

**Certified NON-Teaching Evaluation Rubric  
Social Worker**

Staff Member's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Domain 1  
Planning and Preparation**

**1A: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)**

Innovating	Applying	Developing	Not Demonstrating
School Social Worker demonstrates comprehensive and coherent understanding of school social work theory and techniques. Social Worker plans frequent meeting for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates understanding of school social work theory and techniques. Social worker plans regular meetings for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates basic understanding of school social work theory and techniques. Social worker plans occasional meeting for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates little or no knowledge and skill in using social work theory and techniques. Social worker does not plan to meet with students, parents, and/ or colleagues individually or in groups.
Notes:	Notes:	Notes:	Notes:

**1B: Demonstrating knowledge of child and adolescent development**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
<p>In addition to broad knowledge and understanding of the typical developmental characteristics of the age group, and exceptions to the general patterns, the social worker displays knowledge of the extent to which individual students follow the general patterns.</p>	<p>Social Worker displays a broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p>	<p>Social Worker displays partial knowledge of child and adolescent development.</p>	<p>Social Worker demonstrates little or no knowledge of child and adolescent development and psychopathology.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

**1C: Establishing goals for the educational audiologic evaluation appropriate to the setting and the students served**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker's goals for the Social Work Program are highly appropriate to the situation in the school, home, community and the age of the students, and have been developed following consultations with administrators, parents, and colleagues.	Social Worker's goals for the social work program are clear and appropriate to the situation in the school, home, community and the age of the students.	Social Worker's goals for the social work program are rudimentary, and are partially suitable to the situation in the school, home, community and the age of the students.	Social Worker has no clear goals for the social work program, or they are inappropriate to either the situation in the school, home, community or the age of the students.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**1D: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district**

Innovating	Applying	Developing	Not Demonstrating
Social Worker's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**1E: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker's plan is highly coherent and preventative to support the students individually and in groups, as well as within the broader educational program.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the Social Work Program.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the Social Work Program.	Social Work Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Notes:	Notes:	Notes:	Notes:
Evidence:			























**3E: Demonstrating flexibility and responsiveness**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker is continually seeking ways to improve the social work program, and makes changes as needed in response to student, family, or colleague input.	Social Worker makes revisions in the social work program when it is needed.	Social Worker makes modest changes in the social work program when confronted with evidence of the need for change.	Social Worker adheres to his or her plan, in spite of evidence of its inadequacy.
Notes:	Notes:	Notes:	Notes:
Evidence:			



**Domain 4**  
**Professional Responsibilities**

**4A: Reflecting on practice**

Innovating	Applying	Developing	Not Demonstrating
Social Worker’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.	Social Worker’s reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social Worker makes some specific suggestions as to how the Social Work Program might be improved.	Social Worker’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4B: Communicating with families**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
<p>Social Workers secure necessary permissions and communicate with families and community agencies in a manner highly sensitive to social-economic status and linguistic traditions. Social Worker reaches out to families of students to enhance trust.</p>	<p>Social Worker communicates with families and community agencies and secures necessary permission for interventions, and does so in a sensitive manner sensitive to social-economic status and linguistic traditions.</p>	<p>Social Worker’s communication with families and community agencies is partially successful: permissions for interventions are obtained but there are occasional insensitivities to social economic status and linguistic traditions.</p>	<p>Social Worker fails to communicate with families and secure necessary permission for services, or communicates in an insensitive manner.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

**4C: Maintaining accurate records**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	Social Worker's records are accurate and legible, and stored in a secure location.	Social Worker's records are in disarray: they may be missing, insecure, or illegible.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4D: Participating in a professional community**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker makes a substantial contribution to school and district events and projects, and consistently displays leadership with colleagues.	Social Worker participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4E: Engaging in professional development**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Social Worker actively pursues professional development opportunities, and makes a substantial contribution to the profession.	Social Worker seeks out opportunities for professional development based on need.	Social Worker participation in professional development activities is limited to those that are convenient or are required.	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4F: Showing professionalism, including integrity, advocacy, and maintaining confidentiality**

Innovating	Applying	Developing	Not Demonstrating
Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and displays leadership among colleagues.	Social Worker displays high standard of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public, and advocates for students when needed.	Social Worker is honest in interactions with students, families, colleagues, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**Additional Feedback by Supervisor:**

**Supervisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staff Member's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\*Employee should receive a copy

\*Copy should be kept in site file

\*Original evaluation to be sent to Employee Services