

Rubric for Evaluating Colorado Special Services Providers: School Social Workers

QUALITY STANDARD I				
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Demonstrates understanding of legal requirements for school social work practices.</p> <p>2 Adheres to legal requirements, district policies, and academic standards in planning for prevention, assessment, and intervention.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies.</p> <p>4 Provides services which are individualized and aligned with legal and district requirements.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>5 Collaborates with stakeholders around federal/state/local policies and procedures to individualize services for students.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Recognize that school social work services are guided by legal requirements, federal/state law, local policies and procedures.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Articulate how school social work services are guided by legal requirements, federal/state law, local policies and procedures.</p>
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Identifies barriers to learning for individual students.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>2 Develops solutions to barriers that inhibit student learning.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Implements effective services that reduce the student barriers to learning.</p> <p>4 Collaborates with key members of the multi-disciplinary team (e.g., students and/or significant adults) to problem solve within a tiered system of support model.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Participate in a developmentally appropriate manner in identification of the student's strengths and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Implement strategies to reduce barriers and support the student's learning.</p>

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ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Understands the importance of evidence-based practices in effective delivery of school social work services.</p> <p>2 Demonstrates the basic knowledge and skills of effective threat assessment, suicide risk assessment and intervention procedures.</p> <p>3 Demonstrates the basic knowledge of mandated reporting requirements.</p>	<p>4 Integrates evidence-based practices in their delivery of school social work services.</p> <p>5 Identifies strategies and key components for prevention, intervention, and crisis planning and response.</p> <p>6 Provides information to students, staff, and significant adults related to student safety.</p>	<p>7 Monitors and adjusts evidence-based practices to increase effective delivery of school social work services.</p> <p>8 Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery.</p> <p>9 Provides expertise in skills and interventions related to school-safety and crises.</p>	<p>10 Are able to identify what specific interventions create academic or social/emotional growth.</p> <p>11 Demonstrate an awareness of crisis-related resources and school/district procedures.</p>	<p>12 Apply newly learned skills in their school, community, and/or home environment.</p>

