

Social Worker Performance Rubric
Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of content basic to the social work profession.</i>	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 a systems theory view of the student's needs.	Social Worker's knowledge of the content and ability to be proactive 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 share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community-at large.
<i>1b: Demonstrating knowledge of child and adolescent development.</i>	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 and understanding of the typical developmental characteristics of the age group and exceptions to the general patterns. Social Worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents, students and the community at large.
<i>1c: Demonstrating knowledge of district, state and federal regulations and guidelines.</i>	Social Worker does not effectively involve school personnel for consultation and collaboration as it relates to implementing student services, demonstrating little knowledge of district, state, federal regulations and the NASW Code of Ethics. Goals do not follow the Illinois Social Emotional Learning Standards.	Social Worker is beginning to involve school personnel for consultation and collaboration as it relates to implementing student services, while making reference to district, state, federal regulations, and the NASW Code of Ethics. Formal goals for special education students are not clearly measurable and/or tied to Illinois Social Emotional Learning Standards.	Social Worker involves school personnel for consultation and collaboration as it relates to implementing comprehensive student services while following district, state, federal regulations, and the NASW Code of Ethics. Formal goals for special education students are measurable and clearly tied to Illinois Social Emotional Learning Standards.	Social Worker actively seeks out school personnel for consultation and collaboration as it relates to implementing comprehensive student services while following and sharing knowledge of district, state, federal regulations, and the NASW Code of Ethics. Formal goals for special education Students are measurable and clearly tied to Illinois Social Emotional Learning Standards.
<i>1d Demonstrating knowledge of resources within and beyond the school and district.</i>	Social Worker demonstrates little or no knowledge of resources for the students available through the school or district.	Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly	Social Worker demonstrates knowledge of resources for students available through the school or district, and familiarity with resources external to the school.	Social Worker demonstrates extensive knowledge of resources for students including those available through the school, district, and community and actively shares that knowledge with other social work colleagues, teachers, administrators, parents, students, and the community at large.
<i>1e Designing targeted social work services, integrated within the school setting, to meet the needs of students served.</i>	Social Worker's plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure.	Social Worker's plan has an 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 are aimed at supporting the student's educational program.	Social Worker's plan represents in-depth, content knowledge related to identified student needs. The plan is highly cohesive and serves to support not only the students individually and/or in groups, but also within the broader educational program.

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<i>1f: Utilizes various formal and informal assessments/ evaluation strategies to for student intervention.</i>	Social Worker has little knowledge of formal/informal assessments but does not implement student interventions that reflects data.	Social Worker has knowledge of formal and informal assessments but does not implement student intervention that reflects data.	Social Worker uses data gathered from various assessment tools, assesses student's need for intervention, and evaluates and monitors student progress towards goal achievement.	Social Worker actively seeks/implements various assessment tools and data in determining evaluation strategies for intervention. Data gathered is interpreted and student progress towards goal achievement is continually monitored. Interventions are monitored based on specific needs of student.
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Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport.</i>	Social Worker's interactions are consistently negative or inappropriate. Social Worker does not communicate effectively with school teams.	Social Worker's interactions are generally appropriate and free from conflict.	Social Worker's interactions reflect genuine respect, understanding and acceptance of individuals and groups of students from a variety of cultural and developmental backgrounds.	Social Worker's interactions are highly respectful, reflecting genuine respect, understanding and acceptance towards students. Interactions also reflect respect of individuals in consultation to school personnel and community agencies.
<i>2b: Establishing a climate for productive communication.</i>	Social Worker's attempts to promote productive and respectful communication between and among students and teachers are unsuccessful.	Social Worker's attempts to promote a climate for productive and respectful communication between and among students and teachers are partially successful.	Social Worker promotes and engages in productive and respectful communication between and among students, families, and school staff on a consistent basis.	Social Worker promotes and advocates for productive and respectful communication between and among students, families and school staff. Social Worker also communicates collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families.
<i>2c Managing social work procedures.</i>	Social Worker has little or no knowledge of implementing procedures that are pertinent to school social work practice.	Social Worker has basic knowledge of implementing procedures that are pertinent to school social work practice.	Social Worker consistently follows procedures for prioritizing and managing the various referrals that are received regarding the needs of students, staff members and parents.	Social Worker consistently follows procedures for prioritizing and managing the various referrals that are received regarding the needs of students, staff members and parents. The outcomes of referrals are communicated as appropriate, to applicable personnel.
<i>2d: Contributing to the climate of positive student behavior.</i>	Social Worker puts forth no effort to establish appropriate interventions that contribute to positive student behavior.	Social Worker puts forth minimal effort to establish appropriate interventions that contribute to positive student behavior.	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.
<i>2e: Organizing physical work space.</i>	The meeting space and materials are not organized. Documents are not maintained to ensure confidentiality.	The meeting space and materials are not well organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality.	The meeting space is organized in a way that provides the Social Worker access to his/her materials, documents and resources. Information is arranged and maintained to ensure confidentiality.	The meeting space is highly organized and demonstrates the effective use of physical resources that have been provided by the school. Information is arranged and maintained to ensure confidentiality.

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Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: The Social Worker responds to referrals and assesses students' social and emotional needs.</i>	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory.	Social Worker assesses student needs, and knows the range of student needs within the school.	Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning.
<i>3b: Develops appropriate personal/ social/emotional goals and behavior plans</i>	Social Worker does not develop personal/social/emotional goals and behavior plans.	Social Worker attempts to develop personal/social/emotional goals and behavior plans, but is unable to complete them on a consistent basis.	Social Worker develops personal/social/emotional goals and formulates behavior plans for students as the need arises.	Social Worker is creative in developing personal, social, emotional goals and behavior plans, collaborating and using multiple resources for information.
<i>3c: Using social work interventions with individuals and/ or groups.</i>	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 uses a variety 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. Social Worker also communicates intervention plan and student progress with student's family and staff members as appropriate.
<i>3d: Proactively seeking and utilizing available resources.</i>	Social Worker does not make connections with programs and/or resources.	Social Worker utilizes a limited number of connections with programs and/or resources to meet student needs.	Social Worker seeks out additional resources and provides appropriate resources to students and families based on identified needs.	Social Worker seeks out additional resources, demonstrates extensive knowledge of services that are available, and provides appropriate resources to students and families based on identified needs.
<i>3e: Demonstrating flexibility and responsiveness</i>	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

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on practice</i>	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 positive and negative characteristics. Specialist makes some specific suggestions as to how the intervention program 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. Specialist draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Collaborating with teachers and administrators</i>	Social Worker is not available to staff for questions and planning and declines to provide background material when requested.	Social Worker is available to staff for questions and planning and provides background material when requested.	Social Worker initiates contact with teachers and administrators to confer regarding individual cases.	Social Worker seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<i>4c: Maintaining an effective data-management system</i>	Social Worker's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Social Worker has developed a rudimentary data-management system for monitoring student progress and occasionally used it to adjust intervention when needed.	Social Worker has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Social Worker has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<i>4d: Participating in a professional community</i>	Social Worker's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<i>4e: Engaging in professional development</i>	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	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 need.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<i>4f: Showing Professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Social Worker displays dishonesty in interactions with colleagues, students, and the public and 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 and 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 a leadership role with colleagues.
<i>4g: Support for the total school program</i>	Social Worker avoids becoming involved in school events or school and district projects.	Social Worker participates in school events and school and district projects only when specifically asked.	Social Worker volunteers to participate in school events and in school and district projects, making a substantial contribution.	Social Worker volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Social Worker Performance Rubric

DOMAIN 1

1a.

Elements:

Knowledge of content and structure of the discipline specifically as it relates to special education.
Knowledge of the needs of at-risk children.
Knowledge familial, biological, and environmental dynamics as it relates to school success.

Indicators:

- Current certification and/or Licensure (Type 73, LSW/LCSW)
- Participation in ongoing professional organizations/development
- Evaluation and diagnostic reports reflect clinical knowledge in the area of school social work
- Knowledge and application of regulatory procedures
- Effective presentation of technical information provided to staff during Eligibility and IEP meetings
- Knowledge and proactivity in identifying therapeutic services that are available in the district, community, and through various organizations
- Ability to address student needs through a systems approach
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1b.

Elements:

Knowledge of the developmental characteristics of the student as well as exceptions to the general patterns
Knowledge of how IEP goals need to address the Social Emotional Learning Standards (SEL)
Knowledge of cultural diversity of students and levels of adaptive behavior

Indicators:

- IEP goals are measurable and clearly written
- IEP goals are based on diagnostic information and are developed to target the specific needs of the student
- Goals reflect SEL (Social Emotional Learning Standards)
- Culture and adaptive behavior are addressed
- Information is shared with colleagues, teachers, administrators, parents, students and community as needed

1c.

Elements:

Knowledge of guidelines/regulations put forth by:
IDEA
ISBE
NASW Code of Ethics
District #233
Knowledge of Illinois Social Emotional Learning Standard

Indicators:

- Student goals are integrated with Illinois Social Emotional Learning Standards
- Understanding of school policies and procedures
- Understanding of rules and regulations regarding special education
- Understanding the role of ethical practice and confidentiality within the school social work context

Social Worker Performance Rubric

1d.

Elements:

Knowledge and use of resources available for students/families in the school/community
Knowledge of materials available for students/parents

Indicators:

- Availability of referral information for outside counseling including fees for services
- Social worker uses a wide variety of online resources, texts, purchased materials, etc.
- Correspondence to school staff regarding resource availability
- Professional development to increase resource knowledge

1e.

Elements:

Understanding of content knowledge related to identified student needs
Knowledge of how IEP goals need to address the Social Emotional Learning Standards (SEL)
Knowledge of cultural diversity of students and levels of adaptive behavior

Indicators:

- Targeted social work services may include:
 - Group counseling
 - Individual counseling
 - Crisis Intervention
 - Large or small group presentations
- Goals are linked to SEL standards
- Goals are defined and linked to student needs
- Goals are a reflection of diagnostic information

1f.

Elements:

Understanding of the use of student data to evaluate progress towards goal(s)
Knowledge of formal and informal data

Indicators:

- Student observation
- Clinical Interview
- Standardized Assessments
- Social Developmental Study (SDS)
- Quarterly Updates for IEP students

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DOMAIN 2

2a.

Elements:

Understanding of how to interact with students, parents, colleagues, administration, and community in a respectful, non-conflictual manner
Respect and understanding of the cultural and environmental background of the student

Indicators:

- Social worker demonstrates knowledge and caring regarding the lives of students and their families
- Students seek out the social worker
- The social worker respects and encourages students' efforts
- The social worker's actions promote respectful behavior

2b.

Elements:

Knowledge of respectful communication

Indicators:

- Social worker models healthy appropriate behavior consistently and is a resource to others in this area
- Social worker models the importance of social emotional growth and high expectations for students and is a resource to other staff
- Social worker demonstrates empathic attention during service delivery

2c.

Elements:

Social worker effectively prioritizes workload so therapy time with students is provided as mandated.

Indicators:

- Scheduling students to reflect mandated times
- Prioritize to meet deadlines for other tasks (reports, etc.)

2d.

Elements:

Understanding the standards of appropriate student conduct which is explained to students

Indicators:

- Social Worker's actions promote students to respectfully interact with classmates complying with standards of conduct.
- Student behavior is appropriate for counseling sessions; any misbehavior is swiftly handled
- Social worker takes a role in maintaining the environment of civility in the school
- Social worker has established clear standards of conduct for counseling sessions

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2e.

Elements:

Social worker maintains a comfortable, confidential, organized workspace in which to meet with students

Indicators:

- Workspace is organized for easy access to materials and resources

Workspace is made comfortable and confidential to increase effectiveness

DOMAIN 3

3a.

ELEMENTS:

Needs of students are recognized in order to be able to plan for service delivery.

The social worker recognizes various elements contributing to needs of student.

INDICATORS:

- Social worker uses all information available to assess students' needs
- Social worker promptly handles referrals
- Social worker uses diagnostic instruments (formal and informal) when appropriate

3b.

ELEMENTS:

The social worker selects the appropriate SEL goals based on diagnostic information available

Goals and Behavior Plans are developed utilizing multiple sources

INDICATORS:

- The social worker utilizes a variety of therapeutic techniques and is able to be flexible to meet student needs
- Materials, resources, and activities support the formulations of plans that are individualized for the needs of the student.

3c.

ELEMENTS:

Interventions are based student needs

Interventions with individuals

Interventions with groups

INDICATORS:

- Students are actively involved in goal setting and problem solving
- Social worker engages students utilizing realistic, achievable strategies
- Social worker utilizes a variety of therapeutic techniques and is able to be flexible to meet student needs

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3d.

ELEMENTS:

Clear communication with families (both written and verbal)

Knowledge of available community resources

INDICATORS:

- Consistent contact with parents as needed
- Providing referrals based on socioeconomic ability
- Parent contact is sensitive to cultural needs
- Parent contact is clear and uses language appropriate for the listener

3e.

ELEMENTS:

Social worker professionally deals with changes in routines and schedules by prioritizing and expediting services

INDICATORS:

Social worker proactively handles crisis situations and responds as appropriate

Social worker makes adjustments to service delivery in response to student needs

Social worker is in contact with outside therapists as appropriate

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DOMAIN 4

4a.

ELEMENTS:

Social Worker is able to analyze the decisions made in both the planning and the implementation of their practice

INDICATORS:

- Social worker participates in collegial conversations
- Social worker will apply, towards practice, a learned skill
- Social will be flexible in exploring a repertoire of strategies

4b.

ELEMENTS:

Social worker understands the importance of collaborative relationships between themselves, other staff members, and the administration.

INDICATORS:

- Social worker seeks out information as needed from teachers and administrators
- Social worker responds to emails/communication from teachers/administrators in a timely manner while maintaining confidentiality.

4c.

ELEMENTS:

Social worker understands the need to maintain records

INDICATORS:

- Routines and systems that track student completion of requirements/goals
- Processes of maintaining accurate non-instructional records.

4d.

ELEMENTS:

Social worker understands the importance of working with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students.

Social worker understands the need for consistent involvement in a PLC

INDICATORS:

- Regular staff member participation with colleagues to share and plan for student success
- Regular staff member participation in professional developmental that emphasizes improving practice
- Regular staff member participation in school initiatives

4e.

ELEMENTS:

Social worker seeks out opportunities for professional development to enhance content

Social worker understands the need to stay current and expand his/her knowledge base beyond district requirements

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INDICATORS:

- Social worker frequently attends workshops/seminars
- Social worker participates in PLC
- Social worker participates in professional organizations

4f.

ELEMENTS:

Social worker understands the need to demonstrate professionalism in service both to students and to the profession.

Social worker has a strong moral compass is are guided by what is in the best interest of the student (advocacy, integrity)

Social worker understands district policies and procedures

INDICATORS:

- The social worker has a reputation as being trustworthy and is often sought out as sounding board
- The social will support students even in the face of difficult situations/conflicting policies
- The social worker consistently fulfills district mandates regarding policies and procedures.

4g.

See Social Worker Performance Rubric