



**Social Worker Rubric - Essential Element 1
 for Practitioners with Permanent Status**

Essential Element 1	Not Meeting Standards		Approaching			Meeting Standards									
<p>Uses multiple sources of data to identify areas that improve student well-being, learning and academic achievement.</p>	<p>Rarely invites stakeholders (students, families and staff) to participate in school improvement initiatives.</p>	<p>Occasionally includes stakeholders in assessing needs and goal setting, but may not consistently use this input to align services and increase effectiveness of the program(s) within school setting.</p>	<p>Regularly includes stakeholders in assessing needs, and setting goals and consistently uses this input to align services and increase effectiveness of the program(s) within school setting.</p>	<p>Regularly includes stakeholders in assessing needs, setting goals and integrating stakeholders' input to increase and sustain the effectiveness of the program(s) within the school setting.</p>	<p>Consistently creates collaborative approaches that include all stakeholders to implement, and evaluate intervention programs based on needs assessments of individuals, families, and systems. Interventions should include prevention efforts.</p>	<p>Unable to accurately determine what the school, students, and family needs are and what resources are available.</p>	<p>Is aware of school committees and/or interdisciplinary teams currently in place with the focus of school/student improvement and inconsistently uses data to improve.</p>	<p>Understands and works with the school committees and/or interdisciplinary teams currently in place with the focus of school/student improvement.</p>	<p>Regularly participates in school committees/or interdisciplinary teams focused on school improvement; identifies scientifically supported educational, behavioral, and mental health services to address</p>	<p>Regularly serves on school committees/or interdisciplinary teams to work collaboratively to mobilize resources of local educational agencies and communities to meet the needs of the school(s), students, and families.</p>	<p>Rarely looks at data related to decision making to allocate</p>	<p>Inconsistently gathers data related to areas of</p>	<p>Regularly gathers data related to areas of school/student</p>	<p>Regularly gathers data related to areas of school/student</p>	<p>Regularly gathers data related to areas of school/student</p>



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	resources and/or implement interventions.	school/student functioning and/or school committees/ interdisciplinary teams in place and /or does not use it to focus on school/student improvement.	functioning and/or school committees/ interdisciplinary teams in place to focus on school/student improvement.	student/school needs. Regularly uses data and research to identify, implement and evaluate current school systems/programs.	Regularly reviews evidence of the programs, services or interventions to improve positive outcomes for students.
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**Social Worker Rubric - Essential Element 2
 for Practitioners with Permanent Status**

Essential Element 2	Not Meeting Standards	Approaching	Meeting Standards		
Advances student-centered school environments that are conducive to learning, demonstrating respect for families and differences in culture, background, and learning needs.	<p>Rarely responds and communicates with students, staff and families from different backgrounds and life experiences.</p> <p>Unaware of impact of personal bias on their work with staff, students and/or families.</p> <p>Unable to establish rapport with students and families.</p> <p>Does not understand or fails to promote family/parental engagement in</p>	<p>Inconsistently responds and communicates with students, staff and families from different backgrounds and life experiences.</p> <p>Aware of impact of personal bias on their work with staff, students and/or families, and inconsistently addresses it.</p> <p>Inconsistently establishes rapport with students and families from diverse backgrounds.</p> <p>Occasionally promotes</p>	<p>Regularly responds and communicates with students, staff and families from different backgrounds and life experiences.</p> <p>Regularly identifies diverse points of view and shows awareness of his/her own biases.</p> <p>Regularly establishes rapport and has positive interactions with diverse backgrounds.</p> <p>Regularly promotes and facilitates parental engagement, assesses needs, and involves family/parent(s) in the educational process.</p>	<p>Regularly responds and communicates with students, staff and families from different backgrounds and life experiences.</p> <p>Regularly identifies diverse points of view, shows awareness of his/her own biases and demonstrates ability to identify barriers to academic progress relating to cultural issues.</p> <p>Regularly establishes rapport and is able to connect with students and families from diverse backgrounds.</p> <p>Promotes and</p>	<p>Regularly responds, communicates, and collaborates with students, staff and families from different backgrounds and life experiences.</p> <p>Regularly identifies diverse points of view, shows awareness of his/her own biases and demonstrates ability to identify and address barriers to academic progress relating to cultural issues.</p> <p>Consistently establishes rapport and is able to connect with students and families from diverse backgrounds.</p> <p>Consistently promotes</p>



