

Social Worker Rubric

Domain 1: Planning and Preparation

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|---|--|---|--|--|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1a: Demonstrates knowledge of social emotional and academic learning supports available within the school, district and outside of the district. | Social worker integrates little to no understanding of social emotional and academic learning supports available for students within the school and district. | Social integrates basic understanding of social emotional and academic learning supports available for students within the school and district. | Social worker integrates an adequate understanding of social emotional and academic learning supports available for students within the school and district. | Social worker integrates a deep and thorough understanding of social emotional and academic learning supports available for students within the school and district. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1b: Demonstrates knowledge of child and adolescent development. | Social worker plan/log reflects little or no knowledge of child and adolescent development. | Social worker plan/log reflects partial knowledge of child and adolescent development. | Social worker plan/log reflects accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns. | Social worker plan/log reflects deep and thorough knowledge of the typical developmental characteristics of the age group, exceptions to the general patterns and displays knowledge of the extent to which individual students follow the general patterns. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1c: Develops service delivery plan that is consistent with district practices, state and federal regulations. | Social worker does not develop a clear service delivery or the service delivery is inappropriate for either the situation or the age/developmental level of the students(s). | Social worker's service delivery development is rudimentary and only partially suitable for either the situation or the age/developmental level of the students(s). | Social worker's service delivery development is clear and appropriate within the context of the educational setting, for the situation and the age/developmental level of the students(s). | Social worker's service delivery development is highly effective and personalized within the context of the educational setting, for the situation and the age/developmental level of the students(s). |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1d: Designs coherent interventions and instructional supports based on student needs. | Social worker demonstrates little or no knowledge in the design of possible interventions and instructional supports for students. | Social worker demonstrates awareness in the design of possible interventions and instructional supports, but inconsistently aligns the supports to the specific needs of students. | Social worker demonstrates clear understanding in the design of possible interventions and instructional supports that target the specific needs of students. | Social worker demonstrates deep and thorough understanding in the design of possible interventions and instructional supports that target the specific needs of students and are connected to building and district goals. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1e: Utilizes a variety of assessments to evaluate social emotional needs, instructional needs, and determine eligibility for Special Education and/or appropriate services. | Social worker demonstrates a lack of knowledge and utilizes little or no appropriate assessments to evaluate social emotional and instructional needs of student(s) and is unable to determine eligibility for Special Education and/or appropriate services. | Social worker demonstrates partial knowledge and utilizes limited assessments to evaluate social emotional and instructional needs of student(s) and attempts to determine eligibility for Special Education and/or appropriate services. | Social worker demonstrates clear understanding and utilized multiple assessments to evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate services. | Social worker demonstrates a deep and thorough understanding and utilizes appropriate multiple assessments based on specific student needs to effectively evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate services. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 1f: Setting goals and outcomes, and evaluating direct services provided to students and families. | Social worker fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important. | Social worker inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families. | Social worker consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met. | Social worker sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis. |
| Evidence | | | | |
| Recommendations | | | | |
| Total Points for Domain 1 | | | | |
| Domain 1 Score = Total Points/24 | | | | |

