraged to participate within the school/district community. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Are able to identify the ways in which their backgrounds contribute to their learning environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Participates in social/emotional activities and group processes. ○ Independently function in the learning environment.
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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>There is inadequate evidence that 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. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains appropriate boundaries and respectful relationships with students, their families, and other significant adults and/or professionals. <input type="checkbox"/> Work collaboratively to listen 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. <input type="checkbox"/> Is sensitive to diverse family structures; demonstrates awareness of multi-cultural understanding. 	<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 who provide effective intervention and services. <input type="checkbox"/> Facilitates meetings between school, family, district and community to coordinate services for students. <input type="checkbox"/> Reflects on important influences of the environment on student learning and behavior. 	<p>... and</p> <p>Students:</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>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate communication with school social worker or other professionals to discuss student needs. <input type="checkbox"/> Are aware of a variety of school-, district-, community-based activities and resources. 	<p>... and</p> <p>Families and Significant Adults:</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. <input type="checkbox"/> Can monitor and adjust access to communication and resources based on their family's individualized needs.
<p>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.</p>				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has expectations to guide students to demonstrate positive behavior. <input type="checkbox"/> Holds students accountable for district, school and/or class rules. <input type="checkbox"/> Understands policies and practices that impact student learning. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in student evaluation process by conducting student social/developmental histories, parent interviews, student interviews and teacher interviews. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes maximum use of intervention time to increase the effectiveness of services. <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/consultation on effective intervention approaches for students with specific behavioral needs and challenges. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in the creation of behavioral interventions to increase their access to the learning environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use strategies and skills to increase positive participation in the home, school and community environment.
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:														
<input type="checkbox"/> Documentation of parent/significant adult meetings															
<input type="checkbox"/> Lists of community and stakeholder partners and their contributions to the school															
<input type="checkbox"/> School visitation logs															
<input type="checkbox"/> Records of student, parent and staff interviews															
<input type="checkbox"/> Participation in IEP meetings															
<input type="checkbox"/> Participation in the development of IEP goals/objectives															
<input type="checkbox"/> Documentation of staff development related to meeting student needs, increasing positive behavior, classroom management, etc.															
<input type="checkbox"/> Contact logs – specifically related to community resources, access to school/district/family events, etc.															
<input type="checkbox"/> Parent/Significant Adult communication															
<input type="checkbox"/> FBA/BIP/Data collection documents															
<input type="checkbox"/>															
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Ratings (# Points per rating at this level)</th> <th style="text-align: center;">NE (0)</th> <th style="text-align: center;">PP (1)</th> <th style="text-align: center;">P (2)</th> <th style="text-align: center;">A (3)</th> <th style="text-align: center;">E (4)</th> <th style="text-align: right;">Total Points</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points							
Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points									

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.						
Element b: School Social Workers demonstrate respect for diversity within the home, school, and local and global communities.						
Element c: School Social Workers engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.						
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.						
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.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary			Overall Rating for Standard II: <div style="background-color: #d9ead3; width: 100%; height: 20px; margin-top: 5px;"></div>			
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. 						
Comments of person being evaluated. (Optional) 						

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.*

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>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>				
<p>There is inadequate evidence that 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 IEPs, 504s and other federal/state/local practices (RII, FBA, BIPs, intervention plans, evaluations, manifestation determinations etc). 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the development of IEPs, 504s and other federal/state/local practices (RII, FBA, BIPs, intervention plans, evaluations, manifestation determinations etc). <input type="checkbox"/> Provides services and/or specially designed instruction 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"/> Identifies how practices link with regulations, and/or academic standards and/or district plans. <input type="checkbox"/> Modify and adapt IEPs, 504s and other federal/state/local practices (RII, FBA, BIPs, intervention plans, evaluations, manifestation determinations etc.). <input type="checkbox"/> Modifies and adapts services and/or specially designed instruction which are individualized and aligned with legal and district requirements. 	<p>... and</p> <p>Students:</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of special educational law with colleagues and facilitates discussions related to eligibility, LRE, placement decisions, etc. <input type="checkbox"/> Collaborates with students, family, school, district and community systems about services and/or specially designed instruction which are individualized and aligned with legal and district requirements. 	<p>... and</p> <p>Students:</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes data, and makes formative adjustments, to adapt to students' unique learning needs. <input type="checkbox"/> Participates in the development of policies and procedures that relate to students, families, school, district and community systems that support alignment with legal and district requirements.
<p>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>				

<p>There is inadequate evidence that 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 (classroom, school, community, district, state) to inform the design of interventions to remove barriers to learning. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts assessment of individuals, families, and systems/organizations (classroom, school, community, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. <input type="checkbox"/> Maintains accurate and appropriate data to inform effective services and/or specially designed instruction. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes assessment data from individuals, families, and systems/organizations (classroom, school, community, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. <input type="checkbox"/> Aligns assessment practices by following processes and procedures of IDEA (legal and district requirements) <input type="checkbox"/> Collaborates to share results with family, significant adults and colleagues. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understanding of how assessment supports their learning. <p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and adjusts assessment practices with individuals, families, and systems/organizations (classroom, school, community, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. <input type="checkbox"/> Involves students, families, significant adults and school personnel to support ongoing monitoring and data collection. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes assessment data to adjust supports that enhance their learning. <p>...and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts ongoing evaluation to determine effectiveness of all interventions for decision making purposes at all system levels. <input type="checkbox"/> Teach students, families, significant adults and school personnel to review data and adjust effective services and/or specially designed instruction.
<p>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.</p>				

<p>There is inadequate evidence that the school social worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands how to deliver effective services and/or specially designed instruction. <input type="checkbox"/> Understands academic standards. <input type="checkbox"/> Understands the interrelatedness of students' intellectual, social, and emotional development. <input type="checkbox"/> Understands how data inform and impacts services and/or specially designed instruction. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to develop, provide and integrate effective services and/or specially designed instruction that is developmentally appropriate for all students. <input type="checkbox"/> Understands how to monitor student progress. <input type="checkbox"/> Remains current with school-based intervention research and the use of evidence-informed practices in service delivery. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects on data in an ongoing manner to monitor progress and adapt services and/or specially designed instruction that is developmentally appropriate for all students. <input type="checkbox"/> Integrates data to inform individual and group counseling, suicide-threat- risk assessments, transition planning, behavior support plans that align with students' needs. <input type="checkbox"/> Identifies how practices link with academic standards and individualized student goals. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of their unique learning style. <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands formative assessment and its impact on services and/or specially designed instruction. <input type="checkbox"/> Collaborates and consults with other professionals to share data and knowledge of services and/or specially designed instruction. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor and/or adapt their learning skills to support growth. <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes data and makes formative adjustments to impact services and/or specially designed instruction.
<p>Element d: School Social Workers support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.</p>				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of available technology. <input type="checkbox"/> Demonstrates an awareness of district software. <input type="checkbox"/> Considers confidentiality in relation to the use of technology. 	<p>The School Social Worker</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses building/district software and technology with assistance. <input type="checkbox"/> Maintains student databases with assistance. <input type="checkbox"/> Maintains confidentiality in relation to the use of technology. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available technology for students and where and how to access this technology within the district or community. <input type="checkbox"/> Effectively uses building/district software and technology. <input type="checkbox"/> Maintain student databases independently and/or collaboratively in a timely manner. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses technology to support data collection and effective interventions/services to maximize student outcomes. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors, adjusts and analyzes technology to support effective interventions/services to maximize student outcomes.
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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>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the importance of establishing and communicating high expectations for students that support: critical thinking, self-advocacy, leadership and problem solving. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates and supports effective communication to collaborate with a multi-disciplinary team in creating goals that establish: high expectations for students that support: critical thinking, self-advocacy, leadership and problem solving. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the on-going effective communication to collaborate with a multi-disciplinary team to create goals that establish: high expectations for students that support: critical thinking, self-advocacy, leadership and problem solving. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists or co-leads in the reflection, monitoring and adjusting of effective communication to collaborate with a multi-disciplinary team on goals that establish: high expectations for students that support: critical thinking, self-advocacy, leadership and problem solving. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads the reflection, monitoring and adjusting of effective communication to collaborate with a multi-disciplinary team on goals that establish: high expectations for students that support: critical thinking, self-advocacy, leadership and problem solving.
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Element f: School Social Workers communicate effectively with students.

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing effective and individualized communication systems with students. <input type="checkbox"/> Establishes rapport with students. <input type="checkbox"/> Demonstrates effective listening skills. <input type="checkbox"/> Provides students with social/emotional/behavioral/academic feedback in developmentally appropriate ways to support student growth. 	<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"/> Reflects on use of self in relation to student when: building rapport and listening to students. <input type="checkbox"/> Demonstrates understanding of developmentally appropriate and culturally relevant communication. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects with student on the effectiveness of communication systems. <input type="checkbox"/> Adjusts use of self in relation to student when: building rapport and listening to students. <input type="checkbox"/> Adjusts effective ways to provide students with social/emotional/behavioral/academic feedback in developmentally appropriate ways to support student growth. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous monitoring with student on the effectiveness of communication systems. <input type="checkbox"/> Continuous monitoring of use of self in relation to student to continue to enhance communication. <input type="checkbox"/> Continuous assessment of effective ways to provide students with social/emotional/behavioral/academic feedback in developmentally appropriate ways to support student growth. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the effectiveness of communication and feedback around strengths/needs, goals, and growth. <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional development to enhance effective communication skills with students.
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Element g: School Social Workers develop and/or implement services and/or specially designed instruction unique to their professions.

<p>There is inadequate evidence that the school social worker:</p> <p>Basic knowledge and skills of school-based crisis response.</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:</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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access school and district crisis resources when needed.
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

<p>Examples of Artifacts that may be used to provide evidence of performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervision Notes 	<p>Evidence of performance provided by artifact:</p>
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<input type="checkbox"/> Data Collections Tools							
<input type="checkbox"/> Certificates of Attendance for Professional Development							
<input type="checkbox"/> IEP (Student's individualized goals)							
<input type="checkbox"/> Social/Developmental Histories							
<input type="checkbox"/> FBA/BIPs							
<input type="checkbox"/> Plans related to individual counseling, group counseling, classroom lessons, community and family support plans							
<input type="checkbox"/> Data Analysis Reports							
<input type="checkbox"/> Protocols							
<input type="checkbox"/> Formative Assessment Data							
<input type="checkbox"/> Suicide, Threat, Risk Assessments							
<input type="checkbox"/> Transition Plans							
<input type="checkbox"/>							
	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
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.							
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.							
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.							
Element d: School Social Workers support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.							
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.							
Element f: School Social Workers communicate effectively with students.							
Element g: School Social Workers develop and/or implement services and/or specially designed instruction unique to their professions.							
0 to 5 Total Points = Not Evident	Overall Rating for Standard III: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3; margin-top: 10px;"></div>						
6 to 11 Total Points = Partially Proficient							
12 to 17 Total Points = Proficient							
18 to 23 Total Points = Accomplished							
24 to 28 Total Points = Exemplary							
Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.							

Comments of person being evaluated. (Optional)

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Quality Standard IV: School Social Workers reflect on their practice.