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	the educational process.	family/parental engagement in the educational process.		facilitates parental engagement, assesses needs, and involves family/parent(s) in the educational process.	and facilitates family/parental engagement, assesses needs, involves parents in the educational process.
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**Social Worker Rubric - Essential Element 3
 for Practitioners with Permanent Status**

Essential Element 3	Not Meeting Standards	Approaching	Meeting Standards		
Completes appropriate assessments to determine services needed to address barriers to learning.	<p>Rarely responds to requests from the school community (teachers and/or parents) to provide interventions that would alleviate barriers to learning.</p> <p>Rarely completes a needs assessment prior to beginning social work services; is reactive in service delivery.</p> <p>Rarely completes and/or understands Bio-Psycho-Social assessments while identifying</p>	<p>Occasionally responds to requests from the school community, to provide interventions that would alleviate barriers to learning in a timely manner.</p> <p>Occasionally completes a needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools.</p> <p>Occasionally completes and/or understands Bio-Psycho-Social assessments while identifying student and family</p>	<p>Regularly responds to requests from the school community to provide interventions that would alleviate barriers to learning in a timely, appropriate manner. Provides follow up.</p> <p>Regularly completes a needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools (teacher/parent referrals, student data, serving on a multidisciplinary team, culturally appropriate assessment instruments).</p> <p>Regularly completes</p>	<p>Consistently responds to requests from the school community to provide interventions that would alleviate barriers to learning in a timely, appropriate manner and provides consistent follow up and case management.</p> <p>Consistently completes a needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools.</p> <p>Regularly completes Bio-Psycho-Social assessments and identifies student and family strengths and advocates for strength-based assessments in</p>	<p>Regularly mobilizes the school community resources to maximize academic and behavior success.</p> <p>Consistently completes needs assessments, and assists school and/or programs in developing and implementing culturally competent assessment tools.</p> <p>Consistently completes Bio-Psycho-Social assessments and identifies student and family strengths and advocates for strength-based assessments in education.</p>



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	student and family strengths etc.	strengths.	and understands Bio-Psycho-Social assessments and identifies student and family strengths.	education.	Consistently re-evaluates data from prior needs assessments to improve work.
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**Social Worker Rubric - Essential Element 4
 for Practitioners with Permanent Status**

Essential Element 4	Not Meeting Standards	Approaching	Meeting Standards		
<p>Uses knowledge of social work theory to provide effective case management services.</p>	<p>Rarely identifies referral resources, facilitates connection process of referral, or follows up on student/family referrals.</p> <p>Rarely accesses student and support service resources in the school, district, and professional community.</p> <p>Rarely participates in multidisciplinary teams and other school staff (including but not limited to: SST, IEP, Intervention teams) to aid in</p>	<p>Inconsistently identifies referral resources, facilitates connection process of referral, and follows up on student/family referrals.</p> <p>Inconsistently accesses student and support service resources in the school, district, and professional community.</p> <p>Inconsistently attends and participates in multidisciplinary teams to aid in direct service to student and families.</p>	<p>Regularly identifies referral resources, facilitates connection process of referral, and follows up on student/family referrals.</p> <p>Regularly identifies and utilizes student and support service resources in the school, district, and professional community.</p> <p>Regularly attends, participates, and advocates for students and families in multidisciplinary teams to aid in direct service to student and families.</p> <p>Regularly maintains records that adhere to</p>	<p>Regularly identifies referral resources, actively facilitates connection process of referral, and consistently follows up on student/family referrals.</p> <p>Regularly accesses student and support service resources in the school, district, and professional community.</p> <p>Regularly participates in multidisciplinary teams and identifies need for missing supports and collaboratively works on an implementation process with staff.</p>	<p>Regularly reviews referral resources, actively facilitates connection process of referral, and consistently follows up on student/family referrals.</p> <p>Identifies gaps in resources and works with colleagues to develop recommendations for school /community programs.</p> <p>Regularly participates in multidisciplinary teams and identifies need for missing supports and collaboratively works on an implementation process with students, families, and staff.</p>