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship.</p> <p>2 Establishes behavioral expectations and provides guidance to students to demonstrate positive behavior.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between and among students.</p> <p>4 Holds students accountable for behavior in class and school.</p> <p>5 Structures support and/or services to minimize interruption of instructional time.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>6 Collaborates with school/district personnel to create a positive learning community.</p> <p>7 Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult.</p> <p>8 Adapts intervention approaches for the benefit of all students.</p>	<p>... and STUDENTS:</p> <p>9 Actively participate in the intervention(s) offered by the School Social Worker.</p> <p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>10 Actively participate in the creation of behavioral interventions to increase student access to the social and learning environment.</p>	<p>... and STUDENTS:</p> <p>11 Demonstrate safe, engaged behaviors within the learning environment.</p> <p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>12 Consult with the School Social Worker to create effective behavioral intervention approaches.</p> <p>13 Partner with the School Social Worker to maintain a safe and accessible environment for students in all settings.</p>
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ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Understands that student and family backgrounds, cultures, and experiences may influence development, personality, and school performance.</p> <p>2 Creates an environment in which student and family diversity is valued.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Considers student and family backgrounds, cultures, and experiences in planning social emotional services.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>4 Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures.</p> <p>5 Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultural backgrounds.</p>	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <p>6 Seek a variety of perspectives to enhance their awareness of diversity in their school and community.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p>
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ELEMENT C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Acknowledges students' individual differences and values their unique contributions.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>2 Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs.</p> <p>3 Uses practices and materials that are developmentally appropriate and culturally relevant.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>4 Adjusts services based on individual student characteristics and data.</p> <p>5 Provides consultation to school personnel on strategies for meeting the individual needs of students.</p>	<p>... and STUDENTS:</p> <p>6 Participate in social emotional services with a high level of engagement.</p>	<p>... and STUDENTS AND/OR FAMILIES:</p> <p>7 Feel that their ideas and participation are valued by the social worker.</p> <p>8 Actively participate in the social and learning environment.</p>
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ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Understands the interconnectedness of home, school, and community influences on student achievement.</p> <p>2 Has knowledge of community/local services.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers).</p> <p>4 Creates a service delivery plan that incorporates information from family and/or outside agencies or community providers.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>5 Works collaboratively with families and significant adults to help students meet education and intervention goals.</p> <p>6 Demonstrates and shares knowledge of community and/or local resources/services.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Have an understanding of ways by which they can communicate with the School Social Worker.</p> <p>8 Initiate communication with the School Social Worker and/or significant adult(s) to find resources and services to support student needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>9 Partner with the School Social Worker and the school for the benefit of their students.</p>
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QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Recognizes developmental benchmarks utilizing systems theory (e.g., bio/psych/social and cultural).</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>2 Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>3 Applies knowledge of developmental influences to inform practice and service provision.</p> <p>4 Collaborates with colleagues to support services that address student needs in educational environments.</p>	<p>... and STUDENTS:</p> <p>5 Participate in services appropriate for their developmental levels and demonstrate progress.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Demonstrate an understanding of individual child developmental levels and influences.</p>
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ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Recognizes importance of reliable and valid assessments to inform services.</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>2 Follows standardized procedures for administration and scoring of adaptive, behavioral, and social emotional assessments.</p> <p>3 Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).</p>	<p>... and THE SCHOOL SOCIAL WORKER:</p> <p>4 Analyzes, interprets, and synthesizes data.</p> <p>5 Collaborates with team to share results with family and significant adults.</p> <p>6 Designs and implements interventions based on assessment data.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Analyze, interpret, and synthesize data.</p> <p>8 Collaborate with team to share results with family and significant adults.</p> <p>9 Design and implement interventions based on assessment data.</p>	<p>... and TEACHERS AND/OR ADMINISTRATORS:</p> <p>10 Demonstrate an awareness of how adaptive, behavioral, and social emotional data can be used to inform decisions.</p>
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ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL SOCIAL WORKER:</p> <p>1 Demonstrates an awareness of district software and available assistive technology.</p>	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <p>2 Utilizes available resources to facilitate specially designed instruction.</p> <p>3 Monitors and evaluates the use of technology or assistive technology in the learning environment.</p>	<p>... and</p> <p>THE SCHOOL SOCIAL WORKER:</p> <p>4 Monitors, adjusts and analyzes use of technology to support effective services to maximize student outcomes.</p> <p>5 Enhances data collection and decision-making through the use of technology resources.</p> <p>6 Collaborates with significant adults to facilitate student use of available assistive technology to engage in authentic learning.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Demonstrate an awareness of available assistive technology to enhance student learning.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>8 Use technology to provide access to the student's learning environment.</p> <p>9 Advocate for change to technology use based on the student's learning needs.</p>

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ELEMENT D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Recognizes the importance of high expectations for learning and behavior for all students.</p> <p>2 Understands that students need to employ self-advocacy, critical thinking, and problem-solving skills.</p>	<p>3 Incorporates self-advocacy, critical thinking and/or problem-solving skills into lessons and/or interventions.</p> <p>4 Collaborates with team members to determine appropriately high expectations for students.</p>	<p>5 Sets, consistently communicates, and equitably applies high expectations for all students.</p> <p>6 Systematically and explicitly teaches self-advocacy, critical thinking, and/or problem-solving skills.</p>	<p>7 Monitor student progress towards achieving social/emotional goals and expectations.</p> <p>... and STUDENTS:</p> <p>8 Can appropriately advocate for accommodations that support academic or social/emotional growth.</p>	<p>9 Demonstrate self-advocacy, critical thinking, and problem-solving skills based on their developmental level.</p>

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ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Consults and collaborates with others about students' needs and goals.</p>	<p>2 Plans for and/or provides evidenced-based mental health and/or behavioral interventions for students.</p> <p>3 Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students.</p>	<p>4 Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services.</p>	<p>5 Adapt their practices based on consultation with the School Social Worker to better meet student needs.</p>	<p>6 Generalize or transfer knowledge gained through consultation to other contexts/other students.</p>

ELEMENT F: Special Services Providers model and promote effective communication.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Understands the importance of developing effective and individualized communication systems.</p> <p>2 Listens effectively and allows time for responses and discussion.</p>	<p>3 Uses communication skills to establish good working relationships (rapport) with students and significant adults.</p> <p>4 Adjusts communication based on audience (e.g., student, parent, colleague).</p>	<p>5 Models effective communication skills.</p> <p>6 Creates opportunities for students to practice and receive feedback related to communication skills.</p> <p>7 Tailors communications to be both developmentally and culturally relevant.</p>	<p>8 Engage in positive dialogue related to student strengths and needs.</p>	<p>9 Use feedback from the School Social Worker to effectively communicate their needs.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:
<p>1 Recognizes the importance of consistent professional conduct within the educational environment.</p> <p>2 Is familiar with National Association of Social Workers (NASW) Code of Ethics.</p>	<p>3 Demonstrates skills related to NASW Code of Ethics.</p> <p>4 Demonstrates consistent professional conduct with students and significant adults.</p>	<p>5 Upholds ethical standards of practice as defined by the NASW Code of Ethics and applicable state laws and regulations.</p> <p>6 Seeks guidance and/or consultation related to ethical issues.</p> <p>7 Upholds high standards of professional conduct with students, staff, and significant adults.</p>	<p>8 Models high expectations for ethical behavior for students, staff, and significant adults.</p> <p>9 Models high expectations related to professional conduct.</p>	<p>10 Recognizes and takes action to support ethical behavior through positive, respected, and/or legal channels.</p>

ELEMENT B: Special Services Providers link professional growth to their professional goals.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:
<p>1 Develops professional goals.</p> <p>2 Seeks feedback from supervisor and/or colleagues to improve practice.</p> <p>3 Completes required professional development according to state and/or district/BOCES policies.</p>	<p>4 Selects and participates in professional development to improve professional practice.</p> <p>5 Uses performance feedback from supervisor and/or colleagues to improve practice.</p>	<p>6 Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.</p> <p>7 Participates in professional learning opportunities consistent with the professional growth plan.</p>	<p>8 Applies knowledge and skills learned through professional development to practice.</p>	<p>9 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>

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ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:
<p>1 Understands the importance of being aware of and responsive to the school, family, and community environments.</p>	<p>2 Is responsive to indications of change needed based on awareness of the complexity and dynamic nature of the students' environment.</p>	<p>3 Strengthens social work practice by adapting interventions and instruction based on information about changes in the environment.</p>	<p>4 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>	<p>5 Continuously monitors the environment of practice, anticipates and makes needed changes and shares findings with colleagues.</p>

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:	... and THE SCHOOL SOCIAL WORKER:
<p>1 Understands the importance of developing trust and building rapport with students, staff, and significant adults.</p> <p>2 Engages with students, families and the community in order to understand their needs and advocate on their behalf.</p>	<p>3 Maintains resources to strengthen the relationship among home, school, and community.</p> <p>4 Contributes to task forces and/or committees within their school setting.</p> <p>5 Recognizes one's individual leadership skills and opportunities for development.</p>	<p>6 Collaborates with the external community partners to meet the needs of students.</p> <p>7 Advocates for curricular, instructional, school climate, and/or behavioral health improvements.</p>	<p>8 Leads a task force and/or committee within the school, district, and/or BOCES.</p> <p>9 Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.</p> <p>10 Creates and facilitates professional growth and development activities in the school.</p>	<p>11 Creates and facilitates professional growth and development activities in the district/BOCES/ community.</p> <p>12 Facilitates professional activities that promote social/ environmental justice and systems-level change at a local, regional, state, and/or national level.</p>