DOMAIN 1 FOR SCHOOL SOCIAL WORKERS: PLANNING AND PREPARATION

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: **Demonstrating knowledge of special education law and counseling techniques.**	Social Worker demonstrates little knowledge in the area of school social work practice.	Social Worker demonstrates a basic level of knowledge in the area of school social work practice.	Social Worker demonstrates a solid understanding of school social work practice and understands the integral relationship between school social work and the current education setting.	Social Worker's knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continuing search for improved practice. Social Worker actively seeks opportunities to consult and collaborate with other social work colleagues, teachers, administrators, and parents.
Critical Attributes	• Social worker lacks an understanding of special education law. • Social worker does not communicate special education law with staff and families. • Does not demonstrate an understanding of social/emotional deficits and their impact on academic progress. • Does not have a process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	• Social worker inconsistently demonstrates an understanding of special education law. • Social worker inconsistently communicates special education law with staff and families. • Inconsistently demonstrates an understanding of social/emotional deficits and their impact on academic progress. • Has an inconsistent and unclear process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	• Social worker understands special education law. • Social worker communicates special education law with staff and families. • Demonstrates an understanding of social/emotional deficits and their impact on academic progress. • Has a clear process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	• Social worker demonstrates a comprehensive understanding of district and state level applicable regulations and special education law. • Social worker effectively communicates special education law with staff and families. • Demonstrates a comprehensive level of understanding of social/emotional deficits and their impact on academic progress. • Has a clear and consistent process for identifying student needs and developing effective service delivery approaches that include grouping of

			students and intervention planning.
1b: Demonstrating knowledge of child and adolescent development and an understanding of the interaction and barriers of culture within the school environment.	Demonstrates little knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates a basic level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates a solid level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates extensive knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. Social Workers actively seek opportunities to share and integrate his or her knowledge with the needs and learning priorities of staff and parents.
Critical Attributes	• Social worker lacks knowledge of the stages of child and adolescent development and includes this variable in assessment for intervention. • SW makes insensitive comments or takes insensitive action regarding culture or background of students or families.	• Social worker inconsistently identifies stages of child and adolescent development and includes this variable in assessment for intervention. • SW inconsistently takes into consideration the culture or background of student or families.	• Social worker can identify stages of child and adolescent development and includes this information in assessment for intervention. • SW demonstrates knowledge of students' and families' special needs and prerequisite relationships and incorporates this into therapeutic programming.	• Social worker consistently shares knowledge regarding the stages of child and adolescent development with colleagues, administrators, parents and teachers. • Social worker's knowledge of individual student and family's needs is consistently used to develop a range of social/emotional strategies and supports within the education al setting. • Social worker provides information and knowledge during team meetings to staff regarding issues of culture and social/emotional development for individual students.
1c: Developing IEP goals for the social work services appropriate to the setting and students served.	Social Workers' goals are unsuitable for students in an educational setting, showing no evidence of collaboration or preparation. Goals are not measurable and measurable.	Social Workers' goals are appropriate for some educational settings with limited collaboration. Some goals are clearly measurable. Goals are basically aligned to program population, age of student.	Social Workers' goals are appropriate for specific educational settings and represent consistent collaboration. Most goals are clearly measurable and linked to Illinois social/emotional learning standards.	Social Workers' goals encourage individual student growth appropriate for an educational setting and represent highly effective collaboration among staff, and administration. Goals are clearly measurable and linked to Illinois social/emotional learning standards.

Critical Attributes	• Goals are not measureable /observable • Goals are not linked to standards.	• Goals are not consistently observable/measureable • Goals are inconsistently linked to standards or inconsistently relevant to student needs.	• Goals are consistently observable/measurable, linked to standards. • Goals are clearly defined and relevant to student needs.	• Goals are consistently observable/measurable, linked to standards. • Goals are clearly defined and relevant to individual student needs. • When appropriate the social worker functions in a collaborative role and works with service team to utilize data to develop standards-based goals for individual students.

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1d: **Developing effective social work practice through the application of appropriate and available resources.**	Social Worker demonstrates little or no knowledge of special education law/federal law and available services and resources for the students and families through the school, district or community.	Social Worker demonstrates basic knowledge of special education law/federal law and available services and resources for the students and families through the school, district or community.	Social Worker demonstrates substantial knowledge of special education law/federal law and services and available resources for the students and families through the school, district or community.	Social Worker demonstrates extensive knowledge of special education law/federal law, intervention services and resources for the students and families available through the school, district or community. Social Worker actively seeks opportunities to integrate these services and resources into other areas of student learning beyond social work intervention sessions.
Critical Attributes	• Does not provide linkages to appropriate school and community resources • Does not seek new or appropriate resources that support district, state, and federal regulations.	• Inconsistently provides linkages to school or community resources. • Is inconsistent in seeking new or appropriate resources that support district, state, and federal regulations.	• Consistently provides linkages to appropriate school and community resources. • Consistently seeks new or appropriate resources that support district, state, and federal regulations.	• Consistently provides services aligned to a wide variety of community or social agencies to support individualizing support to students and/or families. • Consistently seeks new or appropriate resources to support individualized support to students/families that support district, state, and federal regulations. • Consistently develops for individual students direct linkages to other areas in school and community to extend learning of intervention sessions.

DOMAIN 1 FOR SCHOOL SOCIAL WORKERS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1e: **Designing the social work plan using assessment and/or diagnostic information which may include individual, small group, in-class activities, and crisis intervention as applicable.**	Social work planning consists of a random collection of unrelated activities that are inappropriate, lacking structure, coherence, and a relevant clinical rationale, and are unrelated to students' goals.	Social work planning has a guiding principle and includes a number of worthwhile interventions, and is based on relevant clinical rationale, but does not fully address students' needs and goals.	Social work planning consists of appropriate, coherent interventions, is based on relevant clinical rationale, and sufficiently incorporates students' needs and goals.	Social work planning consists of highly coherent, extremely appropriate interventions based on relevant clinical rationale that completely incorporate students' needs and goals.
Critical Attributes	• Not prepared for group or individual counseling. • Activities do not relate to goals. • Social worker does not build on opportunities for interaction.	• Prepared for group or individual counseling. • Activities aligned with good practice • Activities do not address goals and/or student needs.	• Prepared for group or individual counseling. • Activities aligned with good practice • Activities address goals and student needs.	• Prepared for group or individual counseling. • Activities aligned with good practice and delve further into the student's concerns. • Activities address goals and student needs. • Activities extend beyond the scope of goals and student needs.
1f: **Developing an evaluation of social work services.**	Social worker has no plan to evaluate their therapy or resists suggestions that an evaluation is important.	Social worker has a rudimentary plan to evaluate therapy.	Social worker's plan to evaluate the therapy is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path to improving the program on an ongoing basis.
Critical Attributes	• No data collection routine to measure student performance. • Does not reflect on practice. • Is not open to suggestions for improving his/her social work service.	• Data collection routine for student performance is inconsistent. • Reflects on practice but does not make changes to improve practice. • Is open to suggestions for improvement but makes little effort to improve.	• Data collection for student performance is routine. • Reflects on practice on a scheduled basis. • Takes steps to make necessary changes to practice. • Encourages suggestions for improvement and actively seeks ways to improve.	• Data collection on student performance is routine and graphed noting trends, changes, etc. • Regularly reflects on practice by documenting areas of needed improvement. • Collaborates with peers and supervisors to discover ways to improve on practice. • Makes changes and documents

				the change and how it affects practice.

DOMAIN 2 FOR SCHOOL SOCIAL WORKERS: THE ENVIRONMENT

COMPONENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: **Establishing rapport with students, families and staff and creating an environment of acceptance and understanding.**	Social Worker interactions with students, parents, school personnel and community agencies are generally negative or inappropriate. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions with students, families, and staff are generally appropriate and free from conflict. When requested or required works collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families.	Social workers interactions are highly respectful, reflecting genuine empathy and compassion towards to students and families. Interactions also reflect warmth, caring and respect individuals in consultation to school personnel and community agencies.	Social worker interactions reflect genuine empathy and compassion and are highly respectful of the cultural and developmental differences among individuals and groups of students, staff and families.
Critical Attributes	• SW interactions are insensitive and lack warmth and caring. Social worker fails to maintain confidentiality and shares sensitive information in inappropriate settings. • Social worker does not solicit and utilize input from students, families, and staff. • Students, families, and staff do not share information with Social worker.	• At times, Social worker interactions are insensitive and inconsistently reflect warmth and caring. Confidentiality is maintained, but the environment may not be consistently appropriate to share sensitive information (may have conversations in open areas). • Social worker inconsistently solicits and utilizes input from students, families, and staff. • Students, families, and staff inconsistently share information with Social worker.	• Social worker's interactions consistently model sensitivity and reflects warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students while maintaining confidentiality. • Social worker solicits and utilizes input from students, families, and staff. • Students, families, and staff share information with Social worker.	• Social worker's interactions always model sensitivity and reflect warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students while maintaining confidentiality. • Social worker actively solicits and utilizes input from students, families, and staff to extend learning. • Students, families, and staff seek out social worker with whom to share information.
2b: **Establishing a culture of effective communication with all team members.**	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students, families and Social Workers are unsuccessful	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students, families, and Social Workers are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students, families and school staff.	Social Worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families and school staff.

