Educator Effectiveness Observation & Practice

School Social Worker/ Home and School Visitor

pennsylvania
DEPARTMENT OF EDUCATION

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation:
School Social Worker/Home and School Visitor

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

ⓘ **NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice
for School Social Workers/Home and School Visitors

DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 4: Professional Responsibilities

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 1: Planning and Preparation

COMPONENT 1A:
Demonstrating Knowledge of Appropriate Policies, Procedures, Laws, and Regulations

The school social worker/home and school visitor demonstrates a comprehensive base of knowledge regarding policies, laws, and regulations affecting students, families, and schools.

○ **Distinguished**
- Designs plans and practices that reflect extensive knowledge of policy, procedures, and relevant laws and regulations.
- Stays abreast of emerging research areas and new and innovative service delivery protocols; adds to the repertoire, as appropriate.

○ **Proficient**
- Designs plans and practices that reflect adequate knowledge of policy, procedures, and relevant laws and regulations.

○ **Needs Improvement**
- Designs plans and practices that reflect some knowledge of policy and procedures.

○ **Failing**
- Designs plans and practices that are not aligned to policy, procedures, relevant laws and regulations.

○ Not Observed

Discussion Prompts:
- *Describe your knowledge of existing laws and policies. How do you stay current with state laws and policies?*
- *How do state laws pertain to your role?*
- *How do you extend your knowledge in your role within the district?*
- *How do you disseminate information/knowledge of your role within the district?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports
- Professional development presentation
- SAIPs
- IEP Progress reports
- ACT 71 Suicide Prevention policy and procedure participation
- Act 18 Threat Assessment policy and procedure participation
- Safe 2 Say Team participation
- District attendance policy
- McKinney Vento Policy

DOMAIN 1: Planning & Preparation

Demonstrating Knowledge of Students and Families

The school social worker/home and school visitor understands students and families and interacts in a culturally appropriate and equitable manner.

Distinguished

- Exhibits knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs; accesses a variety of sources to obtain reliable and valid information.
- Ensures that services are aligned with the needs of students and families through consultation with all relevant parties; monitors for effectiveness.

Proficient

- Exhibits adequate knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs.
- Aligns services with the needs of students and families through consultation with all relevant parties.

Needs Improvement

- Exhibits minimal knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs.
- Provides services that are usually aligned with the needs of students and families.

Failing

- Exhibits little or no knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs.
- Fails to implement services aligned with the needs of students and families.

Not Observed

Discussion Prompts:

- *Describe the challenges you may face when meeting with students and families.*
- *What is the process you use to get to know your students?*
- *What process do you use to gain an understanding of the diverse cultures and demographics of your students?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports
- Progress note/summary of student/family meeting
- IEP social assessment
- IEP Progress Monitoring notes and individual student goal sheets
- Community data charts or summary
- Documents translated to home language
- Logs and data charts of Language Line utilization
- Home visit log, residency verification summary
- Professional development presentations
- SAIP

COMPONENT 1C:
Setting Service Delivery Outcomes

The school social worker/home and school visitor sets cohesive service delivery outcomes that encompass individual needs and fit within the context of systems-level goals.

○ Distinguished

- Sets service delivery outcomes that reflect the social-emotional, developmental, and learning needs of students; outcomes are measurable, integrated, and aligned with standards-based instruction.
- Establishes service delivery outcomes aligned with instruction and systems-level goals.

○ Proficient

- Sets service delivery outcomes that reflect the developmental and learning needs of individuals; outcomes are measurable.
- Sets service delivery outcomes that are integrated and aligned with instruction.

○ Needs Improvement

- Sets service delivery outcomes that minimally reflect the needs of individuals; outcomes may not be measurable.
- Sets delivery outcomes that offer some opportunities for coordination and alignment with instruction.

○ Failing

- Sets service delivery outcomes that fail to reflect the needs of individuals and that are not measurable.
- Sets delivery outcomes that do not coordinate or align with instruction.

○ Not Observed

Discussion Prompts:

- *How do you identify the needs of the student population?*
- *How are you engaging stakeholders in the planning and goal setting process?*
- *How do you determine the effectiveness of your efforts to prevent truancy?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- SAIP
- Community project plans
- Community meeting minutes and dissemination of resources as a result of those meetings
- IEP Progress Monitoring reports and individual student goal sheets
- Social assessment summary

COMPONENT 1D:

Demonstrating Knowledge of Resources

The school social worker/home and school visitor is knowledgeable about community, school, and home resources, informing all aspects of service delivery.

