

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Social Worker Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	<p>A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators</p> <p>B: Prioritizes continuous professional learning to impact service delivery and student growth</p> <p>C: Understands individual student needs and rights, and complies with all legal requirements</p> <p>D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p>
2. Learning/Support Environment	<p>A: Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds</p> <p>B: Promotes student engagement and shared responsibility for learning process</p> <p>C: Outlines clear social expectations for self and students</p> <p>D: Creates and implements behavioral expectations that support the learning environment and/or student growth</p>
3. Planning and Preparation	<p>A: Demonstrates knowledge of child and adolescent development</p> <p>B: Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success</p> <p>C: Understands and complies with all Special Education laws, district policies and procedures</p> <p>D. Uses available assessments and evaluations to develop student programming</p>
4. Direct Services/Instruction	<p>A: Provides intervention or instruction that promotes student learning and development</p> <p>B: Maintains communication and rapport with students, families, and outside agencies</p> <p>C: Monitors and adjusts services to enhance student functioning</p> <p>D: Communicates expectations and provides feedback to all students to improve their engagement in the learning environment</p>

Domain 1: Professional Responsibilities

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social worker is responsible for demonstrating the highest ideals of professionalism and social work code of ethics demonstrated by appropriate and timely communication with all stakeholders.</p>	<p>Social worker consistently ensures the highest ethical standards.</p> <p>Social worker consistently models respect for all members of the school community.</p>	<p>Social worker occasionally ensures the highest ethical standards.</p> <p>Social worker occasionally models respect for all members of the school community</p>	<p>Social worker rarely ensures the highest ethical standards.</p> <p>Social worker rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth to impact student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social worker actively seeks professional learning opportunities.</p> <p>Social worker shares learning and resources with their colleagues.</p>	<p>Social worker consistently participates actively in professional learning opportunities.</p> <p>Social worker consistently utilizes supervisor feedback.</p> <p>Social worker consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.</p>	<p>Social worker occasionally participates <i>actively</i> in professional learning opportunities.</p> <p>Social worker occasionally utilizes supervisor feedback.</p> <p>Social worker occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>	<p>Social worker rarely participates <i>actively</i> in professional learning opportunities.</p> <p>Social worker rarely accepts or applies supervisor feedback.</p> <p>Social worker rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>
C. Understands individual	<p><i>In addition to characteristics of effective practice:</i></p>	<p>Social worker consistently maintains the confidentiality of information concerning</p>	<p>Social worker occasionally maintains the confidentiality of</p>	<p>Social worker rarely maintains the confidentiality of</p>

<p>student needs and rights and complies with all legal requirements</p>	<p>Social worker actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.</p>	<p>students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>Social worker consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.</p>	<p>information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>Social worker occasionally reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.</p>	<p>information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>Social worker rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.</p>
<p>D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social worker participates in activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>Social worker is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.</p>	<p>Social worker consistently utilizes a variety of communication methods to inform and involve families of the educational program.</p> <p>Social worker consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social worker consistently challenges and practices in the school that impede the school's ability to serve all students.</p>	<p>Social worker occasionally utilizes methods of communication to inform families of the educational program.</p> <p>Social worker occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social worker occasionally challenges and practices in the school that impede the school's ability to serve all students.</p>	<p>Social worker rarely utilizes methods of communication to inform families of the educational process.</p> <p>Social worker rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social worker rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds	<p><i>In addition to the characteristics of effective practices</i></p> <p>Social worker supports students in becoming role models for treating others with respect.</p>	<p>Social worker consistently promotes high academic and behavioral expectations for all students.</p> <p>Social worker creates and sustains an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social worker consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>Social worker occasionally promotes academic and behavioral expectations for students.</p> <p>Social worker creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social worker occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>Social worker rarely promotes academic and behavioral expectations for students.</p> <p>Social worker rarely creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social worker rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Promotes student engagement and shared responsibility for learning process	<p><i>In addition to the characteristics of effective practice</i></p> <p>Social worker consistently uses and supports appropriate strategies to assist students as they reflect on and evaluate their own</p>	<p>Social worker consistently provides students with strategies and opportunities to set and monitor their own learning goals.</p> <p>Social worker consistently uses appropriate strategies and supports to</p>	<p>Social worker occasionally provides students with strategies and opportunities to set and monitor their own learning goals.</p> <p>Social worker occasionally uses appropriate strategies and supports to engage</p>	<p>Social worker rarely provides students with strategies and opportunities to set and monitor their own learning goals.</p> <p>Social worker rarely uses appropriate strategies and supports to engage or re-engage students in learning activities.</p>

	learning process and progress.	engage or re-engage students in learning activities. Social worker consistently fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	or re-engage students in learning activities. Social worker occasionally fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	Social worker rarely fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.
C. Outlines clear social expectations for self and students	<i>In addition to the characteristics of effective practices</i> Social worker provides evidence of explicit instruction, modeling, and reinforcement of social skills.	Social worker consistently demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker consistently provides opportunities for individual students to self-reflect on social/emotional skills.	Social worker occasionally demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker occasionally provides opportunities for individual students to self reflect on social/emotional skills.	Social worker rarely demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker rarely provides opportunities for individual students to self reflect on social/emotional skills.
D. Creates and implements behavioral expectations that support the learning environment and/or student growth	<i>In addition to the characteristics of effective practices</i> Social worker creates an environment, which promotes and rewards student persistence to complete learning objectives.	Social worker consistently shows evidence of on-going participation in establishing goals and decision-making. Social worker consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker occasionally shows evidence of on-going participation in establishing goals and decision-making. Social worker occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker rarely shows evidence of on-going participation in establishing goals and decision-making. Social worker rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.

