

Evaluation Rubric

Social Worker/School Counselor

1: Domain 1: Planning and Preparation

1a: Demonstrating knowledge of Content and Application in the Practice of Social Work Services Within a School Setting

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW demonstrates extensive knowledge and skill in the social work area. SW has advanced knowledge of therapeutic practice and prerequisite relationships.	SW demonstrates thorough knowledge and skill in the social work area. SW has sufficient knowledge of therapeutic practice and prerequisite relationships.	SW demonstrates basic knowledge and skill in the social work area. SW has some knowledge of therapeutic practice and prerequisite relationships.	SW demonstrates little or no knowledge and skill in the social work area. SW demonstrates little or no knowledge of therapeutic practice nor of prerequisite relationships.

1b: Establishing Goals for Social Work Services Appropriate to the Setting and the Students Served

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW demonstrates advanced knowledge for establishing goals for social work services that are appropriate to the setting and students served. Goals are always measurable.	SW demonstrates solid knowledge of establishing goals for social work services that are appropriate to the setting and students. Goals are solidly aligned with school population, age of students, and measurable.	SW demonstrates basic knowledge of establishing goals that are appropriate to the setting and students served. Goals are basically aligned to school population, age of students, and are sometimes measurable.	SW has goals that are not appropriate to the setting and the students served. Goals are not observable and measurable.

1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines as They Apply to School Practices

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW demonstrates thorough knowledge and understanding of District, State, and Federal Regulations and Guidelines.	SW demonstrates solid knowledge and understanding of District, State, and Federal Regulations and Guidelines.	SW demonstrates rudimentary knowledge and understanding of District, State, and Federal Regulations and Guidelines.	SW does not demonstrate knowledge and understanding of District, State, and Federal Regulations and Guidelines.

1d: Demonstrating knowledge of resources, both within and beyond the school and district as they apply to School Practices

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW demonstrates extensive knowledge of social work resources for parents, students, school personnel, and/or other therapists available through the school or district, and extensive familiarity with resources outside the district. SW seeks out whatever resources are necessary to best meet needs of students. SW proactively shares resources with parents, students, school personnel, and/or other therapists as appropriate.	SW demonstrates thorough knowledge of social work resources for parents, students, school personnel, and/or other therapists available through the school or district, and has solid familiarity with resources outside the district.	SW demonstrates basic knowledge of social work resources for parents, students, school personnel, and/or other therapists available through the school or district.	SW demonstrates little or no knowledge of social work resources for parents, students, school personnel, and/or other therapists available through the school or district.

1e: Designing the Social Work Plan Using Assessment and/or Diagnostic Information Which May Include Individual, Small Group, In-Class Activities, and Crisis Intervention as Applicable

Excellent	Proficient	Needs Improvement	Unsatisfactory
Social work planning consists of highly coherent, extremely appropriate interventions based on relevant clinical rationale that completely addresses students' needs and goals.	Social work planning consists of appropriate, coherent interventions, is based on relevant clinical rationale, and sufficiently addresses students' needs and goals.	Social work planning has a guiding principle and includes a number of worthwhile interventions, and is based on relevant clinical rationale, but does not fully address students' needs and goals.	Social work planning consists of a random collection of unrelated activities that are inappropriate, lacking structure, coherence, and a relevant clinical rationale, and are unrelated to students' goals.

2: Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Excellent	Proficient	Needs Improvement	Unsatisfactory
Therapeutic interactions between SW and students reflect a high degree of comfort and trust, and are appropriate, positive, and respectful. SW successfully establishes rapport according to students' individual abilities and interests, and engages them using a variety of therapeutic approaches. Students actively and positively engage in therapy. SW consistently demonstrates fairness, patience, self control, and impartiality for all students.	Therapeutic interactions between SW and students are appropriate, positive, and respectful. SW reflects warmth and empathy towards student. SW attempts to establish rapport according to students' individual abilities. Students' responses indicate positive engagement in therapy. SW demonstrates fairness, patience, self control, and impartiality for students.	Therapeutic interactions between SW and students are generally appropriate, with occasional displays of insensitivity to students' cultural backgrounds or disabilities. SW's efforts at developing rapport with students are partially successful.	Therapeutic interactions between SW and students are negative, inappropriate, or insensitive to students' cultural backgrounds or disabilities. Interactions are disparaging and/or characterized by conflict.

2b: Establishing a Culture of Learning

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW consistently establishes an extremely positive culture for learning characterized by very high expectations for student growth and learning. Therapeutic interventions are always individualized, and there is a high and consistent level of student engagement in therapy. SW demonstrates high levels of passion and enthusiasm to contribute to the positive environment/culture. Students are welcomed to express themselves and communicate within the culture/environment.</p>	<p>SW continually establishes a positive culture for learning characterized by appropriate expectations for students. Therapeutic interventions are consistently individualized, and students are actively engaged in therapy. Students have multiple opportunities to express themselves and communicate within the culture/environment.</p>	<p>SW attempts to create a culture for learning with minimal success. Expectations for student growth are modest. Therapeutic interventions are not always individualized, and students are only marginally involved and engaged in therapy. Students have minimal opportunities to express themselves and communicate.</p>	<p>Therapeutic environment conveys a negative culture for learning characterized by low expectations for student growth. Therapeutic interventions are not individualized. Environment/culture discourages student engagement in learning.</p>

2c: Utilizing Clear Procedures for Referrals

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW demonstrates well developed organizational and time management skills. Procedures for all aspects of referrals are clear and easily accessible, and outcomes are communicated with everyone involved.</p>	<p>SW demonstrates developed organizational and time management skills. Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear for everyone involved.</p>	<p>SW demonstrates moderately developed organizational and time management skills. SW has established procedures for referrals, but the details are unclear.</p>	<p>SW lacks organizational and time management skills. SW has not established procedures for referral.</p>

2d: Managing Student Behavior

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW has effective and appropriate standards of student conduct in therapy sessions that are consistently and clearly communicated and enforced. Response to student behavior is almost always successful, and is sensitive, proactive, appropriate, and respectful. SW provides opportunities for students to engage in self-monitoring of behavior, as appropriate. SW has clear understanding of classroom/building/district behavior expectations, and is able to incorporate these rules of conduct within therapy sessions.</p>	<p>SW has sufficient standards of student conduct in therapy sessions that are consistently enforced and clearly communicated. Attempts to monitor and respond to student behavior are respectful and frequently successful. SW has a clear understanding of classroom/building/district behavior expectations, and is able to incorporate these rules of conduct within therapy sessions.</p>	<p>SW appears to have established standards of student conduct, but they are not clearly communicated, and enforcement of rules is inconsistent. Attempts to monitor and respond to student behavior during therapy are only partially successful. SW has some knowledge of classroom/building/district behavior expectations.</p>	<p>SW has no established standards of student conduct. SW disregards or fails to address negative student behavior during therapy, or response to student behavior is disrespectful to student dignity. SW has no knowledge of classroom/building/district behavior expectations.</p>

3: Domain 3: Delivery of Service

3a: Assessing Student Needs

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW's assessment of student needs is highly appropriate. SW always assesses needs in correlation to developmental functioning. Programming is always data-derived.	SW's assessment of student needs is appropriate. SW consistently assesses needs in correlation to developmental functioning. Programming is consistently data-derived.	SW's assessment of student needs is adequate. SW's assessments somewhat correlates to developmental functioning. Programming is inconsistently data-derived.	SW's assessment of student needs is inappropriate. Assessment does not correlate to developmental functioning. Social work programming is not based on data.

3b: Assisting Students and Teachers in Formulation of Personal/Social and Behavior Plans

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW expertly assists students and teachers in formulating personal/social and behavior plans for students. SW provides a wide range of strategies to address personal/social and behavioral needs of students. SW is excellent at identifying skills needed by students and is excellent at assisting the student in acquiring the needed skill. SW interventions are always aligned with educational goals.	SW consistently assists students and teachers in formulating personal/social and behavior plans for students. SW provides a suitable range of strategies to address personal/social and behavioral needs of students. SW adequately identifies skills needed by students and adequately assists the student in acquiring the needed skill. SW interventions are consistently aligned with educational goals.	SW inconsistently assists students and teachers in formulating personal/social and behavior plans for students. SW provides a limited range of strategies to address personal/social and behavioral needs of students. SW identifies some skills needed by student and inconsistently assists the student in acquiring the needed skill. SW interventions are not consistently aligned with educational goals.	SW does not assist teachers or students in formulating personal/social or behavior plans for students. SW does not provide a range of strategies to enhance academic, personal/social, or behavioral improvement and success. SW does not identify and assist the student in acquiring needed skills. SW interventions are not aligned with educational goals.

3c: Engaging Students in Social Work Services

Excellent	Proficient	Needs Improvement	Unsatisfactory
SW demonstrates high level of motivation, energy, or enthusiasm for engaging students in social work sessions. SW effectively elicits student engagement during sessions. Social work interventions, materials, and groupings of students are effective to meet student goals, resulting in full engagement in learning and therapy, with multiple opportunities for independence during therapy.	SW demonstrates sufficient motivation, energy, or enthusiasm for engaging students in social work sessions. SW appropriately elicits student engagement during the sessions. Social work interventions, materials, and groupings of students are consistently appropriate to meet student goals, resulting in full student engagement in learning and therapy.	SW demonstrates moderate motivation, energy, or enthusiasm for engaging students in social work sessions. SW is able to elicit some student engagement during the sessions. SW interventions, materials, and groupings of students are inconsistently appropriate to meet student goals, resulting in moderate student engagement in learning and therapy.	SW demonstrates no motivation, energy, or enthusiasm for engaging students in social work sessions. SW makes no attempts to engage students during sessions. Social work interventions, materials, and groupings of students are inappropriate to meet student goals.

3d: Collecting Information and Writing Reports

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW expertly collects information from a variety of stakeholders. Reports provide important details and information for planning and service. Reports are always accurate and written with great clarity.</p>	<p>SW consistently collects information on which to base treatment plans. Reports are written sufficiently and are consistently adequate. Reports are consistently accurate and written with clarity.</p>	<p>SW inconsistently collects information on which to base treatment plans. Information is not accurate and lacks clarity.</p>	<p>SW neglects to adequately collect important information on which to base treatment plans. Information in reports is insufficient or inaccurate.</p>

3e: Demonstrating Flexibility and Responsiveness

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW is continually seeking ways to improve therapy plan as necessary in reaction to student responses and team member input. SW always responds to and accommodates student responses during sessions. SW uses a varied and extensive repertoire of therapeutic strategies and frameworks. SW is proactively flexible and responsive to team members during service delivery, and organizes co-treatment /push-in opportunities. SW demonstrates flexibility with team members in terms of scheduling and logistics even after initial schedule is set if changes are apparent to better meet student needs. SW is always persistent in providing services.</p>	<p>SW makes appropriate revisions to therapy plan when necessary, and accommodates student responses during sessions. SW uses a varied and sufficient repertoire of therapeutic strategies and frameworks. SW demonstrates team approach and is flexible and responsive to team members during service delivery, including co-treatment sessions. SW is willing to be flexible with team members regarding scheduling and logistics and prioritizes needs of students in doing so. SW is consistently persistent in providing service.</p>	<p>SW makes limited changes to therapy plan when confronted with evidence of the need for change. SW attempts to respond to student responses, but may not always be successful in spontaneously responding. SW has a modest repertoire of therapeutic strategies and frameworks. SW inconsistently demonstrates flexibility and responsiveness to team members during service delivery. SW is occasionally flexible with team members regarding scheduling and logistics. SW is sometimes persistent in providing service.</p>	<p>SW adheres to rigid session plan, even when interventions are not appropriate or successful, and SW ignores student responses that may indicate change. SW does not vary, and has little to no repertoire of therapeutic strategies or frameworks. SW refuses to be responsive or flexible with team members during service delivery. SW is rigid and inflexible in terms of scheduling and logistics and does not persist in providing service.</p>

4: Domain 4: Professional Responsibilities

4a: Reflecting on Practice

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>The SW consistently and accurately reflects on multiple elements of the therapy's effectiveness. The SW makes multiple suggestions about how the therapy could be improved and expanded based upon evidence (e.g. student response/colleague feedback). The SW makes consistent attempts to review or improve future therapy and implements ideas of expansion.</p>	<p>The SW consistently and accurately reflects on the effectiveness of therapeutic interventions. The SW makes some specific suggestions about how the therapy could be improved based upon evidence (e.g. student response/colleague feedback). The SW makes consistent attempts to review or improve future therapy sessions.</p>	<p>The SW reflects on practice occasionally and provides a partially accurate assessment of the effectiveness of practice based upon evidence (e.g. student response/colleague feedback). The SW has some general suggestions about how the therapy could be improved. The SW makes few attempts to review or improve future practice based upon feedback (from colleagues).</p>	<p>The SW does not accurately assess the effectiveness of the practice and has few or no ideas about how the therapy could be improved. The SW does not attempt to review or improve future practice.</p>

4b: Maintaining Accurate Records

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>The SW maintains records that are of high quality; accurate, complete, and timely. The SW uses data management systems to collaborate with stakeholders. Student progress is consistently monitored. Data is utilized for adjusting IEP/BIP goals, problem solving and therapeutic planning. SW shares data management systems with others to promote cohesion.</p>	<p>The SW maintains records that are accurate, complete, and timely. The SW uses data management systems to collaborate with stakeholders. Student progress is consistently monitored and data is utilized for adjusting IEP/BIP goals, problem solving and therapeutic planning.</p>	<p>The SW maintains records that contain errors, are incomplete and timelines have been inconsistently met. Data is lacking or ineffective for monitoring students' progress, adjusting IEP/BIP goals and therapeutic planning.</p>	<p>There are no records or the SW maintains records that are either nonexistent or in disarray resulting in errors and unsupported outcomes in IEP/BIP management. The SW is unable to meet deadlines for documentation or it is incomplete or unsuitable.</p>

4c: Collaborating and Communicating with Stakeholders: Team Members, Administrators, District Personnel, and Families

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>The SW engages in frequent and productive collaboration with all stakeholders about data, resources, assessments, programming, and IEP/BIP planning. The SW's follow up is thorough, timely, and meaningful. The SW's feedback/suggestions during problem solving is valued by stakeholders. The SW actively engages families and adapts his/her communication style to meet their needs.</p>	<p>The SW engages in frequent and productive communication/collaboration with all stakeholders about data, resources, assessments, programming, and IEP/BIP planning. The SW takes an active role in problem solving and team dialogue. The SW's communication is clear, concise, and relevant. The SW engages families frequently.</p>	<p>The SW's communication/collaboration with all stakeholders around data, resources, assessments, programming, IEP/BIP planning is sporadic. The SW's communication is unproductive or irrelevant. The SW demonstrates inconsistent follow up on agreed upon timelines and/or plans. The SW provides information inconsistently to families.</p>	<p>The SW's communication/collaboration with all stakeholders around data, resources, assessments, programming, IEP/BIP planning is non-existent or not timely. The SW does not follow up on tasks assigned and/or fails to follow through on agreed plans. The SW makes no attempt to engage families in the therapeutic process.</p>

4d: Participating in a Professional Community

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>SW's relationships with colleagues and students are positive and characterized by mutual support and cooperation, and SW displays a positive and enthusiastic attitude in the professional environment. SW actively participates in and makes substantial contributions to the professional community and assumes a leadership role. SW is highly involved as a member of the multidisciplinary team and shares resources as available. SW frequently seeks out discipline-specific professional opportunities (conferences, workshops, leading presentations, etc) and welcomes supervision of interns, students, and observers.</p>	<p>SW's relationships with colleagues and students are positive and productive, and SW displays a positive attitude in the professional environment. SW actively participates in and makes substantial contributions to the professional community. SW actively contributes as a member of the multidisciplinary team. SW participates in discipline-specific professional opportunities.</p>	<p>SW's relationships with colleagues and students are cordial, and SW displays a neutral attitude in the professional environment. SW participates in the professional community. SW is present but inattentive as a member of the multidisciplinary team. SW inconsistently participates in discipline-specific professional opportunities.</p>	<p>SW's relationships with colleagues and students are negative and educator displays a negative attitude in the professional environment. SW avoids participating in the professional community. SW does not participate as a member of the multidisciplinary team. SW refuses to participate in discipline-specific professional opportunities.</p>

4e: Growing and Developing Professionally

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>The SW actively seeks out professional development opportunities and initiates activities to contribute to the profession. The SW contributes to the professional development of others by providing training and coaching to implement effective interventions. The SW actively seeks feedback from colleagues (team members, administrators). SW seeks advanced training and/or certification in areas of interest/relevance. SW has developed a professional growth plan / SMART goal.</p>	<p>The SW participates in professional development and networking opportunities based on assessed needs, professional growth plan, or SMART goal. The SW consistently shares information with team members and welcomes feedback from colleagues (team members, administrators).</p>	<p>The SW participates in professional development activities that are convenient or required and makes limited contributions to the profession and/or organization. The SW inconsistently applies feedback from colleagues (team members, administrators).</p>	<p>The SW does not participate in professional development activities and makes no effort to share knowledge with colleagues. The SW does not apply feedback from colleagues (team members, administrators).</p>

4f: Demonstrating Professionalism

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>The SW displays a high level of ethical practice, professionalism and respect in dealing with students and team members. The SW demonstrates a high level of confidentiality as defined by state and federal laws, complies fully with case management responsibilities, and consistently recognizes and advocates for the needs of students. SW consistently follows district guidelines for dress code, is punctual and adheres to attendance policy. SW informs stakeholders of schedule changes, and consistently maintains professional boundaries with stakeholders. SW is proactive and assumes a leadership role in making sure that instructional practices and procedures ensure that all students have an opportunity to be active members of their school community.</p>	<p>The SW displays a high level of ethical practice, professionalism and respect in dealing with students and team members. The SW demonstrates confidentiality as defined by state and federal laws. The SW complies with case management responsibilities and consistently recognizes and advocates for the needs of students. SW follows designated schedule. SW follows district guidelines for dress code, is consistently punctual, and follows attendance policy. SW maintains professional boundaries with stakeholders.</p>	<p>The SW's efforts to serve students are inconsistent. The SW complies inconsistently with school and district regulations, providing a minimal level of case management responsibilities. SW recognizes the needs of students and inconsistently advocates for those needs. SW inconsistently adheres to confidentiality as defined by state and federal laws. SW inconsistently follows district guidelines for dress code. SW is not punctual and inconsistently follows attendance policy. SW inconsistently maintains professional boundaries with stakeholders.</p>	<p>The SW has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The SW fails to comply with school and district regulations and timelines, providing an insufficient level of service and case management responsibilities. SW violates practices of confidentiality as defined by state and federal laws. SW does not advocate for students' needs. SW does not follow district guidelines for dress code. SW is not punctual (school start/end times, meetings, etc.) and does not adhere to the attendance policy. SW does not maintain professional boundaries with stakeholders.</p>