

Domain 1 Social Workers: <i>Planning and Preparation</i>				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of counseling theory and techniques	SW demonstrates little understanding of counseling theory and techniques.	SW demonstrates basic understanding of counseling theory and techniques.	SW demonstrates understanding of counseling theory and techniques.	SW demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	SW displays little or no knowledge of skills and adolescent development.	SW displays partial knowledge of child and adolescent development.	SW displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge to the extent to which individual students follow the general patterns.
1c: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	SW demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	SW displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	SW displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	SW knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1d: Establishing goals for the counseling program appropriate to the setting and the students served	SW has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	SW goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	SW goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	SW goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	SW plan has a guiding principal and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	SW has developed a plan that includes the important aspects of counseling in the setting.	SW plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	SW has no plan to evaluate the program or resists suggestions that such an evaluation is important.	SW has a rudimentary plan to evaluate the counseling program.	SW 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.	SW evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Domain 1 Evidence:				
Domain 1 Strengths:				
Domain 1 Areas of Growth:				

Domain 2 Social Workers: *Classroom Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	SW interactions with at least some students are negative or inappropriate, and the SW does not promote positive interactions among students.	SW interactions with students are a mix of positive and negative; the SW makes an effort at encouraging positive interactions among students are partially successful.	SW interactions with students are positive and respectful, and the SW actively promotes positive student-student interactions.	Students seek out (as age appropriate) the social worker, reflecting a high degree of comfort and trust in the relationship. SW teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	SW makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	SW attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	SW promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the social worker in partnership with building administrators, is maintained by both teachers and students.
2c: Managing routines and procedures	SW routines for the counseling center or classroom work are nonexistent or in disarray.	SW has rudimentary and partially successful routines for the counseling center or classroom.	SW routines for the counseling center or classroom work effectively.	SW routines for the counseling center or classroom are seamless, and students assist in maintaining them (as age appropriate).
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	SW has established no standards of conduct for students during counseling sessions and makes no contributing to maintaining an environment of civility in the school.	SW efforts to establish standards of conduct for counseling sessions are partially successful. Counselor/SW attempts, with limited success, to contribute to the level of civility in the school as a whole.	SW has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	SW has established clear standards of conduct for counseling sessions, and students contribute to maintaining them (as age appropriate). SW takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is uninviting or inappropriate to the planned activities.	SW attempts to create an inviting and safe physical environment are partially successful.	SW center or classroom arrangements are inviting and conducive to the planned activities.	SW center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangements.

Domain 2 Evidence:

Domain 2 Strengths:

Domain 2 Areas of Growth:

Domain 3 Social Workers: *Instruction*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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3a: Assessing student needs	SW does not assess students' needs, or the assessments results in inaccurate conclusions.	SW assessments of student needs are perfunctory.	SW assesses student needs and knows the range of student needs in the school.	SW conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering students and teachers in the formulation of identified academic, personal/social, and career plans (when applicable), based on knowledge of student needs	SW program is independent of identified student needs.	SW attempts to helps students and teachers formulate academic, personal/social and career plans are partially successful.	SW helps students and teachers formulate academic, personal/social and career plans for groups of students.	SW helps students and teachers formulate academic, personal/social and career plans for groups of students. In addition to group needs, SW helps targeted students and teachers formulate individualized academic, personal/social and career plans for individual students.
3c: Using counseling techniques	SW has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	SW displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	SW uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	SW uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning
3d: Linking resources to meet needs	SW does not make connections with other programs in order to meet student needs.	SW efforts to link services with other programs in the school are partially successful.	SW efforts to link services with other programs (referral list) in the school or district to meet student needs.	SW links and works with other programs and agencies both within and beyond the school or district to deliver services that meet individual student needs.
3e: Demonstrating flexibility and responsiveness	SW adheres to the plan or program, in spite of evidence of its inadequacy.	SW makes modest changes in the SW program when confronted with evidence of the need to change.	SW makes revisions in the counseling/sw program when they are needed.	SW is continually seeking ways to improve the counseling/sw program and makes changes as needed in response to student, parent, or teacher input.
Domain 3 Evidence:				
Domain 3 Strengths:				
Domain 3 Areas of Growth:				

Domain 4 Social Workers: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	SW does not reflect on practice, or the reflections are inaccurate or self-serving.	SW reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	SW reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor/SW makes some suggestions as to how the counseling program might be improved.	SW reflection highly accurate and perceptive, citing specific examples. Counselor/SW draws an extensive repertoire to suggest alternative strategies.
4b: Maintaining records in accordance with policy and submitting reports in a timely fashion	SW reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	SW reports, records, and documentation are generally accurate, but are occasionally late.	SW reports, records, and documentation are generally accurate and are submitted in a timely manner.	SW approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: Communicating with families	SW provides no information to families, either about the counseling program as a whole or about individual students.	SW provides limited communication and information to families about the counseling program as a whole and about individual students.	SW provides thorough and accurate information to families about the counseling program as a whole and about individual students.	SW is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	SW relationships with colleagues are negative or self-serving, and SW avoids being involved in a school and district events and projects.	SW relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	SW participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SW makes substantial contributions to school and district events and projects and maintains positive and assumes leadership role with colleagues.
4e: Engaging in professional development	SW does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	SW participation in professional development activities is limited to those that are convenient or are required.	SW seeks out opportunities for professional development based on an individual assessment of needs.	SW actively pursues professional development opportunities and makes substantial contributions to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	SW displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality	SW is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	SW displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	SW can be counted on to hold the highest standard of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 4 Evidence:

Domain 4 Strengths:

Domain 4 Areas of Growth: