

## Framework for Teaching – School Social Worker

<b>Domain 1: Planning &amp; Preparation</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
1a: Demonstrates knowledge and skills with social assessments and social and family dynamics	Social worker demonstrates little or no knowledge and skill in conducting social assessments.	Social worker demonstrates limited knowledge and skill in conducting social assessments and family dynamics.	Social worker demonstrates knowledge and skills with social assessments and is cognizant of family dynamics.	Social worker demonstrates exceptional knowledge and skills with social assessments and carefully considers family dynamics.
1b: Demonstrates knowledge of child and/or adolescent development	Social worker demonstrates little or no knowledge of child and adolescent development.	Social worker demonstrates basic knowledge of child and adolescent development.	Social worker demonstrates thorough knowledge of child and adolescent development.	Social worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1c: Demonstrates knowledge of district, state and federal guidelines	Social worker demonstrates little or no knowledge of governmental regulations .	Social worker displays limited awareness o f governmental regulations.	Social worker displays thorough knowledge of governmental regulations .	Social worker’s knowledge of governmental regulations is extensive and comprehensive.
1d: Demonstrates knowledge of family resources both within and beyond school and district	Social worker shows little or no knowledge of resources for students available through the school or district.	The social worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	The social worker displays knowledge of resources for students available through the school or district, and some familiarity with resources external to the district.	The social worker’s knowledge of resources for students is extensive, including those available through the school or district and in the community.

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<b>Domain 2: The Environment</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
2a: Establishes rapport with students	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable.	Social worker's interactions are a mix of positive and negative, the social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
2b: Organizes time effectively	Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Social worker's time-management skills are moderately developed; essential activities are carried out, but not always in the most efficient manner.	Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Creates comfortable environment conducive to team and parent collaboration.	Social worker makes no attempt to establish a culture for team work and collaboration.	Social worker's attempts to establish an environment conducive to team work and collaboration are partially successful.	Social worker promotes a culture of team work and collaboration throughout the school.	Social worker maintains an environment of team work and collaboration with staff, students and parents as well as throughout the community.

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<b>Domain 3: Delivery of Service</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
3a: Responds to referrals; consults with teacher and administrators	Social worker fails to consult with colleagues or to tailor assessments to the questions raised in the referral.	Social worker consults with colleagues on a sporadic basis, making partially successful attempts to tailor assessments to the questions raised in the referral.	Social worker consults frequently with colleagues, tailoring assessments to the questions raised in the referral.	Social worker consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Manages case load effectively	Social worker fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEP's show very little revision one year to the next.	Social worker schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information is usually updated.	Social worker schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information is updated; reviews student progress and makes changes accordingly	Annual reviews and re-evaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
3c: Conducts individual and group counseling to meet the needs of students	Social worker has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Contributes interventions and strategies during meetings	Social worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Social worker's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Social worker's plans for students are suitable for them and are aligned with identified needs.	Social worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Demonstrates familiarity with students on case load	Social worker does not assess student needs and displays no awareness of students on case load.	Social worker does not assess student needs, but displays limited awareness of students on case load.	Social worker demonstrates awareness of students on case load and effectively assesses their needs.	Social worker demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
3f: Establishes working relationships with parents/families.	Social worker declines to maintain contact with families.	Social worker maintains occasional contact with parents/families.	Social worker maintains ongoing contact with parents/families.	Social worker maintains ongoing contact with parents/families and frequently initiates contact.

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<b>Domain 4: Professional Responsibilities</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
4a: Demonstrates professional demeanor	Social worker displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	Social worker displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records according to state code and guidelines	Social worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Social worker's records are accurate and legible and are stored in a secure location.	Social worker's records are accurate and legible, well organized and stored in a secure location.	Social worker's records are accurate and legible, well organized and stored in a secure location. They are written to be understandable to another qualified professional.