

DOMAIN 1 for SOCIAL WORKER: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p>1a. Demonstrating knowledge of content basic to the social work profession</p> <ul style="list-style-type: none"> • Crisis Intervention • Cultural, racial & ethnic diversity • Needs of at-risk children & children with disabilities • Environmental and biological factors that affect children’s ability to function effectively in school • Ecological framework • Psychosocial theories • Group process skills • Community resources • Illinois social-emotional learning standards 	<p>Social Worker displays little understanding of the knowledge of social work practice.</p>	<p>Social Worker displays basic knowledge of social work practice.</p>	<p>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.</p>	<p>Social Worker’s knowledge of the content and practice 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.</p>
<p>1b. Establishing goals for social work services appropriate to the setting and the students served</p> <ul style="list-style-type: none"> • Integrate with Illinois social-emotional learning standards 	<p>Social Worker has no clear goals for the programs services to be provided, or they are inappropriate to either the situation or the age of the students.</p>	<p>Social Worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals are clearly measurable.</p>	<p>Social Worker goals for the program services are clear and appropriate to the situation in the school and to the age of the students. Most goals are clearly measurable and linked to IL social emotional learning standards.</p>	<p>Social Worker goals for the program services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Goals are measurable and clearly tied to IL standards.</p>
<p>1c. Demonstrating knowledge of district, state, and federal regulations and guidelines</p>	<p>Social Worker demonstrates little or no knowledge of laws and regulations that guide social work procedures.</p>	<p>Social Worker demonstrates basic knowledge of laws and regulations that guide social work procedures.</p>	<p>Social Worker demonstrates thorough knowledge of laws and regulations that guide social work procedures.</p>	<p>Social Worker’s knowledge of laws and regulations that guide social work procedures is extensive; Social Worker takes a leadership role in reviewing and revising district policies.</p>
<p>1d. Demonstrating knowledge resources, both within and beyond the school and district</p>	<p>Social Worker demonstrates little or no knowledge of resources for students available through the school or district.</p>	<p>Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Social Worker displays thorough knowledge of resources for students available through the school or district, and some familiarity with resources external to the school.</p>	<p>Social Worker knowledge of resources for students is extensive, including those available through the school, district and community.</p>
<p>1e. Designing the social work plan using a needs assessment, which may include individual and small group sessions, in-class activities and crisis intervention.</p>	<p>Social Worker’s plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure.</p>	<p>Social Worker’s plan has a cohesive and overall structure but some activities don’t fit together or support broader goals.</p>	<p>Social Worker’s plan has a cohesive and overall structure that includes a number of worthwhile activities, that closely supports the educational program.</p>	<p>Social Worker’s plan is highly cohesive and serves to supports the students individually and/or in groups, within the broader educational program.</p>

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1f. Developing an evaluation of the social work plan	Social Worker has no evaluation plan, or resists suggestions that such evaluation is important.	Social Worker has a rudimentary evaluation plan in place.	Social Worker's evaluation plan 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.

DOMAIN 2 for SOCIAL WORKER: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a. Creating an environment of respect and rapport	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 with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of stakeholders. Social Worker actively promotes positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies are highly respectful, reflecting genuine warmth and caring about students. Social Worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.
2b. Organizing time effectively	Social Worker's exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Social Worker's time-management skills are moderately well developed; essential activities are carried out, but not always in the most appropriate or efficient manner.	Social Worker exercises good judgment in setting priorities, resulting in clear schedules and important work begin accomplished in an efficient and supportive manner.	Social Worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders that includes students, parents, school personnel and community agencies.
2c. Establishing and maintaining clear procedures for referrals	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.
2d. Contributing to the culture of positive student behavior throughout the school	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 and are consistently effective with a variety of students.	Social Worker works collaboratively with students to establish appropriate interventions that make lasting contributions to positive student self-managed behavior.
2e. Organizing physical space for working with individual or small groups of students and storage of materials.	The meeting space and materials are not organized. Documents are not maintained to ensure confidentiality.	The meeting space and materials are not completely 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.

DOMAIN 3 for SOCIAL WORKER: DELIVERY OF SERVICES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a. Assessing students' social and emotional needs, including collaboration among students, parent and school personnel	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.
3b. Assisting students and teachers in the formulation of academic, personal/social and behavior plans, based on knowledge of student needs and IEP goals	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.
3c. Communicate intervention plan and student progress with the student's family.	Social Worker fails to communicate with families and secure necessary permission for evaluation or interventions or communicates in an insensitive manner.	Social Worker communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social Worker communicates with families and secures necessary permission for evaluations or interventions, do so in a manner sensitive to cultural and linguistic traditions.	Social Worker secures necessary permissions and communicates with families in a manner that is highly sensitive to cultural and linguistic traditions. The Social Worker reaches out to families of students to support trust and collaboration for student benefit.
3d. Collecting information; writing reports	Social Worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Social Worker collects most of the important information on which to base the intervention plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Social Worker collects all the important information on which to base the intervention plans; reports are accurate and appropriate to the audience.	Social Worker is proactive in collecting important information, seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the audience.
3e. Demonstrating flexibility and responsiveness • Adjust intervention plans and set priorities to meet the needs of diverse populations.	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 responsible 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.

DOMAIN 4 for SOCIAL WORKER: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a. Reflecting on practice	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 without citing specific examples.	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.
4b. Maintaining effective documentation of student progress	Social Worker's reports, records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed.	Social Worker's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed.	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; documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed.	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; documentation provides a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed.
4c. Communicating with families as allowed by confidentiality laws and social work ethics	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. Social Worker routinely provides information regarding student progress and needs. Social Worker empowers and supports families to function as advocates for themselves and their children.
4d. Participating in the professional learning community	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.
4e. Engaging in Professional Development	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.
4f. Showing Professionalism, including integrity, advocacy and maintaining confidentiality	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.