Critical Attributes	• Social worker does not model respectful communication with staff, families and students. • Social Worker does not collaborate with staff on building wide positive behavior interventions. • Social Worker does not consult with staff on specific social/emotional concerns that present in the classroom.	• Social worker inconsistently models respectful communication with staff, families and students. • Social Worker inconsistently collaborates with staff on building wide positive behavior interventions. • Social Worker irregularly consults with staff on specific social/emotional concerns that present in the classroom.	• Social worker consistently models respectful communication with staff, families and students. • Social Worker collaborates with staff on building wide positive behavior interventions. • Social Worker consults with staff on specific social/emotional concerns that present in the classroom.	• Social worker consistently models and facilitates respectful communication with staff, families and students. Students use model of respectful communication in their interactions with Social Worker. • Social Worker consistently consults with staff on specific social/emotional concerns that present in the classroom • When asked to do so the social worker provides trainings pertaining to the social/emotional well-being of students and/or staff. • As needed, the social worker utilizes community resources to promote positive building climate.
2c: **Establishing and maintaining clear procedures for referrals for social work counseling services, observations, and evaluation.**	Social Worker has not established procedures for referrals for social work counseling services, observations and evaluations.	Social Worker has established procedure for referrals for social work counseling services, observations, but the details are not always clear and/or consistent.	Social worker has established consistent procedures for referrals for social work counseling, meetings, and consultations with school staff, administrators, and parents, which are clear to everyone involved.	Social worker has established procedures for all aspects of referrals for social work counseling which are clear and easily accessible, and outcomes are utilized by everyone involved.
Critical Attributes	• Social worker does not have a procedure for social work service referrals, observations, evaluations and consultations. • Social worker does not respond to social work referrals made for services, observations, evaluations and consultations.	• Social worker has inconsistent procedures for social work service referrals, observations, evaluations and consultations. • Social worker inconsistently communicates procedures with staff, families and students regarding how to make a referral for social work services, including, observations, evaluations and consultations. • Social worker provides an inconsistent response to all referrals made.	• Social worker has established procedures for service referrals, observations, evaluations and consultations. • Social worker communicates procedures with staff, families and students regarding how to make a referral for social work services, including, observations, evaluations and consultations. • Social worker provides a consistent response to all referrals made.	• Social worker consistently promotes procedures for service referrals, observations, evaluations and consultations. • Social worker not only communicates procedures with staff, families, and students regarding how to make a referral for social work services, but also follows the procedures that have been communicated in the district and cooperative. • Social worker takes a leadership role in all