Not Evident	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.				
<p>There is inadequate evidence that The School Social Worker :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinks systematically and critically about students’ social, emotional, psychological, and academic success. <input type="checkbox"/> Collects and analyzes student information to inform services. 	<p>The School Social Worker :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses school data to create goals and strategies for effective delivery of services. <input type="checkbox"/> Considers data within the context of the home, school and community environment. 	<p>... and</p> <p>The School Social Worker :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses school, home and community data to create goals and strategies for effective service delivery. <input type="checkbox"/> Maintains a written plan of data driven goals and strategies for effective delivery of the school social work program based on research and data. <input type="checkbox"/> Regularly assesses the effectiveness of service delivery based on student data. 	<p>... and</p> <p>The School Social Worker :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff, students, significant adults, and the community to adjust effective service delivery. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks feedback from school staff members, students, significant adults, and the community on the effectiveness of service delivery and needed changes.
Element b: School Social Workers link professional growth to their professional goals.				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. <input type="checkbox"/> Understands which professional development activities will help to address student and school needs. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains clear and relevant professional growth goals <input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals. <input type="checkbox"/> Learns new skills to improve professional practice. <input type="checkbox"/> Applies knowledge and skills learned through professional development to decisions regarding effective service delivery. 	<p>... and</p> <p>The School Social Worker:</p> <p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional growth goals. <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with content standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the knowledge and skills of colleagues. <input type="checkbox"/> Develops and follows a long-term professional development plan. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a long-term, professional development plan to engage in new learning and effective service delivery.
<p>Element c: School Social Workers respond to complex, dynamic environments.</p>				

<p>There is inadequate evidence that the School Social Worker collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider new ideas to improve effective service delivery. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to the goals of the learning environment. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes own time and workloads to fulfill their responsibilities and complete assignments with due consideration of priorities among their various responsibilities. <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"/> Actively investigates and considers new ideas that support students' social, emotional, psychological and academic growth. <input type="checkbox"/> Monitors and evaluates own behavior in relation to interactions within the learning environment. <input type="checkbox"/> Is aware of when they need support, supervision or guidance and requests additional resources as needed. 	<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 practices. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks specific feedback on areas of professional practice that are in need of improvement.
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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<input type="checkbox"/> Self-Assessment/Self-Reflection Template	
<input type="checkbox"/> Documentation of continuing education – articles, conferences	
<input type="checkbox"/> Professional Growth Plan	
<input type="checkbox"/> Feedback from students, community members, colleagues	
<input type="checkbox"/> Work plans	
<input type="checkbox"/> Evaluation tools	
<input type="checkbox"/> Student outcome data	
<input type="checkbox"/> Logs/Journals	
<input type="checkbox"/> Responses to feedback	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Social Workers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
Element b: School Social Workers link professional growth to their professional goals.							
Element c: School Social Workers respond to complex, dynamic environments.							

0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 6 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary	Overall Rating for Standard IV: <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #c8e6c9;"></div>
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.	
Comments of person being evaluated. (Optional)	

Quality Standard V: School Social Workers demonstrate collaboration, advocacy and leadership.				
Not Evident	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.				
There is inadequate evidence that the School Social Worker: <input type="checkbox"/> Understands the importance of developing trust and building rapport with students, families, school staff, district staff and community partners.	The School Social Worker: Maintains current and appropriate resources to strengthen the relationship among home, school and community in the following areas: <input type="checkbox"/> Internal, school-based resources <input type="checkbox"/> District-level resources <input type="checkbox"/> External, community-based resources	... and The School Social Worker: <input type="checkbox"/> Develops a system to provide necessary resources and information to stakeholders. <input type="checkbox"/> Collaborates and shares appropriate resources to necessary stakeholders.	... and The School Social Worker: <input type="checkbox"/> Pursues continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students, families, school staff, district staff and community partners.	... and The school social worker: <input type="checkbox"/> Brokers 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.				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands that priorities for practice should be developed collaboratively based on student, family, school, district and/or community needs. <input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs. 	<p>The School Social Worker:</p> <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"/> Implement interventions and/or effective services to support identified areas of need. <input type="checkbox"/> Contributes to and/or participates in school, district and/or community task forces and committees to advocate for students and families. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of interventions/services. This may include revisions to school or district policies and procedures. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are able to identify their needs within the school, home and community setting. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate advocacy skills in order to meet their needs in their identified service areas. <input type="checkbox"/> Participate in the monitoring, and/or monitor on their own, the effectiveness of their skills and ask for additional support when needed.
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Element c: School Social Workers demonstrate leadership in their educational setting(s).

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports schools/districts and/or community goals and initiatives. <input type="checkbox"/> Implements school and district policies and procedures with fidelity. 	<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"/> Contributes to school committees and teams. <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. <input type="checkbox"/> Provides leadership and consultation to facilitate an understanding of factors in the home, school and community that affect students' educational experiences. 	<p>... and</p> <p>The School Social Worker:</p> <p>Acts as a consultant and shares knowledge of helpful practices with colleagues in the areas of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health <input type="checkbox"/> Developmental Benchmarks <input type="checkbox"/> Social/Emotional Development <input type="checkbox"/> Behavior <input type="checkbox"/> Bio/Psycho/Social Factors <input type="checkbox"/> Cultural Factors <input type="checkbox"/> Conducts an informal/formal needs assessment to determine areas that would benefit from additional support services. 	<p>... and</p> <p>The School Social Worker initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student/school/district and/or community data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practices and/or effective service delivery. <input type="checkbox"/> Implement initiatives to enhance student educational and support services within the school/district and/or community.
<p>Element d: School Social Workers contribute knowledge and skills to educational practices and their profession.</p>				

<p>There is inadequate evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of collaborating and sharing expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. 	<p>The School Social Worker 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 for school, district and community. <input type="checkbox"/> Collaborate on the practices and/or management of the school, district and community. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads or co-lead professional growth and development activities in the school, district and and/or community environments. <input type="checkbox"/> Lead student growth and development opportunities. <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"/> Lead or co-lead school, district and/or community decision-making processes from a systems perspective that impact the school community. <input type="checkbox"/> Collects and analyze data on professional growth and development activities in the school, district and and/or community environments. <input type="checkbox"/> Collect and analyze data related to student growth and development. <input type="checkbox"/> Collect and analyze data on 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"/> Monitor and adjust data related to school, district and/or community decision-making processes from a systems perspective that impact the school community. <input type="checkbox"/> Monitor and adjust data related to professional growth and development activities in the school, district and and/or community environments. <input type="checkbox"/> Monitor and adjust data related to student growth and development. <input type="checkbox"/> Monitor and adjust data related to school, district and/or community decision-making processes that impact the school community.
<p>Element e: School Social Workers demonstrate high ethical standards.</p>				

<p>There is inadequate evidence that 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. <input type="checkbox"/> Adheres to the National Association of Social Workers Code of Ethics. 	<p>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"/> Has knowledge of and complies with local, state and federal 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</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to the ethics and values of the social work profession and uses the profession's code of ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents and communities they serve. 	<p>... and</p> <p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will inform school administrators and colleagues of the ethical responsibilities of the social work profession. <input type="checkbox"/> Models and encourages ethical behavior. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have knowledge of ethical behavior such as honesty, integrity, and respect for others.
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> NASW Code of Ethics	
<input type="checkbox"/> Pre/Post-Evaluation or Assessment	
<input type="checkbox"/> Participation in Professional Learning Communities, Student Accountability Committees, Building Advisory Councils, Community Boards/Committees/Meetings	
<input type="checkbox"/> Professional association membership and activities	
<input type="checkbox"/> Initiation and facilitation of child and family team meetings	
<input type="checkbox"/> Minutes and rosters from meetings	
<input type="checkbox"/> Presentation materials developed for school, district, state or national presentations	
<input type="checkbox"/> Case notes	
<input type="checkbox"/> Reports of services provided	
<input type="checkbox"/> Satisfaction surveys	
<input type="checkbox"/> Resource guide/binder	
<input type="checkbox"/> Supervision notes	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Social Workers collaborate with internal and external stakeholders to meet the needs of students.							
Element b: School Social Workers advocate for students, families and schools.							

Element c: School Social Workers demonstrate leadership in their educational setting(s).						
Element d: School Social Workers contribute knowledge and skills to educational practices and their profession.						
Element e: School Social Workers demonstrate high ethical standards.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard V: <div style="background-color: #c8e6c9; height: 20px; width: 100%;"></div>					
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						