

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Demonstrates understanding of legal requirements for school social work practices. <input type="radio"/> Adheres to legal requirements, district policies, and academic standards in planning for prevention, assessment, and intervention.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies. <input type="radio"/> Provides services which are individualized and aligned with legal and district requirements.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Collaborates with stakeholders around federal/state/ local policies and procedures to individualize services for students.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Recognize that school social work services are guided by legal requirements, federal/state law, local policies and procedures.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Articulate how school social work services are guided by legal requirements, federal/state law, local policies and procedures.
Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Identifies barriers to learning for individual students.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Develops solutions to barriers that inhibit student learning.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Implements effective services that reduce the student barriers to learning. <input type="radio"/> Collaborates with key members of the multi-disciplinary team (e.g., students and/or significant adults) to problem solve within a tiered system of support model.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Participate in a developmentally appropriate manner in identification of the student’s strengths and needs.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Implement strategies to reduce barriers and support the student’s learning.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the importance of evidence-based practices in effective delivery of school social work services. <input type="radio"/> Demonstrates the basic knowledge and skills of effective threat assessment, suicide risk assessment and intervention procedures. <input type="radio"/> Demonstrates the basic knowledge of mandated reporting requirements. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Integrates evidence-based practices in their delivery of school social work services. <input type="radio"/> Identifies strategies and key components for prevention, intervention, and crisis planning and response. <input type="radio"/> Provides information to students, staff, and significant adults related to student safety. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitors and adjusts evidence-based practices to increase effective delivery of school social work services. <input type="radio"/> Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery. <input type="radio"/> Provides expertise in skills and interventions related to school-safety and crises. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Are able to identify what specific interventions create academic or social/emotional growth. <input type="radio"/> Demonstrate an awareness of crisis-related resources and school/district procedures. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Apply newly learned skills in their school, community, and/or home environment.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship. <input type="radio"/> Establishes behavioral expectations and provides guidance to students to demonstrate positive behavior. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between and among students. <input type="radio"/> Holds students accountable for behavior in class and school. <input type="radio"/> Structures support and/or services to minimize interruption of instructional time. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Collaborates with school/district personnel to create a positive learning community. <input type="radio"/> Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult. <input type="radio"/> Adapts intervention approaches for the benefit of all students. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Actively participate in the intervention(s) offered by the School Social Worker. <p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Actively participate in the creation of behavioral interventions to increase student access to the social and learning environment. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate safe, engaged behaviors within the learning environment. <p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Consult with the School Social Worker to create effective behavioral intervention approaches. <input type="radio"/> Partner with the School Social Worker to maintain a safe and accessible environment for students in all settings.