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	<p>direct service to student and families.</p> <p>Rarely maintains documentation and records.</p>	<p>Inconsistently maintains documentation and records.</p>	<p>the school social work code of ethics, state, and federal, law requirements.</p> <p>Documentation is timely and organized.</p>	<p>Consistently maintains accurate records and documentation that adhere to the school social work code of ethics, state and federal requirements and are used planning social services work.</p>	<p>Consistently maintains accurate records and documentation that adhere to the school social work code of ethics, state and federal requirements and are used planning and evaluating social services work.</p>
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**Social Worker Rubric - Essential Element 5
 for Practitioners with Permanent Status**

Essential Element 5	Not Meeting Standards	Approaching	Meeting Standards		
Uses knowledge of social work theory, practice, and research to implement direct services to children and families (group, individual, family).	<p>Does not understand and/or rarely use evidence informed or evidenced-based practices in small group, individual, and family social work intervention and service delivery.</p> <p>No knowledge or understanding of strength-based, solution-focused theories.</p> <p>Lacks understanding of ecological view of student's needs.</p>	<p>Attempts to implement evidence-informed or evidence-based practices in small group, individual, and family social work interventions and service delivery.</p> <p>Occasionally attempts to utilize strength-based, solution-focused theories to guide and influence work with students and families.</p> <p>Beginning to understand and use ecological view of student and family needs.</p>	<p>Regularly uses evidence-informed or evidence-based small group, individual, and family social work interventions practices in service delivery.</p> <p>Regularly uses strength-based, solution-focused theories to guide and influence work with students and families.</p> <p>Understands and uses ecological view of student and family needs.</p>	<p>Implements and monitors culturally appropriate multi-tiered evidence-informed or evidence-based small group, individual, and family social work interventions that improve academic and behavioral performance.</p> <p>Consistently uses and promotes strength-based, solution-focused theories to guide and influence work with students and families.</p> <p>Promotes and shares ecological view in addressing student and family needs.</p>	<p>Effectively and consistently provides a continuum of culturally appropriate school wide, evidence-informed or evidence-based, small group, individual, family social work interventions and services depending on the assessed needs of the school community.</p> <p>Regularly and effectively works with families in ways to use a strength-based approach to build their capacity to support their children's academic success and emotional well-being.</p> <p>Consistently and actively seeks opportunities to share</p>



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					<p>knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.</p>
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**Social Worker Rubric - Essential Element 6
 for Practitioners with Permanent Status**

Essential Element 6	Not Meeting Standards	Approaching	Meeting Standards		
Maintains a commitment to professional conduct that enhances student academic success and emotional well-being.	<p>Rarely demonstrates adherence to the NASW Code of Ethics and how ethics guide practice.</p> <p>Lacks knowledge of laws, rules, and policies, with little understanding of how policies impact service population (Educational Code, Mandated Reporting, District Policies and Procedures, School Policies and Procedures).</p> <p>Rarely exhibits self-awareness, self-monitoring, and professional accountability.</p>	<p>Awareness of NASW Code of Ethics and how standards should guide practice; inconsistent in adherence.</p> <p>Has a basic understanding of laws, rules, and policies and inconsistently incorporates them into practice.</p> <p>Inconsistently shows self-awareness, self-monitoring, and professional accountability.</p>	<p>Regularly demonstrates adherence to NASW Code of Ethics and uses principles to guide practice.</p> <p>Possesses an understanding of laws, rules, and policies that impact students, families, the school community and regularly incorporates them into practice.</p> <p>Regularly shows self-awareness, self-monitoring, and professional accountability.</p>	<p>Consistently adheres and uses NASW code of ethics to inform and guide practice and interventions to support student outcomes.</p> <p>Possesses a thorough understanding of laws, rules, and policies that impact students, families, school community and regularly incorporates them into practice.</p> <p>Consistently shows self-awareness, self-monitoring, and professional accountability.</p>	<p>Consistently monitors and reflects on adherence of NASW Code of Ethics and is creative in incorporating principles into practice.</p> <p>Consistently uses understanding of laws, rules, and policies to guide services, inform practice, and meet the needs of service population.</p> <p>Consistently engages colleagues in advocates for changes in rules and policies to positively impact service population.</p>