				aspects of referral management and communicates with all involved stakeholders, so that needs have been appropriately addressed and participants understand the outcomes.
2d: **Organizing physical space**	The physical environment is in disarray or is inappropriate to the planned activities.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	Social Work office is inviting and conducive to the planned activities.	Social Work office is inviting and conducive to the planned activities. Students have contributed to ideas to the physical arrangement.
Critical Attributes	• Room is messy with student information in plain sight. • Little to no inviting décor for students.	• Room is organized with piles. • An attempt to make room inviting has been made.	• Room is clean, free from clutter. • Little visible student information on desks, shelves, etc. • Room has resources	• Room is tidy, free from clutter. • No visible food for students to see. • Student information is not visible and placed in a locked cabinet. • Resources are available and readily accessible.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2e: **The social worker contributes to the culture of positive student academic, social, and emotional behavior throughout the school based on their weekly availability.**	Social Worker's efforts to establish appropriate research-based interventions that contribute to positive student behavior are unsuccessful.	Social Worker's efforts to establish appropriate research-based interventions that contribute to positive student behavior are partially successful.	Social Worker has established appropriate research-based interventions that contribute to positive student behavior.	Social Worker has established appropriate research-based interventions that make lasting contributions to positive student behavior. Social Worker supports student involvement and ownership of interventions.
Critical Attributes	- Social worker is inflexible in responding to student issues. - Social worker does not communicate with involved parties about service delivery. - Social worker has not established measurable interventions that result in improvement in student behavior. - Social worker does not provide mandated services. - Social worker does not evaluate interventions.	- Social worker is inconsistently flexible in responding to student issues. - Social worker communicates inconsistently with involved parties about service delivery. - Social worker has minimal measurable interventions that result in improvement in student behavior. - Social worker inconsistently provides services and occasionally notifies necessary staff when changes occur. - Social worker rarely evaluates interventions and does not notify students and staff when services need to be adjusted.	- Social worker is flexible in responding to student issues. - Social worker communicates with involved parties about service delivery. - Social worker has established measurable interventions that result in improvement in student behavior. - Social worker provides services at a regularly scheduled time and notifies necessary staff when changes occur. - Social worker evaluates interventions and notifies students and staff when services need to be adjusted.	- Social worker is consistently flexible in responding to student issues. - As needed social worker has established consistent measurable interventions where students monitor their own student behavior. - Students understand and implement behavioral expectations in social work sessions by working to monitor their own behavior and behavior of other students as appropriate. - When appropriate students self-evaluate their behavior within the intervention sessions and work with Social Worker to determine when behavioral expectations need to be adjusted. Social worker provides specific strategies and interventions to be

				used across all settings. (i.e.: reviewing IEP goals/progress made at quarterly report time)

DOMAIN 3 FOR SCHOOL SOCIAL WORKERS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: **Communicating students' social and emotional needs and effects on academic progress with multiple team members.**	Social worker fails to respond to referrals or makes rushed assessments of student needs. Social Worker is unable to communicate effectively with students, parents, and staff the specific learning needs of the students.	Social worker responds to referrals and makes adequate assessments of student needs. Social Worker inconsistently communicates with students, parents, and staff about the specific learning needs of the students.	Social worker responds to referrals in a timely manner and makes thorough assessments of student needs. Social Worker communicates effectively with students, parents, and staff about the specific learning needs of the students.	Social worker is proactive in responding to referrals and makes highly competent assessments of student needs. Social Worker is very effective communicating with students, parents, and staff about the specific learning needs of the students.
Critical Attributes	• Social worker has no procedure for assessing student needs. • Social worker does not respond to referrals made. • Social worker does not implement services based on educational impact.	• Social worker has an unclear procedure for assessing student needs and inconsistently communicates findings with staff, families and students as allowed by confidentiality. • Social worker provides inconsistent response to all referrals made. • Social worker does not consistently implement services based on educational impact.	• Social worker has a clear procedure for assessing student needs and communicates findings with staff, families and students as allowed by confidentiality. • Social worker provides a consistent response to all referrals made. • Social worker implements services based on educational impact.	• Social worker has a consistent and shared procedure for assessing student needs and communicates findings with staff, families and students as allowed by confidentiality. • Social worker provides a consistent response to all referrals made and maintains a clear protocol to ensure individual students' needs are being met in school. • Social worker implements services based on educational impact and formative progress is clearly measured and communicated with appropriate students and staff.

