



Social Worker Observation Rubric
School District of Philadelphia SY 2016-2017

Domain 1: Planning and Preparation				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1a: Demonstrating Knowledge of Content and Pedagogy/ Demonstrating Knowledge of Content and Pedagogy, Including Formal Procedures Relevant to Providing Social Work Services to Students and Families	<p>Social Worker demonstrates little or no knowledge of social work principles, theories, and methods of practice.</p> <p>Social Worker demonstrates little or no knowledge of federal and state laws and regulations, district policies and procedures.</p>	<p>Social Worker demonstrates basic knowledge of social work principles, theories and methods of practice.</p> <p>Social Worker demonstrates basic knowledge of federal and state laws and regulations, district policies and procedures.</p>	<p>Social Worker demonstrates thorough knowledge of social work principles, theories and methods of practice and applies these in the educational setting.</p> <p>Social Worker demonstrates thorough knowledge of federal and state laws and regulations, district policies, and procedures.</p>	<p>Social Worker demonstrates extensive knowledge of social work principles, theories, and methods of practice. This knowledge is shared with other professionals and applied in the educational setting.</p> <p>Social Worker demonstrates extensive knowledge of federal and state laws and regulations, district policies and procedures.</p> <p>Social Worker consistently applies this knowledge when providing services to students and families.</p>
<i>Evidence/Examples</i>	<p><i>Plans and practice are not related to relevant social work theory and techniques.</i></p> <p><i>Social Worker uses a therapeutic group as a forum to discipline or shame an individual student.</i></p>	<p><i>Plans and practice are distally related to relevant social work theory and best practice.</i></p> <p><i>Social Worker adopts and implements a research-informed intervention but does not make adaptations for a student with a disability.</i></p>	<p><i>Plans and practice reflect sound knowledge of social work theory and effectively incorporate best practices.</i></p> <p><i>Social Worker utilizes a developmental model (e.g. Tuckman stages) to guide service delivery.</i></p>	<p><i>Plans and service delivery demonstrate knowledge of best practice and reflect needs of individuals, the school and larger community.</i></p> <p><i>Social Worker develops briefing materials to help colleagues understand eating disorders and the impact on learning.</i></p>



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1b: Demonstrating Knowledge of Students	Social Worker exhibits little or no knowledge of student backgrounds, cultures, skills, language proficiency, interests and special needs.	Social Worker demonstrates inconsistent knowledge of student backgrounds, cultures, skills, language proficiency, interests and special needs.	Social Worker demonstrates adequate knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs based upon a continuum of reliable and valid sources.	Social Worker seeks knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs using a continuum of reliable and valid sources. Social Worker identifies needs and develops a process to evaluate outcomes.
<i>Evidence / Examples</i>	<i>Social Worker uses a "one size fits all" approach for all students, regardless of individual characteristics.</i> <i>Social Worker does not review available background information on students.</i>	<i>Social Worker does not consider family structure and culture in assessment of student.</i> <i>Goals are not always appropriate to the situation or to student needs.</i>	<i>Goals are relevant to the situation and to the individual student, and are developed following consultation with stakeholders.</i> <i>Student evaluation includes family, social group, and community strengths and deficiencies that impact learning.</i>	<i>Goals are highly appropriate to the situation and to the individual student, and are developed following consultation with stakeholders.</i>

Domain 2: The Environment

Component	0 Failing	1 Needs Improvement	2 Proficient	3 Distinguished
2a: Creating an Environment of Respect and Rapport	Social Worker interaction with at least some clients is negative, demeaning, sarcastic or inappropriate. Clients exhibit disrespect for the Social Worker.	School Social Worker-client interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for developmental differences and/or culture. Clients exhibit only minimal respect for the Social Worker.	Interactions are polite and respectful, reflect general warmth and caring and are appropriate to the cultural and developmental differences among clients. Clients exhibit respect for the Social Worker.	Interactions with individual students, families and colleagues are highly respectful and reflect genuine warmth, caring and sensitivity. Clients appear to trust the Social Worker with sensitive information.



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<i>Evidence/ Examples</i>	<p><i>Social Worker does not know students or clients by name.</i></p> <p><i>Social Worker does not appear to be listening when clients are sharing information.</i></p>	<p><i>Social Worker usually greets clients as they walk in the door.</i></p> <p><i>Social Worker usually contacts families to learn about students.</i></p>	<p><i>Social Worker asks a client how they feel about their services.</i></p> <p><i>Social Worker uses a range of active listening techniques with all clients.</i></p>	<p><i>Client feels comfortable telling the Social Worker that they have witnessed abuse in the home.</i></p> <p><i>Social Worker learns that a client really likes basketball and strategically plans an initial meeting with that student in the school gymnasium.</i></p>

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2b: Establishing a Culture for Learning	<p>Social Worker and clients convey a negative attitude toward the school and to Social Worker services.</p>	<p>Social Worker communicates importance of school to client and value of their services but with inconsistent conviction and buy-in from clients.</p>	<p>Social Worker conveys genuine enthusiasm for school, learning, their services, and clients demonstrate consistent commitment.</p>	<p>Clients demonstrate through active participation, curiosity and taking initiative that they value Social Worker services.</p>
<i>Evidence/ Examples</i>	<p><i>Social Worker does not initiate a response to a crisis situation.</i></p> <p><i>Social Worker relays to a client that their goals are unlikely to be attained.</i></p>	<p><i>Clients verbally commit to participating in Social Worker services but there is limited evidence of behavioral commitment.</i></p> <p><i>Social Worker appears to assume most of the responsibility and ownership for identifying client goals and solutions.</i></p>	<p><i>Social Worker shares personal learning experiences with client and a new strategy that she is trying.</i></p> <p><i>Social Worker shares the reason that they are working with the client and explains the importance of the client's participation and active involvement.</i></p>	<p><i>Clients can articulate their goals as a function of working with the Social Worker and can explain why they are important.</i></p> <p><i>Social Worker assists clients with attributing their progress to hard work and effort rather than to luck.</i></p>



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2d: Managing Student Behavior	<p>Standards for conduct have not been established and clients are confused about expectations.</p> <p>Social Worker provides ineffective monitoring of student behavior. Response to student misbehavior is repressive and/or disrespectful of student dignity.</p>	<p>Efforts to establish standards of conduct for students are evident.</p> <p>Social Worker responds to misbehavior with uneven results.</p>	<p>Social Worker monitors standards of conduct that are clear to all students/clients. Social Worker responds appropriately to student misbehavior and respects student dignity.</p> <p>Social Worker promotes positive school culture and pro-social initiatives.</p>	<p>Standards of student conduct are clear, with evidence of student participation in setting those standards. Monitoring of student behavior is subtle and preventive. Response to student misbehavior is sensitive to individual student needs and educative rather than punitive.</p> <p>Students are empowered to take an active role in self-monitoring behavior.</p>
<i>Evidence /Examples</i>	<p><i>Social Worker does not make eye contact with clients.</i></p> <p><i>Social Worker notices two students misbehaving in hallway and does not intervene.</i></p>	<p><i>Social Worker appears to have "favorites" who receive more positive reinforcement than others.</i></p> <p><i>Social Worker addresses student misbehavior but student immediately returns to the behavior once the Social Worker leaves.</i></p>	<p><i>Social Worker makes eye contact with a student who is potentially misbehaving.</i></p> <p><i>Social Worker is active in district-wide programs such as bullying/violence prevention, restorative practices and/or character education.</i></p>	<p><i>Social Worker empowers students to devise a system for monitoring their own behavior.</i></p> <p><i>Social Worker enlists parents and community members to work with students to improve the environment.</i></p>



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Domain 3: Service Delivery

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a: Communicating with Students/ Communicating with Clients	Social Worker does not clearly explain why they are offering their services to a client or define what those services look like.	Social Worker explains why they are offering their services and defines what those services look like with limited success.	Clients understand why they are meeting with the Social Worker and the goal of the service within the context of other factors including family, school and the larger community.	<p>Clients understand why they are meeting with the Social Worker and the goal of the service within the context of other factors including family, school and the larger community.</p> <p>Clients are able to see how services correspond and support their own interests and goals.</p>
<i>Evidence/Examples</i>	<p><i>Social Worker schedules a meeting with a student but does not inform the student's family and has not conducted a needs assessment.</i></p> <p><i>Social Worker does not effectively establish home-school partnerships.</i></p>	<p><i>Social Worker schedules a meeting with a student and informs the student's family but has not conducted a needs assessment.</i></p> <p><i>Social Worker creates a district-wide program for parent involvement but does not identify program goals.</i></p>	<p><i>Social Worker schedules a meeting with a student, informs the student's family and conducts a needs assessment.</i></p> <p><i>Social Worker creates a district-wide program for parent involvement and communicates with stakeholders about program goals that support district initiatives.</i></p>	<p><i>Social Worker collaborates with educators, parents/ guardians and community partners to identify needs and strengthen services and outcomes.</i></p> <p><i>Social Worker integrates student interests into activities.</i></p>



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3b: Using Questioning and Discussion Techniques/ Gathering Information	<p>School Social Worker's information-gathering techniques are low-level or inappropriate, eliciting limited student and/or family participation and recitation rather than discussion.</p> <p>There is no knowledge about the process to gather information at the mezzo or macro level.</p>	<p>School Social Worker's information-gathering techniques are mediocre and at times inappropriate; eliciting limited student and/or family participation and recitation rather than discussion.</p> <p>There is some knowledge about the process to gather information at the mezzo or macro level.</p>	<p>School Social Worker's information-gathering techniques are appropriate and consistently elicit student and/or family participation and discussion.</p> <p>Efforts to gather information at the mezzo and macro level are adequate.</p>	<p>School Social Worker's information-gathering techniques are appropriate, thoughtful, and elicit maximum student and/or family participation and discussion.</p> <p>Techniques are culturally and developmentally appropriate and result in client empowerment.</p> <p>Information is gathered at the mezzo and macro level to address individual and systemic needs.</p>
<i>Evidence/Examples</i>	<p><i>Social Worker does not regularly invite clients to ask questions or use a protocol to keep discussion focused and meaningful.</i></p> <p><i>Social Worker does not know how to find out how many students are homeless in the district.</i></p>	<p><i>Social Worker inconsistently tracks quantity and quality of student or client progress using a data system.</i></p> <p><i>Social Worker knows how to conduct a needs assessment relative to truancy issues but is not sure how to directly assist district administrators.</i></p>	<p><i>Social Worker consistently tracks quantity and quality of student or client progress using a data system.</i></p> <p><i>Social Worker knows how to conduct a needs assessment relative to truancy issues and offers recommendations to district administrators.</i></p>	<p><i>Social Worker involves clients in deciding which of an array of appropriate strategies and activities they may try/explore that align with their needs.</i></p> <p><i>Social Worker regularly provides feedback to clients on their goal status.</i></p>



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3c: Engaging Students in Learning/ Engaging Stakeholders	<p>Activities, assignments, materials, and groupings of students are inappropriate to the goals of Social Worker intervention, or students' cultures or levels of understanding. Little intellectual engagement from student.</p> <p>The social worker does not attempt to engage parents/guardians in the educational process.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the goals of Social Worker intervention, or students' cultures or levels of understanding, resulting in moderate intellectual engagement.</p> <p>The social worker sometimes promotes parent/guardian involvement in the educational process.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the goals of Social Worker intervention, students' cultures and levels of understanding. Students are engaged in activities of a high level of rigor.</p> <p>The social worker consistently promotes parent/guardian involvement in the educational process.</p>	<p>School Social Workers ensure that students are engaged throughout the process in a meaningful manner appropriate to their developmental level.</p> <p>The goals of Social Worker intervention are adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> <p>The social worker consistently promotes parent/guardian involvement in the educational process and demonstrates leadership in positively engaging parents/guardians.</p>
<i>Evidence/Examples</i>	<p><i>Social Worker includes a student with anger management issues in a small group intervention that does not offer strategies that will help the student successfully control their anger.</i></p> <p><i>Social Worker is part of a district-wide committee to improve school attendance and does not suggest strategies for parental involvement</i></p>	<p><i>Students are grouped according to need but the curriculum is not suitable for their age or ability.</i></p> <p><i>Social Worker is part of a district-wide committee to improve school attendance and provides minimal suggestions for strategies to promote parental involvement.</i></p>	<p><i>Groups are based on student needs and goals, such as: 6th grade anger management, divorce group, grief group, etc.</i></p> <p><i>Curriculum chosen is appropriate to age and ability.</i></p> <p><i>Social Worker is part of a district-wide committee to improve school attendance and provides helpful suggestions for strategies to promote parental involvement.</i></p>	<p><i>Students request and form groups based on needs and interests.</i></p> <p><i>Students are aware of issues and needs in the school, and suggestions are solicited from students via suggestion box or other means.</i></p> <p><i>Social Worker is part of a district-wide committee to improve school attendance and offers to develop a complementary program to promote parental involvement.</i></p>



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Domain 4: Professional Development/Professional Responsibilities

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4a: Reflecting on Teaching/Reflecting on Practice	The social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	The social worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	The social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The social worker makes some specific suggestions as to how the social work program might be improved.	The social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The social worker draws on an extensive repertoire to suggest alternative strategies.
Evidence/Examples	<p><i>Social Worker states group counseling session went well, despite evidence that intervention was ineffective.</i></p> <p><i>Social Worker is not aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management, in large part due to lack of reflection on practice.</i></p>	<p><i>Social Worker reflects that group counseling session was not effective based on evidence/data.</i></p> <p><i>Social Worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management, but is unable to articulate specific examples of the ineffectiveness.</i></p>	<p><i>Social Worker reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes.</i></p> <p><i>Social Worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management. Concrete, specific examples are shared with the committee, along with ideas for improvement.</i></p>	<p><i>Social Worker seeks out assistance through supervision to discuss and brainstorm intervention methods based on data.</i></p> <p><i>Social Worker effectively articulates to the committee that specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.</i></p>



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4c: Communicating with Families/Communicating with Stakeholders	The School Social Worker provides little/no information to stakeholders about the service delivery program and/or individual students.	<p>The School Social Worker provides minimal communication to stakeholders and/or in response to family concerns.</p> <p>There is partial success in attempts to engage stakeholders in the service delivery program.</p>	The School Social Worker provides frequent, culturally-appropriate information to stakeholders about the service delivery program, student progress, and responses to stakeholder concerns; frequent, successful efforts are made to engage stakeholders in the service delivery program.	<p>The School Social Worker provides frequent, culturally-appropriate information to stakeholders.</p> <p>The School Social Worker also encourages student voice in communication with stakeholders.</p> <p>Successful efforts to engage stakeholders in the service delivery program and evaluation enhance student academic achievement.</p>
Evidence/Examples	<p><i>Social Worker avoids staff communication, doesn't make time to meet with staff regarding student needs/progress.</i></p> <p><i>A parent/guardian doesn't know student is receiving services or when concerns arise because no contact is made by Social Worker.</i></p>	<p><i>Social Worker recognizes staff concern and desire for communication but does not take time to meet with them regarding student needs/progress.</i></p> <p><i>Parent/guardian knows about service, but doesn't fully understand need.</i></p>	<p><i>Social Worker respects confidentiality, but engages stakeholders through regular communication regarding needs and progress of student.</i></p> <p><i>Social Worker discusses social work services with parents/guardians in accordance with laws around confidentiality.</i></p>	<p><i>Students are provided with regular progress reports to share with stakeholders.</i></p> <p><i>Stakeholders are given feedback forms to provide feedback to Social Worker to address in sessions.</i></p>