

## Level of Performance Rubric for **SOCIAL WORKER** based on Framework

### DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a. Demonstrating knowledge of content basic to the social work profession</b>	Social Worker displays little understanding of the knowledge of social work practice.	Social Worker displays basic knowledge of social work practice.	Social Worker demonstrates solid understanding of the content areas basic to the Social Work profession and takes an ecological view of the student's needs.	Social Worker's knowledge of content and practice in areas basic to social work profession are extensive, showing evidence of continuing search for improved practice. Actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.
<b>1b. Demonstrating knowledge of child and adolescent development</b>	Social Worker displays little or no knowledge of child and adolescent development.	Social Worker displays partial knowledge of child and adolescent development.	Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Social Worker displays accurate knowledge of typical developmental characteristics of age group and exceptions to the general patterns. Displays knowledge of the extent to which individual students follow the general patterns.
<b>1c. Works collaboratively to develop measurable goals</b> <small>(Integrate with Illinois social-emotional learning standards)</small>	Social Worker's goals are unsuitable for students in an educational setting, showing no evidence of collaboration.	Social Worker's goals are of moderate value appropriate to an educational setting with limited student and/or family collaboration. Some goals are clearly measurable.	Social Worker's goals are of considerable value, appropriate to an educational setting and represent consistent collaboration. Most goals are clearly measurable and linked to IL social-emotional learning standards.	Social Worker's goals encourage student growth, appropriate to educational setting, which represent highly effective collaboration. Goals measurable and clearly tied to IL social-emotional standards.
<b>1d. Demonstrating knowledge of state and federal regulations and resources within and beyond the school and district</b>	Social Worker demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Social Worker knowledge of governmental regulations and resources for students is extensive, including those available through the school, district and community.
<b>1e. Planning social work program, which may include individual and small group sessions, in-class activities and crisis intervention</b>	Social Worker's program consists of a random collection of unrelated activities, lacking cohesiveness or overall structure.	Social Worker's plan has a cohesive and overall structure and includes a number of worthwhile activities.	Social Worker's plan has a cohesive and overall structure and includes a number of worthwhile activities, which closely supports the educational program.	Social Worker's plan is highly cohesive and serves to support not only the students individually and/or in groups, but also within the broader educational program.
<b>1f. Developing a plan to evaluate the social work program</b>	Social Worker has no plan to evaluate the program, or resists suggestions that such evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program 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 towards improving the program on an ongoing basis.

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### DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a. Creating an environment of respect and rapport</b>	Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions are generally appropriate and free from conflict. Works collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families.	Social Worker interactions reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students. Social Worker actively promotes positive student-student interactions.	Social Worker interactions are highly respectful, reflecting genuine warmth and caring towards students. Interactions also reflect warmth, caring and respect of individuals in consultation to school personnel and community agencies.
<b>2b. Establishing a culture for productive communication</b>	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are unsuccessful	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers 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.
<b>2c. Establishing clear procedures for referrals</b>	Social Worker has not established procedures for referral.	Social Worker has established procedure for referrals, but the details are not always clear.	Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear to everyone involved.	Procedures for all aspects of referrals are clear and easily accessible, and outcomes are communicated to everyone involved.
<b>2d. Contributing to the culture of positive student behavior throughout the school</b>	Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are unsuccessful.	Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful.	Social Worker has established appropriate interventions that contribute to positive student behavior.	Social Worker has established appropriate interventions that make lasting contributions to positive student behavior.
<b>2e. Organizing meeting space and documents</b>	The meeting space and materials are not organized. Documents are not maintained to ensure confidentiality.	The meeting space and materials are not completely well organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality.	The meeting space and materials are well organized; documents are arranged and maintained to ensure confidentiality.	The meeting space is highly inviting to parents and/or students. Documents are arranged and maintained to ensure confidentiality.



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### DOMAIN 3: DELIVERY OF SERVICE

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<b>3a. Assessing students' social and emotional needs, including collaboration among students, parent and school personnel</b>	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker assessments of student needs are perfunctory.	Social Worker assesses student needs, and knows the range of student needs in the school.	Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>3b. Assisting students and teachers in the formulation of academic, personal/social and behavior plans, based on knowledge of student needs and IEP goals</b>	Social Worker does not assist students and teachers to formulate academic, personal/social, and behavior plans.	Social Worker's attempts to assist students and teachers to formulate academic, personal/social, and behavior plans are partially successful.	Social Worker successfully assists students and teachers to formulate academic, personal/social, and behavior plans.	Social Worker is creative in assisting students and teachers to take ownership in developing academic, personal/social, and behavior plans.
<b>3c. Using social work interventions with individuals and/or groups</b>	Social Worker demonstrates few strategies to help students acquire decision-making, problem-solving and coping skills.	Social Worker demonstrates a limited range of strategies to help students acquire decision-making, problem-solving and coping skills.	Social Worker demonstrates a broad range of strategies to help students acquire decision-making, problem-solving and coping skills.	Social Worker demonstrates an extensive range of strategies to help students acquire decision-making, problem-solving and coping skills.
<b>3d. Facilitating access of resources</b>	Social Worker does not make connections with other programs and/or resources.	Social Worker successfully utilizes a limited number of connections with other programs and/or resources to meet student needs.	Social Worker successfully utilizes a broad number of connections with other programs and/or resources to meet student needs.	Social Worker successfully utilizes an extensive number of connections with other programs and/or resources to meet student needs.
<b>3e. Demonstrating flexibility and responsiveness</b>	Social Worker adheres to intervention plan in spite of student's lack of interest, and does not set appropriate service priorities.	Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities.	Social Worker adjusts intervention plan to be responsive to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and is flexible and persistent in providing services.	Social Worker is consistently responsive to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services.



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### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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<b>4a. Reflecting on practice</b>	Social Worker does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved.	Social Worker reflects on the intervention and makes global suggestions as to how it might be improved.	Social Worker reflects on the intervention citing general impact and makes some specific suggestions about how it might be improved.	Social Worker reflects on the intervention and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.
<b>4b. Developing timely and relevant reports and maintaining accurate records</b>	Social Worker's reports, records and documentation are missing, late or inaccurate.	Social Worker's records are accurate, legible and stored in a secure location.	Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs.	Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues.
<b>4c. Communicating with families</b>	Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond sensitively to family concerns.	Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.	Social Worker sensitively communicates with family as needed. Social Worker occasionally provides information regarding student's progress and needs.	Social Worker sensitively communicates with family as needed. Routinely provides information regarding student progress and needs. Empowers and supports families to function as advocates for themselves and their children.
<b>4d. Participating in the professional learning community</b>	Social Worker's relationships with colleagues are ineffective in supporting the school environment. Social Worker does not participate in programs or committees on any level.	Social Worker's relationships are cordial. Social Worker participates in school/district events, programs, committees when specifically requested.	Social Worker maintains positive and productive relationships with colleagues. Social Worker participates actively in school/district events, programs, and committees.	Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school, district and community.
<b>4e. Engaging in Professional Developing</b>	Social Worker does not participate in professional development activities.	Social Worker participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on an individual assessment of needs.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops, doing research, mentoring and supervision.
<b>4f. Showing Professionalism, including integrity, advocacy and maintaining confidentiality</b>	Social Worker displays dishonesty in interactions with colleagues, students, or the public, and violates principles of confidentiality.	Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality.	Social Worker displays high standards of honesty integrity, and confidentiality in interactions with colleagues, students, families, the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, confidentiality, advocating for students and families, and taking a leadership role with colleagues.