◯ **Distinguished**
- Demonstrates extensive knowledge of resources; shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated services.
- Identifies gaps in services and implements evidence-based strategies utilizing appropriate resources to reduce barriers to academic success.

◯ **Proficient**
- Demonstrates sufficient knowledge of resources; uses this information to inform planning and preparation relative to provision of comprehensive services.

◯ **Needs Improvement**
- Demonstrates some knowledge of resources and the ability to occasionally use this information to inform planning and preparation of services.

◯ **Failing**
- Does not demonstrate knowledge of resources.

◯ **Not Observed**

Discussion Prompts:
- *How do you communicate and work cooperatively with stakeholders in the community?*
- *How do you keep yourself informed of community resources?*
- *How do you utilize the inter-agency process to identify gaps and develop resources to meet student needs?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- Resource list, brochure, guide, website development
- Professional development presentations
- Community meeting notes and dissemination of resources as a result of those meetings
- Access to resources for families

COMPONENT 1E:

Designing Coherent Service Delivery

The school social worker/home and school visitor elevates and addresses the needs of students, families, and the school community, including linking children and families to community resources to reduce barriers to academic success through a coherent service delivery model.

◯ Distinguished

- Makes significant contributions to the meaningful design of comprehensive service delivery through extensive knowledge of structures, supports, processes, and resources.
- Collaborates with stakeholders to Identify gaps in services, using evidence-based strategies to reduce barriers to academic success.

◯ Proficient

- Contributes to the design of comprehensive service delivery through knowledge of structures, supports, processes, and resources.
- Service delivery reflects adequate knowledge of evidence-based strategies in reducing barriers to academic success.

◯ Needs Improvement

- Contributes to the design of comprehensive service delivery but in a limited capacity, demonstrates some knowledge of structures, supports, processes, and resources.
- Service delivery reflects limited knowledge of evidence-based strategies in reducing barriers to academic success.

◯ Failing

- Does not contribute to the design of comprehensive service delivery due to little to no knowledge of structures, supports, processes, and resources.
- Service delivery reflects no knowledge of evidence-based strategies in reducing barriers to academic success.

◯ Not Observed

Discussion Prompts: ⓘ

- *What supports do you make available to meet student needs?*
- *How do you differentiate interventions for students?*
- *How does an IEP impact the development of a truancy prevention plan?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Weekly, quarterly, and/or end of year summation reports
- Student attendance improvement plans
- McKinney-Vento forms
- Professional development presentation
- Resource list, brochure, guide, website development
- Professional development presentations
- Community meeting notes and dissemination of resources as a result of those meetings
- Access to resources for families (e.g., CASSP, school-based therapy, community agency, and SAP referrals)
- Forms for data collection, tracking, organization, planning, outcomes

DOMAIN 1: Planning & Preparation

Designing Student Assessments

The school social worker/home and school visitor identifies and conducts equitable and culturally appropriate assessments with the goal of improving student social-emotional, behavioral, and academic outcomes.

◯ Distinguished
- Designs an approach fully aligned with organizational goals for assessment content and process.
- Adapts assessment methodologies for individual students, with respect to social-emotional, behavioral, and academic needs.
- Develops assessment and data collection tools that are equitable and culturally appropriate.

◯ Proficient
- Designs an approach with respect to organizational goals for assessment content and process.
- Employs assessment and data collection tools based on group social-emotional, behavioral, and academic needs.

◯ Needs Improvement
- Designs an approach that is partially congruent with organizational goals for assessment content and process.
- Utilizes standard assessment and data collection tools.

◯ Failing
- Unable to identify assessment methods and measures that are congruent with organizational goals.
- Employs outdated or inappropriate assessments.

◯ Not Observed

Discussion Prompts: ⓘ
- *Describe the assessment tools you employ and how you determine the appropriate tools for each student.*
- *How do truancy prevention and intervention strategies align with student achievement?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- IEP progress monitoring reports and individual student goal sheets
- Social assessment
- FBA
- SAIP

COMPONENT 2A:
Creating an Environment of Respect and Rapport

The school social worker/home and school visitor adopts a culturally sensitive and trauma-informed approach to foster an environment of respect and rapport, utilizing evidence-based interventions to address community diversity.

○ Distinguished

- Interactions with students and families are consistently characterized by a high level of respect and rapport; students and families report a supportive and caring relationship.
- Applies an extensive knowledge of equitable practices in working with diverse student populations; acknowledges and respects cultural and developmental differences.
- Evaluates and adapts the environment accordingly within the context of individual, family, cultural, and other related variables.

○ Proficient

- Interactions with students and families are characterized by a sense of rapport.
- Demonstrates adequate knowledge of equitable practices for diverse student populations and acknowledges and respects cultural and developmental differences.

○ Needs Improvement

- Interactions with students and families are generally appropriate.
- Concerns/issues related to insensitivity to cultural or developmental factors occasionally occur.

○ Failing

- Interactions with students and families are negative, inappropriate, or insensitive to cultural backgrounds and are characterized by sarcasm, putdowns, and/or conflict.

○ Not Observed

Discussion Prompts:

- *How do you reinforce boundaries with stakeholders?*
- *How do you develop relationships with diverse stakeholders?*
- *How do you create a climate of respect and rapport when engaging families in a home visit or in the community?*
- *What role does trauma-informed care play in your work with colleagues and families?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Pictures of office, double locking system
- Home visit or residency verification summary
- Picture of the classroom
- Lesson plans
- Documents translated to home language
- Logs and data charts of Language Line utilization

COMPONENT 2B:
Establishing a Culture for Learning

The school social worker/home and school visitor elevates and addresses the needs of students, families, and the school community, including linking children and families to community resources to reduce barriers to academic success.

Distinguished

- Establishes a culture that promotes success for all learners; exhibits leadership in mobilizing individuals to work together to help students achieve success.
- Communicates rigorous, realistic expectations for students, using positive reinforcement and supportive accountability.
- Identifies gaps in school and community resources and engages stakeholders to create additional opportunities that support student success.

Proficient

- Establishes a culture that supports success for all learners.
- Communicates realistic expectations using positive reinforcement.
- Identifies existing school and community resources that support student success.

Needs Improvement

- Contributes to a culture of learner success when directed.
- Communicates minimal expectations for student success.

Failing

- Does not contribute to a culture for learner success.
- Communicates little or no expectations for student achievement, behavior, and attendance.

Not Observed

Discussion Prompts: ⓘ

- *How do you encourage your students and families to be active participants in education?*
- *How do you remove barriers to help students improve academically?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- SAIP, IEP
- Program pictures or summary
- Resource list, brochure, guide, website development
- Google site or other resource site for family access
- CASSP, SBOT, and SAP referrals
- Pictures of clothing closet, resource closets, food pantries, back packs, holiday help

COMPONENT 2C:

Managing Procedures

The school social worker/home and school visitor is skilled in managing daily routines and procedures while demonstrating leadership when novel or crisis situations occur.

Distinguished

- Assumes a leadership role in the development of routines and procedures for novel or crisis situations; identifies and initiates response to critical events.
- Exhibits excellent time management skills, resulting in increased efficiency and productivity.

Proficient

- Participates in the development and maintenance of routines and procedures for novel or crisis situations; appropriately responds to critical events.
- Manages time effectively.

Needs Improvement

- Follows routines and procedures as outlined when dealing with a crisis; responds to novel or critical events when directed.
- Manages time ineffectively, resulting in decreased productivity.

Failing

- Does not follow routines or procedures when dealing with a crisis; assumes a passive role in critical events.
- Lack of time management results in unmet deadlines.

Not Observed

Discussion Prompts:

- *Describe how you respond to a crisis situation*
- *How do you prioritize your workload?*
- *How do you manage your time to meet your work responsibilities?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Website or list of crisis resources
- Crisis/threat assessments
- Crisis team debriefing summaries
- Professional development presentations
- PAYs data analysis
- Snapshot of court calendar

DOMAIN 2: Educational Environment

Managing Student Behavior

The school social worker/home and school visitor creates trauma-informed environments to promote positive behavior.

○ Distinguished

- Models high standards of conduct when working with individuals and the community.
- Provides guidance and assistance to school personnel at the systems and individual level relative to implementation of evidence-based student attendance strategies.
- Provides professional development in the area of SEL, behavior theory, and trauma-informed care; relative to the school environment, relationship building, and intervention plans for individuals and the school-wide community.

○ Proficient

- Applies clear standards of conduct when working with individuals and the community.
- Provides assistance to school personnel at the systems and individual level relative to implementation of student attendance strategies.
- Demonstrates knowledge of SEL, behavior theory, and trauma-informed care, incorporating into behavior plans.

○ Needs Improvement

- Applies standards of conduct when working with individuals; however, standards may be unclear or inconsistently applied.
- Provides limited assistance to school personnel relative to implementation of student attendance strategies.
- Exhibits limited knowledge of SEL, behavior theory, and trauma-informed care to assist in intervention plans and school-wide positive support plans.

○ Failing

- Does not apply clear or consistent standards of conduct when working with individuals.
- Offers no assistance to school personnel relative to implementation of students' attendance strategies.
- Exhibits little or no knowledge of SEL, behavior theory, or trauma informed care to assist in intervention plans and school-wide positive support plans.

○ Not Observed

Discussion Prompts: ⓘ

- *What is your role in creating a school wide Positive Behavioral Interventions and Supports System?*
- *How are student behaviors/ attendance improving as a result of your interventions?*
- *How do you integrate trauma-informed care across multiple environments (home visits, telehealth, buildings)?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Adverse Childhood Experiences, SEL, SWPBIS
- Functional Behavior Assessments
- Pictures of classroom/office
- Consultations with staff
- Professional development presentations materials
- Home visits and residency verification summaries
- Session/meeting notes with students and families

COMPONENT 2E:
Organizing the Environment

The school social worker/home and school visitor organizes space to promote an inclusive environment that maintains privacy, safety, and confidentiality for all.

◯ **Distinguished**
- Organizes the environment to ensure maximal levels of privacy, safety, and confidentiality.
- Creates a welcoming and inclusive environment that embraces diverse populations.

◯ **Proficient**
- Organizes the environment to maintain privacy, safety, and confidentiality.
- Creates a welcoming and positive environment.

◯ **Needs Improvement**
- Organizes the environment with respect to privacy, safety, and confidentiality; however, security risks are evident.

◯ **Failing**
- Does not organize the environment with respect to privacy, safety, and confidentiality; security breaches are likely to occur.

◯ **Not Observed**

Discussion Prompts: ⓘ
- *How do you maintain a safe, secure, and welcoming environment?*
- *Describe how you maintain confidentiality.*
- *How do you create an inclusive environment for a diverse population (e.g., LGBTQ, people of color, religions)?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Telehealth policy, releases, invites, waiting room, password procedures
- Informed consent forms
- Pictures of classroom/office
- Double locking system

COMPONENT 3A:

Communicating Clearly and Accurately

The school social worker/home and school visitor builds meaningful connections with children, families, educators, and communities through clear, respectful verbal, non-verbal, and written communication.

○ **Distinguished**
- Uses effective and consistent communication strategies with students and families, exhibiting sensitivity regarding cultural, developmental, religious, and other factors.

○ **Proficient**
- Is effective in communicating with students and families, acknowledging general stakeholder diversity.

○ **Needs Improvement**
- Adequately communicates with students and families, with limited awareness of stakeholder diversity.

○ **Failing**
- Has limited communication with students and families; communication lacks clarity, accuracy, and/or respect for diversity.

○ **Not Observed**

Discussion Prompts: ⓘ
- *What methods do you utilize to ensure effective communication with diverse students and families?*
- *How do you promote positive communication within the scope of your work?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- SAIPs, IEPs
- Newsletter
- Faculty meeting presentation
- Documents translated to home language
- Logs and data charts of Language Line utilization

COMPONENT 3B:

Using Questioning, Discussion, and Consultation Techniques

The school social worker/home and school visitor consults and collaborates with stakeholders at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.

Distinguished
- Develops information-gathering tools that are culturally and racially appropriate and free from bias.
- Uses information-gathering techniques characterized by thoughtful preparation, highly effective interactions, and strategic use of knowledge of district policy and procedures, and informing goal development within a team context.
- Empowers students, families, and other key parties to actively participate in the information gathering process.

Proficient
- Gathers data through tools that are culturally and racially appropriate and free from bias.
- Uses effective, reliable, and comprehensive information-gathering techniques consistently.
- Collaborates effectively with others for information gathering and sharing.

Needs Improvement
- Uses data collection tools that are outdated and potentially bias.
- Uses effective and reliable information-gathering techniques albeit irregularly.
- Attempts to gather information and elicits student and/or family participation but does not consistently include information from other key parties.

Failing
- Generally uses ineffective and unreliable information-gathering techniques.
- Attempts to gather information but does not elicit student and/or family participation and does not include other key parties.
- Uses information gathering tools that are culturally and racially insensitive.

Not Observed

Discussion Prompts:
- *Describe the process of obtaining information from students, parents, and educators.*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Professional development presentations
- Meeting minutes
- Tracking forms of referrals and outcomes
- Forms used for data collection, tracking, organization, planning, outcomes

COMPONENT 3C:

Engaging Students, Families, and Stakeholders in Service Delivery

The school social worker/home and school visitor gains and maintains the trust of students, families, and schools and builds culturally competent educational settings to engage students, families, and stakeholders in learning.

Distinguished
- Effectively and meaningfully engages students, families, and stakeholders through culturally responsive service delivery.
- Mobilizes structures and supports to facilitate continued stakeholder engagement in service delivery.
- Empowers all parties to take ownership of continued engagement and positive outcomes.

Proficient
- Engages students, families, and stakeholders through culturally responsive service delivery.
- Provides structures and supports to facilitate continued stakeholder engagement in service delivery.

Needs Improvement
- Engages students, families, and stakeholders in service delivery; engagement may be limited or environment may lack cultural sensitivity.
- Provides limited structures and supports to facilitate continued stakeholder engagement.

Failing
- Does not engage students, families, and stakeholders; engagement is minimal or culturally insensitive.

Not Observed

Discussion Prompts:
- *How do you create rapport and develop trust with students and families?*
- *How do you engage students and families in learning?*
- *Describe how you promote motivation to maintain involvement.*
- *Describe how you utilize truancy intervention plans to motivate improved attendance.*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Intervention plans
- List of resources
- Pictures or advertisement of events (e.g., wellness, community resources, back to school)
- Documents translated to home language
- Logs and data charts of Language Line utilization

COMPONENT 3D:
Using Strategies in Service Delivery

The school social worker/home and school visitor implements intervention strategies and monitors progress to increase success for all students.

Distinguished
- Collaborates with the school community to develop school-wide positive behavior interventions and monitor progress.
- Engages students and families to inform intervention strategies; analyzes data and responses to interventions to make ongoing changes to improve outcomes and services.

Proficient
- Matches interventions to student needs effectively.
- Conducts ongoing monitoring of progress using reliable and valid data sources.
- Provides frequent and helpful feedback; engages students and families regularly in self-assessment.

Needs Improvement
- Matches interventions to student needs inconsistently.
- Provides limited monitoring of progress toward goals through data collection.
- Occasionally provides feedback and at times engages students and families in self-assessment.

Failing
- Does not target interventions to student needs.
- Does not monitor progress towards goal achievement through data collection.
- Feedback to students and families is absent or of poor quality; does not engage students and families in self-assessment.

Not Observed

Discussion Prompts:
- *How are you utilizing data (e.g., attendance data) in designing interventions?*
- *How frequently do you analyze the data?*
- *How do you share data with administrators and colleagues?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- Meeting minutes
- Data collection tools
- FBAs
- Pictures or advertisement of events (e.g., wellness, community resources, back to school)
- Professional development presentation, materials
- Summary of data and interventions
- Documents translated to home language
- Logs and data charts of Language Line utilization

COMPONENT 3E:
Demonstrating Flexibility and Responsiveness
The school social worker/home and school visitor displays flexibility and responsiveness to service delivery to meet the needs of students, families, and schools.

Distinguished
- Maintains currency on intervention research to provide the most current service delivery approaches; advocates for innovative service delivery approaches.
- Collaborates with others to make accommodations and adjustments to the intervention accordingly.

Proficient
- Adjusts service delivery plans as needed in response to changing student needs, progress monitoring, and evaluation data.
- Responds to input from stakeholders and makes accommodations and adjusts interventions accordingly.

Needs Improvement
- Modifies the service delivery plan in response to changing student needs but with moderate success.
- Demonstrates limited flexibility in providing individualized services to students, working within the constraints of the school environment.

Failing
- Adheres to the established service delivery plan, even when a change would improve the service delivery.
- Does not intervene when students experience difficulty.

Not Observed

Discussion Prompts:
- *How do you adjust your day to day responsibilities when unexpected circumstances arise?*
- *How do you adjust your interventions in response to new or changing information?*
- *How do you respond to challenging or uncooperative families?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- Snapshot of calendar
- Telehealth policy and procedures
- Individual goal plans
- Intervention proposals

DOMAIN 4: Professional Development

COMPONENT 4A:
Reflecting on Practice and Student Learning

The school social worker/home and school visitor uses data to guide service delivery and to evaluate professional practice regularly to improve and expand services.

○ **Distinguished**
- Reflects on practice and student learning to accurately assess the effectiveness of interventions and degree to which outcomes were met; with a lens to equity and cultural competence in the reflective process.
- Identifies evidence to support self-evaluation, resulting in specific service delivery improvements.
- Collaborates with stakeholders and colleagues to improve interventions, relying on research and best practice.

○ **Proficient**
- Reflects on practice and student learning to accurately assess the effectiveness of interventions and degree to which outcomes were met.
- Identifies evidence to support self-evaluation, resulting in opportunities for service delivery improvement.

○ **Needs Improvement**
- Reflects on practice and student learning, with a generally accurate impression of effectiveness of interventions as well as the degree to which outcomes were met.
- Identifies broad opportunities for the improvement of service delivery.

○ **Failing**
- Little or no reflection on practice and student learning; inaccurately assesses the effectiveness of interventions or the degree to which outcomes were met.
- Fails to provide meaningful suggestions for improving service delivery.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How does professional learning inform your adoption of new strategies?*
- *Describe a successful practice. What made it successful? How have you utilized it in different aspects of your job?*
- *Was there a practice that did not work effectively? Explain how you might adjust your practice.*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Summary of consultation or team meetings
- District meeting minutes
- Networking meetings
- Documents translated to home language
- Logs and data charts of Language Line utilization

DOMAIN 4: Professional Development

Maintaining Accurate Records and Systems for Managing Student Data

The school social worker/home and school visitor maintains accurate data and records related to planning, implementation, and evaluation of school social work services.

○ Distinguished

- Maintains a well-organized system of record-keeping characterized by accuracy and comprehensiveness; information is readily accessible and easily retrieved.
- Maintains highest level of confidentiality and compliance in accordance with local policy and state and federal law.

○ Proficient

- Maintains accurate records that are organized and comprehensive.
- Maintains confidential records according to local policy and state and federal law.

○ Needs Improvement

- Maintains records that may be limited in organization, comprehensiveness, and/or accuracy.
- Adheres minimally to local policy and state and federal law.

○ Failing

- Fails to maintain records that are organized, comprehensive, and/or accurate.
- Fails to adhere to local policy and state and federal law.

○ Not Observed

Discussion Prompts:

- *Describe the system you use for managing student information.*
- *How do you maintain student confidentiality of data and records outside of pupil personnel services?*
- *How is student information shared with stakeholders?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Pictures of file organization and double locking
- Forms used for data collection, organization, planning

COMPONENT 4C:

Communicating with Families and Stakeholders

The school social worker/home and school visitor communicates effectively and ensures that students, families, and stakeholders are provided services within the context of cultural sensitivity and equity awareness.

○ Distinguished

- Communicates with students, families, and stakeholders in a manner that is consistently culturally appropriate and reflects an equity lens.
- Encourages student voice in the communication process.
- Empowers stakeholders to initiate dialogue relative to service delivery and evaluation.

○ Proficient

- Communicates regularly with students, families, and stakeholders in a respectful manner.
- Engages stakeholders in the communication process relative to service delivery and evaluation.

○ Needs Improvement

- Provides minimal and/or occasionally insensitive communication to stakeholders and/or in response to family concerns.
- Communicates to students, families, and stakeholders using language that may be difficult to understand (e.g., jargon, acronyms).
- Is partially successful in engaging stakeholders in the service delivery program.

○ Failing

- Fails to communicate with students, families, and stakeholders.
- Communicates with students, families, and stakeholders using language that may be insensitive or inappropriate.
- Makes no attempt to engage stakeholders in the service delivery program.

○ Not Observed

Discussion Prompts:

- *What is your process for communicating and collaborating with stakeholders?*
- *How do cultural competence and equity factor into your communication strategies?*
- *How do you promote relationships between stakeholders?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, truancy, McKinney-Vento, home visits, therapy caseload)
- Plans and interventions
- Releases of information
- Documents translated to home language
- Logs and data charts of Language Line utilization

DOMAIN 4: Professional Development

COMPONENT 4D:
Participating in Professional and School Communities

The school social worker/home and school visitor actively participates in professional communities, contributing to personal growth as well as to school and community initiatives.

Distinguished
- Proactively seeks opportunities for professional collaboration with others; maintains productive relationships characterized by mutual support and cooperation.
- Makes substantial contributions to the professional community.

Proficient
- Participates in collaborative efforts with colleagues; maintains positive relationships with colleagues.
- Participates in events or projects for the professional community.

Needs Improvement
- Maintains relationships that are perfunctory and fulfill required duties.
- Participates in events or projects for the professional community when requested.

Failing
- Has negative or self-serving relationships with colleagues.
- Does not participate in, and generally avoids, events and/or projects for the professional community.

Not Observed

Discussion Prompts:
- *How do you contribute to the professional learning community?*
- *How would describe your engagement (e.g., committees, teams, boards) in the school and greater community?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (e.g., IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Meeting minutes
- Newsletters or articles
- Professional memberships
- County/provider newsletter or advertisement

DOMAIN 4: Professional Development

COMPONENT 4E:
Growing and Developing Professionally

The school social worker/home and school visitor pursues continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

◯ Distinguished
- Proactively seeks opportunities for professional growth.
- Conducts action research, solicits feedback, and makes important contributions to the profession at the systems level.
- Offers professional development opportunities to colleagues, pilots new programs, and mentors new staff members.
- Pilots new programs, mentors new staff members, and offers professional development opportunities with emphasis on improving school climate.

◯ Proficient
- Pursues opportunities for professional development.
- Welcomes feedback to improve practice.
- Reflects and assesses one's own biases, stereotypes, and level of cultural competence in order to seek further professional development.

◯ Needs Improvement
- Engages in professional development activities to a limited extent.
- Reluctantly accepts feedback on performance.
- Reflects and assesses one's own biases, stereotypes, and level of cultural competence, with limited impact on performance.

◯ Failing
- Does not engage in professional development activities.
- Ignores feedback on performance.
- Exhibits a lack of knowledge of biases, stereotypes, and level of cultural competence; unwilling to participate in professional development.

◯ Not Observed

Discussion Prompts: ⓘ
- *In what local, state, and national organizations do you participate?*
- *How do you stay current with new trends in your profession?*
- *What do you see as urgent issues in your field?*

Evidence of Practice:
- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports (IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Licenses
- Act 48 CEUs
- Intern/field supervision

COMPONENT 4F:

Showing Professionalism

The social worker/home and school visitor demonstrates core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Distinguished

- Exhibits the highest standards of honesty, integrity, and ethics reflective of the institution and the profession.
- Inspires professionalism in others through seeking out leadership roles in serving students, challenging negative attitudes and practices, and ensuring full compliance with applicable regulations.

Proficient

- Demonstrates honesty, integrity, and ethics in professional practice.
- Demonstrates professionalism when serving students, challenges negative attitudes and practices, and encourages full compliance with applicable regulations.

Needs Improvement

- Interactions are characterized by honesty but may lack integrity and/or ethical considerations.
- Attempts to correct negative attitudes and practices with limited success.
- Minimally complies with applicable regulations.

Failing

- Interactions are characterized by questionable integrity and ethics; may be negative and/or self-serving.
- Does not comply with applicable regulations.

Not Observed

Discussion Prompts:

- *What do you believe to be the characteristics of an exemplary school social worker?*
- *What are your personal goals to maintain your professionalism?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations) to parents, staff, students, and/or community members
- Quarterly and end of year summation reports e.g., (IEP, Truancy, McKinney-Vento, home visits, therapy caseload)
- Professional organization membership
- Professional development presentations
- CEUs
- Collaboration forms
- NASW School Social Work standards

Ratings by Domain

DOMAIN 1: Planning and Preparation

Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs.	NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs.	NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs.	NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs.
Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.	Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.	Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes. There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.	Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth. Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.	Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports. Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity. Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services. As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.
Their record keeping systems are inefficient and ineffective.	Their record keeping systems are approaching efficiency and effectiveness.	Their record keeping systems are efficient and effective.	Their record keeping systems are exceptionally efficient and effective.
Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.	Communication is somewhat effective, albeit inconsistent.	Communication is clear, frequent, and effective.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.
NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.	NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.
Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

ADDITIONAL COMMENTS:

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Educator Effectiveness
Observation & Practice

For further guidance and resources, visit:
www.education.pa.gov