

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Summative Rubric District Social Worker

Name of Person Completing Framework:	Date:
Professional Inquiry:	

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)</i>	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.	Social Worker demonstrates basic understanding of school social work theory and techniques. Social worker plans occasional meetings 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.	School Social Worker demonstrates comprehensive and coherent understanding of school social work theory and techniques. Social Worker plans frequent meetings for and with students, parents, and/or colleagues that promote and plan for student success.
<i>1b: Demonstrating knowledge of child and adolescent development</i>	Social Worker demonstrates little or no knowledge of child and adolescent development and psychopathology.	Social Worker displays partial knowledge of child and adolescent development	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.	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.
<i>1c: Establishing goals for the social work program appropriate to the setting and the students served</i>	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 to 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 to the age of the students.	Social Worker's goals for the social work program are clear and appropriate to the situation in the school, home, community and to the age of the students	Social Worker's goals for the Social Work Program are highly appropriate to the situation in the school, home, community and to the age of the students, and have been developed following consultations with administrators, parents, and colleagues.

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<i>Id: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,</i>	Social Worker demonstrates little or no knowledge of governmental regulations and resources for students available through the school or 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 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's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<i>Ie: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families.</i>	Social Work Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	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 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 is highly coherent and preventative to support the students individually and in groups, as well as within the broader educational program.
<i>If: Developing a plan to evaluate the social work program</i>	Social Worker has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program 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 clear recommendations for improving the program on an ongoing basis.

Comments/Evidence for Domain 1

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Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Social Worker's interactions with students are negative or inappropriate and the social worker does not promote positive interactions among students.	Social Worker's interactions are a mix of positive and non-productive; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful and the social worker actively promotes positive student-student interactions.	Students, families, and school staff seek out the social worker, reflecting a high degree of comfort and trust in the relationship. Social Worker models and teaches students, families, and school staff how to engage in positive interactions.
<i>2b: Establishing a culture for productive and respectful communication</i>	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among families and school staff.	Social Worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff.
<i>2c: Managing routines and procedures</i>	Social Worker's routines for the Social Work Program or classroom work are non-existent or in disarray.	Social Worker has rudimentary and partially successful routines for the Social Work Program or classroom.	Social Worker's routines for the Social Work Program or classroom work effectively.	Social Worker's routines for the Social Work Program or classroom work are seamless, and students assist in maintaining them.
<i>2d: Contributes to the culture for positive student behavior throughout the school</i>	Social Worker displays minimal efforts to establish appropriate plans that contribute to positive student behavior.	Social Worker's efforts to establish appropriate plans that contribute to positive student behavior are partially successful.	Social Worker has established appropriate plans that contribute to consistent positive student behavior.	Social Worker has established appropriate plans that make lasting contributions to positive student behavior.
<i>2e: Organizing physical space</i>	The meeting space is disorganized, and poorly suited for students. Materials are not stored in a secure location, and are difficult to find when needed.	The meeting space is not completely well organized, and materials are difficult to find when needed. Documents are not maintained to ensure confidentiality.	The meeting space is well organized; documents are arranged and maintained to ensure confidentiality.	The meeting space is highly organized and is inviting to students. Documents are arranged and maintained to ensure confidentiality.

Comments/Evidence for Domain 2

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Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Responding to referrals, consulting with teachers, administrators, families and community agencies</i>	Social Worker fails to consult with teachers, administrators, and community agencies or to tailor the evaluation of the student to the questions raised in the referral.	Social Worker consults on a sporadic basis with teachers, administrators, and community agencies, making partially successful attempts to tailor evaluation of the student to the questions raised in the referral.	Social Worker consults with teachers, administrators, and community agencies, tailoring the evaluation of the student to the questions raised in the referral.	Social Worker consults frequently with teachers, administrators, and community agencies, contributing own insights and tailoring evaluation of the student to the questions raised in the referral and making recommendations for student success.
<i>3b: Evaluating student needs in compliance with NASW (National Association of Social Workers) guidelines</i>	Social Worker resists selecting appropriate interventions to the referral questions, or selects interventions inappropriate to the situation, or does not follow established procedures and guidelines.	Social Worker selects appropriate interventions to the referral questions and answers questions of the school staff regarding the requirements of the interventions.	Social Worker selects appropriate interventions to the referral questions and confers with the school staff to ensure that they fully understand the requirements of the interventions.,	Social Worker selects, from a broad repertoire, those interventions that are most appropriate to the referral questions, and confers with school staff to ensure that they fully understand and comply with procedural requirements of the interventions
<i>3c: Participation on the student support team</i>	Social Worker declines to participate on the student support team.	Social Worker displays no leadership on the student support team and prepares adequate IEP's.	Social Worker displays leadership on the student support team as a standard expectation; prepares detailed IEP's.	Social Worker consistently displays leadership on the student support team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.
<i>3d: Brokering resources to meet student and family needs</i>	Social Worker does not make connections with other programs in order to meet student and family needs.	Social Worker efforts to broker services with other programs to meet student and family needs in the school are partially successful.	Social Worker brokers with other programs within the school or district to meet student and family needs.	Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student and family needs.
<i>3e.f: Demonstrating flexibility and responsiveness</i>	Social Worker adheres to his or her plan, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the social work program when confronted with evidence of the need for change.	Social Worker makes revisions in the social work program when it is needed.	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.

Comments/Evidence for Domain 3

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on practice</i>	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	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'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 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.
<i>4b: Communicating with families</i>	Social Worker fails to communicate with families and secure necessary permission for services, or communicates in an insensitive manner.	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.	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.	Social Worker secures necessary permissions and communicates 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.
<i>4c: Maintaining accurate records</i>	Social Worker's records are in disarray; they may be missing, insecure, or illegible.	Social Worker's records are accurate and legible, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	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.
<i>4d: Participating in a professional community</i>	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects, and consistently displays leadership with colleagues.
<i>4e: Engaging in professional development</i>	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	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 need.	Social Worker actively pursues professional development opportunities, and makes a substantial contribution to the profession.

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<p><i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i></p>	<p>Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.</p>	<p>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.</p>	<p>Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public, and advocates for students when needed.</p>	<p>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.</p>
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<p>Comments/Evidence for Domain 4</p>

Areas of Strength:

Areas for Growth

I have conducted a conversation on/about the above items.

*Teacher Signature

Date

Evaluator Signature

Date

Administrative Recommendation for the _____ school year:

	Track I – Non-Tenure – Renewal of Contract
	Track 1 – Non-Tenure – Non-Renewal of Contract
	Track II – Tenured Professional Inquiry – 1
	Track II – Tenured Professional Inquiry –2
	Track III – Tenured Teacher Assistance

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