School Social Work Evaluation Rubric

This tool was developed using principles from Danielson's Framework with components of professional practice for School Social Workers.

School Social Worker Name:

School Name:

Supervisor/Evaluator Name:

Describe your progress towards the previous identified goals (to be completed by the SSW prior to meeting with supervisor/evaluator):

Domain 1: Planning and Preparation

1.1 Demonstrates knowledge of social work theory and techniques

Self	Eval	
		Not Effective: School social worker displays little understanding of school social work practice.
		Emerging Effective: School social worker displays basic knowledge of school social work practice.
		Effective: School social worker demonstrates solid understanding of school social work practice.
		Highly Effective: School social worker demonstrate extensive knowledge of school social work practice and share this knowledge with stakeholders.

1.2 Demonstrates knowledge of child development and cultural sensitivity

Self	Eval	
		Not Effective: Social Worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.
		Emerging Effective: Social Worker demonstrates a beginning level of understanding of and respect for socio-economic and cultural diversity and child development.
		Effective: Social Worker demonstrates understanding of and respect for socio-economic and cultural diversity and child development.
		Highly Effective: Social Worker demonstrates a comprehensive understanding of the various cultures and socio-economics groups represented in the school and community; actively assists school personnel to develop multicultural understanding and an advanced knowledge on child development.

1.3 Works collaboratively to develop measurable goals

Self	Eval	

Self	Eval	
		Not Effective: Social Worker has no clear goals for the social work program, or they are inappropriate to either the school, home, community to the age of the students.
		Emerging Effective: Social Worker's goals for the social work program are rudimentary, and are partially suitable to the situation in the school, home, community and the age of the students.
		Effective: Social Worker's goals for the social work program are clear and appropriate to the situation in the school, home, community and the age of the students.
		Highly Effective: Social Worker's goals for the social work program are highly appropriate to the situation in the school, home, community and the age of the students, and have developed following consultations with administrators, parents, and colleagues.

1.4 Demonstrates knowledge of federal and state law and regulations, district policy and procedures related to students and families

Self	Eval	
		Not Effective: Social Worker demonstrates little or no knowledge of Federal or State Law and regulations, district policy or procedures.
		Emerging Effective: Social Worker demonstrates basic knowledge of Federal and State regulations, district policy and procedures.
		Effective: Social Worker demonstrates thorough knowledge of Federal and State Law and regulations, district policy and procedures.
		Highly Effective: Social Worker demonstrates extensive knowledge of Federal and State Law and regulations, district policy, and procedures, and applies this knowledge when providing services to students and families.

1.5 Plans social work program, integrated with the regular school program, which may include individual and small group session, in-class activities and crisis intervention

Self	Eval	
		Not Effective: Social Worker's program consists of a random collection od unrelated activities, lacking cohesiveness or overall structure.
		Emerging Effective: Social Worker's plan as a cohesive and overall structure and includes a number of worthwhile activities.
		Effective: Social Worker's plan has a cohesive and overall structure and includes a number of worthwhile activities which closely supports the educational program.
		Highly Effective: 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.

Domain 2: The Learning Environment

2.1 Establishes and environment of respect and rapport

Self	Eval	
		Not Effective: Social Worker makes no attempt to establish rapport; interactions are consistently negative or inappropriate.
		Emerging Effective: Social Worker attempts to establish rapport; interactions are generally positive and appropriate.

		Effective: Social Worker interactions reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students.
		Highly Effective: Students, families, and school staff seek out the social worker, reflecting a high degree of comfort and trust in the relationship. Social Worker models and teaches students, families, and school staff how to engage in positive interactions.

2.2 Establishes clear procedures for referrals

Self	Eval	
		Not Effective: Social Worker has not established procedures for referrals.
		Emerging Effective: Social Worker has established procedures for referrals, but the details are not always clear.
		Effective: Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear to everyone involved.
		Highly Effective: Procedures for all aspects f referrals are clear and easily accessible, and outcomes are communicated to everyone involved.

2.3 Establishes a culture for productive communication

Self	Eval	
		Not Effective: Social Worker's attempt to promote a culture throughout the school for productive and respectful communication between and among students and teachers are unsuccessful.
		Emerging Effective: 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.
		Effective: Social Worker promotes a culture throughout the school for productive and respectful communication between and among students, families, and school staff.
		Highly Effective: Social Worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff.

2.4 Contributes to the culture of positive student behavior throughout the school

Self	Eval	
		Not Effective: Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are unsuccessful.
		Emerging Effective: Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful.
		Effective: Social Worker has established appropriate interventions that contribute to positive student behavior.
		Highly Effective: Social Worker has established appropriate interventions that make lasting contributions to positive student behavior.

Domain 3: The Learning Environment

3.1 Response to referrals, consulting with teachers, counselors, administrators, families, and community agencies

Self	Eval	
		Not Effective: Social Worker fails to consult with teachers, counselors, administrators, and community agencies or to tailor the evaluation of the student to the questions raised in referral.
		Emerging Effective: Social Worker consults on a sporadic basis with teachers, counselors, administrators, and community agencies, making partially successful attempts to tailor evaluation of the student to the questions raised in the referral.
		Effective: Social Worker consults with teachers, counselors, administrators, and community agencies, tailoring the evaluation of the student to the questions raised in the referral.
		Highly Effective: Social Worker consults frequently with teachers, counselors, administrators, and community agencies and contributing own insight and tailoring evaluation of the student to the questions raised in the referral and making recommendations for student success.

3.2 Uses social work interventions with individuals and/or groups

Self	Eval	
		Not Effective: Social Worker demonstrates few strategies to help students acquire decision-making, problem-solving and coping skills.
		Emerging Effective: Social Worker demonstrates a limited range of strategies to help students acquire decision-making, problem-solving and coping skills.
		Effective: Social Worker demonstrates a broad range of strategies to help students acquire decisions-making, problem-solving and coping skills.
		Highly Effective: Social Worker demonstrates an extensive range of strategies to helps students acquire decision-making, problem-solving and coping skills.

3.3 Facilitates access of resources

Self	Eval	
		Not Effective: Social Worker does not make connections with other programs and/or resources.
		Emerging Effective: Social Worker successfully utilizes a limited number of connections with other programs and/or resources to meet student needs.
		Effective: Social Worker successfully utilizes a broad number of connections with other programs and/or resources to meet student needs.
		Highly Effective: Social Worker successfully utilizes an extensive number of connections with other programs and/or resources to meet student needs.

3.4 Demonstrates flexibility and responsiveness

Self	Eval	
		Not Effective: Social Worker adheres to intervention plan in spite of student's lack of interest, and does not set appropriate service priorities.
		Emerging Effective: Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities.

Self	Eval	
		Effective: Social Worker adjusts interventions plan to be responsible to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and is flexible and persistent in providing services.
		Highly Effective: 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.

3.5 Establishes a counseling relationship with students

Self	Eval	
		Not Effective: Social Worker has difficulty establishing a counseling relationship with students.
		Emerging Effective: Social Worker is able to establish a counseling relationship and draw some information from students.
		Effective: Social Worker is effective in establishing a counseling relationship and utilizing interviewing and assessment skills with students to identify problems.
		Highly Effective: Social Worker is highly effective in establishing a counseling relationship and utilizing interviewing and assessment skills to assist students with problems.

Domain 4: Professional Responsibilities

4.1 Maintains accurate records and data

Self	Eval	
		Not Effective: Social Worker does not maintain accurate records and data.
		Emerging Effective: Social Worker generally maintains accurate records and data.
		Effective: Social Worker consistently maintains accurate records and data.
		Highly Effective: Social Worker consistently maintains accurate records and utilizes data in planning.

4.2 Reflects on practice

Self	Eval	
		Not Effective: Social Worker does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved.
		Emerging Effective: Social Worker reflects on the intervention and makes global suggestions as to how it might be improved.
		Effective: Social Worker reflects on the intervention citing general impact and makes some specific suggestions about how it might be improved.
		Highly Effective: Social Worker reflects on the intervention and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.

4.3 Communicates with families

Self	Eval	
		Not Effective: 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.
		Emerging Effective: Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.
		Effective: Social Worker sensitively communicates with family as needed. Social Worker occasionally provides information regarding student's progress and needs.
		Highly Effective: Social Worker sensitively communicates with family as need. Routinely provides information regarding student progress and needs. Empowers and supports families to function as advocates for themselves and their children.

4.4 Show professionalism, including integrity, advocacy, and maintaining confidentiality

Self	Eval	
		Not Effective: Social Worker displays dishonestly in interactions with colleagues, students, or the public, and violates principles of confidentiality.
		Emerging Effective: Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality.
		Effective: Social Worker displays high standards of honesty integrity, and confidentiality in interactions with colleagues, students, families, the public, and advocates for students when needed.
		Highly Effective: 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.

School Social Worker Signature:

Date:

Supervisor/Evaluator Signature:

Date:

Comments: