

**COBB KEYS SCHOOL SOCIAL WORKER EVALUATION SYSTEM
PERFORMANCE RUBRIC WITH EXAMPLES OF EVIDENCE**

COUNSELING SERVICES STANDARD (CS): The School Social Worker will plan, organize and provide individual, group counseling, skill building, therapeutic or support activities for students who are experiencing similar needs.

STANDARD ELEMENT 1 (CS1): The School Social Worker provides opportunities for developmentally appropriate and proactive individual counseling.

NOT EVIDENT/EMERGING: The School Social Worker provides limited individual counseling opportunities.

PROFICIENT: The School Social Worker provides opportunities for individual counseling.

MASTERY: The School Social Worker consistently delivers individual counseling for identified students.

Examples of Evidence

- Unable to identify student emotional, behavioral, social, academic area of need for individual counseling. (CSIS)
- Limited documentation of counseling sessions. (CSIS)
- Limited documentation of treatment outcomes. (CSIS)
- Limited evidence the School Social Worker provides individual counseling services. (CSIS)
- Limited use of research-based strategies. (CSIS)
- Limited use of motivating strategies that engage students in the therapeutic process. (CSIS)
- Counseling activities are disorganized or random. (CSIS)

Examples of Evidence

- Consults / regularly identifies and provides counseling sessions with students in specific areas of need such as attendance, behavior, emotional, anxiety, family, etc. (CSIS)
- Documentation demonstrating active listening, identification of presenting problem(s), and social work intervention. (CSIS)
- Seeks out counseling techniques and/or therapeutic approaches to address challenging issues.
- Obtains parental permission for individual counseling services when appropriate.
- Provides some treatment outcomes in case documentation. (CSIS)
- Routinely collaborates with other school disciplines, community agencies or resources to provide support for individual, brief and or crisis counseling services. (CSIS, Calendar)
- Seeks additional support and supervision from various resources including colleagues, group supervision, counselors, etc.
- Exhibits sensitivity and awareness of cultural differences when working with students. (CSIS)

Examples of Evidence

- Consults and collaborates with RTI, Core, TIP and other school personnel to deliver individual counseling.
- Able to provide developmentally appropriate individual counseling for students, and is perceptive of factors that may affect student performance and adjusts counseling based on student need.
- Maintains comprehensive case notes that document individual counseling sessions through active listening, identifying and defining problem(s), discussing alternative solutions, formulating a plan of action and assesses progress.
- Provides continued case management post termination of individual sessions.
- Consistently uses a variety of appropriate materials and effective, evidence-based counseling techniques.
- Exhibits comprehensive knowledge and utilization of evidence-based therapeutic treatment modalities.

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COUNSELING SERVICES STANDARD (CS): *The School Social Worker will plan, organize and provide individual, group counseling, skill building, therapeutic or support activities for students who are experiencing similar needs.*

STANDARD ELEMENT 2 (CS2): Skill-building or support groups/activities are provided.

NOT EVIDENT/EMERGING: The School Social Worker provides limited skill building or support/group activities to promote and enhance student achievement.

PROFICIENT: The School Social Worker coordinates group activities to assist students.

MASTERY: The School Social Worker coordinates ongoing group activities utilizing a structured curriculum with data support.

Examples of Evidence

- Limited support of group activities that focus on skill building or group activities. (CSIS)
- Does not identify students with similar needs to participate in group/activities. (CSIS)
- Does not adhere to all established system policies.
- Does not schedule groups.
- Does not obtain parental permission for all students. (CSIS)
- Limited facilitation of initiatives. (School wide and/or grade level and / or support groups). (CSIS, Calendar)
- Database case documentation of group activities is limited. (CSIS)
- Provides limited outcome measures. (attendance reports, grade, discipline, pre and post) (CSIS)

Examples of Evidence

- Provides opportunities for students who are experiencing similar needs to participate in a group modality utilizing a structured or formalized curriculum.
- Adheres and provides documentation for all established system policies and procedures in scheduling groups and obtaining parental permission.
- Provides generalized case documentation in CSIS of student participation.
- Exhibits sensitivity and awareness of cultural differences when working with students in a group setting. (CSIS)
- Schedules group activities with minimal changes/cancellations and distractions.

Examples of Evidence

- Consults and collaborates with RTI, Core, TIP and other school personnel to identify group needs and participants.
- Provides continued case management to group members post termination of group sessions.
- Feedback involving students is individualized, and documents changes in behavior, academics, attendance, etc. (CSIS)
- Utilizes technology, handouts, and/or workbooks during group activities when not utilizing a formalized curriculum.
- Uses formal curriculum. (i.e. Too Good for Drugs and/or Too Good for Violence)
- Attends training and implements group curriculum program.
- Provides group sessions beyond regular work hours.

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STANDARD ELEMENT 3 (CS3): Effectiveness of individual counseling or group activities is data driven and evaluated.

NOT EVIDENT/EMERGING: The School Social Worker provides limited data collection and analysis for individual.

PROFICIENT: The School Social Worker provides data collection for individual and group activities.

MASTERY: The School Social Worker provides comprehensive data collection and analysis on individual and group counseling/activities.

Examples of Evidence

- Gathers limited information from participants to evaluate group efficacy.
- Data is not easily understood by others.
- Data is not considered in developing group sessions.
- Data is poorly organized.
- Does not evaluate the effectiveness of participation on students' academic, attendance or behavior performance.

Examples of Evidence

- Obtains pertinent information from participants' referral source and student records.
- Utilizes systematic data collection such as pre and post-test, attendance, base lines versus outcomes, etc.
- Evaluation and analysis of group process data collection is minimal.
- Identifies and implements revisions in group process, as appropriate. (i.e. based on data collection or group needs.)
- Provides information on the effectiveness of participation in groups on a student's academic, attendance, or behavior performance.

Examples of Evidence

- Actively engages participants in gathering information necessary for data collection and analysis.
- Data collection is analyzed and evaluated utilizing Excel, graphic organizer, etc.
- Seeks ongoing feedback from participants. (i.e. Feedback forms, rating scales.)
- Publishes and/or presents data demonstrating effectiveness of group(s).
- Provides group and individual counseling results with school personnel.
- Evaluates the long-term effectiveness of participation in groups and individual counseling on student's academic performance, attendance, or behavior.
- Is able to provide in-depth individual and group outcome measures and provide documentation.

**COBB KEYS SCHOOL SOCIAL WORKER EVALUATION SYSTEM
PERFORMANCE RUBRIC WITH EXAMPLES OF EVIDENCE**

SOCIAL WORK SERVICES STANDARD (SWS): *Works effectively with students, parents, and school personnel to serve the needs of all students.*

STANDARD ELEMENT 1 (SWS1): Information flow/delivery of services among home, school, and community are coordinated.

NOT EVIDENT/EMERGING: The School Social Worker provides limited responses to referrals, provides minimal feedback and communicates students/family needs to school personnel.

PROFICIENT: The School Social Worker responds to referrals, provides feedback and communicates students/family needs to school personnel.

MASTERY: The School Social Worker responds to referrals, provides feedback, communicates students/family needs to school personnel and provides systemic intervention services for families on an ongoing basis.

Examples of Evidence

- Does not refer and / or follow-up on most referrals made for school services to outside agencies.
- Seldom conducts home visits to assist with school related problems.
- Provides limited documentation of parent, student and teacher conferences.
- Maintains limited ongoing visibility in assigned schools.
- Is not available to school staff.
- There is limited evidence of effective interventions or timely feedback on referrals.
- Sharing of information on nature and intervention of student's problem is limited.

Examples of Evidence

- Adherence to established system policies and procedures in facilitating some initiatives (school wide and/or grade level).
 - In school suspension
 - Mentoring
 - After school activities/programs/groups
- Referrals are made to outside agencies for student/family support. (CSIS)
- Consistently follows up on all referrals made for school services/outside agencies. (CSIS)
- Participates in parent, student and teacher conferences.
- Consults with parents on social work interventions. (CSIS)
- Readily makes home visits to assist with school related problems. (CSIS)
- Consistent availability and visibility in assigned schools. (E-mail, Calendar, CSIS, Admin. Feedback form, etc.)
- Investigates out of district referrals per Administrative Rules (CSIS)

Examples of Evidence

- Facilitates comprehensive school initiatives (school wide and/or grade level).
 - In school suspension
 - Mentoring,
 - After school activities/programs/groups
- Initiates parent/teacher conferences. (CSIS)
- Routinely provides services to identified students returning/entering from external agencies, institutions, or alternative education. (CSIS)
- Provides ongoing follow-up on referrals made for school services/outside agencies.
- Provides systemic intervention services for families on an ongoing basis.
- Actively participates in school-wide data team.
- Develops school specific Community Resource to address identified need.

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SOCIAL WORK SERVICES STANDARD (SWS): *Works effectively with students, parents, and school personnel to serve the needs of all students.*

STANDARD ELEMENT 2 (SWS2): Adherence to applicable education, compulsory attendance, and related social service laws/policies/protocol is fostered.

NOT EVIDENT/EMERGING: The School Social Worker minimally adheres to applicable education, compulsory attendance and related social service policies.

PROFICIENT: The School Social Worker adheres to applicable education, compulsory attendance and related social service policies.

MASTERY: The School Social Worker adheres to all applicable education, compulsory attendance and related social service policies through trainings, presentations, and ongoing case management.

Examples of Evidence

- Limited intervention on 7 day unexcused referrals.
- Does not develop and/or maintain truancy intervention panels.
- Assumes limited responsibility for enhancing the safety and health of students, (home alone, immunizations and neglect cases).
- Lacks adequate school social work interventions on referrals. (CSIS, Admin feedback)
- Seldom provides feedback to students, parents, and school staff regarding laws and policies. (CSIS)
- Rarely available to provide assistance to school in ensuring student safety and well-being. (Admin feedback)
- Makes some referrals to DFCS, Juvenile Court, and other legal authorities.

Examples of Evidence

- Consistently informs and interprets Georgia’s Compulsory Attendance Law, CCSD attendance policies, DFCS protocol, and HEP policies to student, parent/family/guardian and to school staff.
- Assists in the development of strategies to promote attendance, academic, behavioral interventions for students. (CSIS)
- Provides interventions for students’ parents to address 7 day unexcused attendance-related issues as presented by the school. (Referral to TIP, letter, attendance contract, student contract) (CSIS)
- Provides interventions/timely feedback to referral source on nature and intervention of student problem (per Admin. feedback, Calendar, CSIS)
- Truancy Coordinator is consulted on attendance related issues. (CSIS)
- Makes appropriate referrals to the Cobb County Juvenile /Magistrate Court to enforce compulsory attendance law and maintains ongoing follow-up.
- Coordinates and follows-up on students/parents referred to truancy intervention panel.
- Provides assistance in obtaining the required enrollment documentation (HEP, immunizations, ear, and eye, and dental form, residency paperwork). (CSIS)
- Provides assistance to the school to ensure students safety and well-being (home alone, abuse and neglect). (CSIS)
- Refers cases of suspected abuse and neglect to the Department of Family and Children Services or other legal authorities and follows DFCS protocol.

Examples of Evidence

- Provides training to students, parents and local school personnel regarding attendance.
- Facilitates Mandated Reporter Training in local schools.
- Provides post TIP and/or Juvenile Court referral case management. (i.e. monitoring students and communicating with parents)
- Actively participates in truancy sweeps.
- Maintains ongoing follow-up with students / on probation or terms of conditions with Cobb County Juvenile / Magistrate court to enforce compulsory attendance law.
- Develops and assists with implementation of school-wide tardy initiative.

**COBB KEYS SCHOOL SOCIAL WORKER EVALUATION SYSTEM
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CONSULTATION AND PROGRAM DESIGN STANDARD (CPD): *The School Social Worker creates a system of program strategies that result in appropriate community referrals, consultations, interventions and programs to improve students presenting problems.*

STANDARD ELEMENT 1 (CPD1): System/staff, parents, and community are consulted about issues and concerns.

NOT EVIDENT/EMERGING: The School Social Worker provides limited consultation with system/staff, parents and community about issues and concerns but does not implement community efforts.

PROFICIENT: The School Social Worker consults with system/staff, parents and community about issues and concerns and implements community program/efforts.

MASTERY: The School Social Worker consistently consults with system/staff, parents and community about issues and concerns and coordinates community programs/efforts.

Examples of Evidence

- Limited information is provided to inform staff and parents of outside influences and non-school factors that may interfere with a student's learning/behavior.
- Limited participation in RTI meetings and/or parent/student conferences to develop strategies/interventions/techniques that may improve a student's academic performance or behavior as needed. (Calendar, CSIS)
- Does not facilitate parent, teacher and/or student workshops and informational sessions to address identified needs.
- Fails to present to school staff on school social work role and responsibilities.

Examples of Evidence

- Participates on an occasional basis in RTI meetings and/or conferences to develop strategies/interventions / techniques that may improve a student's academic performance or behavior. (CSIS, Calendar)
- Occasionally facilitates parent, teacher and/or student workshops and informational sessions to address identified needs that are not attendance or mandated reporting related (i.e. lunch-n-learns)
- Participates in community efforts such as Thanksgiving assistance, Sleigh-bells on the Square, Christmas assistance, clothing drives, CCSD SSW family support fund activities, etc.
- Consults with school personnel on social work referral process/social work involvement. (Calendar, Admin feedback)
- Makes presentations at all schools on School Social Worker role and responsibilities to school staff/parents/students. (Calendar)
- Presents a Best Practice at staff meeting (within rotation year) with the goal of impacting student achievement and measuring outcomes.

Examples of Evidence

- Consistently participates in RTI meetings and/or conferences to develop strategies / interventions / techniques that may improve a student's academic performance or behavior as needed. (CSIS, Calendar)
- Facilitates parent, teacher and/or student workshops and informational sessions to address identified needs that are not attendance or mandatory reporting related. (CSIS, Calendar)
- Coordinates community efforts such as: Thanksgiving assistance, Sleigh-bells on the Square, Christmas assistance, CCSD SSW Family Support Fund, etc.
- Presents a Best Practice that is an original idea (within rotation year).

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CONSULTATION AND PROGRAM DESIGN STANDARD (CPD): *The School Social Worker creates a system of program strategies that result in appropriate community referrals, consultations, interventions and programs to improve students presenting problems.*

STANDARD ELEMENT 2 (CPD2): The development of strategies for improving students learning and/or behavior through community resources and/or initiatives is demonstrated.

NOT EVIDENT/EMERGING: The School Social Worker develops limited strategies for improving student learning and/or behavior through community resources and/or initiatives.

PROFICIENT: The School Social Worker develops strategies for improving student learning and/or behavior through community resources and/or initiatives.

MASTERY: The School Social Worker consistently coordinates and implements strategies for improving student learning and/or behavior through community resources and/or initiatives.

Examples of Evidence

- Limited School Social Work involvement with outreach initiatives.
- Limited School Social Work involvement during student, family, and/or school crisis situations. (CSIS)
- Limited assistance in the development of strategies to provide attendance, academic, behavioral interventions for students. (CSIS)
- School Improvement Plan involvement is limited.
- Limited implementation of outside community resources to provide family support services within the school setting.

Examples of Evidence

- Intervenes during student, family, and/or school crisis situations. (CSIS, Calendar)
- Some involvement in School Improvement Plan.
- Implements and follows through with providing community resources to provide family support services within the school setting. (CSIS)
- Facilitates opportunities for community programs in the school (i.e. RISE, Girl Talk, Mentoring, counseling agencies)
- Assists with timely updates of resource database.

Examples of Evidence

- Routinely and comprehensively intervenes during student, family, and/or school crisis situations. (CSIS, Calendar)
- Coordinates and implements community programs (i.e. RISE, Girl Talk, Mentoring, counseling agencies) to increase attendance and academic achievement.
- Collaborates with community agencies (which can include faith-based organizations) to provide identified resources to local school.
- Serves in an identifiable capacity on a School Improvement Plan committee / Parental involvement policy for Title 1 schools to ensure that School Social Worker services are reflected. (CSIS, Calendar)
- Creates or provides new community resources for CCSD SSW Resource database.
- Works collaboratively with Cobb Mentoring Matters to facilitate mentors, mentees and matches.

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DATA COLLECTION AND TECHNOLOGY STANDARD (DCT): *The School Social Worker monitors, evaluates, and disseminates relevant attendance data utilizing appropriate technology.*

STANDARD ELEMENT 1 (DCT1): Departmental compliance with social work related services, technology and statistical data are demonstrated.

NOT EVIDENT/EMERGING: The School Social Worker demonstrates limited technology related skills.

PROFICIENT: The School Social Worker demonstrates basic technology related skills.

MASTERY: The School Social Worker demonstrates advanced technology related skills.

Examples of Evidence

- Demonstrates limited proficiency knowledge of technology: Outlook, Synergy, OnTrack and CSIS.
- Does not produce and maintain timely monthly 7-day reports.
- Limited review and presentation of monthly 7- day attendance data with principal or administrative designee. (emails/other documentation)
- Provides limited support services to school personnel on data collection and reporting of school attendance.
- Does not attend technology related trainings to enhance proficiency.

Examples of Evidence

- Demonstrates knowledge of available technology: Outlook, Synergy, Ontrack and CSIS
- Attends technology related trainings to enhance proficiency. (Calendar)
- Uses available technologies to facilitate communication with school, home, and community. (e-mail, letter, CSIS)
- Routinely produces and maintains monthly 7- day reports for school dissemination and/or ensure receipt of attendance referrals.
- Regularly reviews and presents monthly 7 -day attendance data with principal or administrative designee. (e-mails/other documentation)
- Provides support services to school personnel on data collection and reporting of school attendance. (CSIS, Calendar, best practice)
- CSIS is utilized for comprehensive case file documentation on all cases to enhance the management of case load.
- Maintains a blog, Edmodo, any type of social media site.

Examples of Evidence

- Uses technology to disseminate information regarding referrals on a monthly basis to appropriate school personnel.
- Provides monthly spreadsheet/communication to appropriate school personnel regarding referrals received and updated interventions.
- Regularly provides support services to school personnel on data collection and reporting of school attendance. (TIP, Calendar, CSIS)
- SSW maintains an active and regularly updated blog or webpage on the school server.
- Supports staff with technology needs / issues
- Develops/uses power point presentations for trainings.
- Participates on a local school data team.