3b: **Assist school staff with the formulation and implementation of academic, social/emotional and behavior plans based on knowledge of general education student needs and the IEP goals of special education children.**	Social worker fails to develop intervention plans suitable for students, or plans are mismatched with the needs of students and Social Workers.	Social worker's plans and intervention for students and Social Workers are partially suitable for them or sporadically aligned with identified needs.	Social worker plans for students and Social Workers are suitable for them and are aligned with identified needs.	Social worker collaboratively develops intervention plans with Social Workers, finding ways to creatively meet individual student needs and incorporate many related elements that enhance the social/emotional, behavioral, and academic domains.
Critical Attributes	• Social worker rarely offers creative and effective strategies during collaborations. • Social worker does not write and/or monitor IEP goals. • Social worker does not participate in development and implementation of IEP and behavior intervention plans as needed. • Social worker rarely utilizes a variety of problem-solving skills and strategies in a variety of settings.	• Social worker inconsistently offers creative and effective strategies during collaborations. • Social worker inconsistently writes and/or monitors IEP goals. • Social worker inconsistently participates in development and implementation of IEP and behavior intervention plans as needed. Social worker participates in monitoring and revising plan as needed. • Social worker inconsistently utilizes a variety of problem-solving skills and strategies in a variety of settings.	• Social worker offers creative and effective strategies during collaborations. • Social worker participates in development and implementation of IEP and behavior intervention plans as needed. Social worker participates in monitoring and revising plan as needed. • Social worker utilizes a variety of problem-solving skills and strategies in a variety of settings. • Social worker consistently writes and monitors IEP goals.	• Social worker consistently provides creative and effective strategies that fit individual student needs during collaboration sessions. • When appropriate, social workers use data to monitor social-emotional progress on the student's IEP goal. • Social worker and special education teacher collaboratively implement and monitor IEP and behavior intervention plans, revising the plan as needed. • Students are able to implement appropriate problem-solving skills and strategies in a variety of learning settings.
3c: **Utilizes social work interventions and resources to support students.**	Social worker fails to implement services and resources in a timely, consistent, and appropriate manner as defined by the IEP. Student services are not provided in a culturally and/or linguistically sensitive manner.	Social worker implements services and resources in an inconsistent manner as defined by the IEP. Student services are inconsistently provided in a culturally and linguistically sensitive manner.	Social worker implements services and resources in a consistent, appropriate manner as defined by the IEP. Student services are provided in a consistent, appropriate manner, which symbolize sensitivity to cultural and linguistic traditions of the students.	Social worker works collaboratively with other staff to implement services and resources secures necessary permissions and information. . Student services are provided through a variety of approaches based upon the individual cultural and linguistic needs of students.

Critical Attributes	• Social worker does not implement services and resources that are defined in the IEP. • Social Worker uses inappropriate services and/or resources when conducting intervention services with students. • Social worker demonstrates little knowledge of the cultures of the student population and does not develop culturally sensitive interventions.	• Social worker inconsistently implements the services and resources that are defined in the IEP. • Social worker has limited approaches and/or resources for implementing services that are defined in the IEP. • Social worker demonstrates minimal knowledge of the cultures of the student population and inconsistently develops culturally sensitive interventions.	• Social worker consistently implements the services and resources that are defined in the IEP. • Social worker has varied and appropriate approaches and/or resources for implementing services that are defined in the IEP. • Social worker is knowledgeable of the cultures of the student population and develops culturally sensitive interventions.	• Social worker works collaboratively with other staff to maximize a variety of services and resources that will meet or exceed requirements of IEP. • Social Worker has extensive and individualized approaches and/or resources for implementing services that are defined in the IEP. • Social worker is highly knowledgeable in the cultures of individual students and supports students to advocate for their learning needs with Social Workers and staff in order to maximize student learning around specific needs of individual students.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: **Utilize available assessment data and resources.**	Social worker neglects to collect important and relevant information on which to base IEP goals; reports are inaccurate or not appropriate to the audience.	Social worker collects most of the important information on which to base IEP goals; reports are accurate but lacking in clarity and not always appropriate to the audience.	Social worker collects all the important and relevant information on which to base IEP goals; reports are accurate and appropriate to the audience.	Social worker is proactive in collecting important and relevant information, interviewing teachers and parents if necessary; students' self-assessment are part of assessment data; reports are accurate and clearly written and tailored for the audience.
Critical Attributes	• Social worker does not complete record reviews, conduct observations and does not interview stakeholders to obtain necessary data for measuring a treatment plan. • Social worker does not obtain all necessary identified evaluation information in order to measure impact of services.	• Social worker inconsistently completes record reviews, conducts observations and interviews with all necessary team members to obtain necessary data for measuring a treatment plan. • Social worker inconsistently implements a clear evaluation plan in which to measure services based on multiple sources of collected information • Social worker inconsistently obtains all necessary identified evaluation information.	• Social worker consistently completes record reviews, conducts observations and interviews with necessary team members to obtain necessary data for measuring a treatment plan. • Social worker consistently implements a clear evaluation plan in which to measure services based on multiple sources of collected information. • Social worker consistently obtains all necessary identified evaluation information.	• Social worker collaborates with other staff on a regular basis to complete record reviews, observations and interviews to update individual student's social-emotional progress on their IEP goals. • Social worker always implements a clear evaluation in which to measure services and include student and/or family self-assessment as one of the multiple sources of collected information. • Social worker always obtains all necessary identified evaluation information, including student and/or family self-assessments.