Domain 3: Planning and Preparation

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Demonstrates knowledge of child and adolescent development	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social worker plans for ongoing opportunities for students to build and apply conceptual understanding of strategies and resources to support social/emotional functioning that will generalize to the world around them.</p>	<p>Social worker consistently plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social worker consistently plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>	<p>Social worker occasionally plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social worker occasionally plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>	<p>Social worker rarely plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social worker rarely plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>
B. Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social worker applies knowledge of family customs, cultures, and beliefs to provide appropriate interventions to assist in students' academic success.</p> <p>Social worker consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.</p>	<p>Social worker consistently uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction.</p> <p>Social worker consistently plans for differentiation that includes the use of flexible grouping and/or targeted levels of counseling/instruction, and resources.</p> <p>Social worker consistently plans to incorporate strategies that appropriately challenge students.</p>	<p>Social worker occasionally uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction.</p> <p>Social worker occasionally develops plans based on the collective learning needs/strengths of the students.</p> <p>Social worker occasionally plans to incorporate strategies</p>	<p>Social worker rarely uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction .</p> <p>Social worker rarely develops plans based on the learning needs/strengths of students.</p> <p>Social worker rarely plans to incorporate strategies that appropriately challenge students.</p>

			that appropriately challenge students.	
C. Understands and complies with all Special Education laws, district policies and procedures	<i>In addition to the characteristics of effective practice:</i> Social worker actively pursues resources to enhance their understanding of Special Education laws, district policies and procedures.	Social worker consistently reads and reviews Special Education laws, district policies, and procedures.	Social worker occasionally reads and reviews Special Education laws, district policies, and procedures.	Social worker rarely reads and reviews Special Education laws, district policies, and procedures.
D. Uses available assessments and evaluations to develop student programming	<i>In addition to characteristics of effective practice:</i> Social worker consistently applies a comprehensive system of monitoring social/emotional functioning.	Social worker consistently uses available assessments and evaluations to develop student programming. Social worker consistently monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker occasionally uses available assessments and evaluations to develop student programming. Social worker occasionally monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker rarely uses available assessments and evaluations to develop student programming. Social worker rarely monitors student learning, growth, and progress toward accessing their education in the general education setting.
Domain 4: Services/Instruction				
Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Provides intervention or instruction that promotes student learning and development	<i>In addition to the characteristics of effective practice:</i> Social worker clearly and consistently develops appropriate interventions based on	Social worker clearly and consistently communicates the purpose for social work services, the learning/behavioral expectations, directions,	Social worker occasionally communicates the purpose for social work services, the learning/behavioral expectations, directions, and procedures to students.	Social worker rarely communicates the purpose of the lesson, the learning/behavioral expectations, directions, and procedures to students.

	individual student needs.	and procedures to students. Social worker presents information in a variety of formats (verbal, written, visual and/or electronic communication).	Social worker presents information in a limited number of formats.	Social worker presents information in a singular format.
B. Maintains communication and rapport with students, families, and outside agencies	<i>In addition to the characteristics of effective practice:</i> Social worker develops relationships and communicates regularly with outside agencies of service to families and students. Social worker works to find new ways of developing relationships with hard to reach families	Social worker consistently maintains timely communication evidence with students, families, and outside agencies. Social worker consistently uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker occasionally maintains timely communication evidence with students, families, and outside agencies. Social worker occasionally uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker rarely maintains timely communication evidence with students, families, and outside agencies. Social worker rarely uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).
C. Monitors and adjusts services to enhance student functioning	<i>In addition to the characteristics of effective practice:</i> Social worker consistently supports and promotes services to enhance student functioning.	Social worker consistently collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker occasionally collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker rarely collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.
D. Communicates expectations and provides feedback to all students to improve their engagement in	<i>In addition to the characteristics of effective practice:</i> Feedback is consistently of high quality and	Social worker consistently provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.	Social worker occasionally provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.	Social worker rarely provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.

<p>the learning environment</p>	<p>requires students to extend their thinking.</p> <p>Social worker provides students opportunities to incorporate feedback to reflect on behavioral/emotional issues that affect academic success.</p>	<p>Social worker consistently engages students and allows for appropriate student reflection.</p>	<p>Social worker occasionally engages students and allows for appropriate student reflection.</p>	<p>Social worker rarely engages students in meaningful discussion.</p>
---------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------