

Domain:
Component:

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished

Beloit
Components of Professional Practice
For School Social Work

Domain I: Services to Students

- 1a. Assessment
- 1b. Individual counseling
- 1c. Group counseling
- 1d. Classroom presentation

Domain III: School environment

- 3a. Promoting a positive school environment
- 3b. Promoting respect for diversity
- 3c. Promoting school safety
- 3d. Consultation with teachers/principals

Domain II: Home/School/Community Collaboration

- 2a. Networking/connecting with agencies
- 2b. Services to parents
- 2c. Attendance

Domain IV: Professional Responsibilities

- 4a. Case management
- 4b. Maintain accurate records
- 4c. Legal/administrative rules
- 4d. Showing professionalism
 - *Conducting groups
- 4e. Growing and developing professionally

Domain I: Services to Students

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a. Assessments	Does not provide relevant information to make adequate assessment.	Provides minimal information to support the evaluation process.	Administers, interprets and clearly communicates assessment information.	Integrates assessment expertise to maximize benefits to the school community.
1b. Individual counseling	Fails to relate to students on an individual basis.	Is able to establish rapport and define the student's concerns.	Establishes trust, identifies needs, and develops and monitors a plan of support.	Demonstrates exceptional expertise and skill in addressing a variety of counseling issues.
1c. Group counseling	Does not demonstrate basic skills in working with groups.	Is able to establish basic goals and ground rules for group functioning.	Effectively facilitates the group process in moving the group towards its identified goals.	Incorporates strategies that promote the transference of group acquired incites and skills to the school and community environments.
1d. Classroom presentations	Content and methods of instruction lack congruence with instructional goals.	Some of the instructional goals are met through the classroom presentation.	Gives presentations that are completely congruent with instructional goals both in content and process.	Instructional goals are met and reinforced through creative presentations using differentiated strategies.

Domain 2: Home/School/Community Collaboration

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Networking/connecting with agencies	Is unaware of community resources	Is aware of community services but do not utilize them fully	Makes maximum use of resources within the community to support students, staff and families.	Advocates for student needs and seeks to develop resources to address them.
Services to parents	Is unaware of parent concerns and has minimal interaction with parents.	Contacts parents to gain or give superficial information regarding student issues.	Seeks contact with parents for in-depth assessments, ongoing support and problem solving for the benefit of the students.	Provides exceptional services in order to address the needs of families.
Attendance	Is not responsible for attendance.	Inconsistently enforces district attendance policies.	Has adequate knowledge of legal regulations and enforces district policies.	Has a full understanding of legal regulations and district policies and procedures regarding attendance. Actually seeks out parent involvement to resolve the issue.

Domain 3: School Environment (meaning with both Students/Staff)

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Promoting a positive school environment	Does not participate in programs that promote a positive environment.	Participates in established programs.	Takes a leadership role in established programs.	Seeks out training. Develops and implements programs that have a significant positive impact on school environment.
Promoting respect for diversity	Lacks basic understanding of diverse populations.	Has an understanding of various cultures, lifestyles, religions, etc. and their educational impact.	Applies understanding of diversity to individuals within the educational setting.	Conducts inservices to heighten staff awareness and knowledge of the diversity within the student population.
Promoting school safety	Unaware of any school safety programs or is not currently involved in promoting safety.	Follows an established plan of action in dealing with safety issues.	Helps develop and/or implement plans or programs that promote student/staff safety. (includes teacher safety programs, protective behaviors, AODA programs, crisis intervention, behavior management, etc.)	Receives/teaches training on programs that promote school- wide safety.
Consultation with teachers/principals				

Domain 4: Professional Responsibilities

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Case Management	Does not follow district policies regarding special education.	Runs meetings with some awareness of knowledge base of the participants, often follows timelines per district procedures.	Maintains timelines, professionally conducts meetings involving parents and other professionals, is sensitive to procedural knowledge of parents and other staff.	Actively assists others in understanding procedures and timelines.
Legal/administrative rules	Does not have an adequate knowledge of or does not follow mandates.	Has a limited working knowledge of local, state, and federal mandates.	Has a clear understanding of and is seen as a resource for interpreting legal/procedural mandates.	Conducts inservices sits on committees that establish, interpret, monitors, legal/administrative rules at various levels (local, state, national)
Showing professionalism	Seldom follows professional expectations (acts like a fool)	Usually follows professional expectations (partial fool)	Conducts themselves in a professional manner (avoids being a fool)	Viewed by others inside and/or outside district as a highly respected and knowledgeable social work professional (analyzes meaning of fool)
Growing and developing professionally	NA; everyone needs to have certification requirements.	Does the minimum professional development in order to maintain state certification.	Seeks out additional information to broaden knowledge base for the benefit of their clients.	Identifies personal limitations and district wide areas of need and pursues training to address these needs; uses the acquired knowledge for the benefit of all.

Professionalism = Job Performance

Social workers follow:

- Ethical guidelines
- Code of ethics – NASW
- Follows best practices
- Treats families/colleagues with dignity

Points to consider
when evaluating
this area

- Understands job
- Client satisfaction
- Showing respect for others
- Is non-judgmental
- Understands personal biases as well as areas of competency
- Knows professional limitations