3e: **Demonstrate flexibility and responsiveness.**	Social worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social worker makes modest changes in the intervention program when confronted with evidence of the need for change.	Social worker makes revisions in the intervention program when they are needed.	Social worker is continually seeking ways to improve the intervention program and make changes in services or resources as needed in response to student, parent, and/or teacher input or student progress data.
Critical Attributes	• Social Worker ignores indications of student boredom or lack of understanding. • Social Worker dismisses student, staff and/or family student academic, social, emotional, emotional and linguistic needs as unimportant. • In reflecting on practice, Social Worker does not indicate that it is important to reach all students. • Despite evident student confusion, Social Worker makes no attempt to adjust the intervention session.	• Social Worker's efforts to modify the intervention session are only partially successful. • Social Worker makes perfunctory attempts to incorporate student academic, social, emotional, emotional and linguistic needs into the intervention session. • In reflecting on practice, Social Worker indicates the desire to reach all students but does not suggest strategies for doing so.	• When improvising becomes necessary, Social Worker makes adjustments to the intervention session. • Social Worker incorporates student academic, social, emotional, emotional and linguistic needs into the intervention session. • In reflecting on practice, Social Worker cites multiple approaches undertaken to reach students having difficulty.	• Social Worker's adjustments to the intervention session, when needed, are designed to assist individual students. • Social Worker uses student academic, social, emotional, emotional and linguistic needs to support teachable moments to enhance a session. • In reflecting on practice, Social Worker can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

DOMAIN 4 FOR SCHOOL SOCIAL WORKERS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: **Reflecting on practice.**	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how their work might be improved.	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
Critical Attributes	• Social worker has no documentation reflective of the progress of interventions. • Social worker does not outline ways in which to improve practice.	• Social worker has minimal documentation reflective of the progress of interventions. • Social worker minimally outlines ways in which to improve practice.	• Social worker has documentation reflective of the progress of interventions. • Social worker outlines ways in which to improve practice.	• Social worker has detailed, measurable documentation reflective of the progress of interventions. • Social worker outlines specific steps in which to improve practice. • Social worker utilizes available evidence-based strategies to improve practice.
4b: **Developing timely and relevant reports and maintaining accurate records.**	Social worker's data-management system and method of analysis is either nonexistent or in disarray. Said methods cannot be used to monitor student progress or to adjust intervention when needed.	Social worker has developed a rudimentary data-management system and method of analysis for monitoring student progress and occasionally uses it to adjust intervention when needed.	Social worker has developed an effective data-management system and method of analysis for monitoring student progress. Social Worker uses it to communicate with Social Workers and families when needed.	Social worker has developed a highly effective data-management system and method of analysis for monitoring student progress and uses it to adjust intervention when needed. Social Worker uses the system to individualized communication with teachers, families and students.

Critical Attributes	• Social worker does not maintain documentation. • Social worker does not have a process is in place for monitoring student progress. • Data is not utilized.	• Documentation is not always accurate and not always completed in a timely manner. • An unclear process is in place for monitoring student progress. • Data is inconsistently utilized.	• Documentation is always accurate and completed in a timely manner. • A clear process is in place for monitoring student progress. • Data is utilized to adjust interventions as needed.	• Documentation is always accurate and completed in a timely manner. • A clear and effective process is in place for monitoring student progress. • Documentation and data is used in the implementation of service delivery plan and the adjustment of interventions as needed. • Social worker collaborates with other stakeholders to ensure consistency across all settings in documentation of plans.
4c: **Communicating with staff, families and community agencies as allowed by confidentiality laws and social work ethics.**	Social worker is not available to staff, families or outside agencies for questions and planning. Social Worker declines to provide student related background material when requested.	Social worker is available to staff, families or outside agencies for questions and planning. Social Worker provides some background material when requested.	Social worker initiates contact with relevant staff, families and community to confer regarding individual cases.	Social worker seeks out Social Workers, administrators, families and outside agencies to confer regarding cases, soliciting their perspectives on individual students.
Critical Attributes	• Social worker rarely consults with team members. • When Social Worker does consult with team members he/she does not obtain necessary releases of information.	• Social Worker does not seek out consultation with team members inconsistently responsive to consultation sought out by team members. • Social Worker inconsistently maintains current releases of information for all community agencies in which he/she has consulted. .	• Social Worker consistently seeks out consultation with all team members and is responsive to consultation sought out by team members. • Social Worker consistently maintains current releases of information for all community agencies in which he/she has consulted. .	• Social Worker consistently seeks out consultation with all team members and is responsive to consultation sought out by team members. • Social Worker consistently offers helpful information to team members and offers resources and intervention ideas to many team members. • Social Worker always maintains current releases of information for all community agencies in which he/she has consulted. .

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXCELLENT
4d: **Participating in the professional learning community.**	Social worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in relevant school and district events and projects.	Social worker's relationships with colleagues are professional, and social worker participates in school and relevant district events, and projects when specifically asked to do so.	Social worker participates actively in relevant school and district events and projects. Social worker maintains positive and productive relationships with colleagues.	Social worker makes a substantial contribution to relevant school, district, and cooperative events and projects. Social worker assumes a leadership role with colleagues.
Critical Attributes	• Social Worker's relationships with colleagues are characterized by negativity or combativeness. • Social Worker purposefully avoids contributing to activities promoting professional inquiry. • Social Worker avoids involvement in school activities and district projects.	• Social Worker has cordial relationships with colleagues. • When invited, Social Worker participates in activities related to professional inquiry. • When asked, Social Worker participates in school activities, as well as district projects.	• Social Worker has supportive and collaborative relationships with colleagues. • Social Worker regularly participates in activities related to professional inquiry. • Social Worker frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," • Social Worker takes a leadership role in promoting activities related to the growth of their department. • Social Worker regularly contributes to and leads events that positively impact school and cooperative environment. • Social Worker regularly contributes to and leads significant cooperative projects.
4e: **Ongoing professional growth through relevant professional development, research, and continuing education.**	Social worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills. Social worker does not adhere to the NASW code in terms of staying well-informed of current research.	Social worker's participation in professional development activities is limited to those that are convenient or are required. Social worker does adhere to the NASW code in terms of staying informed of current research.	Social worker seeks out opportunities for professional development based on an individual assessment of need. Social worker on average adheres to the NASW code in terms of staying abreast of current research.	Social worker actively pursues professional development opportunities and makes a contribution to the profession through sharing information with colleagues when opportunities arise. Social worker stays well-informed of current research and policies and when possible shares this knowledge with their colleagues in their schools, districts, and cooperative.

Critical Attributes	• Social Worker is not involved in any activity that might enhance knowledge or skill. • Social Worker purposefully resists discussing performance with supervisors or colleagues. • Social Worker ignores invitations to join professional organizations or attend conferences.	• Social Worker participates in professional activities when they are required or provided by the district. • Social Worker reluctantly accepts feedback from supervisors and colleagues. • Social Worker contributes in a limited fashion to professional organizations.	• Social Worker seeks regular opportunities for continued professional development. • Social Worker welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • Social Worker actively participates in organizations designed to contribute to the profession.	In addition to the characteristics of "proficient": • Social Worker seeks regular opportunities for continued professional development, including initiating action research. • Social Worker actively seeks feedback from supervisors and colleagues. • Social Worker leads and provides information on current policy and special education law at department meetings or when the opportunity for collaboration arises.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Social worker displays dishonesty in interactions with colleagues, students, and the public, while violating principles of social work confidentiality.	Social worker is honest in interactions with colleagues, students, and the public. Social worker plays a moderate advocacy role for students and does not violate norms of social work confidentiality.	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public while advocating for students in need.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality while advocating for students and families.
Critical Attributes	• Social Worker is dishonest. • Social Worker does not notice the needs of students and families. • The Social Worker engages in practices that are self-serving. • The Social Worker willfully rejects school district regulations.	• Social Worker is honest. • Social Worker notices the needs of students and families, but is inconsistent in addressing them. • Social Worker does not notice that some school practices result in poor conditions for students. • Social Worker makes decisions professionally, but on a limited basis. • Social Worker complies with school district regulations.	• Social Worker is honest and known for having high standards of integrity. • Social Worker actively addresses students and families needs. • Social Worker actively works to provide opportunities for student success. • Social Worker willingly participates in team and departmental decision-making. • Social Worker complies completely with school district regulations.	• Social Worker is considered a leader in terms of honesty, integrity, and confidentiality. • Social Worker is highly proactive in serving students and families. • Social Worker makes a concerted effort to ensure opportunities are available for all students to be successful. • Social Worker takes a leadership role in team and departmental decision-making. • Social Worker not only complies with district regulations but also provides feedback when asked regarding district policies/regulations.