

Professional Growth Rubric Social Worker

The Social Worker professional growth rubrics are organized around five areas of a social worker's job performance. These five areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Services**
- III. Building Relationships with Students and Families**
- IV. Family and Community Outreach**
- V. Professional Responsibilities**

The rubrics are designed to give social workers an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the social work professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for social workers. The *Distinguished* level is reserved for truly outstanding social workers as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and the social worker and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the social worker can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while the social worker must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the seven criteria individually. Then, the social worker and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file.

It is important that the principals help social workers to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that the social workers score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Learning

The Social Worker:

4 – Distinguished

- a. Uses extensive knowledge of social work practices with evidence of a continuing search for improved practice.
- b. Utilizes relevant community resources and promotes partnerships with family and school.
- c. Responds to referral problems and issues; facilitates problem solving and provides resources and intervention techniques.
- d. Participates in and accesses a network of child serving agencies to provide seamless services to the child, family and school.
- e. Works well within timelines and thoroughly completes required reports and/or documentation.
- f. Conducts training/consultation with staff to ensure understanding, collaboration, timeline compliance & procedural guidelines.
- g. Actively pursues professional development opportunities and initiates professional activities. Seeks feedback from colleagues.

3 – Proficient

- a. Demonstrates solid understanding of content, prerequisite relationships, and connections with other disciplines.
- b. Gathers information from parents, teachers, caregivers and school records to gain knowledge of background, skills & interest.
- c. Comprehensively identifies referral questions/problems and identifies related issues.
- d. Has detailed knowledge of resources available within the immediate educational setting, school district and community.
- e. Works within timelines to ensure understanding, collaboration, timeline compliance and procedural guidelines.
- f. Works with school based team and families to ensure that all procedural guidelines are consistently followed.
- g. Seeks opportunities for professional development based on individual assessment of need and shares expertise with others.

2 – Professional Support Needed

- a. Uses social work knowledge as a basic understanding; does not extend connections with other disciplines, skills and interest.
- b. Usually uses appropriate tools; demonstrates competent practices to gain knowledge of student's background, skills & interest.
- c. Assesses referral questions/problems as presented. Uses standard assessment measures/practices with little variation to specific student needs.
- d. Has knowledge and understanding of the available resources within the immediate educational setting.
- e. Inconsistently attentive to timelines, completes required reports and/or documentation.
- f. Inconsistently adheres to understanding, collaboration, timeline compliance and procedural guidelines.
- g. Participates in required professional development activities with limited contributions.

1 – Does Not Meet Standard

- a. Has little understanding of the social worker structure of discipline or content related to the social worker principles.
- b. Does not use knowledge of student's background, skills or interest to gain knowledge of students' skills.
- c. Does not address referral questions using assessment and consultation. Fails to tailor choice of tools for individual needs.
- d. Displays little knowledge or understanding of the available resources.
- e. Disregards timelines, fails to complete required reports and/or documentation.
- f. Fails to adhere to understanding, collaboration, timeline compliance and procedural guidelines.
- g. Does not participate in professional development activities and makes no effort to share knowledge with colleagues.

Overall rating: ___ Comments:

II. Delivery of Services

The Social Worker:

4 - Distinguished

- a. Constantly initiates contact with Child Protection Services to maintain positive relationships.
- b. Is proactive and seeks out resources for families' needs that are hard to meet.
- c. Meets frequently with colleagues to share ideas, analyze needs, and plan appropriate supports.
- d. Actively seeks out feedback and suggestions and uses them to improve performance.
- e. Is sensitive to physical and emotional needs of students and effectively anticipates and accommodates for these needs.
- f. Provides support and cooperation and assumes a leadership role in the educational community.
- g. Empowers team members and encourages a variety of viewpoints, explanations or solutions.

3 – Proficient

- a. Frequently maintains positive relationship with Child Protection Services.
- b. Consistently reaches out to community agencies to utilize additional resources for families' needs.
- c. Collaborates with colleagues to appropriately meet family and student needs.
- d. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- e. Satisfies the needs of families and students to the extent that resources allow.
- f. Shows support and cooperation with colleagues. Volunteers to participate in events and projects in the educational community.
- g. Understands responsibilities of team members while considering a variety of viewpoints, explanations and solutions.

2 – Professional Support Needed

- a. Usually maintains required relationships with Child Protection Services.
- b. Occasionally reaches out to community agencies for families' needs.
- c. Meets occasionally with colleagues to share ideas about family and student needs.
- d. Is somewhat defensive but does listen to feedback and suggestions.
- e. Recognizes most needs of the students and occasionally takes steps to accommodate for some of the needs.
- f. Is cordial with colleagues and participates in events and projects in the educational community when specifically asked.
- g. Makes an effort to understand tasks/solutions and responsibilities of team members.

