

Rubric for Evaluating North Carolina’s School Social Workers (Required)

STANDARD 1: School Social Workers Demonstrate Leadership. School Social Workers demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen home, school, and community partnerships. School Social Workers use their professional training, depth of knowledge, and experience to work with individuals and teams to facilitate partnerships that support the school and district mission. The School Social Worker contributes significantly to the development of a healthy, safe, and caring school environment by advancing the understanding of the social, emotional, psychological, and academic needs of students. School Social Workers initiate the development of community, district, and school resources to address unmet needs that affect academic achievement and alleviate barriers to learning in the twenty-first century. School Social Workers are knowledgeable of relevant laws, policies, and procedures and provide staff development and training regarding these areas to educate and encourage compliance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Social Workers demonstrate leadership in the school. School Social Workers collaboratively engage all school personnel to create a professional learning community. School Social Workers develop and maintain a written plan of data-driven goals and strategies for effective delivery of the school social work program based on national best practices, individual school data, current relevant research findings, and the School Improvement Plan. School Social Workers provide input in the selection of professional development to impart staff with the knowledge to meet the educational needs of students. They participate in the hiring process and collaborate with their colleagues to mentor and support School Social Workers to improve the effectiveness of student support services.</p>				
<p><input type="checkbox"/> Understands the value of accurate school and student data for use in the decision making process.</p>	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school personnel to create a positive learning community. <input type="checkbox"/> Helps identify professional development opportunities for school staff. <input type="checkbox"/> Develops and maintains a written work plan that includes data driven goals and strategies for effective delivery of the school social work program. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to determine needed changes to the work plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the process of hiring student support services staff members. <input type="checkbox"/> Collaborates and mentors colleagues to improve the effectiveness of student support services. 	

STANDARD 1: School Social Workers Demonstrate Leadership

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>b. School Social Workers enhance the social work profession. School Social Workers strive to enhance the social work profession. School Social Workers contribute to the establishment of positive working conditions in their schools, districts, state, and nation. School Social Workers actively participate in and advocate for decision-making structures in education and government that utilize the expertise of School Social Workers. School Social Workers communicate the goals of the school social work program to stakeholders. School Social Workers maintain current and appropriate resources to improve the relationship among home, school, and community. School Social Workers promote professional growth and collaborate with their colleagues to improve the profession.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the goals of the school social work program. <input type="checkbox"/> Contributes to the establishment of positive working conditions. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to families and/or significant adults and the school staff the goals and anticipated outcomes of the school social work program. <input type="checkbox"/> Coordinates the provision of effective and comprehensive services to students in the school and in the community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in decision-making structures within the school, district, and/or community. <input type="checkbox"/> Maintains current and appropriate resources to strengthen the relationship among home, school, and community. <input type="checkbox"/> Provides in-service training on school social work services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates the goals and anticipated outcomes of the school social work program to all stakeholders. <input type="checkbox"/> Conducts community outreach. <input type="checkbox"/> Participates in decision making structures at state and/or national levels. 	
<p>c. School Social Workers advocate for students, families, schools, and communities. School Social Workers advocate for positive change in policies and practices affecting student learning. School Social Workers support the School Improvement Plan and student academic success through developing and utilizing internal and external partnerships and resources. They participate in the implementation of initiatives to improve educational and support services.</p>				
<ul style="list-style-type: none"> • Understands policies and practices that impact student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for adherence to school and district policies and procedures for the benefit of students. <input type="checkbox"/> Supports positive change in policies and practices affecting student learning. <input type="checkbox"/> Participates in the implementation of initiatives to enhance student educational and support services. 	<p>... and</p> <ul style="list-style-type: none"> • Advocates for positive changes to school and district policies and/or practices that affect student learning. <input type="checkbox"/> Develops and utilizes internal and external partnerships and resources. • Collaborates with colleagues to develop or 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates at the state and/or national level for positive changes to policies and/or practices that affect student learning. 	

		revise school improvement plan to adequately address school social work issues.		
--	--	---	--	--

STANDARD 1: School Social Workers Demonstrate Leadership

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
------------	------------	--------------	---------------	--

d. **School Social Workers demonstrate high ethical standards.** School Social Workers adhere to the laws, policies, procedures, and ethical standards of the social work profession. School Social Workers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. School Social Workers uphold the National Association of Social Workers (NASW) Code of Ethics, revised 1999. (<http://www.socialworkers.org/pubs/code/code.asp>) The Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct.

<input type="checkbox"/> Adheres to the laws, policies, procedures, and ethical standards of the social work profession. Understands the: <input type="checkbox"/> National Association of Social Workers <i>Code of Ethics</i> . <input type="checkbox"/> <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) <input type="checkbox"/> <i>Standards for the Professional Conduct</i> adopted April 1, 1998.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Demonstrates high ethical standards. <input type="checkbox"/> Regularly participates in ethics training and/or education. <input type="checkbox"/> Provides professional development on ethics.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Encourages colleagues to uphold the NC and National Association of Social Workers codes of ethics. <input type="checkbox"/> Maintains currency on ethical issues related to standards for professional conduct.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Contributes to the development of policies and/or protocols related to ethics.	
--	--	---	---	--

Examples of Artifacts that may be used to support ratings:

- Documentation of improvement and/or development and implementation of the school improvement plan
- Use of data to guide service delivery
- Professional Association membership and activities
- Participation in Professional Learning Communities
- Initiation and facilitation of Child and Family Team meetings
- Minutes and rosters from meetings
- Follow-up information provided to colleagues
- Written work plan
- Presentation materials developed for school, district, state, or national presentations
- Correspondence and other written communications
- Case Notes
- Reports of services provided
- Satisfaction surveys
- Training agenda, certificate, reading material for ethics training or education
-
-

Evaluator Comments: (Required for all “Not Evident” ratings and recommended for all others)

Comments of Person Being Evaluated: (Optional)

STANDARD 2: School Social Workers promote a respectful environment for diverse populations. School Social Workers promote a positive school environment in which individual differences are respected. School Social Workers educate school personnel on the correlation between a positive school climate and student achievement. School Social Workers understand and respect the impact of how student learning is influenced by culture, community, family, and individual experiences. School Social Workers recognize the need to educate the school staff on emerging issues within the home, school, and community. The School Social Worker understands the ways in which similar behaviors may have different meanings to people in different cultures.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Social Workers promote an environment in which each student has a positive, nurturing relationship with caring adults. School Social Workers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School Social Workers provide leadership and collaborate with other school personnel to provide effective school social work services. School Social Workers implement developmentally-appropriate and prevention-oriented group activities to meet student needs and school goals.</p>				
<input type="checkbox"/> Understands the importance of a supportive, inclusive, and flexible school environment.	<p>... and</p> <ul style="list-style-type: none"> • Encourages an environment in which each child has a positive, nurturing relationship with a caring adult. • <input type="checkbox"/> Implements prevention-oriented activities to meet student needs and school goals. 	<p>... and</p> <ul style="list-style-type: none"> • Creates and maintains an environment that is inviting, respectful, supportive, inclusive, and flexible. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership and collaborates with other school personnel to provide a safe, caring environment. <input type="checkbox"/> Challenges threats to the safety of the school environment for all students 	
<p>b. School Social Workers embrace diversity in the school, home, community, and world. School Social Workers demonstrate their knowledge of diverse cultures. School Social Workers also understand the role of diverse cultures in shaping global, state, and school issues. School Social Workers recognize the influence of race, ethnicity, gender, religion, language, and other aspects of culture on a student’s development and personality. School Social Workers strive to understand how students’ culture and background may influence their school performance. School Social Workers consider and incorporate different points of view in the professional development provided for school personnel. School Social Workers actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of all cultures.</p>				
<input type="checkbox"/> Understands how a student’s culture and background may influence development, personality, and school performance.	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embraces diversity in the school community and in the world. <input type="checkbox"/> Seeks and incorporates different points of view into professional practice. <input type="checkbox"/> Provides services in a way that is compatible with the 	<p>... and</p> <ul style="list-style-type: none"> • Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultures. • Disseminates pertinent family, cultural, social, and economic 	<p>... and</p> <ul style="list-style-type: none"> • Disseminates materials and activities that counteract stereotypes and incorporate contributions of all cultures. • Advocates 	

	<p>culture of the child and his/her significant adults.</p>	<p>information to school staff.</p>	<p>for the understanding that diverse cultures shape global, state, and school issues.</p> <ul style="list-style-type: none"> • Provides professional development on cultural competencies. 	
--	---	-------------------------------------	--	--

STANDARD 2: School Social Workers promote a respectful environment for diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Social Workers treat students as individuals. School Social Workers maintain high expectations, including graduation from high school, for students of all backgrounds. School Social Workers appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School Social Workers assist students, individually and/or in groups, with developing academic, social, emotional, and psychological skills</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Appreciates differences and values the contributions of each student. <input type="checkbox"/> Treats students as individuals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains high expectations for all students. <input type="checkbox"/> Helps students develop academic, social, emotional, and psychological skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors student progress toward achieving high expectations. <input type="checkbox"/> Provides professional development to school personnel on strategies for meeting the individual needs of students. 	<p>... and</p> <ul style="list-style-type: none"> • Consults with school personnel on the needs of students to ensure that they graduate from high school. 	<ul style="list-style-type: none"> •
<p>d. School Social Workers provide services that benefit students with special needs. School Social Workers collaborate with administrators, teachers, and a range of specialists to help meet the special needs of all students. School Social Workers may participate in the evaluation process by conducting the student social/developmental history and parent interviews. School Social Workers engage students to ensure that their academic, social, emotional, and psychological needs are effectively met by conducting individual/group counseling.</p>				
<ul style="list-style-type: none"> • Understands the need for supplementary support services for students with special needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with administrators, teachers, and a range of specialists to help meet the special needs of students. <input type="checkbox"/> Participates in student evaluation processes by conducting student social/developmental histories and parent interviews. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts individual/group counseling to ensure that student needs are met. <input type="checkbox"/> Adapts intervention approaches for the benefit of students with special needs. 	<p>... and</p> <ul style="list-style-type: none"> • Provides professional development on effective intervention approaches for students with special needs. 	<ul style="list-style-type: none"> •

STANDARD 2: School Social Workers promote a respectful environment for diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>e. School Social Workers work collaboratively with families and significant adults in the lives of students. School Social Workers recognize that educating students is a shared responsibility involving the students, families, schools, and communities. School Social Workers improve communication and collaboration among the school, home, and community in order to promote trust and understanding and to build partnerships with all segments of the school community. School Social Workers seek solutions to barriers that inhibit effective familial and community involvement in the education of students.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing trust and understanding with families, the school, and the community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with families and significant adults students, colleagues, and community stakeholders. <input type="checkbox"/> Supports and encourages student, family, and community engagement in educational processes at the school level. <input type="checkbox"/> Facilitates meetings between school, home, and community to coordinate services for students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds partnerships with community agencies and individual stakeholders. <input type="checkbox"/> Collaborates with students and families/significant adults to eliminate barriers to their involvement. 	<p>... and</p> <ul style="list-style-type: none"> • Leverages community and stakeholder partnerships for the benefit of students. 	<ul style="list-style-type: none"> •
<p>Examples of Artifacts that may be used to support ratings:</p>				
<ul style="list-style-type: none"> • Documentation of parent/significant adult meetings 				
<ul style="list-style-type: none"> • Lists of community and stakeholder partners and their contributions to the school 				
<ul style="list-style-type: none"> • School visitation logs 				
<ul style="list-style-type: none"> • Records of parent interviews 				
<ul style="list-style-type: none"> • Participation in IEP meetings 				
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				
<p>Evaluator Comments: Required for all “Not Evident” ratings and recommended for all others.</p>				

Comments of person being evaluated (Optional):

STANDARD 3: School Social Workers apply the skills and knowledge of their profession within educational settings. School Social Workers utilize theories and skills necessary to enhance the interconnectedness of home, school, community, and student success. School Social Workers consult and collaborate through multidisciplinary teams to improve service delivery. School Social Workers encourage and model relationships that are critical to a rigorous and relevant education. School Social Workers provide proven and promising interventions that address barriers to academic achievement. School Social Workers align their services with the *North Carolina Standard Course of Study* and national best practices.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Social Workers deliver comprehensive services unique to their specialty area. School Social Workers bring a richness and depth of understanding of students, families, schools, and communities. School Social Workers utilize skills such as advocacy, assessment, consultation, counseling, and collaboration to create and implement developmentally appropriate and targeted interventions to meet the identified needs of students, families, schools, and communities. School Social Workers support and encourage student and family involvement in the school process.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the complex and dynamic nature of relationships among students, families, schools, and communities. <input type="checkbox"/> Understands the implications of developmental, demographic and socio-environmental factors that influence student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to barriers that inhibit familial and community involvement in the education of students. <input type="checkbox"/> Works collaboratively with families and significant adults to meet identified needs of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements research-based strategies to meet the identified needs of students and their families. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops resources to address the strengths and weaknesses of students. 	
<p>b. School Social Workers possess effective communication skills. School Social Workers are perceptive listeners and are able to communicate effectively with students, families, school staff, and communities even when language is a barrier.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates listening skills that build rapport with stakeholders. <input type="checkbox"/> Communicates respect for stakeholders opinions. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, families, school staff, and members of the community regardless of barriers. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes trust and understanding and builds partnerships with all segments of the community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employs a wide range of communication strategies to sustain and enhance partnerships. <input type="checkbox"/> Communicates with a broad professional and community network. 	

STANDARD 3: School Social Workers apply the skills and knowledge of their profession within educational settings

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Social Workers recognize the interconnectedness of academic, social, emotional, and psychological development and societal challenges. School Social Workers comprehend the link between school social work services and the <i>North Carolina Standard Course of Study</i>. School Social Workers understand the implications of demographic and socio-economic factors that influence student achievement. School Social Workers promote global awareness and its relevance to the development of the whole child for the twenty-first century.</p>				
<p><input type="checkbox"/> Understands the <i>NC Standard Course of Study</i>.</p>	<p>... and</p> <p><input type="checkbox"/> Helps students understand the interconnectedness of the 21st century society and its implications for their development.</p>	<p>... and</p> <p><input type="checkbox"/> Communicates to stakeholders the implications of the interconnectedness of the 21st century society.</p> <p><input type="checkbox"/> Supports other school and community stakeholders in designing instructional and support strategies sensitive to the demographic and socio-economic distinctiveness of students.</p>	<p>... and</p> <p><input type="checkbox"/> Stays current on the rigorous and relevant 21st century content and life skills that are necessary for students to be successful following high school graduation.</p> <p><input type="checkbox"/> Disseminates information about 21st century content and life skills to a broad audience.</p>	
<p>d. School Social Workers facilitate student acquisition of twenty-first century skills. School Social Workers incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School Social Workers help students understand the relationship between the <i>North Carolina Standard Course of Study</i> and twenty-first century content, which includes global awareness; financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School Social Workers facilitate student understanding of the twenty-first century content relevant to academic, social, emotional, and psychological success.</p>				
<p><input type="checkbox"/> Understands 21st century content and life skills and the NC Standard Course of Study.</p> <p><input type="checkbox"/> Understands the link between school social work and 21st century content and life skills and the NC Standard Course of</p>	<p>... and</p> <ul style="list-style-type: none"> • Incorporates 21st century content and life skills into sound social work practice. 	<p>... and</p> <p><input type="checkbox"/> Helps students understand 21st century content and life skills and their relevance to everyday life and ultimate success following graduation.</p>	<p>... and</p> <p><input type="checkbox"/> Participates in the evaluation of student understanding of 21st century content and life skills.</p> <p><input type="checkbox"/> Adapts social work practice based on findings of the evaluation of student understanding of 21st century content and life skills.</p>	

Study.				
--------	--	--	--	--

Artifacts that may be used to support ratings:

- Individual records
- Counseling or group work rubrics
- Evidence of student understanding
- Student self-assessment and surveys
- Social work notes
- Work plan establishing goals
- Attendance records
- Discipline referrals (ISS and OSS)
- Dropout, graduation
- Grades and test scores
- Referrals to other agencies
- Child and family meetings, agency meetings
- Agendas from meetings
- Referrals to school-based services
-
-
-
-

Evaluator Comments (Required for “Not Evident” ratings and recommended for all others:

Comments of person being evaluated (Optional):

STANDARD 4: School Social Workers support student learning. The School Social Worker understands how the students’ social, emotional, psychological, and environmental factors influence academic performance and achievement. School Social Workers understand the need for early intervention and prevention when addressing these factors. School Social Workers collaborate with parents to aid their understanding of their role as an active participant in the student’s education performance. School Social Workers develop intervention plans that address student needs and promote academic success.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Social Workers use a variety of strength-based methods. School Social Workers address the achievement gap by assessing student strengths and needs and by implementing proven and promising interventions. School Social Workers provide a wide range of prevention, early intervention, and crisis response strategies to address social, emotional, psychological, and academic needs. School Social Workers collaborate and consult with administrators, instructional and support staff, parents, and the community to support student learning. School Social Workers provide professional development to promote early identification of unmet needs, increase awareness of relevant laws, policies, and procedures, and encourage empathy and understanding of the whole child.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the stages of intellectual, physical, social, and emotional development of their students. <input type="checkbox"/> Stays current on proven and promising practices (including assessments) related to closing the achievement gap. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses student strengths and needs in order to inform development of effective interventions and strategies. <p>Implements and encourages others to implement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proven and promising practices to address student needs. <input type="checkbox"/> Early identification and intervention strategies. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the effectiveness of interventions on student outcomes. <p>Shares with school and district colleagues knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proven and promising practices. <input type="checkbox"/> The impact of student development on student and school outcomes. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development on proven and promising practices. 	
<p>b. School Social Workers help students develop critical thinking and problem-solving skills. School Social Workers address issues that interfere with the students’ ability to problem solve and think critically. School Social Workers assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through individual and group work.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands issues that impact students’ ability to problem solve and think critically. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses issues that interfere with students’ ability to problem solve and think critically. <p>Assists students in developing skills to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate effectively. <input type="checkbox"/> Synthesize knowledge. <input type="checkbox"/> Think creatively. <input type="checkbox"/> Make informed decisions. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists students in applying critical thinking and problem-solving skills to organize, plan, and set goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff and community partners to assist students in developing and applying communication and problem-solving skills. 	

STANDARD 4: School Social Workers support student learning.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
------------	------------	--------------	---------------	--

c. School Social Workers support students as they develop leadership qualities. School Social Workers help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership qualities.

<ul style="list-style-type: none"> • Understands the importance of helping students develop leadership qualities. 	<p>... and</p> <ul style="list-style-type: none"> • Provides opportunities for students to strengthen leadership qualities. <input type="checkbox"/> Helps students understand cultural differences and their impact on leadership. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities, methods, feedback, and tools for students to assess leadership qualities in themselves and each other. <input type="checkbox"/> Monitors the extent to which students develop and/or strengthen leadership skills. 	<p>... and</p> <ul style="list-style-type: none"> • Collaborates with school staff and community partners who are also assisting students in developing leadership qualities. • Adjusts social work services to address problems identified through monitoring process. 	
--	---	---	---	--

Artifacts that may be used to support ratings:

<ul style="list-style-type: none"> • Program and training rubrics
<ul style="list-style-type: none"> • Membership lists for community projects
<ul style="list-style-type: none"> • Meeting minutes and agendas
<ul style="list-style-type: none"> • Newspapers about student activities
<ul style="list-style-type: none"> • Assessment protocols
<ul style="list-style-type: none"> • Referrals
<ul style="list-style-type: none"> • Social work logs and notes
<ul style="list-style-type: none"> • Intervention progress notes
<ul style="list-style-type: none"> • Documentation of interventions and outcomes
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •

Evaluator Comments (Required for all “Not Evident” ratings and recommended for all others:

<p> </p>

Comments of person being evaluated (Optional):

<p> </p>



STANDARD 5: School Social Workers actively reflect on their practice. School Social Workers are accountable for managing and providing services that strengthen home, school, and community partnerships in support of student learning. School Social Workers use formal and informal assessments to collect, analyze, and evaluate strategies for effective service delivery. School Social Workers utilize collaborative relationships with colleagues, families, and communities to reflect and improve their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Social Workers analyze student learning. School Social Workers think systematically and critically about students' social, emotional, psychological, and academic success. School Social Workers collect and analyze student data to plan and evaluate the effectiveness of service delivery. School Social Workers adapt their practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities.</p>				
<ul style="list-style-type: none"> • Thinks systematically and critically about students' social, emotional, psychological, and academic success. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate assessment procedures to collect data that inform development of service delivery plans. <input type="checkbox"/> Develops and maintains a written plan of data driven goals and strategies for effective delivery of the school social work program based on research and data. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses the effectiveness of service delivery based on student data. <input type="checkbox"/> Seeks feedback from school staff members, students, significant adults, and the community on the effectiveness of service delivery and needed changes. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff, students, significant adults, and the community to implement necessary changes. 	
<p>b. School Social Workers link professional growth to their professional goals. School Social Workers continually participate in high quality professional development specific to school social work practice. School Social Workers also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education priorities and initiatives.</p>				
<ul style="list-style-type: none"> • Establishes and maintains clear and relevant professional growth goals. • Participates in high quality professional development specific to school social work practice. 	<p>... and</p> <p>Participates in high quality professional development that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects 21st Century skills and knowledge. <input type="checkbox"/> Addresses professional growth goals. 	<p>... and</p> <p>Aligns professional development activities with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional growth goals. <input type="checkbox"/> State Board of Education priorities. <input type="checkbox"/> School and district initiatives. <ul style="list-style-type: none"> • Leads school-based professional development activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops professional development activities focused on improving professional practice of School Social Workers in the district. <input type="checkbox"/> Leads focused and rigorous professional development activities at a state or national level. 	

STANDARD 5: School Social Workers actively reflect on their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Social Workers function effectively in a complex, dynamic environment. School Social Workers understand that change is constant; therefore, they actively investigate and consider new ideas that support students’ social, emotional, psychological, and academic success. School Social Workers adapt their practice based on current research findings and data to best meet the needs of all students.</p>				
<p><input type="checkbox"/> Keeps abreast of evolving research about student learning and professional practice in school social work.</p>	<p>... and</p> <p><input type="checkbox"/> Explores new ideas that support students’ social, emotional, psychological, and academic success.</p> <p><input type="checkbox"/> Adapts practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities.</p>	<p>... and</p> <p><input type="checkbox"/> Strategically and thoughtfully tries new and innovative professional practices that have the potential to better meet the needs of all students.</p> <p><input type="checkbox"/> Monitors the impact of changes to professional practice.</p>	<p>... and</p> <p><input type="checkbox"/> Shares results of focused investigations.</p> <p><input type="checkbox"/> Leverages resources to integrate findings into ongoing practices.</p>	
<p>Artifacts that may be used to support ratings:</p>				
<p><input type="checkbox"/> Self-assessment</p>				
<p><input type="checkbox"/> Documentation of continuing education—articles, conferences</p>				
<p><input type="checkbox"/> Feedback from students, community members, colleagues</p>				
<p><input type="checkbox"/> Professional development syllabi</p>				
<p><input type="checkbox"/> Work plans</p>				
<p><input type="checkbox"/> Evaluation tool</p>				
<p><input type="checkbox"/> Student outcome data</p>				
<p><input type="checkbox"/> Logs</p>				
<p><input type="checkbox"/></p>				
<p><input type="checkbox"/></p>				
<p><input type="checkbox"/></p>				
<p><input type="checkbox"/></p>				
<p>Evaluator Comments (Required for all “Not Evident” ratings and recommended for all others):</p>				
<p>Comments of person being evaluated (Optional):</p>				

Rubric Signature Page

School Social Worker Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ____ YES ____ NO

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The School Social Worker's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the School Social Worker has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Social Worker Evaluation Process.