School Social Worker Rubric

Domain 2: The Environment

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|---|--|--|--|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 2a: Establishes rapport with students by creating an environment of safety and respect. | Social worker's interactions with students are negative or inappropriate; students appear uncomfortable in presence of the social worker. | Social worker's interactions are mostly positive; social worker's efforts at developing rapport are partially successful. | Social worker's interactions with students are positive and respectful; students appear comfortable working with social worker. | Social worker's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 2b: Promotes a positive culture and climate by participating in crisis intervention and risk assessment. | Social worker fails to establish a positive culture and climate, lacks involvement in crisis intervention, and makes faulty risk assessments of student(s) in crisis with inappropriate responses that do not address immediate needs. | Social worker attempts to promote a positive culture and climate, inconsistently participates in crisis intervention, and makes general risk assessments of student(s) in crisis with a limited response that lacks recommendations and follow through by the social worker. | Social worker consistently promotes a positive culture and climate, consistently participates in crisis intervention, and makes appropriate risk assessments of student(s) in crisis with responses addressing primary issues and makes appropriate recommendations that address student needs with follow through by the social worker. | Social worker consistently promotes a positive culture and climate, assumes a leadership role in crisis intervention, engages in on-going risk assessments of student(s) in crisis with responses that yield an accurate reflection of the student('s)(s') status with follow through that reflects insight, tact, and strong knowledge of community resources. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively. | Social worker fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines. | Social worker inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines. | Social worker consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines. | Social worker always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines. The social worker is a resource person to others to learn the referral procedures. |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|--|--|---|---|--|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 2d: Collaborates with district staff, parents, community partners, and agencies to provide interventions for students. | Social worker displays minimal effort to collaborate with district staff, parents, and the community partners, and agencies to develop effective interventions for students. | Social worker occasionally collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students. | Social worker frequently collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students. | Social worker skillfully and frequently collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students and looks for new ways to improve collaborative efforts and applies such improvement strategies when identified. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 2e: Organizes physical office space (desk) for managing student evaluations, and storage of materials. | Social worker's physical environment is in disarray and results in the inappropriate management of student evaluations. | Social worker attempts to create an inviting and well organized physical environment resulting in partially successful management of student evaluations. | Social worker's physical space is organized, inviting and conducive to the successful management of student evaluations. | Social worker's physical space is well organized, inviting and conducive to the efficient management of student evaluations. Social worker contributes and assists others in physical space arrangement. |
| Evidence | | | | |
| Recommendations | | | | |
| Total Points for Domain 2 | | | | |
| Domain 2 Score = Total Points/20 | | | | |

School Social Worker Rubric

Domain 3: Instruction/Delivery of Service

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|--|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 3a: Demonstrates ability to communicate effectively with teachers, administrators, other school staff, families, and community agencies. | Social worker fails to interact with or inappropriately engages with teachers, administrators, other school staff, families, and community agencies regarding students. | Social worker occasionally interacts with teachers, administrators, other school staff, families, and community agencies regarding students. | Social worker consistently interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Social worker considers multiple aspects of the student's environment and implications on student achievement. | Social worker seamlessly and proactively interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Social worker considers all aspects of the student's environment, as well as other factors that impact student achievement, and provides preventative interventions to help foster student success. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 3b: Assesses student's social emotional needs, completes social and behavioral assessments, and interprets data to make informed decisions in meetings and when creating or modifying student IEPs. | Social worker fails to use data or uses data incorrectly to assess student's social, emotional, and behavioral needs, does not participate in meetings, and/or fails to create or modify student IEP's when deemed necessary. | Social worker attempts to use data or has minimal usage of data to assess student's social, emotional, and behavioral needs, rarely participates in meetings, and creates or makes general modifications to student IEP's when deemed necessary. | Social worker uses data accurately to assess student's social, emotional, and behavioral needs, actively participates in meetings, and creates or makes appropriate modifications to student IEP's when deemed necessary. | Social worker interprets and uses data clearly and concisely to assess student's social, emotional, and behavioral needs, often facilitates meetings, and creates and makes solid modifications to student IEP's in a culturally responsive manner when deemed necessary. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 3c: Implements interventions to maximize likelihood of student success. | Social worker fails to implement interventions suitable for student(s), or the interventions are irrelevant to the presenting problems. | Social worker implements interventions for students that are partially suitable or partially aligned with identified needs. | Social worker implements interventions that are suitable and aligned with identified needs of students, consistently makes appropriate referrals, and collaborates with colleagues to monitor student success. | Social worker implements interventions for students that are comprehensive, finding ways to creatively meet student needs. Social worker serves a primary role in collaboration with colleagues to monitor student success. |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|--|--|--|--|--|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 3d: Provides case management for students, consults with team members to monitor student progress and collaborates with external resources when needed to meet student needs. | Social worker does not provide appropriate case management for students, fails to regularly consult with team members to monitor student progress, and does not collaborate with external resources when needed to meet student needs. | Social worker provides adequate case management for students, sometimes consults with team members to monitor student progress, and rarely collaborates with external resources when needed to meet student needs. | Social worker provides appropriate case management for students, consults with team members to monitor student progress, and frequently collaborates with external resources when needed to meet student needs. | Social worker exhibits leadership, provides excellent case management for students, initiates consultation with team members to monitor student progress, and seamlessly collaborates and works to maintain contact with external resources to meet student needs. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 3e: Demonstrates flexibility and responsiveness | Social worker avoids or ignores input and/or requests from staff, students, and/or parent(s) and adheres to the plan or program, in spite of evidence of its inadequacy. | Social worker responds reluctantly to input and/or requests from staff, students, and/or parent(s) and makes modest changes to the plan or program when confronted with evidence of the need for change. | Social worker responds to input and/or requests from staff, students, and/or parent(s) and makes changes to the plan or program based on the diverse needs of the student(s) when confronted with evidence of the need for change. | Social worker readily and courteously seeks input and evidence from staff, students, and/or parents and makes changes to improve the plan or program based on the diverse needs of student(s). |
| Evidence | | | | |
| Recommendations | | | | |
| Total Points for Domain 3 | | | | |
| Domain 2 Score = Total Points/20 | | | | |