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**Social Worker Rubric - Essential Element 7
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Essential Element 7	Not Meeting Standards	Approaching	Meeting Standards		
Collaborates with peers, students, family, administration and outside services.	<p>Rarely connects with any stakeholders or does so in an inappropriate manner.</p> <p>Avoids collaborating with colleagues.</p> <p>Is unaware of the different languages and diversity among the students.</p>	<p>Recognizes and attempts to work with stakeholders but is inconsistent with their communication.</p> <p>Occasionally collaborates with colleagues and stakeholders.</p> <p>Provides some information for diverse populations.</p>	<p>Regularly connects with all stakeholders consistently and appropriately.</p> <p>Regularly collaborates with colleagues within and across departments to align activities and services.</p> <p>Regularly provides equitable access of information in various different languages and for diverse audiences.</p>	<p>Regularly interacts with members of the broader professional community to access resources and a wide range of supports for providing services to the full range of students.</p> <p>Consistently collaborates with colleagues and creates programs that involve them.</p> <p>Regularly provides equitable access of information in all languages and for diverse communities.</p>	<p>Regularly sets goals with stakeholders to align services that will help advance academic success.</p> <p>Regularly facilitates collaboration with colleagues and creates programs that involve them.</p> <p>Regularly provides and advocates for equitable access of information in various different languages and for diverse audiences.</p> <p>Regularly develops and leads professional learning opportunities for colleagues within the broader professional community focused on supporting students and families.</p>



**Social Worker Rubric - Essential Element 8
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Essential Element 8	Not Meeting Standards	Approaching	Meeting Standards		
Continually grows as a professional.	<p>Rarely reflects on social work services/ interventions provided in order to evaluate one's practice effectiveness.</p> <p>Rarely seeks the input of students, families or staff in order to determine effectiveness of one's work.</p> <p>Does not establish purpose and goals for one's work.</p> <p>Does not seek out or participate in professional learning opportunities.</p>	<p>Occasionally evaluates effectiveness of the social work services/ interventions and is unsure of what data to track and analyze.</p> <p>Occasionally seeks the input of students, families and/or staff in order to determine effectiveness of one's work.</p> <p>Inconsistently establishes goals for one's work and/or inconsistently uses them in reflection.</p> <p>Occasionally seeks out or participates in professional learning opportunities.</p>	<p>Regularly tracks and analyzes data to identify effectiveness of social work services and interventions provided.</p> <p>Regularly seeks the input of students, families or staff in order to determine effectiveness of one's work.</p> <p>Has targeted goals for one's work and reflects on them regularly.</p> <p>Consistently seeks out and participates in professional learning opportunities.</p>	<p>Regularly tracks and analyzes data to support interventions and services and uses trends to adjust them.</p> <p>Regularly engages in collaboration with others to evaluate effectiveness of social work services/interventions provided.</p> <p>Regularly reviews goals in order to determine effectiveness of services and to address barriers to successful attainment of goals.</p> <p>Consistently seeks out and participates in professional learning opportunities and later shares information with others.</p>	<p>Consistently tracks and analyzes data to support interventions and services and uses trends to adjust them.</p> <p>Consistently and actively seeks feedback from children, families, school personnel and other stakeholders regarding quality of social work services and interventions provided.</p> <p>Regularly reflects on progress toward goals with colleagues and has clearly defined plan, including evidence for reflection, to address barriers regarding successful goal completion.</p> <p>Develops and leads professional learning for others.</p>



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