

MINNEAPOLIS PUBLIC SCHOOLS SCHOOL SOCIAL WORKER EVALUATION RUBRIC

STANDARD 1: PROFESSIONALISM

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Develops new procedures and practices to more effectively serve students, families, and staff (<i>show written procedures or describe procedures/practices</i>) • Through participation in professional organizations and activities, works to promote student success at local, state, and national levels (<i>discuss membership/activities.</i>) • Promotes understanding of school social worker role to building and district level staff. (<i>Show emails, memos, etc., or discuss how you do this</i>) • Serves as a crisis response leader at administrator’s request (<i>Give examples.</i>) • Identifies personal professional development needs and seeks appropriate professional development to meet those needs. Shares the information learned with staff. (<i>show e-Compass transcript; discuss how you have shared your new knowledge</i>) <p><i>Participates in the development of the School Improvement Plan</i></p>	<ul style="list-style-type: none"> • Utilizes effective practices to serve students, including helping structure the problem-solving process, addressing attendance issues, transportation issues, special education issues, and emotional and safety needs of students in the school • Accurately prioritizes school social work needs and manages time accordingly. Can articulate these priorities (<i>show list or describe priorities</i>) • Actively seeks to structure job in ways that directly enhance student education, i.e., provides support to teachers such as developing interventions, provides emotional/support to struggling students, collaborates with other staff to promote student success (<i>discuss how you do this or provide emails or other written work that shows how you accomplish this</i>) • Takes or has taken advantage of training in conflict resolution or mediation (<i>describe training</i>) • Understands the mission of the school <i>and the School Improvement Plan</i>, and recognizes the role of the school social worker as a supporter of the education process (<i>explain</i>) • <i>Consistently</i> attends district-sponsored social work staff development (<i>Show transcript</i>) 	<ul style="list-style-type: none"> • Work is disorganized and ineffective. Work is carried out primarily in reactive mode with little or no attention to priorities or proactive strategies • Cannot articulate priorities or priorities do not reflect student and building needs • Neither understands or articulates role of school social worker in the building • Has no knowledge or skills in the area of conflict mediation • Rarely or occasionally attends district social work staff development

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STANDARD 2: RELATIONSHIP BUILDING

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Consistently takes extra time to get to know students and their history and uses this information to advocate for them (<i>discuss what contacts you initiate with students or their families to get to know more about them.</i>) • Assists administration and other staff in resolving conflicts with parents (<i>give examples, show emails</i>) • Conducts training in conflict resolution or mediation • Attends after school and community events to get to know students and their families better (<i>list/discuss events attended</i>) 	<ul style="list-style-type: none"> • Proactive about providing consistent advocacy for students, ensuring that student needs, history, and family situation are taken into account when disciplinary, exclusionary, and educational decisions are being made • Serves as a mediator and assists students in learning how to productively resolve conflict • Knows many students by name; makes an effort to personally greet students in the building and provides opportunities for student support individually and in small groups • Relates to students with warmth • Seeks to make positive connections with parents; introduces self to parents when in building and acquaints them with school social work role • When students are referred for interventions, works to understand students’ personal, family and educational histories • Proactive about getting to know other building staff by name • Is consistently respectful of other staff <p><i>Helps other staff acknowledge and reclaim their strengths</i></p> <p><i>Provides perspective and supportive listening situations to staff experiencing challenging educational situations</i></p> <p><i>Maintains professional boundaries with students and staff</i></p>	<ul style="list-style-type: none"> • Seldom provides information or support for students when disciplinary, exclusionary or educational decisions are being made • Is openly critical of students or their families • Seldom mediates conflict between students • Knows few students by name. Makes little effort to get to know students • Is not welcoming to students who need direction or support • Frequently makes negative comments about other staff

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STANDARD 3: COLLABORATION AND TEAMING