1 – Does Not Meet Standards

- a. Does not communicate with Child Protection Services.
- b. Does not reach out for extra support from community agencies for families' needs.
- c. Meets infrequently with colleagues; conversations lack social work substance.
- d. Is defensive about criticism and resistant to changing professional practice.
- e. Does not recognize or accommodate for physical and emotional needs of students.
- f. Does not build relationships with colleagues. Makes no attempt to be involved in the educational community.
- g. Fails to make an effort to understand tasks and responsibilities of team members.

Overall rating: ___ Comments:

III. Building Relationships with Students and Families

The Social Worker:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students and families.
- b. Is readily available to families and students before, during and after school at a comfortable location, including home visits.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs; advocates for their need with staff and community.
- d. Consistently creates a rapport with families and students that nurtures positive relationships.
- e. Always smiles and uses a friendly tone of voice.
- f. Fosters a comfort level that encourages families and students to take risks.
- g. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to families & students before, during, and after school at a comfortable location for families, including home visits.
- c. Shows respect for families & students' cultures, values, and beliefs including being an advocate for their needs with staff and community.
- d. Creates a rapport with families and students that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Builds a comfort level that allows families and students to take risks.
- g. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students & families.
- b. Is sometimes available to families and students before, during, and after school and is reluctant to make home visits.
- c. Tries to be sensitive to families and students' cultures, values, and beliefs, but sometimes fails.
- d. Sometimes creates a rapport with families and students that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Inconsistently builds a comfort level that allows families and students to take risks.
- g. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students and families.
- b. Is not available to students before, during, and after school and does not make home visits.
- c. Is often insensitive to families and students' cultures, values, and beliefs.
- d. Does not create a rapport with families and students that nurtures positive relationships.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not build a comfort level that allows families and students to take risks.
- g. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Family and Community Outreach

The Social Worker:

4 – Distinguished

- a. Shows great sensitivity and respect for family cultures, values and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will be successful.
- c. Facilitates community meetings and anticipates and plans for needs of families in the community.
- d. Facilitates family and school meetings and anticipates and plans for needs of family and school.
- e. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- f. Gives parents detailed feedback on child's progress and needs through the use of varied communications.
- g. Is successful in contacting and working with all parents, including those who are hard to reach.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child.
- c. Participates actively, consistently, and constructively in community meetings promoting family and school success.
- d. Participates actively, consistently, and constructively in school and family meetings.
- e. Responds promptly and effectively to parents' concerns; make parents feel welcome in the school.
- f. Uses conferences, emails, and phone calls to give parents feedback on their children's progress and needs.
- g. Tries to contact parents and is tenacious in contacting hard-to-reach parents.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not provide support to meet expectations.
- c. Participates in community meetings, but needs supervision and direction about participation.
- d. Participates in family and school meetings, but needs supervision and direction about participation.
- e. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- f. Waits for parents to initiate contact to discuss the areas of concern.
- g. Tries to contact all parents, but ends up talking mainly to the parents that are easy to contact and deal with.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents regarding school concerns.
- c. Does not participate in or attend community meetings.
- d. Does not participate in or attend family or school meetings.
- e. Does not respond to parent concerns; makes parents feel unwelcome in the school.
- f. Does not provide follow up support to parents on areas of concern.
- g. Makes little or not effort to contact parents.

Overall rating: ___ Comments:

V. Professional Responsibilities

The Social Worker:

4 – Distinguished

- a. Maintains meticulous records conscientiously and punctually and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Devours effective practices from fellow professionals, workshops, reading, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility for school activities; volunteers to serve on committees.
- e. Is a positive team player and contribute ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Seeks out effective ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 – Professional Support Needed

- a. Occasionally is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dress in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Looks for new ideas for improving social work practices and learning.

1 – Does Not Meet Standard

- a. Is late, makes errors in records, and /or misses paperwork deadlines.
- b. Acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely, if ever, contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is not open to new ideas for improving social work practices and learning.

Overall rating: ___ Comments:

Professional Rubrics Summary Page
Social Worker

Social Worker's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparation

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students and Families

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Social Worker:

Principal's/Director's signature _____ Date _____

Social Worker's signature _____ Date _____

(Social Worker signature indicates he/she has seen and discussed the professional rubrics summary. It does not necessarily denote agreement with the report.)