School Social Worker Rubric
Domain 4: Professional Responsibilities

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4a: Reflects on professional practice | Social worker does not reflect on professional practice, or the reflections are inaccurate or self-serving. | Social worker's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved. | Social worker's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved. | Social worker's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4b: Maintains data-management system and records. | Social worker's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Social worker's reports, records, and documentation are generally accurate but are occasionally late. | Social worker's reports, records, and documentation are accurate and are submitted in a timely manner. | Social worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues. |
| Evidence | | | | |
| Recommendations | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4c: Communicates with teachers, administrators, and families | Social worker makes no attempt to engage and/or is unavailable to teachers, administrators, and families for questions, planning and does not provide requested information or resources. | Social worker occasionally attempts to engage and/or is inconsistently available to teachers, administrators, and families, for questions, planning and providing requested information or resources. | Social worker attempts to engage and/or is consistently available to teachers, administrators, and families, for questions and planning, consistently providing requested information or resources. | Social worker initiates engagement and is always available to teachers, administrators, and families and is proactive in providing information about the student(s) through a variety of means. |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|---|---|--|--|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4d: Participates in a professional community | Social worker's relationships with colleagues are negative, unprofessional or self-serving; and/or social worker avoids being involved in events and projects in schools to which his/her team is assigned. | Social worker's relationships with colleagues are cordial and professional; and social worker occasionally participates in mandatory events and projects in schools to which his/her team is assigned. | Social worker's relationships with colleagues are positive, professional and productive; and social worker regularly participates in events and projects in schools to which his/her team is assigned. | Social worker's relationships with colleagues are positive, professional and productive; and social worker assumes a leadership role in events and projects in schools to which his/her team is assigned. |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4e: Engages in professional development | Social worker does not participate in professional development activities even when such activities are clearly needed for the development of skills. | Social worker's 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. |
| Evidence | | | | |
| Recommendations | | | | |

| COMPONENT | LEVEL OF PERFORMANCE | | | |
|---|--|--|--|---|
| | 1 UNSATISFACTORY | 2 BASIC | 3 PROFICIENT | 4 DISTINGUISHED |
| 4f: Shows professionalism, including integrity, advocacy, and maintaining confidentiality. | Social worker displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality. | Social worker is honest in interactions with colleagues, students, and families; and does not violate confidentiality. | Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed. | Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues. |
| Evidence | | | | |
| Recommendations | | | | |

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|----------------------------------|--|--|--|
| Total Points for Domain 4 | | | |
| Domain 4 Score = Total Points/24 | | | |

| | | | | |
|----------------|----------------|----------------|----------------|---------------------------------------|
| DOMAIN 1 SCORE | DOMAIN 2 SCORE | DOMAIN 3 SCORE | DOMAIN 4 SCORE | (add all scores) OBSERVATION SCORE |
| | | | | |