Element B: Special Services Providers understand and respond to diversity within the home, school, and community.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands that student and family backgrounds, cultures, and experiences may influence development, personality, and school performance. <input type="radio"/> Creates an environment in which student and family diversity is valued. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Considers student and family backgrounds, cultures, and experiences in planning social emotional services. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures. <input type="radio"/> Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultural backgrounds. 	<p>...and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="radio"/> Seek a variety of perspectives to enhance their awareness of diversity in their school and community. 	<p>...and STUDENTS, TEACHERS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.
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 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Acknowledges students' individual differences and values their unique contributions. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs. <input type="radio"/> Uses practices and materials that are developmentally appropriate and culturally relevant. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Adjusts services based on individual student characteristics and data. <input type="radio"/> Provides consultation to school personnel on strategies for meeting the individual needs of students. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Participate in social emotional services with a high level of engagement. 	<p>...and STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="radio"/> Feel that their ideas and participation are valued by the social worker. <input type="radio"/> Actively participate in the social and learning environment
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Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the interconnectedness of home, school, and community influences on student achievement. <input type="radio"/> Has knowledge of community/local services. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers). <input type="radio"/> Creates a service delivery plan that incorporates information from family and/or outside agencies or community providers. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Works collaboratively with families and significant adults to help students meet education and intervention goals. <input type="radio"/> Demonstrates and shares knowledge of community and/or local resources/services 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Have an understanding of ways by which they can communicate with the School Social Worker. <input type="radio"/> Initiate communication with the School Social Worker and/or significant adult(s) to find resources and services to support student needs. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Partner with the School Social Worker and the school for the benefit of their students.
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 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Recognizes developmental benchmarks utilizing systems theory (e.g., bio/psych/ social and cultural).	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Applies knowledge of developmental influences to inform practice and service provision. <input type="radio"/> Collaborates with colleagues to support services that address student needs in educational environments.	...and STUDENTS: <input type="radio"/> Participate in services appropriate for their developmental levels and demonstrate progress.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an understanding of individual child developmental levels and influences.
Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Recognizes importance of reliable and valid assessments to inform services.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Follows standardized procedures for administration and scoring of adaptive, behavioral, and social emotional assessments. <input type="radio"/> Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Analyzes, interprets, and synthesizes data. <input type="radio"/> Collaborates with team to share results with family and significant adults. <input type="radio"/> Designs and implements interventions based on assessment data.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Analyze, interpret, and synthesize data. <input type="radio"/> Collaborate with team to share results with family and significant adults. <input type="radio"/> Design and implement interventions based on assessment data.	...and TEACHERS AND/OR ADMINISTRATORS: <input type="radio"/> Demonstrate an awareness of how adaptive, behavioral, and social emotional data can be used to inform decisions.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrates an awareness of district software and available assistive technology. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Utilizes available resources to facilitate specially designed instruction. <input type="radio"/> Monitors and evaluates the use of technology or assistive technology in the learning environment. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitors, adjusts and analyzes use of technology to support effective services to maximize student outcomes. <input type="radio"/> Enhances data collection and decision-making through the use of technology resources. <input type="radio"/> Collaborates with significant adults to facilitate student use of available assistive technology to engage in authentic learning. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate an awareness of available assistive technology to enhance student learning. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use technology to provide access to the student’s learning environment. <input type="radio"/> Advocate for change to technology use based on the student’s learning needs.
Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of high expectations for learning and behavior for all students. <input type="radio"/> Understands that students need to employ self-advocacy, critical thinking, and problem-solving skills. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Incorporates self-advocacy, critical thinking and/or problem-solving skills into lessons and/or interventions. <input type="radio"/> Collaborates with team members to determine appropriately high expectations for students. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Sets, consistently communicates, and equitably applies high expectations for all students. <input type="radio"/> Systematically and explicitly teaches self-advocacy, critical thinking, and/or problem-solving skills. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Monitor student progress towards achieving social/emotional goals and expectations. <p>... STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Can appropriately advocate for accommodations that support academic or social/emotional growth. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate self-advocacy, critical thinking, and problem-solving skills based on their developmental level.
<p>* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Consults and collaborates with others about students' needs and goals.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Plans for and/or provides evidenced-based mental health and/or behavioral interventions for students. <input type="radio"/> Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services.	...and SIGNIFICANT ADULT(S): <input type="radio"/> Adapt their practices based on consultation with the School Social Worker to better meet student needs.	...and SIGNIFICANT ADULT(S): <input type="radio"/> Generalize or transfer knowledge gained through consultation to other contexts/other students.
Element F: Special Services Providers model and promote effective communication.				
THE SCHOOL SOCIAL WORKER: <input type="radio"/> Understands the importance of developing effective and individualized communication systems. <input type="radio"/> Listens effectively and allows time for responses and discussion.	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Uses communication skills to establish good working relationships (rapport) with students and significant adults. <input type="radio"/> Adjusts communication based on audience (e.g., student, parent, colleague).	...and THE SCHOOL SOCIAL WORKER: <input type="radio"/> Models effective communication skills. <input type="radio"/> Creates opportunities for students to practice and receive feedback related to communication skills. <input type="radio"/> Tailors communications to be both developmentally and culturally relevant.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Engage in positive dialogue related to student strengths and needs.	...and STUDENTS: <input type="radio"/> Use feedback from the School Social Worker to effectively communicate their needs.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III Summary: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Artifact Titles	Description						Element Ratings (points per rating)							Pts
							B (0)	PP (1)	P (2)	A (3)	E (4)			
	a. Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.													
	b. Special Services Providers utilize formal and informal assessments to inform planning and service delivery.													
	c. Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.													
	d. Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.													
	e. Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.													
	f. Special Services Providers model and promote effective communication.													
Total Points for Standard III														
B (0-4)		PP (5-10)		P (11-16)		A (17-21)		E (22-24)		Standard III Rating				
Evaluator Comments:														
Comments of the person being evaluated:														

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of consistent professional conduct within the educational environment. <input type="radio"/> Is familiar with National Association of Social Workers (NASW) Code of Ethics. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Demonstrates skills related to NASW Code of Ethics. <input type="radio"/> Demonstrates consistent professional conduct with students and significant adults. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Upholds ethical standards of practice as defined by the NASW Code of Ethics and applicable state laws and regulations. <input type="radio"/> Seeks guidance and/or consultation related to ethical issues. <input type="radio"/> Upholds high standards of professional conduct with students, staff, and significant adults. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Models high expectations for ethical behavior for students, staff, and significant adults. <input type="radio"/> Models high expectations related to professional conduct. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Recognizes and takes action to support ethical behavior through positive, respected, and/or legal channels.
Element B: Special Services Providers link professional growth to their professional goals.				
THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Develops professional goals. <input type="radio"/> Seeks feedback from supervisor and/or colleagues to improve practice. <input type="radio"/> Completes required professional development according to state and/or district/BOCES policies. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Selects and participates in professional development to improve professional practice. <input type="radio"/> Uses performance feedback from supervisor and/or colleagues to improve practice. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes. <input type="radio"/> Participates in professional learning opportunities consistent with the professional growth plan. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Applies knowledge and skills learned through professional development to practice. 	...and THE SCHOOL SOCIAL WORKER: <ul style="list-style-type: none"> <input type="radio"/> Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers respond to a complex, dynamic environment.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the importance of being aware of and responsive to the school, family, and community environments. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Is responsive to indications of change needed based on awareness of the complexity and dynamic nature of the students' environment. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Strengthens social work practice by adapting interventions and instruction based on information about changes in the environment. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Serves as a consultant for colleagues, both providing and receiving feedback on changes needed to practice as a result of changes in the environment. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Continuously monitors the environment of practice, anticipates and makes needed changes and shares findings with colleagues.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.				
<p>THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the importance of developing trust and building rapport with students, staff, and significant adults. <input type="radio"/> Engages with students, families and the community in order to understand their needs and advocate on their behalf. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Maintains resources to strengthen the relationship among home, school, and community. <input type="radio"/> Contributes to task forces and/or committees within their school setting. <input type="radio"/> Recognizes one's individual leadership skills and opportunities for development. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Collaborates with the external community partners to meet the needs of students. <input type="radio"/> Advocates for curricular, instructional, school climate, and/or behavioral health improvements. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Leads a task force and/or committee within the school, district, and/or BOCES. <input type="radio"/> Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development. <input type="radio"/> Creates and facilitates professional growth and development activities in the school. 	<p>...and THE SCHOOL SOCIAL WORKER:</p> <ul style="list-style-type: none"> <input type="radio"/> Creates and facilitates professional growth and development activities in the district/BOCES/ community. <input type="radio"/> Facilitates professional activities that promote social/ environmental justice and systems-level change at a local, regional, state, and/or national level.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard IV Summary: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Artifact Titles		Description						
		Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers demonstrate high standards for ethical and professional conduct.								
b. Special Services Providers link professional growth to their professional goals.								
c. Special Services Providers respond to a complex, dynamic environment.								
d. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.								
Total Points for Standard IV								
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating			
Evaluator Comments:								
Comments of the person being evaluated:								

2019-2020

Standard V: School Social Workers build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: School Social Workers demonstrate compassion, empathy, and graciousness in their schools.

<p>There is some evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to the needs of others. <input type="checkbox"/> Is kind, patient, and positive when interacting with others within the school environment. <input type="checkbox"/> Participates in developing positive solutions to repair, restore, and maintain relationships. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the needs of others. <input type="checkbox"/> Is working towards effective relationships with others in the school environment <input type="checkbox"/> Is developing capacity to restore relational issues efficiently so that damage is minimized. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves consistently when the needs of others are apparent. <input type="checkbox"/> Protects and supports the dignity of others as relational issues arise. <input type="checkbox"/> Solves relational issues quickly and efficiently by demonstrating compassion, empathy and graciousness to others. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment to become more compassionate, empathetic, and gracious. <input type="checkbox"/> Designs programs and/or activities that fosters compassion, empathy, and graciousness within the school environment. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students consistently reflect the School Social Worker’s commitment to compassion, empathy, and graciousness within the classroom. <input type="checkbox"/> Colleagues consistently recognize the School Social Worker as a key leader in developing compassion, empathy, and graciousness within the school.
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Element B: School Social Workers demonstrate professionalism inside and outside of the school environment.

<p>There is some evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses good judgment when interacting with others. <input type="checkbox"/> Fulfills assigned tasks and responsibilities with fidelity. <input type="checkbox"/> Conducts professional practices and interactions with others with integrity. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to fulfill all assigned tasks and responsibilities. <input type="checkbox"/> Is working toward utilizing good judgement when making decisions or interacting with others. <input type="checkbox"/> Is developing capacity to conduct themselves with integrity. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fulfills all assigned tasks and responsibilities efficiently. <input type="checkbox"/> Uses good judgment when making decisions or interacting with others. <input type="checkbox"/> Works collaboratively with others to resolve conflict and to restore relationships. <input type="checkbox"/> Is an individual with utmost integrity demonstrating honesty, kindness, and principled leadership daily. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by modeling professionalism and supporting colleagues to become more professional. <input type="checkbox"/> Designs programs and/or activities that fosters professionalism inside and outside of school. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School Social Worker mentors others to become more professional. <input type="checkbox"/> Students reflect the professionalism of their School Social Worker by being responsible, kind, positive and acting with integrity.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V: School Social Workers build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: School Social Workers build community by engaging all stakeholders to create shared ownership and responsibility.

<p>There is some evidence that the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, parents, or colleagues. <input type="checkbox"/> Has engaged stakeholders to create ownership and responsibility for student learning and growth. <input type="checkbox"/> Works productively with others to develop cohesiveness and a team approach to increasing student learning. 	<p>The School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to communicate with all stakeholders. <input type="checkbox"/> Is developing systems to increase community among stakeholders. <input type="checkbox"/> Is developing capacity to work collaboratively and not in isolation regarding increasing student learning. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with all stakeholders efficiently and effectively. <input type="checkbox"/> Uses the feedback acquired from stakeholders to adjust/modify instruction. <input type="checkbox"/> Builds community by working well with others and refrains from solving issues in isolation. 	<p>...and the School Social Worker:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by designing systems that build community by engaging all stakeholders to create ownership and responsibility. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate community within the classroom by sharing ownership and responsibility for their learning. <input type="checkbox"/> Stakeholders consistently recognize Social Worker for building deep, meaningful relationships and for building a community that shares ownership and responsibility for student learning and growth.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V Summary: School Social Workers build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. School Social Workers demonstrate compassion, empathy, and graciousness in their schools.						
b. School Social Workers demonstrate professionalism inside and outside of the school environment.						
c. School Social Workers build community by engaging all stakeholders to create shared ownership and responsibility.						

Total Points for Standard V

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020**Overall Professional Practices Rating Summary**

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating (10%)	Wtd Pts

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating (10%)	Wtd Pts

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.						
B (0-4)	PP (5-10)	P (11-16)	A (17-21)	E (22-24)	Standard III Rating (10%)	Wtd Pts

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating (10%)	Wtd Pts

Standard V: School Social Workers build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating (60%)	Wtd Pts

OVERALL PROFESSIONAL PRACTICES RATING						
B (0-3)	PP (4-7)	P (8-12)	A (13-17)	E (18-20)	Overall Professional Practices	Wtd Pts

End of Report