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Initiates offers of help to colleagues to address student needs, i.e., offers to do an observation, helps devise an intervention, makes a referral to a community resource, etc. • Seeks input from teams and individual staff members regarding student, family, and building needs. Works to help create systems that address those needs (<i>show surveys, emails, etc.</i>) • Works with administration to develop and provide training that addresses the needs and mission of the school • Volunteers to lead school committees • Serves on district level teams or committees, such as the Social Work Advisory Committee <p><i>Attends field trips</i></p> <p><i>Makes home visits with other staff</i></p>	<ul style="list-style-type: none"> • Responds willingly and in a timely manner to colleagues' requests for support, resources, or information • Provides information and support to educational teams in the building • Serves on school committees when requested • Maintains consistent communication with staff regarding student needs and family issues, as appropriate 	<ul style="list-style-type: none"> • Often responds reluctantly, belatedly, or not at all to colleagues' request for support, resources or information • Does not participate in educational team meetings • Does not serve on school committees when requested

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STANDARD 4: SOCIAL WORK ETHICS

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Is thoroughly knowledgeable of the Social Work Code of Ethics (<i>be able to discuss the basic areas the code covers</i>) • Supports others in ethical practice by teaching ethical standards, referring to ethical standards, and modeling ethical standards (<i>show emails, presentation notes, etc.</i>) 	<ul style="list-style-type: none"> • Attends required ethics training per MDE licensing requirements • Adheres to the NASW Code of Ethics: respecting the inherent dignity and worth of a person, behaving in a trustworthy manner, identifying and avoiding conflicts of interest, practicing within the scope of their own competency, and using appropriate language regarding and with clients and colleagues <p align="center"><i>Has social work license and Board of Social Work contact information posted in office</i></p>	<ul style="list-style-type: none"> • Fails to demonstrate fairness, integrity and /or ethical behavior • Is unaware of key NASW ethics components, such as informed consent and confidentiality

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STANDARD 5: BUILDING CLIMATE

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Provides leadership in development of a caring and culturally sensitive school culture by developing programs or training to celebrate diversity; promoting respect for others’ ideas; and modeling respect for student and staff rights to privacy • Takes a leadership role in team building and in developing consensus and cooperation • Seeks out opportunities to consult other colleagues • Maintains a highly visible, positive, and respectful presence in the school community 	<ul style="list-style-type: none"> • Engenders an atmosphere of trust and safety through teaming and collaboration, openness to differing points of view, welcoming diversity, and demonstrating caring about the welfare of students, families and staff • Provides competent, caring, and culturally sensitive consultation for staff and parents • Works effectively as a team member, including integrating assessment results where appropriate • Supports student educational needs through supportive services that enhance students’ ability to learn, i.e., by teaching social/behavioral skills, conducting small groups, and providing informal counseling • Is friendly, positive and respectful in interactions with staff, students and families 	<ul style="list-style-type: none"> • Provides minimal or no consultation for staff and parents • Impedes the team process by violating trust, failing to follow through with commitments, being closed to others’ ideas, suggestions, or points of view • Is minimally responsive to requests for professional input • Frequently makes negative or derogatory comments regarding students, staff or families

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STANDARD 6: CULTURAL COMPETENCE

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Seeks additional information and resources to help team understand student referral concerns with respect to race, ethnic, cultural and social factors • Has a working relationship with and utilizes a culturally diverse community of resource providers. • Educates staff regarding cultural differences and encourages staff to recognize and acknowledge cultural differences • Seeks to increase personal knowledge of varying cultures by reading a book, attending workshops, watching documentaries, etc. Integrates this new knowledge into practice with students and families • Actively encourages students to acknowledge their strengths and helps them to realize educational goals <p><i>Helps others to become aware of their own cultural and racial biases</i></p>	<ul style="list-style-type: none"> • Cares about each student and respects developmental, cultural and socioeconomic differences • Demonstrates skill in understanding student referral concerns with respect to race, homelessness, and ethnic, cultural and social factors • Is familiar with a variety of culturally diverse community resources • Recognizes cultural differences and provides appropriate support to students and families, i.e., interpreters, cultural representatives, letters/notes in home language • Understands the influence of socioeconomic status, homelessness, and culture on educational opportunities for students <p><i>Is aware of own race and culture and its impact on views towards other races and cultures</i></p>	<ul style="list-style-type: none"> • Interactions may not account for the development level or culture of a student • Demonstrates limited skill in understanding student referral concerns with respect to race, ethnic, cultural and social factors • Limited access and knowledge of community resources • Limited awareness or understanding of students' background and culture <p><i>Reinforces or perpetuates racial or cultural stereotypes</i></p>

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STANDARD 7: SCHOOL AND COMMUNITY-BASED INTERVENTIONS		
EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Provides ongoing consultation to staff including designing and implementing pre-referral interventions • Measures impact of student interventions and modifies interventions based on this data • Seeks out, identifies and collaborates with individuals and agencies in the community to develop and/or enhance the helping networks available to support students and families • Enhances student success by appropriately sharing information with team members regarding the impact of family dynamics, health, mental health, and social or environmental factors on the student's learning • Researches and finds empirically validated interventions or promising practices that will support a student in his/her learning and shares ideas with team members • . 	<ul style="list-style-type: none"> • Provides consultation to staff which may include designing pre-referral interventions • Develops solid knowledge base of available community partners to support students and enhance student learning; empowers students and families to access and effectively use these resources • Incorporates assessment information into development and implementation of effective intervention plans that enhance the student's ability to benefit from the educational experiences • Demonstrates knowledge of the impact on student learning of family dynamics, health, mental health, social and environmental factors, etc. • Uses empirically valid or promising practices as intervention methods to support students • Displays skill in responding to crisis, ranging from individual to whole school intervention 	<ul style="list-style-type: none"> • Provides minimal assistance to staff and parents regarding pre-referral concerns • Minimal ability to develop or share successful interventions • Interactions do not account for the development level or cultural considerations of the student • Minimal knowledge of community resources available for families/students • Interventions are developed without input from any other team members • Demonstrates limited awareness of impact of outside factors such as health, mental health, family dynamics, etc., on student learning • Demonstrates limited skills in conflict resolution or crisis intervention

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STANDARD 8: DUE PROCESS AND OTHER LEGAL MANDATES

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Takes leadership role in teaching and supporting other team members on due process requirements and timelines • Knows students and families and consistently promotes student due process rights by providing education and advocacy to students and families during educational planning process • Clearly understands and explains 3rd party billing and seeks to secure consent for reimbursement; is missing no signed—or very few—third party billing documents • Takes leadership role in building Problem Solving process, serving as a resource to other staff • Conducts staff development regarding child maltreatment and maltreatment reporting • Annually provides and documents notice of procedural safeguards to all families of students in special education • Meets regularly with administrator to review spreadsheet and discuss due process issues 	<ul style="list-style-type: none"> • Is familiar and in compliance with SSW assigned due process responsibilities • Provides education and advocacy to students and families during educational planning process • Consistently seeks to secure consent for 3rd party billing reimbursement • Participates in the building Problem Solving Team • Home and Family interviews are consistently completed and on time, are clear, organized and accurate, and contain only information that is educationally relevant • Adheres to laws and guidelines regarding child maltreatment • Annually provides notice of procedural safeguards to all families of students in special education • Maintains parent contact log in easy IEP or due process files • Regularly reviews spreadsheet or communicates with due process clerk to determine areas of noncompliance; communicates with case managers 	<ul style="list-style-type: none"> • Lacks familiarity with due process mandates • Plays little or no role in ensuring the due process rights of students are respected • Has little or no involvement with students and families during the educational planning process • Does not obtain 3rd party billing signatures from parents • Has no involvement with established Problem Solving Process (Pre-referral) • Reports are poorly written and often not on time • Inconsistently adheres to laws and guidelines regarding child maltreatment • Has little awareness of due process compliance issues in building

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STANDARD 9: USE OF ELECTRONIC TOOLS

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Takes advantage of district training to advance skills in electronic tools, such as power point presentations, Excel, and Microsoft Outlook • Teaches other staff how to use these tools effectively • Creates PowerPoint presentations, charts, or spreadsheets to enhance training of other staff or work efficiency • Uses the internet to research community resources for students and families and to research materials and interventions for social work practice 	<ul style="list-style-type: none"> • Attends district training for Easy IEP, Discovery, OCR, eCompass, and other electronic tools essential to working effectively as a school social worker • Uses Discovery, Easy IEP, and OCR effectively to gain information about students and input information as needed • Uses email and voicemail effectively and responds promptly to messages received • Can navigate the district website to access information needed to fulfill job requirements • Uses voicemail and email to complement daily interactions with staff and increase efficiency 	<ul style="list-style-type: none"> • Fails to attend training for these electronic tools • Unable to extract or input needed student data from Discovery, Easy IEP, OCR; • Frequently fails to read or reply to email or voicemail

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STANDARD 10: SELF ASSESSMENT AND EVALUATION OF SERVICES

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Completes evaluation of effectiveness of Social Work Services and synthesizes feedback to determine areas of strengths and need • Uses IGP/PDP to reflect on Practice and determine areas for professional growth • Continuously uses and seeks input from families, administrators, and colleagues to provide more effective social work services 	<ul style="list-style-type: none"> • Uses various formal and informal measures to evaluate the effectiveness of Social Work Services • Completes IGP/PDP • Seeks and utilizes feedback from staff to improve services provided • Uses PDP/IGP to reflect on practice and determine areas of growth 	<ul style="list-style-type: none"> • Does not conduct any assessment of the effectiveness of social work practice • Fails to complete IGP or PDP • Does not seek or does not use feedback from staff to improve social work service • IGP or PDP is not used as a tool for professional growth

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STANDARD 11: NEEDS ASSESSMENT

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Develops a written social work plan based on school social work needs • Reviews, interprets, and integrates relevant biopsychosocial data, seeking out information helpful to the assessment process • Shares with staff, as needed, information regarding the student’s capacity to participate in their own learning • Shares assessment information with the team and uses the information to help design appropriate interventions • Identifies areas of needs that are not being addressed the school or local agency/community and works to create services to meet the needs • Advocacy includes membership/leadership on committees/advisory boards at the local, state or national level • Uses a wide variety of non-standardized assessments, such as observation and interviews • Demonstrates outstanding ability to synthesize and effectively convey assessment results 	<ul style="list-style-type: none"> • Reviews relevant biopsychosocial data including health history, educational and family history, and intervention record • Demonstrates skill in understanding student referral concerns with respect to race, ethnic, cultural and social factors • Develops, manages and implements effective school social work services • Accurately prioritizes school social work needs and manages time accordingly • Collects assessment data using non-standardized assessment techniques, such as observation and interviews • Interprets and synthesizes data and effectively conveys results to team • Considers characteristics of individual students and the capacity of students to be involved in their own learning. 	<ul style="list-style-type: none"> • Is primarily reactive with few measures of impact • Minimal or no review of prior interventions, historical records, or biopsychosocial data • Demonstrates limited skill in interpreting student referral information • Demonstrates limited ability to consider the student’s role in their own learning • Limited ability to conduct comprehensive assessment; does not consider all environments – home, school community • Assessment information is not shared with team members as needed • Minimal knowledge or use of non-standardized assessment techniques • Minimal ability to effectively convey assessment results to team

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STANDARD 12: DATA PRIVACY AND CONFIDENTIALITY

EXEMPLARY	PROFICIENT	NEEDS IMPROVEMENT
<ul style="list-style-type: none"> • Teaches other staff members about legal mandates related to confidentiality and data privacy • Serves as a resource to other staff regarding confidentiality and data privacy limitations • Creates tools for others to use to help protect data privacy, i.e., confidential fax cover sheets, processes for keeping student names out of common view, etc. 	<ul style="list-style-type: none"> • Complies with local, state and federal mandates related to confidentiality • Uses professional judgment, based on best practice, legal and ethical considerations, in the use of sharing confidential information with staff • Consults as needed with district staff regarding legal issues related to data privacy • Informs families and students of confidentiality limitations and requirements when appropriate • Social work records are maintained according to district guidelines and legal requirements • Shreds documents containing confidential information after use 	<ul style="list-style-type: none"> • Limited knowledge of local, state and federal mandates related to confidentiality and data privacy • Shares information indiscriminately without regard to confidentiality or data privacy limitations • Leaves confidential data out in the open where others who should not access them can view them • Fails to shred confidential documents