Southfield Social Worker (v.2021)

DOMAIN 1: PLANNING AND PREPARATION
1b Establishing goals for social work services appropriate to the setting and the students served ⬚ Integrate with Michigan social-emotional learning standards

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker has no clear goals for the programs services to be provided, or they are inappropriate to either the situation or the age of the students *(1b.I)*	Social Worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals are clearly measurable *(1b.ME)*	Social Worker goals for the program services are clear and appropriate to the situation in the school and to the age of the students. Most goals are clearly measurable and linked to MI social emotional learning standards *(1b.E)*	Social Worker goals for the program services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Goals are measurable and clearly tied to MI standards *(1b.HE)*

1e Designing the social work program using a needs assessment, which may include individual and small group sessions, in-class activities and crisis intervention

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker's plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure *(1e.I)*	Social Worker's plan has a cohesive and overall structure but some activities don't fit together or support broader goals *(1e.ME)*	Social Worker's plan has a cohesive and overall structure that includes a number of worthwhile activities that closely supports the educational program *(1e.E)*	Social Worker's plan is highly cohesive and serves to support the students individually and/or in groups, within the broader educational program *(1e.HE)*

DOMAIN 2: THE ENVIRONMENT
2a Creating an environment of respect and rapport

Ineffective	Minimally Effective	Effective	Highly Effective

Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams *(2a.I)*	Social Worker interactions with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the needs of children and families *(2a.ME)*	Social Worker interactions with students, parents, school personnel and community agencies reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of stakeholders. Social Worker actively promotes positive collaboration with school personnel and community agencies to communicate and support the needs of children and families *(2a.E)*	Social Worker interactions with students, parents, school personnel and community agencies are highly respectful, reflecting genuine warmth and caring about students. Social Worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families *(2a.HE)*

2c Establishing and maintaining clear procedures for referrals

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker has not established procedures for referral *(2c.I)*	Social Worker has established procedure for referrals, but the details are not always clear *(2c.ME)*	Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear to everyone involved *(2c.E)*	Procedures for all aspects of referrals are clear and easily accessible, and outcomes are communicated to everyone involved *(2c.HE)*

DOMAIN 3: DELIVERY OF SERVICE
3a Assessing students' social and emotional needs, including collaboration among students, parent and school personnel

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker does not assess student needs, or the assessments result in inaccurate conclusions *(3a.I)*	Social Worker's assessments of student needs are perfunctory *(3a.ME)*	Social Worker assesses student needs, and knows the range of student needs in the school *(3a.E)*	Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning *(3a.HE)*

3b Assisting students and teachers in the formulation of academic, personal/social and behavior plans, based on knowledge of student needs and IEP goals

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker demonstrates few strategies to help students acquire decision- making, problem-solving and coping skills *(3b.I)*	Social Worker demonstrates a limited range of strategies to help students acquire decision- making, problem-solving and coping skills *(3b.ME)*	Social Worker demonstrates a broad range of strategies to help students acquire decision- making, problem-solving and coping skills *(3b.E)*	Social Worker demonstrates an extensive range of strategies to help students acquire decision-making, problem-solving and coping skills *(3b.HE)*

3c Communicate intervention plan and student progress with the student's family

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker fails to communicate with families and secure necessary permission for evaluation or interventions or communicates in an insensitive manner *(3c.I)*	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions *(3c.ME)*	Social Worker communicates with families and secures necessary permission for evaluations or interventions, and does so in a manner sensitive to cultural and linguistic traditions *(3c.E)*	permissions and communicates with families in a manner that is highly sensitive to cultural and linguistic traditions. The Social Worker reaches out to families of students to support trust and collaboration for student benefit *(3c.HE)*

3d Collecting information; writing reports

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience *(3d.I)*	Social Worker collects most of the important information on which to base the intervention plans; reports are accurate but lacking in clarity and not always appropriate to the audience *(3d.ME)*	Social Worker collects all the important information on which to base the intervention plans; reports are accurate and appropriate to the audience *(3d.E)*	Social Worker is proactive in collecting important information, seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the audience *(3d.HE)*

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4c Communicating with families as allowed by confidentiality laws and social work ethics

Ineffective	Minimally Effective	Effective	Highly Effective
Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond sensitively to family concerns *(4c.I)*	Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals *(4c.ME)*	Social Worker sensitively communicates with family as needed. Social Worker occasionally provides information regarding student's progress and needs *(4c.E)*	Social Worker sensitively communicates with family as needed. Social Worker routinely provides information regarding student progress and needs. Social Worker empowers and supports families to function as advocates for themselves and their children *(4c.HE)*

4f Showing Professionalism, including integrity, advocacy and maintaining confidentiality

Ineffective	Minimally Effective	Effective	Highly Effective

Social Worker displays dishonesty in interactions with colleagues, students, or the public, and violates principles of confidentiality *(4f.I)*

Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality *(4f.ME)*

Social Worker displays high standards of honesty integrity, and confidentiality in interactions with colleagues, students, families, the public, and advocates for students when needed *(4f.E)*

Social Worker can be counted on to hold the highest standards of honesty, integrity, confidentiality, advocating for students and families, and taking a leadership role with colleagues *(4f.HE)*