

Standards of Effective School Social Work

80% Elements of Effective School Social Work Services
20% Professional Responsibility

Elements of Effective School Social Work Services

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
SSW Foundational Knowledge		<ul style="list-style-type: none"> Demonstrates minimal knowledge of the evidence-based methods and techniques to address problems encountered by students, groups, and schools Demonstrates minimal knowledge of current school social work practices Demonstrates minimal knowledge of how to maximize a student's school success by addressing and impacting student personal and social-emotional needs in the home, school, and community Demonstrates minimal knowledge of how to increase student access to school-based and community-based resources 	<ul style="list-style-type: none"> Demonstrates basic knowledge of the evidence-based methods and techniques to address problems encountered by students, groups, and schools Demonstrates basic knowledge of current school social work practices Demonstrates basic knowledge of how to maximize a student's school success by addressing and impacting student personal and social-emotional needs in the home, school, and community Demonstrates basic knowledge of how to increase student access to school-based and community-based resources 	<ul style="list-style-type: none"> Demonstrates solid knowledge of the evidence-based methods and techniques to address problems encountered by students, groups, and schools Demonstrates solid knowledge of current school social work practices Demonstrates solid knowledge of how to maximize a student's school success by addressing and impacting student personal and social-emotional needs in the home, school, and community Demonstrates solid knowledge of how to increase student access to school-based and community-based resources 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares school social work practices and/or content knowledge with other staff to impact practices of others Published in content area or SSW practices Presenter or leader for professional organization
Written Social Work Plans for Student Group/ Individual Session		<ul style="list-style-type: none"> Plans are unavailable or inconsistently available when asked Plans are incomplete and missing more than one of the following: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, social emotional strategies, means of assessment 	<ul style="list-style-type: none"> Plans are available consistently when asked but May be incomplete with no more than one of the following missing: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, social emotional strategies, means of assessment 	<ul style="list-style-type: none"> Plans are available consistently when asked and Are complete: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, social emotional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Clear link to area of need and relationship to academic achievement
Authentic Learning Supports IEP Goals and Objectives		<ul style="list-style-type: none"> Activities rarely support IEP goals and objectives Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Activities sometimes support IEP goals and objectives Activities reflect a learning outcome and students sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Activities consistently support IEP goals and objectives Activities reflect a learning outcome and students regularly involved in authentic learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students can explain the connection of goals/activities to classroom learning and functional life skills
Services Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves during school social work services Rarely provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves during school social work services Sometimes provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt instruction to make it accessible for all Students are able to show up as their authentic selves during school social work services Consistently provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – students question and inquire about new skills that they are learning Displays continuing search for best practice pertaining to diverse learners and needs

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Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices while conducting social work services Rarely accounts for students' cultural differences in sessions; rarely embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices while conducting social work services Sometimes accounts for students' cultural differences in sessions; sometimes embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices while conducting social work services Regularly accounts for students' cultural differences in sessions; consistently embeds cultural characteristics of students within service delivery 	Meets Proficient AND: <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating sessions Provides student choices based on each student's individual experiences during sessions when appropriate
SSW Services		<ul style="list-style-type: none"> Rarely works effectively with individuals at all ability levels including low incidence populations Rarely serves a range of social and emotional needs as appropriate for the setting Minimal to no modification to product, process, or content to differentiate work Rarely uses evidence-based methods and techniques to address problems encountered by students, groups, and/or schools 	<ul style="list-style-type: none"> Sometimes works effectively with individuals at all ability levels including low incidence populations Sometimes serves a range of social and emotional needs as appropriate for the setting Inconsistent modification to product, process, or content to differentiate work Sometimes uses evidence-based methods and techniques to address problems encountered by students, groups, and/or schools 	<ul style="list-style-type: none"> Consistently works effectively with individuals at all ability levels including low incidence populations Regularly serves a range of social and emotional needs as appropriate for the setting Regular and ongoing modification to product, process, or content to differentiate work Regularly uses a variety evidence-based methods and techniques to address problems encountered by students, groups, and/or schools 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in assisting other SSWs and school staff in developing skills to serve a range of social and emotional needs
Fosters Social and Emotional Competencies		<ul style="list-style-type: none"> Rarely or never delivers school social work services that promote student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making Rarely or never promotes cognitive, affective, and behavioral development 	<ul style="list-style-type: none"> Sometimes delivers school social work services that promote student self-awareness, self-management, social awareness, relationship skills and responsible decision-making Sometimes promotes cognitive, affective, and behavioral development 	<ul style="list-style-type: none"> Consistently delivers school social work services that promote student self-awareness, self-management, social awareness, relationship skills and responsible decision-making Consistently promotes cognitive, affective, and behavioral skill development 	Meets Proficient AND: <ul style="list-style-type: none"> Consistently promotes cognitive, affective, and behavioral skill development in and out of the classroom setting
Educating Staff on Trauma		<ul style="list-style-type: none"> Rarely or never educates staff on impacts of trauma on academic and behavioral performance 	<ul style="list-style-type: none"> Sometimes educates staff on impacts of trauma on academic and behavioral performance 	<ul style="list-style-type: none"> Routinely educates staff on impacts of trauma on academic and behavioral performance 	Meets Proficient AND: <ul style="list-style-type: none"> Implements an on-going, building-wide professional development plan to educate others on the impact of trauma on academic and behavioral performance
Bullying Intervention Strategies		<ul style="list-style-type: none"> Rarely or never educates staff on impacts of bullying on academic and behavioral performance Rarely or never develops intervention strategies to deal with bullying 	<ul style="list-style-type: none"> Sometimes educates staff on impacts of bullying on academic and behavioral performance Sometimes develops intervention strategies to deal with bullying 	<ul style="list-style-type: none"> Routinely educates staff on impacts of bullying on academic and behavioral performance Consistently develops intervention strategies to deal with bullying 	Meets Proficient AND: <ul style="list-style-type: none"> Proactively involves students in anti-bullying practices in the school Implements an on-going building-wide professional development plan to educate others on the impact of bullying on academic and behavioral performance
Crisis Response		<ul style="list-style-type: none"> Is not part of the school's crisis response team Limited to no knowledge of the school's crisis response plans Rarely or never responds to reports of suicidal risk in a student 	<ul style="list-style-type: none"> Part of the school's crisis response team with a limited role Some knowledge of the school's crisis response plans Sometimes conducts suicidal risk assessments with minimal appropriate follow up 	<ul style="list-style-type: none"> Part of the school's crisis response team and has an active role in developing crisis response plans Full working knowledge of the school's crisis response plans Consistently conducts suicidal risk assessments and follows up with student, family, staff, and community providers to develop a safety plan 	Meets Proficient AND: <ul style="list-style-type: none"> Is a leader on the school's crisis response team Participates on the SPPS district crisis team
Crisis Response for Families (Project REACH SSW)		<ul style="list-style-type: none"> Rarely responds to crisis as it arises Rarely collaborates with other stakeholders to find a solution to the crisis Rarely follows up with families in crisis 	<ul style="list-style-type: none"> Sometimes responds to crisis as it arises Sometimes collaborates with other stakeholders to find a solution to the crisis Sometimes follows up with families in crisis 	<ul style="list-style-type: none"> Routinely responds to crisis as it arises Regularly collaborates with other stakeholders to find a solution to the crisis Regularly follows up with families in crisis 	Meets Proficient AND: <ul style="list-style-type: none"> Proactively involves families and other stakeholders to define needed services and systems responsible to prevent crisis

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Student Assistance Team (if applicable to assignment)		<ul style="list-style-type: none"> • Sometimes participates as an active member of the Student Assistance Team • Rarely contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Rarely is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> • Regularly participates as an active member of the Student Assistance Team • Sometimes contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Sometimes is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> • Regularly participates as an active member of the Student Assistance Team and takes a leadership role • Regularly contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Is a consistent resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Is a resource to other SSWs about the Student Assistance Team process
Interventions		<ul style="list-style-type: none"> • Rarely provides social-emotional interventions • Rarely collaborates with classroom teachers and staff to support intervention implementation to develop social emotional strategies/skills • Rarely provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment to meet social-emotional needs 	<ul style="list-style-type: none"> • Sometimes provides social-emotional interventions • Sometimes collaborates with classroom teachers and staff to support intervention implementation to develop social emotional strategies/skills • Sometimes provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment to meet social-emotional needs 	<ul style="list-style-type: none"> • Routinely provides social-emotional interventions • Routinely collaborates with classroom teachers and staff to support intervention implementation to develop social emotional strategies/skills • Regularly provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment to meet social-emotional needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in training others in intervention strategies, and implementing research-based interventions • Advocates for on-going students' need for accommodations/modifications within the general education setting
Bridges Social Work and School Experiences		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of the relationship between social-emotional needs and academic achievement • Rarely writes and executes social work plan goals that clearly describe the relationship between social-emotional needs and academic achievement • Minimally incorporates IEP goals and objectives and/or grade level expectations into student groups/individual sessions 	<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between social-emotional needs and academic achievement • Sometimes writes and executes social work plan goals that clearly describe the relationship between social-emotional needs and academic achievement • Sometimes incorporates IEP goals and objectives and/or grade level expectations into student groups/individual sessions 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of the relationship between social-emotional needs and academic achievement • Regularly writes and executes social work plan goals that clearly describe the relationship between social-emotional needs and academic achievement • Regularly incorporates IEP goals, objectives, and grade level expectations into student groups/individual sessions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Provides training to team members and staff on the relationship of social-emotional needs and the impact on academic achievement
Modeling		<ul style="list-style-type: none"> • Minimal modeling • Instructions are unclear or disorganized • Instructs with minimal monitoring of student comprehension or learning styles 	<ul style="list-style-type: none"> • Modeling occurs, but components are missing such that students have difficulty proceeding with the task • Instructions are sometimes clear and organized • Delivers new information with little regard to student's various learning styles • Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> • Demonstrates the thinking, speaking, reading, writing, and/or actions that students will be required to perform • Instructions are clear, concise, and logically organized • Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles • Encourages students to make deductions in order to explore the new concepts • Students are interacting with teacher and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Links the purpose of the modeling to a larger purpose • Points out possible areas of misunderstanding during modeling
Facilitation Techniques For Groups/ Sessions		<ul style="list-style-type: none"> • Utilizes a minimal variety of facilitation techniques which rarely considers effective strategies for students with diverse language and learning needs 	<ul style="list-style-type: none"> • Sometimes attempts varied facilitation techniques, but is inconsistent • Returns to less effective facilitation practices if something new does not work 	<ul style="list-style-type: none"> • Routinely utilizes a variety of best practice facilitation techniques that include effective strategies for students with diverse language and learning needs • Effective facilitation practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Students demonstrate their ability to access these resources and strategies independently to experience success • Shows exceptional creativity and flexibility in facilitating learning

