



STAGES

Supportive Tool for Assessing Growth in Educational Systems

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Rubric ID: 721

Rubric District: 57030

Rubric Name: 64 School Social Worker

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Domain Text: Planning and Preparation

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Students' Development and Skills	Displays minimal knowledge of developmental characteristics or student skills/knowledge	Displays general knowledge of developmental characteristics or student skills/knowledge.	Displays solid understanding of typical developmental characteristics and the skills/knowledge as well as exceptions to general patterns.	Displays knowledge of typical developmental characteristics and skills/knowledge as it pertains to each student, including those with special needs, and utilizes this knowledge to differentiate instruction.
Remove Element				

<p>Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning</p>	<p>Is unfamiliar with student interests or cultural heritage. Displays minimal knowledge of different approaches to learning.</p>	<p>Displays general understanding of student interests or cultural heritage.</p>	<p>Displays thorough knowledge of interests and cultural heritage. Demonstrates solid understanding of different approaches to learning.</p>	<p>Displays thorough knowledge of interests and cultural heritage of each student. Uses, where appropriate, knowledge of student varied approaches to learning in instructional planning.</p>
<p>Remove Element</p>				
<p>Organization of Physical Space</p>	<p>Is unsuitable for learning activities or accessibility.</p>	<p>Is suitable and accessible for some learning activities.</p>	<p>Is adjusted for learning activities and accessibility as needed.</p>	<p>Is used optimally.</p>
<p>Remove Element</p>				
<p>Health and Safety Procedures:</p>	<p>Do not exist.</p>	<p>Exist, but no evidence of review or utilization.</p>	<p>Are evident and periodically reviewed and practiced.</p>	<p>Are evident with documentation of a plan in place for consistent review and practice.</p>
<p>Remove Element</p>				

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Element	Domain Text: Learning Environment			
	Ineffective	Minimally Effective	Effective	Highly Effective
Interaction with Students	Interaction with at least some students is negative, demeaning, sarcastic. Interaction is inappropriate to students' age or culture. Students' questions or interests are disregarded. Students exhibit disrespect for School Social Worker.	Interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for School Social Worker.	Interactions are friendly and demonstrate general warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Students exhibit respect for School Social Worker.	Interactions demonstrate genuine caring and respect for individual students. Successfully accommodates students' questions or interests. Students exhibit respect for School Social Worker as an individual.
Remove Element				

<p>Student Groups</p>	<p>Students are not productively engaged. Groups are inappropriate to students or instructional goals.</p>	<p>Students are only productive when School Social Worker is involved. Group work is partially organized or partially appropriate to students or instructional goals.</p>	<p>Majority of students are engaged at all times. Group work is organized and fully appropriate to students or instructional goals.</p>	<p>Students are productively engaged. Group work is fully appropriate to students and instructional goals. Students assume responsibility for productivity and given choice in selection.</p>
<p>Materials and Resources</p>	<p>Materials are unavailable. Materials do not support instructional goals. Materials do not engage students meaningfully.</p>	<p>Materials are not readily available. Some materials support goals. Some engage students meaningfully.</p>	<p>Materials are readily available and well organized. Majority of materials support instructional goals. Majority of materials engage students meaningfully.</p>	<p>Encourages student responsibility for efficient operations. Fosters students' choice, adaptation, or creation of materials to enhance their own learning.</p>
<p>Expectations and Directions</p>	<p>Standards do not appear to have been established. Students are confused about standards.</p>	<p>Standards have been established for most situations. Majority of students understand them. Clarification is provided after confusion.</p>	<p>Standards have been established. Standards are clear to all students. Standards contain an appropriate level of detail.</p>	<p>Standards are clear. Standards appear to have been developed with student participation. Standards account for possible student misunderstanding.</p>
<p>Monitoring and Response to Student Behavior</p>	<p>Is unaware of student actions. Responds disrespectfully.</p>	<p>May miss the activities of some students. Responds inconsistently.</p>	<p>Is alert to student behavior. Response is respectful and generally appropriate.</p>	<p>Is subtle and preventative. Students monitor their own behavior. Response is highly effective and sensitive to individual needs.</p>

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Element	Ineffective	Minimally Effective	Effective	Highly Effective
Oral and Written Language	Spoken language is inaudible. Written language is illegible. Spoken or written language contains many grammar and syntax errors.	Spoken language is audible. Written language is legible. Errors may occur occasionally.	Spoken and written language is clear and correct.	Spoken and written language is articulate and expressive.
Domain Text: Instruction				
Remove Element				

<p>Use of Resources</p>	<p>Is unaware of or does not utilize resources available through the school, district, or community for teaching and learning.</p>	<p>Displays awareness of resources available through the school, district, or community for teaching and learning.</p>	<p>Is aware of and resources available through the school, district, or community for teaching and learning.</p>	<p>Integrates resources available through the school, district, and other organizations.</p>
<p>Remove Element</p>	<p>Questions are geared to lower-level thinking. Students participate in the discussion. Response time is not provided adequately.</p>	<p>Questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking. Students participate in the discussion when directed. Response time is provided inconsistently.</p>	<p>Questions facilitate higher-level discussion. Students are actively engaged in discussion. Response time is provided adequately for most students.</p>	<p>Questions facilitate higher-level discussion where students seek to engage entire group. Students occasionally lead discussion, where appropriate. Adequate opportunity is available for all students to respond.</p>
<p>Remove Element</p>	<p>Flexibility and Responsiveness Adheres rigidly to lesson plan, even when feedback indicates changes are necessary. Gives up or blames the student or the environment for student's lack of success.</p>	<p>Attempts to adjust lesson with mixed results. Accepts responsibility for the success of students. Has a limited repertoire of instructional strategies to use.</p>	<p>Makes minor adjustments effectively. Persists in seeking myriad approaches for students. Possesses an adequate repertoire of instructional strategies.</p>	<p>Adapts instruction continually and spontaneously. Persists in seeking effective approaches for students as individuals. Employs strategies for increasing metacognition.</p>
<p>Feedback to Students</p>	<p>Is not provided. Is in disarray.</p>	<p>Is of low quality. Is rarely provided. Is only partially effective.</p>	<p>Is of high quality. Is provided in a timely manner. Is effective.</p>	<p>Is consistently high quality. Is timely with provisions for students' use. Incorporates students' information and interpretation of their records.</p>
<p>Remove Element</p>				

Assessment of Student Learning	Is not established or are unclear. Lacks congruence with goals. Is not used to inform planning.	May exist, but is not clearly communicated. Assesses only some goals. Uses results to plan for further interaction.	Is clearly communicated. Assesses goals adequately. Uses results to plan for individuals and groups.	Is clearly communicated with evidence of student contribution. Indicates complete congruence between goals and assessment. Involves student participation in planning the next steps.
Remove Element				

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	Ineffective	Minimally Effective	Effective	Highly Effective
Element Service to Students	Is not attentive to students' needs. Makes decisions based on self-serving interests.	Attempts to serve students inconsistently. Is limited in meeting students' needs.	Is active in serving students. Works within a team to ensure that students receive a fair opportunity to succeed.	Is highly proactive in serving students. Makes effort to ensure that students are honored in the school. Takes a leadership role in decision making.
Domain Text: Professional Responsibilities				
<input type="button" value="Remove Element"/>				

<p>Service to Families</p> <p>Remove Element</p>	<p>Provides little information about curriculum or students' progress to families. Responds insensitively to parents. Makes no attempt to engage families in instructional program.</p>	<p>Provides basic information to parents about curriculum and student progress only as needed. Responds to parent concerns minimally. Makes modest attempts to engage families.</p>	<p>Provides frequent information to parents about curriculum and student progress. Is available to respond to parent concerns. Makes frequent effort to engage families successfully.</p> <p>Encourages students to be responsible for preparing materials and contributing ideas for projects that enhance family involvement. Responds to parent concerns with sensitivity and confidentiality.</p>
<p>Service to District</p> <p>Remove Element</p>	<p>Time is lost in non-instructional duties. School Social Worker avoids involvement with school activities. Relationships with colleagues are negative or self-serving.</p>	<p>Loss of time for non-instructional duties is minimal. Participation in school events occur only when requested. Cordial relationships with colleagues are maintained.</p>	<p>Time for non-instructional duties is well spent. Participates in school events and provides support and assistance for colleagues.</p> <p>Assumes a leadership role in school events and provides support and assistance for colleagues.</p>
<p>Service to Profession</p> <p>Remove Element</p>	<p>Engages in no professional development. Makes no effort to share knowledge with others.</p>	<p>Participates in professional activities. Finds limited ways to contribute to the profession.</p>	<p>Seeks out professional development opportunities. Assists other educators actively.</p> <p>Makes attempts to conduct action research. Initiates activities that contribute to the profession.</p>
<p>Service to Self</p> <p>Remove Element</p>	<p>Cannot gauge his/her effectiveness. Misjudges success of services profoundly. Has no suggestions for improvement.</p>	<p>Can generally gauge his/her effectiveness. Can make general suggestions for improvement.</p>	<p>Makes accurate assessment of effectiveness. Can cite general references for support. Makes some specific suggestions.</p> <p>Makes thoughtful assessment of effectiveness, draws on extensive repertoire of skills, and offers specific suggestions for improvement.</p>

Maintain Confidentiality	Does not or inconsistently practices board policies or statutory guidelines related to confidentiality and privacy of verbal, written and electronic communication.	Learns laws, board policy, and district practices regarding the confidentiality and privacy of verbal, written, and electronic communication.	Demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share information.	Promotes and shares with others how to maintain privacy and confidentiality.
Remove Element				
Work successfully and positively with others	Inconsistently treats others with respect and shows a commitment to good internal and external customer service.	Treats others with respect and shows a commitment to good internal and external customer service.	Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds, abilities, and work styles.	Uses the unique contributions of others to effectively work on teams.
Remove Element				

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Element	Ineffective	Minimally Effective	Effective	Highly Effective
Interventions	Is unable to identify and adapt appropriate interventions relevant to student needs.	Has minimal ability to identify and adapt appropriate interventions relevant to student needs.	Has thorough ability to identify and adapt appropriate interventions relevant to student needs.	Has an extensive ability to identify and adapt appropriate interventions relevant to student needs.
Domain Text: Social Worker Standards				
Remove Element Default				

Evaluation	Gathers ineffective social/emotional data. Provides no written documentation.	Gathers minimal social/emotional data. Provides minimal written documentation.	Gathers thorough social/emotional data. Provides clear written documentation.	Gathers extensive social/emotional data. Provides comprehensive information to develop student goals and programming.
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