



# Effective Teaching Framework For Social Workers

**New Canaan Public Schools**

**June 2015**

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[www.newcanaan.k12.ct.us](http://www.newcanaan.k12.ct.us)

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## NCPS Effective Teaching Framework: At a Glance School Social Work

<p><b><u>Domain 1: School Climate &amp; Environment</u></b></p> <ul style="list-style-type: none"> <li>• Respectful environment</li> <li>• Student engagement</li> <li>• Development of social skills</li> <li>• Behavior management</li> </ul>	<p><b><u>Domain 2: Planning</u></b></p> <ul style="list-style-type: none"> <li>• Student needs</li> <li>• Tiered interventions</li> <li>• Generalization of skills</li> <li>• IEP development</li> </ul>
<p><b><u>Domain 3: Prevention &amp; Responsive Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Establishes relationships</li> <li>• Multicultural awareness</li> <li>• Family engagement/involvement</li> <li>• Prevention</li> <li>• Clinical skills</li> <li>• Group &amp; individual counseling</li> <li>• Crisis response</li> </ul>	<p><b><u>Domain 4: Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Social Work assessment</li> <li>• Opportunities for students to self-assess</li> <li>• Data teams</li> <li>• Data-informed decision making</li> <li>• Development of interventions</li> <li>• Communication of expectations and progress</li> </ul>
<p><b><u>Domain 5: Professional Learning and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Role Based Leadership</li> <li>• Contributions to school and district</li> </ul>	<p><b><u>Domain 6: Professional Knowledge &amp; Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Content and essential skills</li> <li>• Legal, Ethical and Professional Practice</li> </ul>

# New Canaan Effective Teaching Framework

## Overview

<b>Domain 1</b>	<b>The School Social Worker promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.</b>		
		<b>Indicator</b>	
<b>School Climate &amp; Environment</b>	<b>Respectful Environment</b>	<b>SCE. 1</b>	<i>Creates a safe learning environment that is responsive to and respectful of the academic, social, emotional and behavioral needs of students with diverse backgrounds, interests and performance levels. (Examples of learning environments include instructional, support settings, and non-instructional environments such as recess, lunchroom and hallways.)</i>
	<b>Student Engagement</b>	<b>SCE. 2</b>	<i>Promotes engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.</i>
	<b>Development of Social Skills</b>	<b>SCE. 3</b>	<i>Provides explicit and clear instruction about social skills to develop social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to students' needs.</i>
	<b>Behavior Management</b>	<b>SCE. 4</b>	<i>Defines and explicitly teaches appropriate standards of behavior that support a productive learning environment for all students.</i>

<b>Domain 2</b>	<b>The School Social Worker plans interventions/instructions aligned with district frameworks, Social Work Standards and best practices in order to engage students in rigorous and relevant learning and to promote their curiosity about themselves and their place in the world at large.</b>		
		<b>Indicator</b>	
<b>Planning</b>	<b>Student Needs</b>	<b>PL. 1</b>	<i>Ensures intervention/instruction is at an appropriate level of challenge and differentiated to meet student learning needs, learning styles, and/or interests.</i>
	<b>Tiered Interventions</b>	<b>PL. 2</b>	<i>Plans for differentiated, supplemental, or specialized interventions for students who do not respond to primary intervention/instruction alone</i>
	<b>Generalization of Skills</b>	<b>PL. 3</b>	<i>In collaboration with staff members, plans opportunities to generalize skills learned in the counseling setting to other environments within the school.</i>
	<b>IEP Development</b>	<b>PL. 4</b>	<i>Develops individualized, measurable and attainable goals and objectives for students based on identified needs.</i>

<b>Domain 3</b>	<b>The School Social Worker develops and implements intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences.</b>		
		<b>Indicator</b>	
<b>Prevention &amp; Responsive Intervention</b>	<b>Establishes Relationships</b>	<b>PRI. 1</b>	<i>Develops positive working relationships with students, their families, school staff and administration.</i>
	<b>Multicultural Awareness</b>	<b>PRI. 2</b>	<i>Ensures that students and their families are provided services in a manner that reflects multicultural awareness and competence.</i>
	<b>Family Engagement/ Involvement</b>	<b>PRI. 3</b>	<i>Collaborates with families to encourage active engagement in and an understanding of the decisions that impact students.</i>
	<b>Prevention</b>	<b>PRI. 4</b>	<i>Facilitates, engages in and demonstrates a variety of prevention activities to promote/provide positive educational experiences that involve the student, family, school personnel and community services when appropriate.</i>
	<b>Clinical Skills</b>	<b>PRI. 5</b>	<i>Recognizes and intervenes with student's social, emotional and behavioral barriers to healthy development and/or learning.</i>
	<b>Group &amp; Individual Counseling</b>	<b>PRI. 6</b>	<i>Provides supportive counseling to individual or groups of students based on identified needs.</i>
	<b>Crisis Response</b>	<b>PRI. 7</b>	<i>Intervenes in crises and offers appropriate counseling services or community referrals for those impacted as well as recognizes and intervenes appropriately with traumatized children, their families and school staff.</i>

<b>Domain 4</b>	<b>The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>		
		<b>Indicator</b>	
<b>Assessment</b>	<b>Social Work Assessment</b>	<b>AS. 1</b>	<i>Collects and synthesizes information to create a comprehensive assessment based on multiple informants, classroom observations, and record review that enables the understanding of the various influences that affect a child's learning and needs.</i>
	<b>Opportunities for Students to Self-Assess</b>	<b>AS. 2</b>	<i>Includes student self-assessment and goal setting as part of the Intervention/instructional process.</i>
	<b>Data Teams</b>	<b>AS. 3</b>	<i>Collaborates with colleagues to review and interpret assessment data to monitor and adjust intervention/instruction to ensure students' progress; contributes to and uses results of data team meetings (ex. USTs, SSTs, 504s, PPTs) to plan, implement and assess the impact of interventions/instruction.</i>
	<b>Data-Informed Decision Making</b>	<b>AS. 4</b>	<i>Maintains and uses a comprehensive set of data that provides depth and breadth of understanding of student growth at a particular point and over time.</i>
	<b>Development of Interventions</b>	<b>AS. 5</b>	<i>Uses academic, behavioral, and health data to select and/or design a range of interventions.</i>
	<b>Communication of Expectations and Progress</b>	<b>AS. 6</b>	<i>Supports student progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.</i>

<b>Domain 5</b>	<b>As a member of a professional learning community, the School Social Worker maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.</b>		
	* All New Canaan educators are members of professional learning communities (plc) which include, but are not limited to, grade-level, course and department teams, data teams, and professional learning groups.		
		<b>Indicator</b>	
<b>Professional Learning and Collaboration</b>	<b>Active Participation</b>	<b>PLC. 1</b>	<i>Collaborates with colleagues in supporting student learning through active participation in a variety of professional learning communities.</i>
	<b>Role based Leadership</b>	<b>PLC. 2</b>	<i>Demonstrates role- based leadership in developing and enhancing professional learning communities.</i>
	<b>Contributions to School and District</b>	<b>PLC. 3</b>	<i>Actively contributes to the broader school and district culture of professional learning.</i>

<b>Domain 6</b>	<b>As a professional, the School Social Worker is aware of and complies with the Connecticut Code of Professional Responsibility for Educators, State of Connecticut Standards for School Social Work Practice and Code of Ethics. This extends to understanding of State, district, and school policies and procedures. The Social Worker also demonstrates knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.</b>		
		<b>Indicator</b>	
<b>Professional Knowledge &amp; Responsibilities</b>	<b>Content and Essential Skills</b>	<b>PK. 1</b>	<i>Understands and applies essential skills, central concepts and tools of inquiry and practice in school social work.</i>
	<b>Legal, Ethical and Professional Practice</b>	<b>PK. 2</b>	<i>Displays knowledge and skills of profession based on professional standards, State regulations and standards, and district and school policies and practices.</i>

## Domain 1: School Climate & Environment

**The School Social Worker promotes student engagement, independence and interdependence in learning by facilitating a positive, safe and productive learning community.**

**SCE 1 – Respectful Environment:** *Creates a safe learning environment that is responsive to and respectful of the academic, social, emotional and behavioral needs of students with diverse backgrounds, interests and performance levels. (Examples of learning environments include instructional, support settings, and non-instructional environments such as recess, lunchroom and hallways.)*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Appropriate academic, social, emotional and behavioral expectations are not established for students.</li> <li>• Interactions between social worker and student are not consistently respectful and may include sarcasm.</li> <li>• Limited attempts at establishing trust and rapport/maintains a distance.</li> <li>• Limited attempts to consults with other staff members to ensure a safe and respectful environment for all students across all school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• High academic, social, emotional and behavioral expectations are established for some students but are lowered for others based on such characteristics as socio-economic status, race, disability, gender or background.</li> <li>• Interactions between social worker and student are consistently respectful</li> <li>• Inconsistently established and/or maintaining an emotionally safe and trusting relationship with the student.</li> <li>• Inconsistently consults with other staff members to ensure a safe and respectful environment for all students across all school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• High academic, social, emotional and behavioral expectations are established for all students regardless of such factors as socio-economic status, race, disability, gender or background</li> <li>• Social worker- student , student-student interactions are consistently respectful</li> <li>• Regularly establishes and maintains an emotionally safe and trusting relationship with the student.</li> <li>• Regularly consults with other staff members to ensure a safe and respectful environment for all students across all school settings.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Leads school wide initiatives related to consideration of social, emotional and behavioral needs of students.</li> </ul>

## Domain 1: School Climate & Environment

The School Social Worker promotes student engagement, independence and interdependence in learning by facilitating a positive, safe and productive learning community.

**SCE 2 – Student Engagement:** *Promotes engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their goals for self-improvement.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• demonstrates no prior knowledge of the student’s strengths, weaknesses and interests</li> <li>• does not take into consideration students developmental level, ability and/or interests, but not all three</li> <li>• does not provide opportunities for students to have input into their counseling process</li> <li>• does not encourage students to initiate their goals for self-improvement</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited prior knowledge of the student’s strengths, weaknesses and interests</li> <li>• takes into consideration students developmental level, ability and/or interests, but not all three</li> <li>• provides opportunities for students to have input into their counseling process</li> <li>• encourages students to initiate their goals for self-improvement</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates prior knowledge of the student’s strengths, weaknesses and interests</li> <li>• engages students at their developmental level, taking their ability and interests into consideration</li> <li>• in the natural context of interactions with students, provides ongoing opportunities for students to have input into their counseling process</li> <li>• encourages students to initiate and assess their goals for self-improvement on an ongoing basis</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Leads school wide efforts to support all students in setting and monitoring their own goals for behavior and learning.</li> <li>• Leads school wide efforts that promote students supporting one another’s engagement in the school community.</li> </ul>

## Domain 1: School Climate & Environment

The School Social Worker promotes student engagement, independence and interdependence in learning by facilitating a positive safe and productive learning community.

**SCE 3 – Development of Social Skills:** *Provides explicit and clear social skills instruction in order to develop student’s social competence and responsible, ethical behavior by using a continuum of proactive strategies that may be individualized based on student needs.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Does not model socially competent behavior in interactions with students and other adults.</li> <li>Does not provide direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior.</li> <li>Does not provide opportunities for students to discuss, learn, practice and reinforce appropriate social skills.</li> <li>Does not develop, implement and support behavioral intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently models socially competent behavior in interactions with students and other adults.</li> <li>provides <b>undifferentiated</b> direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior.</li> <li>provides limited opportunities for students to discuss, learn, practice and reinforce appropriate social skills.</li> <li>develops, implements and supports limited behavioral intervention strategies that are undifferentiated.</li> </ul>	<ul style="list-style-type: none"> <li>models socially competent behavior in interactions with students and other adults</li> <li>provides differentiated direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior.</li> <li>provides opportunities for students to discuss, learn, practice and reinforce appropriate social skills.</li> <li>develops, implements and supports a variety of behavioral intervention strategies that are differentiated based on student needs.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>designs and implements school wide strategies to support students’ independence in seeking to improve their own social, ethical, and responsible behavior.</li> <li>Students are able to demonstrate the social skills necessary for success in academic settings.</li> </ul>

## Domain 1: School Climate & Environment

The School Social Worker promotes student engagement, independence and interdependence in learning by facilitating a positive safe and productive learning community.

**SCE 4 – Behavior Management:** *Creates and reinforces appropriate standards of behavior that support a productive learning environment for all students.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Does not establish rules of conduct and consequences</li> <li>Does not communicate and reinforce expectations of appropriate behavior.</li> <li>Does not collaborate with educators and administrators to develop positive behavioral supports.</li> <li>Requires support in conducting FBAs and developing BIPs.</li> <li>Does not address individual student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Does not elicit students' input in establishing rules of conduct and consequences</li> <li>Inconsistently communicates and reinforces expectations of appropriate behavior.</li> <li>Infrequently collaborates with educators and administrators to develop positive behavioral supports.</li> <li>Participates in conducting FBAs and developing BIPs.</li> <li>Addresses individual student behavior without regard for sensitivity and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Elicits students' input in establishing rules of conduct and consequences</li> <li>Consistently communicates and reinforces expectations of appropriate behavior.</li> <li>Collaborates with educators and administrators to develop positive behavioral supports.</li> <li>Leads the school team in conducting FBAs and developing BIPs.</li> <li>Consistently addresses individual student behavior in a manner that models sensitivity and respect.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Students monitor and regulate their own behavior.</li> <li>Leads efforts in improving understanding of student behavior, and how to address it in the learning environment.</li> </ul>

## Domain 2: Planning

The School Social Worker plans interventions/instructions aligned with district frameworks, Social Work Standards and best practices in order to engage students in rigorous and relevant learning and to promote their curiosity about themselves and their place in the world at large.

**PL 1 – Student Needs:** *Ensures intervention/instruction is at an appropriate level of challenge and differentiated to meet student learning needs, learning styles, and/or interests based on competencies outlined in SAPL framework.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Plans do not build on students' prior knowledge. References to previous learning experiences are not evident.</li> <li>Plans are not differentiated to address students' learning needs, learning styles and/or student interests.</li> <li>Activities and materials are not at an appropriate level of challenge for most students.</li> </ul>	<ul style="list-style-type: none"> <li>Plans build on students' prior knowledge but are not logically sequenced or segmented to support students in meeting goals.</li> <li>Plans inconsistently include differentiation that addresses most students' learning needs, learning styles and/or student interests.</li> <li>Activities and materials are at an appropriate level of challenge for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Plans are logically sequenced and segmented based on students' prior knowledge and learning in order to support students in meeting goals.</li> <li>Plans include differentiation that addresses most students' learning needs, learning styles, and/or student interests.</li> <li>Activities and materials are at an appropriate level of challenge for most students.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Activities and materials are appropriately challenging for all students.</li> <li>Plans include opportunities for students to make choices based on their learning needs, learning styles, and/or interests.</li> </ul>

## Domain 2: Planning

**The School Social Worker plans interventions/instructions aligned with district frameworks, Social Work Standards and best practices in order to engage students in rigorous and relevant learning and to promote their curiosity about themselves and their place in the world at large**

**PL 2 –Tiered Interventions:** *Plans for differentiated, supplemental, or specialized interventions for students who do not respond to primary intervention/instruction alone.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Plans do not include either appropriate academic or social/emotional/behavioral interventions.</li> <li>• Interventions referenced are not research based or appropriate for students.</li> <li>• Plans do not demonstrate social worker’s collaboration with colleagues and specialists in development of interventions.</li> <li>• Plans do not include interventions that are developed based on IEP goals and objectives when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include either appropriate academic or social/emotional/behavioral interventions but not both.</li> <li>• Interventions referenced are research based and appropriate for some students.</li> <li>• Plans inconsistently demonstrate social worker’s collaboration with colleagues and specialists in development of interventions.</li> <li>• Plans inconsistently include interventions that are developed based on IEP goals and objectives when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include appropriate academic and social/emotional/behavioral interventions for all students as needed.</li> <li>• Interventions are research-based and appropriate for most students.</li> <li>• Plans demonstrate social worker’s collaboration with colleagues and specialists in development of interventions.</li> <li>• Plans include interventions that are developed based on IEP goals and objectives when applicable.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Plans provide evidence of social worker’s continual analysis of data to develop interventions for all students as needed.</li> </ul>

## Domain 2: Planning

**The School Social Worker plans interventions/instructions aligned with district frameworks, Social Work Standards and best practices in order to engage students in rigorous and relevant learning and to promote their curiosity about themselves and their place in the world at large**

**PL 3 – Generalization of skills:** *In collaboration with staff members, plans opportunities to generalize skills learned in the counseling setting to other environments within the school.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Plans do not include opportunities for students to generalize skills learned across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Limited opportunities for generalizing skills learned are included in planning process.</li> <li>Informing key supporters of generalization is included in the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for generalizing skills learned are included in planning process.</li> <li>Collaboration with key supporters required for generalization is included in the planning process.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Leads school-wide learning regarding opportunities for generalizing skills.</li> </ul>

## Domain 2: Planning

**The School Social Worker plans interventions/instructions aligned with district frameworks, Social Work Standards and best practices in order to engage students in rigorous and relevant learning and to promote their curiosity about themselves and their place in the world at large**

**PL 4 – IEP Development:** *Develops individualized, measurable and attainable goals and objectives for students based on identified needs.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Goals and objectives are unclear or not aligned with student needs.</li> <li>• Goals and objectives are not based on assessment data.</li> <li>• Goals and/or objectives are not measurable or attainable</li> <li>• No evidence of data being used to create the Present Level of Performance page and select appropriate accommodations, service delivery hours and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Goal and objectives are individualized based on specific student needs.</li> <li>• Goals and objectives are based on a limited assessment data.</li> <li>• Goals and/or objectives are measurable or attainable but not both</li> <li>• Limited sources of data are used to create the Present Level of Performance page and select appropriate accommodations, service delivery hours and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Goals and objectives are written in a way that provides appropriate scaffolding to support students in attaining goals.</li> <li>• Goals and objectives developed are based on a variety of assessment data.</li> <li>• Goals and/or objectives are measurable and attainable</li> <li>• Multiple sources of data are used to create the Present Level of Performance page and select appropriate accommodations, service delivery hours and settings</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Includes students in the development of their goals and objectives</li> <li>• Models and supports other staff members in the development of IEP goals and objectives.</li> </ul>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students’ educational experiences and have particular expertise in working with students with special needs.

**PRI 1 – Establishes Relationships:** Develops positive working relationships with students, their families, school staff , administration and community members

Below Standard	Developing	Accomplished	Exemplary
<p>Skills of compassion and empathic listening not evident</p> <p>Fails to communicate with families, significant adults, students, colleagues and community stakeholders</p> <p>Does not engage in collaborative team building</p>	<p>Demonstrates skills of compassion and empathic listening in some areas of the school community</p> <p>Communication skills are reactive</p> <p>Limited engagement in collaborative team building</p>	<p>Demonstrates skills of compassion and empathic listening to promote and build trust and understanding with all segments of the community</p> <p>Communicates effectively with families and significant adults, students, colleagues and community stakeholders</p> <p>Engages in collaborative team building between school, home and community to coordinate services for all students</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Leads school wide initiatives that promote compassion and empathic listening</p> <p>Provides educational opportunities for teachers, parents and community members that leads others to see them as a resource</p> <p>Serves as a visible role model in team building and collaboration efforts</p>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences and have particular expertise in working with students with special needs.

**PRI 2 – Multicultural Awareness:** *Ensures that students and their families are provided services in a manner that reflects multicultural awareness and competence.*

Below Standard	Developing	Accomplished	Exemplary
<p>Does not demonstrate knowledge of cultural competence and respect for diversity</p> <p>Does not utilize materials or develop activities and programs that counteract stereotypes and incorporate contributions of various cultures</p>	<p>Demonstrates knowledge of cultural competence and respect for diversity</p> <p>Limited knowledge and or use of materials, programs and activities that counteract stereotypes and incorporate contributions of various cultures</p>	<p>Provides services in a way that demonstrates an understanding of how a student's culture and background may influence development, personality and school performance</p> <p>Utilizes materials and develops activities and programs that counteract stereotypes and incorporate contributions of various cultures</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Participates in district policy development and/or leads school-wide initiatives related to promoting cultural competence and respect for diversity</p>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences and have particular expertise in working with students with special needs

**PRI 3 – Family Engagement/Involvement:** *Collaborates with families to encourage active engagement in and an understanding of the decisions that impact students.*

Below Standard	Developing	Accomplished	Exemplary
<p>Rarely communicates with family members</p> <p>Does not listen to concerns from family members or provide assistance in understanding and advocating for student needs</p> <p>Does not assist families in understanding the changing developmental needs of the student</p> <p>Does not communicate what families can do to provide an environment that supports social, emotional and academic development</p> <p>Does not work collaboratively with families to identify and access resources in the community</p>	<p>Limited communication and outreach with family members</p> <p>Listens to concerns from family members but provides limited assistance in understanding and advocating for student needs</p> <p>Inconsistently assists families in understanding the changing developmental needs of the student</p> <p>Sometimes communicates effectively what families can do to provide an environment that supports social, emotional and academic development</p> <p>Sometimes works collaboratively with families to identify and access resources in the community</p>	<p>Through proactive communication and outreach with family members, facilitates trusting and cooperative relationships between parents, school and community</p> <p>Actively listens to concerns from family members and assists them in understanding and advocating for student needs</p> <p>Assists families in understanding the changing developmental needs of the student</p> <p>Effectively communicates what families can do to provide an environment that supports social, emotional and academic development</p> <p>Works collaboratively with families to identify and access resources in the community.</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Provides opportunities for students to advocate for their needs with family members</p> <p>Provides educational programs and resources in support of parental learning</p>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences and have particular expertise in working with students with special needs

**PRI 4 - Prevention:** *facilitates, engages in and demonstrates a variety of prevention activities to promote/provide positive educational experiences that involve the student, family, school personnel and community services when appropriate*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Lacks knowledge of evidence based culturally competent prevention programs and practices (SAPL) to meet school, community and student needs/goals</li> <li>Does not accurately assess and interpret school data.</li> </ul>	<ul style="list-style-type: none"> <li>Limited knowledge of evidence based, culturally competent prevention programs and practices (SAPL) to meet school, community and student needs/goals</li> <li>Demonstrates emerging ability to accurately assess and interpret school data</li> </ul>	<p>Identifies, implements and engages in on-going assessment of evidence based, culturally competent prevention programs and practices (SAPL) to meet school, community and student needs/goals</p> <p>Actively participates in accurately assessing and interpreting school data</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Provides opportunities for students to develop/strengthen leadership qualities</p> <p>Participates in district policy development and/or leads school-wide initiatives related to prevention</p>

**Domain 3: Responsive Intervention**

*School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences and have particular expertise in working with students with special needs.*

**PRI 5 – Clinical Skills:** *Recognizes and intervenes with student's social, emotional and behavioral barriers to healthy development and/or learning*

<i>Below Standard</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<p>Does not demonstrate knowledge and skills related to identification of social, emotional, behavioral, and/or mental health barriers to healthy development and /or learning</p> <p>Does not use intervention approaches based on current research findings and data to meet the needs of all students, and families</p> <p>Does not use progress monitoring techniques to continually assess the response to the school social work intervention</p> <p>Does not collaborate in ethical problem solving with administrators, teachers and a range of specialists to help meet the needs of all students</p>	<p>Demonstrates limited knowledge and skills related to identification of social, emotional, behavioral and/or mental health barriers to healthy development and /or learning</p> <p>Inconsistently assesses and adapts intervention approaches based on current research findings and data to meet the needs of all students, and families</p> <p>Limited use of progress monitoring techniques to continually assess the response to the school social work intervention</p> <p>Limited collaboration in ethical problem solving with administrators, teachers and a range of specialists to help meet the needs of all students</p>	<p>Demonstrates knowledge and skills related to identification of social, emotional, behavioral and/or mental health barriers to healthy development and /or learning</p> <p>Consistently assesses and adapts intervention approaches based on current research findings and data to meet the needs of all students, and families</p> <p>Uses progress monitoring techniques to continually assess the response to the school social work intervention</p> <p>Collaborates in ethical problem solving with administrators, teachers and a range of specialists to help meet the needs of all students</p>	<p>In addition to evidence for Accomplished ...</p> <p>Participates in district policy development and/or leads school-wide initiatives related to identifying social, emotional, behavioral, and/or mental health barriers to healthy development and /or learning</p> <p>Demonstrates leadership or is viewed as an expert by peers in an area of clinical practice</p>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students' educational experiences and have particular expertise in working with students with special needs

**PRI 6 – Group & Individual Counseling:** *Provides supportive counseling to individual or groups of students based on identified needs.*

Below Standard	Developing	Accomplished	Exemplary
<p>Does not use a referral process for group and/or individual counseling</p> <p>Does not use a variety of counseling methodologies or groupings to serve students</p> <p>Does not assist students in applying critical thinking and problem solving skills to organize, plan and set goals</p>	<p>Utilizes a referral process for group and individual counseling</p> <p>Uses limited counseling methodologies or groupings to serve students</p> <p>Inconsistently assists students in applying critical thinking and problem solving skills to organize, plan and set goals</p>	<p>Assists staff, students and families in understanding the referral process for group and individual counseling</p> <p>In the context of individual and group counseling employs an array of clinical strategies/interventions such as: social skills instruction, solution focused counseling, principles of cognitive behavioral therapy, supportive counseling, check in &amp; check out, principles of relationship development intervention, positive behavior intervention, family system, ecological approach</p> <p>Instructs students on skills such as social behavior, coping and problem solving skills, goal attainment within the school environment</p> <p>Establish and maintains appropriate norms and expectations for interpersonal interactions in the counseling environment</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Provides opportunities for students to develop/strengthen leadership qualities</p> <p>Participates in district policy development and/or leads school-wide initiatives related to prevention</p>

### Domain 3: Prevention & Responsive Intervention

School Social Workers develop and implement intervention plans with individuals, groups, families, the school and the community. They apply empirically validated intervention methods to enable and enhance students’ educational experiences and have particular expertise in working with students with special needs

**PRI 7 – Crisis Response:** *intervene in crisis and offer appropriate counseling services or community referrals for the effected as well as recognize and intervene appropriately with traumatized children, their families and school staff*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Does not work as part of a multi-disciplinary crisis team in responding to crises using district crisis plans</li> <li>Does not conduct initial assessment before responding to crisis.</li> <li>Is unaware of referral resources</li> <li>Does not develop and implement services in response to a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently works as part of a multi-disciplinary crisis team in responding to crises using district crisis plans</li> <li>Initial assessment of crisis lacks a comprehensive approach</li> <li>Has limited knowledge of referral resources, demonstrates inconsistency facilitating the referral process and/or follow up</li> <li>Inconsistently develops and implements crisis intervention plans</li> </ul>	<p>Works as part of a multi-disciplinary crisis team in responding to crises using district crisis plans</p> <p>Responds professionally to crisis by providing initial assessment of suspected child abuse, suicidal ideation, mental illness, self-injurious behavior, victimization</p> <p>When appropriate, identifies referral resources, facilitates the process of referral and follows up on student and family referrals</p> <p>When appropriate, develops and implements services outlined in crisis intervention plans</p>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Participates in district policy development and/or leads school-wide initiatives related to crisis response and intervention</li> </ul>

## Domain 4: Assessment

**The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.**

**AS 1 – Social Work Assessment:** *Collects and synthesizes information to create a comprehensive assessment based on multiple informants, classroom observations, and record review that enables the understanding of the various influences that affect a child’s learning and needs.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Use of generic format for assessment not based on specific, identified needs</li> <li>• Does not collect and analyze data.</li> <li>• Written assessments are cursory or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of generic format for assessment minimally based on specific, identified needs</li> <li>• Collects and analyzes a limited amount of data</li> <li>• Develops a written assessment to assist with planning for educational, social and emotional needs</li> <li>• Reports are poorly written, and/or disorganized, lack individualization</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an individualized assessment based on information gathered through team meeting/PPT process</li> <li>• collects and analyzes data systematically through standardized instruments, records review, interviews and observations</li> <li>• Develops a comprehensive written assessment that enables an understanding of the various social influences that affect a child’s learning and particular learning styles and needs</li> <li>• Writes reports that are clear, organized, accurate, individualized and include educationally relevant recommendations with outcome measures</li> </ul>	<p><i>In addition to evidence for Accomplished</i></p> <p>...</p> <ul style="list-style-type: none"> <li>• Assists other social workers to write clear, accurate and individualized reports</li> </ul>

## Domain 4: Assessment

The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

**AS 2 – Opportunities for Students to Self-Assess:** *Includes student self-assessment and goal setting as part of the intervention/instructional process.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Opportunities for students to self-assess and set goals are not provided.</li> <li>• Students are using comments only provided by social worker to assess their performance.</li> <li>• Criteria for student performance is not communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for students to self-assess are provided. However, specific criteria to guide their self-assessment are not clear to students.</li> <li>• Opportunities are provided for students to set goals but are not explicitly tied to self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are consistently provided for students to self-assess their performance based on specific criteria that is clear to students.</li> <li>• Students are explicitly provided with opportunities to set goals using information from their self-assessments.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Students have a system for tracking progress toward their goals.</li> <li>• Students identify their next steps based on the progress they are making in reaching their goals.</li> </ul>

**Domain 4: Assessment**

**The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.**

**AS 3 – Data Teams:** *Collaborates with colleagues to review and interpret assessment data to monitor and adjust intervention/instruction to ensure students’ progress; contributes to and uses results of data team meetings (ex. USTs, SSTs, 504s, PPTs) to plan, implement and assess the impact of interventions/instruction.*

<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>Meets with colleagues to analyze data but does not use it to inform instructional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Meets with colleagues to analyze data and utilizes data to inform his/her planning.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with colleagues in planning of future interventions/instruction based on analysis of data.</li> <li>Analyzes data to measure student growth towards goals.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Is a contributing member of a team that continuously progress monitors and revisits instruction using district protocols and addressing SMART goals.</li> </ul>

## Domain 4: Assessment Literacy

The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

**AS 4 – Data-Informed Decision Making:** *Maintains and uses a comprehensive set of data that provides depth and breadth of understanding of student growth at a particular point and over time.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Student growth is not tracked.</li> <li>• Assessments are not aligned with district frameworks and are not responsive to students’ needs (ex. culturally non biased, language controlled.)</li> <li>• Plans only include a single assessment tool for monitoring student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data is used to identify trends but there is limited use of data to differentiate and individualize instruction or support.</li> <li>• Sometimes assessments are aligned with district frameworks and are responsive to students’ needs (ex. culturally non biased, language controlled.)</li> <li>• Plans include a limited number of assessment tools for monitoring student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data is used to identify trends for groups and for individual students.</li> <li>• Assessment data is monitored for the purpose of measuring student growth over time.</li> <li>• Assessments are aligned with district frameworks and are responsive to students’ needs (ex. culturally non biased, language controlled.)</li> <li>• Plans include a variety of assessment tools for monitoring student progress towards goals.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Students use a system for monitoring their progress toward learning.</li> </ul>

## Domain 4: Assessment

The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

**AS 5 - Development of Interventions:** *Uses academic, behavioral, and health data to select and/or design a range of interventions.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Academic, behavioral, or health data is rarely used to develop interventions for students.</li> <li>Participation/input is minimal in collaborating with school personnel on students' progress towards their RTI plans, 504 plans or IEP goals.</li> <li>Plans do not include the assessment of students' strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Academic, behavioral, and/or health data is sometimes used to develop targeted interventions for students. However, the social worker does not utilize all data available.</li> <li>Collaborates with school personnel on students' progress towards their RTI plans, 504 plans or IEP goals.</li> <li>Plans do not always include the assessment of students' strengths and needs in order to inform development of effective interventions and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Academic, behavioral, and health data is regularly used to develop interventions for students (including but not limited to RTI, 504 plans, and IEPs).</li> <li>Multiple types of assessment data are used to collaborate with school personnel in the development of targeted interventions.</li> <li>Is proactive in collaborating with school personnel on students' progress towards their RTI plans , 504 plans or IEP goals.</li> <li>Plans include the assessment of students' strengths and needs in order to inform development of effective interventions and strategies.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Students are included in decision-making regarding targeted interventions in developmentally appropriate ways (including but not limited to RTI, 504 and IEP planning).</li> </ul>

## Domain 4: Assessment

**The School Social Worker uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.**

**AS 6 – Communication of Expectations and Progress:** *Supports student progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Criteria for assessments is not communicated to students.</li> <li>• Communicates student academic progress to parents only at designated times (i.e. report cards, parent-teacher conferences).</li> <li>• Does not communicate with students about behavioral or academic performance</li> <li>• Does not respond in timely way to student, parent and/or support professional inquiries about performance .</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for assessments is not clearly communicated to students-</li> <li>• Communicates student academic and behavioral progress with parents only when student is experiencing challenges.</li> <li>• Communicates with students on academic and behavioral performance only when areas of concern exist.</li> <li>• Responds in timely way to student, parent and/or support professional inquiries about performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteriafor assessments is clearly communicated to students.</li> <li>• Communicates student academic and behavioral areas of strength and growth with parents on an ongoing basis.</li> <li>• Communicates with students on academic and behavioral performance in areas of strength and areas of growth on an ongoing basis.</li> <li>• Seeks the expertise of other school personnel in supporting students based on assessment data.</li> <li>• Initiates communication with students, parents and/or support professionals about student performance.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Provides parents with resources and suggestions for supporting their child based on assessment data.</li> </ul>

## Domain 5: Professional Learning and Collaboration

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

As a member of a professional learning community, the Social Worker maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

**PLC 1 - Active Participation:** *Collaborates with colleagues in supporting student learning through participation in a variety of professional learning communities.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Attends professional meetings but is unprepared to engage in the work.</li> <li>• Demonstrates little evidence of engagement or reflection at professional meetings.</li> <li>• Does not use technological and digital resources to promote learning, collaboration with colleagues, or communication within a learning community.</li> <li>• Does not communicate with school personnel regarding family and community influences on student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally collaborates with colleagues in support of student learning.</li> <li>• Occasionally collaborates with colleagues about topics related to student learning and growth.</li> <li>• Demonstrates limited use of technological and digital resources to promote learning, collaboration with colleagues, and communication within a learning community.</li> <li>• Limited communication with school personnel regarding family and community influences on student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with colleagues in analyzing behavioral and academic student data in order to identify strategies that support the learning of all students.</li> <li>• Collaborates with colleagues in examining professional topics and research and the application to practice.</li> <li>• Uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community.</li> <li>• Communicates with school personnel regarding family and community influences on student performance</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Supports colleagues in implementing strategies that support student learning.</li> <li>• Engages in reflective conversation with colleagues on the impact of research and strategies applied to practice.</li> </ul>

## Domain 5: Professional Learning and Collaboration

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

**As a member of a professional learning community, the Social Worker maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.**

**PLC 2– Role Based Leadership:** *Demonstrates role based leadership in developing and enhancing professional learning communities.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Attends professional meetings but rarely demonstrates initiative.</li> <li>Does not engage colleagues in professional conversations about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally demonstrates initiative by offering comments and probing questions that enhance the group’s work and discussion.</li> <li>Supports colleagues in identifying strategies to promote the learning of all students.</li> <li>Attempts to assume leadership role, but effectiveness is limited</li> </ul>	<ul style="list-style-type: none"> <li>Communication with colleagues consists of higher level questions that promote social worker engagement and analysis of student needs</li> <li>Facilitates and supports colleagues’ transference of strategies to the classroom</li> <li>Demonstrates effective leadership by facilitating communication and group productivity.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Provides differentiated support for colleagues based on student needs.</li> <li>Supports colleagues in developing differentiated approaches in their transference of strategies to the classroom.</li> <li>Supports colleagues in reflecting on their practice for continuous growth and improvement.</li> <li>Develops and fosters leadership of others to extend the group’s effectiveness.</li> </ul>

## Domain 5: Professional Learning and Collaboration

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

**As a member of a professional learning community, the Social Worker maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.**

**PLC 3–Contributions to School and District:** *Actively contributes to the broader school and district culture of professional learning.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Rarely shares professional knowledge or strategies with others.</li> <li>Attends school-wide and district-level professional learning opportunities but without evidence of engagement or reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Shares knowledge and strategies with select group of colleagues only.</li> <li>Participates in school-wide and district-level professional learning opportunities prepared by others</li> </ul>	<ul style="list-style-type: none"> <li>Shares knowledge, reflections, and professional learning with colleagues in both formal, collaborative meetings and informally.</li> <li>Actively participates in the development of school-wide and/or district level initiatives and curriculum.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Creates knowledge through synthesis of research and application to practice.</li> <li>Creates opportunities for others' professional learning and reflection.</li> <li>Takes an active role in supporting colleagues' understanding of school-wide and/or district level initiatives and curriculum.</li> </ul>

## Domain 6: Professional Knowledge and Responsibilities

As a professional, the School Social Worker is aware of and complies with the Connecticut Code of Professional Responsibility for Educators, State of Connecticut Standards for School Social Work Practice and Code of Ethics. This extends to understanding of State, district, and school policies and procedures. The Social Worker also demonstrates knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

### PK 1 – Content and Essential Skills: *Understands and applies essential skills and central concepts in their profession.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Does not demonstrate proficiency in reading, writing, or mathematics skill, and does not demonstrate commitment to growth.</li> <li>• Does not demonstrate discipline-specific knowledge and skills and does not demonstrate commitment to growth.</li> <li>• Does not use appropriate verbal, non-verbal, and technological communications to enhance learning or meet professional responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in reading, writing, and mathematics but with occasional need for support.</li> <li>• Actively pursues improvement to address gaps in discipline-specific knowledge and skills.</li> <li>• Uses some developmentally appropriate verbal, non-verbal, and technological communications to enhance learning and meet professional responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in reading, writing, and mathematics skills in professional work.</li> <li>• Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional standards and district curriculum</li> <li>• Uses a wide range of appropriate verbal, non-verbal, and technological communications to enhance learning and meet professional responsibilities.</li> <li>• Uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Contributes to the professional knowledge base through research and application.</li> </ul>

## Domain 6: Professional Knowledge and Responsibilities

As a professional, the School Social Worker is aware of and complies with the Connecticut Code of Professional Responsibility for Educators State of Connecticut Standards for School Social Work Practice, and Code of Ethics. This extends to understanding of State, district, and school policies and procedures. The Social Worker also demonstrates knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

**PK 2 – Legal, Ethical and Professional Practice:** *Displays knowledge and skills of profession and acts in accordance with professional ethics and role responsibilities.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Unprofessional or unethical communication with school personnel, families, and students</li> <li>• Demonstrates little or no awareness of how their actions as a social worker impact student growth</li> <li>• Does not utilize current research to support the interventions that impact student growth</li> <li>• Does not protect the legal rights and confidentiality of students, their families and other vulnerable groups</li> <li>• Violates the NASW Code of Ethics</li> <li>• Does not share legislation and regulations with parents and school personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently communicates with school personnel, families, and students in a professional and ethical manner</li> <li>• Demonstrates an awareness of how social worker’s actions impact student growth</li> <li>• Sometimes utilizes current research to support the interventions that impact student growth</li> <li>• Inconsistently protects the legal rights and confidentiality of students, their families and other vulnerable groups</li> <li>• Possesses knowledge of the NASW Code of Ethics</li> <li>• Shares legislation and regulations with parents and school personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes various tools, including technology, to communicate with school personnel, families and students in a professional and ethical manner on an ongoing basis.</li> <li>• Behavior demonstrates an understanding of how social worker’s actions impact students.</li> <li>• Utilizes current research to support the interventions that impact student growth.</li> <li>• Protect the legal rights and confidentiality of students, their families and other vulnerable groups</li> <li>• Possess and uses professional judgment in order to adhere to the NASW Code of Ethics, which results in ethical decision making</li> <li>• Assists parents and school personnel in understanding and adhering to relevant legislation and regulations</li> </ul>	<p><i>In addition to evidence for Accomplished:</i></p> <ul style="list-style-type: none"> <li>• Performs role with creativity, flexibility, adaptability, and expert knowledge</li> <li>• Demonstrates a deep repertoire of skills in their role.</li> <li>• Consistently pursues unique areas of research and adds to professional knowledge base and capacity of district.</li> <li>• Advocates for profession</li> <li>• Uses supervision, mentoring, and/or consultation for effective practice</li> </ul>