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Engaging Students		<ul style="list-style-type: none"> • Uses a minimal variety of strategies to engage students and promote ongoing development • Rarely demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student’s level of engagement; intentionality of instruction to improve student engagement is minimal • Seldom takes overt action to re-engage students and/or increase student engagement during sessions 	<ul style="list-style-type: none"> • Uses some variety of strategies to engage students and promote ongoing development • Sometimes demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student’s level of engagement • Sometimes takes overt action to re-engage students and/or increase student engagement during sessions 	<ul style="list-style-type: none"> • Uses an ample variety of strategies to engage students and promote ongoing development • Consistently demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student’s level of engagement; intentionality of instruction to improve student engagement is present • Routinely takes overt action to re-engage students and/or increase student engagement during sessions 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> • Maximally engages all students on their caseload in learning/development
Relationships Between SSW and Students		<ul style="list-style-type: none"> • SSW interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students • Interactions reflect inconsistencies, favoritism, or disregard for students’ cultures • Students exhibit disrespect for SSW 	<ul style="list-style-type: none"> • SSW-student interactions are generally appropriate • Students exhibit only minimal respect for SSW 	<ul style="list-style-type: none"> • SSW-student interactions are friendly and demonstrate general warmth, caring, and respect • Interactions are appropriate to developmental and cultural norms and seeks input/advice on what are appropriate cultural norms for students outside of the SSW’s culture • Students exhibit respect for SSW 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Recognizes student contributions to the school community • Creates an environment where students build relationships with the SSW, not just the SSW building relationships with students
Behavior Monitoring and Response		<ul style="list-style-type: none"> • Student behavior is not monitored • Unaware of what students are doing • Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity 	<ul style="list-style-type: none"> • Sometimes intervenes to redirect student behavior • May miss behaviors of some students • Attempts to respond to misbehavior, but with uneven results 	<ul style="list-style-type: none"> • Alert to student behavior at all times • Monitoring is preventative and consistent • Response to misbehavior is appropriate and results in the desired behavior • Response is sensitive to students’ individual needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Monitoring is subtle and preventative • Response to misbehavior is highly effective
Engaging Families		<ul style="list-style-type: none"> • Does not attempt to engage families in student learning opportunities related to school social work services • Rarely builds relationships with families • Seldom seeks opportunities to learn about cultures, race, and backgrounds of families • Does not create a welcoming environment for families 	<ul style="list-style-type: none"> • Attempts to engage families in student learning opportunities related to school social work services • Builds relationships with some families, but not others • Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> • Routinely engages families in learning opportunities related to school social work services • Builds reciprocal relationships with most families and sees them as an asset in student learning • Routinely seeks opportunities to learn about cultures, race, and backgrounds of families • Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Builds reciprocal relationships with all families and uses them as an asset in student learning • Works with families in the community outside the school
Mobilizes Resources		<ul style="list-style-type: none"> • Rarely or never establishes working relationships with community service agencies and providers • Rarely or never develops home-school-community linkages that foster school success 	<ul style="list-style-type: none"> • Sometimes establishes working relationships with community service agencies and providers • Sometimes develops home-school-community linkages that foster school success 	<ul style="list-style-type: none"> • Routinely establishes working relationships with community agencies and providers • Consistently develops home-school-community linkages that foster school success 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Develops new partnerships between schools and community agencies or providers to access additional resources for students
Use of Student Data		<ul style="list-style-type: none"> • Rarely collects data on student progress to plan for instruction/services • Rarely uses data to make changes in sessions to assist the student to be successful • Rarely encourages students to participate in tracking data related to goals 	<ul style="list-style-type: none"> • Sometimes collects data on student progress to plan for instruction/services • Sometimes uses data to make changes in sessions to assist the student to be successful • Sometimes encourages students to participate in tracking data related to goals 	<ul style="list-style-type: none"> • Regularly collects data on student progress to plan for instruction/services • Routinely uses data to make changes in sessions to assist the student to be successful • Regularly encourages students to participate in tracking data related to goals 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in assisting others to collect and analyze student data

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Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool during sessions/groups 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change during sessions/groups 	<ul style="list-style-type: none"> Uses available technology to augment or modify instructional practices during sessions/groups 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	<p>Meets all the criteria of Proficient AND:</p> <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Space is cluttered and materials are in disarray Space arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support development Space has some evidence of organization, and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various activities with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports development Space is neat, clean, and uncluttered; materials are readily available Space is safe and the furniture and/or space arrangement is a resource for activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Space is safe and accessible, and students can adjust the furniture and/or utilize space to advance their own purposes in learning Space and materials are organized to maximize learning with all students
Communication Skills		<ul style="list-style-type: none"> Communicates ineffectively with team members, families, and/or administration to coordinate SSW services Communicates ineffectively and/or not appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Minimally communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates somewhat effectively with team members, families, and/or administration to coordinate SSW services Sometimes communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates effectively through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate SSW services Consistently communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in modeling effective communication strategies to team members, families, and community partners in all work settings Provides professional development to team members on effective techniques to work with interpreters
Homelessness Advocacy (Project REACH SSW)		<ul style="list-style-type: none"> Rarely participates as a leader in community meetings with the goal of preventing and ending homelessness Rarely participates as a leader in community meetings that reduce barriers for families experiencing homelessness Rarely participates as a leader in community meetings that help foster donors 	<ul style="list-style-type: none"> Sometimes participates as a leader in community meetings with the goal of preventing and ending homelessness Sometimes participates as a leader in community meetings that reduce barriers for families experiencing homelessness Sometimes participates as a leader in community meetings that help foster donors 	<ul style="list-style-type: none"> Routinely participates as a leader in community meetings with the goal of preventing and ending homelessness Routinely participates as a leader in community meetings that reduce barriers for families experiencing homelessness Routinely participates as a leader in community meetings that help foster donors 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in community meetings by chairing a committee or leading advocacy for resources to reduce barriers
Homelessness Collaboration with Staff (Project REACH SSW)		<ul style="list-style-type: none"> Rarely or ineffectively collaborates with school staff when working with families experiencing homelessness Rarely takes initiative by providing information, training, and leadership about families and students experiencing homelessness to school staff Rarely advocates for families and students experiencing homelessness 	<ul style="list-style-type: none"> Sometimes collaborates with school staff when working with families experiencing homelessness Sometimes takes initiative by providing information, training, and leadership about families and students experiencing homelessness to school staff Sometimes advocates for families and students experiencing homelessness 	<ul style="list-style-type: none"> Routinely and effectively collaborates with school staff when working with families experiencing homelessness Routinely takes initiative by providing information, training, and leadership about families and students experiencing homelessness to school staff Strongly and successfully advocates for families and students experiencing homelessness 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides training and forms partnerships with community organizations to create capacity and support for families on an ongoing basis
Expectations for Para-professionals (if applicable to assignment)		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote student learning; does not develop specific plans for support staff with or without the teacher Delegates too much to the support staff Rarely partners with support staff to add additional perspectives when working with families and/or provide wrap around services (Project REACH) Support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote student learning; specifically plans for the support staff with teacher Inconsistently clarifies and/or reinforces expectations of the support staff Sometimes partners with support staff to add additional perspectives when working with families and/or provide wrap around services (Project REACH) 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote student learning; specifically plans for the support staff with teacher Continuously clarifies and reinforces expectations of the support staff Regularly partners with support staff to add additional perspectives when working with families and/or provide wrap around services (Project REACH) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and collaborative across disciplines Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess service effectiveness and make modifications in services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other SSW leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection on and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrator, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or clinical students in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families rarely receive information about students' progress and/or development Difficult for families to contact, or does not respond when contacted Reports mostly on student challenges, not on successes 	<ul style="list-style-type: none"> Families sometimes receive information about students' progress or development Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about students' progress or development so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home
Service to School/ District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school, program, and/or SPPS policies and procedures Inconsistently involved in required school/program events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school/program events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed (adapted CD) Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school, program and/or district events

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
SSW Standards		<ul style="list-style-type: none"> Displays minimal professional judgment regarding confidentiality Inconsistently follows standards of ethical practice as it relates to School Social Work Association of America standards of practice and state rules/regulations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in all situations Consistently follows standards of ethical practice as it relates to School Social Work Association of America standards of practice and state rules/regulations 	Meets Proficient AND: <ul style="list-style-type: none"> Promotes standards of ethical practice when working with colleagues Interrupts confidentiality breaches when necessary
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress/development during sessions/groups Student records/special education files are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress/development during sessions/groups Maintains student records/ special education files 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress/development Maintains accurate and up-to-date student records and special education files 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student goals/progress during sessions/groups Mentors colleagues in effective and timely record keeping procedures
Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) Inconsistent case management; sometimes takes lead to assure IEP services are scheduled and delivered, minimal problem solving if issues arise Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written; not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) Consistent and effective case management; regularly takes lead to assure IEP services are scheduled and delivered, strategic problem solving if issues arise Due Process procedures are consistently followed Due dates are met for evaluations, IEPs, and progress notes 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
Third Party Billing		<ul style="list-style-type: none"> Third party reimbursement documentation is incomplete or inaccurate 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete and mostly timely (as directed); reminders might be needed to completed billing records in a timely manner 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete, accurate, and timely (as directed) 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in mentoring/coaching colleagues in third party billing
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: