

The Alton Framework for Teaching: Observation Rubric for Social Workers

Directions: Evaluators will use the Observation Rubric when observing and providing written feedback following any observation. Evaluators will note any evidence collected in the “Evidence” rows underneath each component description.

DOMAIN 1: PREPARATION AND PLANNING				
	Unsatisfactory <input type="radio"/>	Needs Improvement <input type="radio"/>	Proficient <input type="radio"/>	Excellent <input type="radio"/>
1a: Demonstrating knowledge of content and application in the practice of social work services within a school setting	Social Worker demonstrates little to no knowledge of social work services within a school setting.	Social Worker demonstrates basic knowledge of social work practice including theory and technique.	Social Worker demonstrates thorough knowledge of social work practice including theory and technique.	Social Worker demonstrates extensive knowledge of social work practice including theory technique.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory <input type="radio"/>	Needs Improvement <input type="radio"/>	Proficient <input type="radio"/>	Excellent <input type="radio"/>
1b: Establishing goals for social work services appropriate to the setting and the students served	Social Worker has goals that are not appropriate to the setting and the students served. Goals are not observable or measurable.	Social Worker has goals that are rudimentary and are partially suitable to the setting and students served.	Social Worker has goals for social work services that are appropriate to the setting and students served. Goals are observable and measurable.	Social Worker has goals for social work services that are highly appropriate to the setting and students served, are observable and measurable, and have been developed following consultations with students, parents and colleagues.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1c: Demonstrating knowledge of district, state, and federal regulations	Social Worker demonstrates little or no knowledge of district, state, and federal regulations.	Social Worker demonstrates basic knowledge of district, state, and federal regulations.	Social Worker demonstrates thorough knowledge of district, state, and federal regulations.	Social Worker demonstrates extensive knowledge of district, state, and federal regulations.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Social Worker demonstrates little or no knowledge of social work resources available through the school or district.	Social Worker demonstrates basic knowledge of social work resources available through the school or district, but no knowledge of resources available more broadly.	Social Worker demonstrates thorough knowledge of social work resources available through the school or district and has some familiarity with resources external to school.	Social Worker demonstrates extensive knowledge of social work resources available through the school or district, and extensive familiarity with resources outside the school district. Social Worker proactively shares resources with parents, students, and school personnel as appropriate.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1e: Planning the social work services, integrated with the regular school program	Social Worker planning consists of a random collection of unrelated activities that are inappropriate, lacking structure, coherence, and are unrelated to student goals.	Social Worker planning has a guiding principle and includes a number of interventions but is based on rationale that does not fully address student's needs and goals.	Social Worker planning consists of appropriate, coherent interventions and sufficiently incorporates student's needs and goals.	Social Worker planning consists of highly coherent, extremely appropriate interventions that completely incorporate student's needs and goals.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1f: Developing a plan to evaluate the social work services	Social Worker has no plan to evaluate the services and resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work services.	Social Worker's plan to evaluate the services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's plan is refined, with multiple sources of evidence and a clear path toward improving the services on an ongoing basis.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 2: THE ENVIRONMENT				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2a: Creating an environment of respect and rapport	Social Worker's interactions with students are negative, inappropriate, or insensitive to student's cultural backgrounds or disabilities.	Social Worker's interactions with students are a mix of positive and negative; Social Worker's efforts at developing rapport with students are partially successful.	Social Worker's interactions with students are appropriate, positive, and respectful. Social Worker demonstrates attempts to establish rapport according to students' individual abilities.	Social Worker's interactions with students reflect a high degree of comfort and trust, and are appropriate, positive, and respectful. Social Worker successfully establishes rapport according to students' individual abilities and interests and engages them using a variety of approaches.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2b: Establishing a culture for social emotional learning	Social work environment conveys a negative culture for social emotional learning characterized by low expectations for student growth. Social work interventions are never individualized.	Social Worker attempts to create a culture for social emotional learning with minimal success. Expectations for student growth are modest. Interventions are occasionally individualized, and students have minimal opportunities to express themselves and communicate.	Social Worker continually establishes a positive culture for social emotional learning characterized by high expectations for students. Interventions are consistently individualized and students are actively engaged in services. Students have multiple opportunities to express themselves and communicate within the social work environment.	Social Worker consistently establishes an extremely positive culture for social emotional learning characterized by high expectations for students. Interventions are always individualized, and there is a high and consistent level of student engagement in services. Students are welcomed to express themselves and communicate within the social work environment.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2c: Managing clear procedures for social work referrals	No procedures for referrals have been established.	Social Worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals and meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral are clear to everyone and have been developed with consultation with teachers and administrators.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2d: Establishing Standards of Conduct	Social Worker has established no standards of conduct for students during social work sessions. Social Worker disregards or fails to address negative student behavior.	Social Worker's efforts to establish standards of conduct for social work sessions are partially successful. Attempts to monitor and correct negative behavior are only partially successful.	Social Worker has established clear standards of conduct for social work sessions. Response to student behavior is appropriate and respectful.	Social Worker has established clear standards of conduct for social work sessions, and students contribute to maintain them. Social Worker response to student behavior is sensitive, proactive, appropriate, and respectful.
Strengths				
Areas of Improvement				
Evidence				

2e: Organizing physical space for providing therapy	The treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The treatment center is well organized; materials are available when needed.	The treatment center is highly organized and is inviting to students. Materials are convenient when needed.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 3: DELIVERY OF SERVICES

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3a: Assessing student needs	Social Worker does not assess student needs, or assessment does not correlate to developmental functioning.	Social Worker's assessment of student needs is adequate and somewhat to developmental functioning.	Social Worker's assessment of student needs is appropriate. Social Worker consistently assesses needs in correlation to developmental functioning.	Social Worker's assessment of student needs is highly appropriate. Social Worker always assess needs in correlation to developmental functioning.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3b: Assisting students and teachers in formulation of academic, personal/social and behavior plans	Social Worker does not assist teachers or students in formulating academic, personal/social, or behavior plans for students.	Social Worker inconsistently assists students and teachers in formulating academic, personal/social, or behavior plans for students.	Social Worker consistently assists students and teachers in formulating academic, personal/social, or behavior plans for students.	Social Worker expertly assists students and teachers in formulating academic, personal/social, or behavior plans for students.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3c: Communicating with families	Social Worker is unavailable to families for questions and planning. Social Worker makes no attempt to connect families to requested resources.	Social Worker is sometimes available to families for questioning and planning and inconsistently attempts to connect families to requested resources.	Social Worker is consistently available to families for questions and planning. Social Worker initiates contact with families for collaboration. Social Worker consistently attempts to connect families to requested resources.	Social Worker is consistently available to families for questions and planning. Social Worker seeks out collaborative opportunities with the family and makes time to communicate and plan accordingly. Social Worker always attempts to connect families to requested resources.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3d: Collecting information and writing reports	Social Worker does not adequately collect information and does not adequately write reports. Information in reports is insufficient or inaccurate.	Social Worker inconsistently collects information and is inconsistent in writing reports. Information is not always sufficient and is inconsistent in accuracy.	Social Worker consistently collects information. Reports are written sufficiently and are consistently adequate and accurate.	Social Worker expertly collects information from a variety of sources. Reports provide important details and information for planning and service. Reports are always accurate.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3e: Demonstrating flexibility and responsiveness	Social Worker adheres to rigid session plan, even when interventions are not appropriate or successful. Social Worker does not vary, and has little to no repertoire of therapeutic strategies or frameworks.	Social Worker makes limited changes to therapy plan when confronted with evidence of the need for change. Social Worker attempts to respond to student responses, but may not always be successful in spontaneously responding. Social Worker has a modest repertoire of therapeutic strategies and frameworks.	Social Worker makes appropriate revisions to therapy plan when necessary, and accommodates student responses during sessions. Social worker uses a varied and sufficient repertoire of therapeutic strategies and frameworks.	Social Worker is continually seeking ways to improve therapy plan as necessary in reaction to student responses and team member input. Social Worker always responds to and accommodates student responses during sessions. Social Worker uses a varied and extensive repertoire of therapeutic strategies and frameworks.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4a: Reflecting on practice	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the program might be improved.	Social Worker's reflection is highly accurate and perspective. Citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4b: Collaborating with teachers and administrators	Social Worker is not available to staff for questions and planning and declines to provide background material when requested.	Social Worker is available to staff for questions and planning and provides background material when requested.	Social Worker initiates contact with teachers and administrators to confer regarding individual cases.	Social Worker seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4c: Maintaining accurate and effective documentation	Social Worker is unable to meet deadlines for reports and/or documentation are incomplete.	Social Worker's reports and/or documentation are insufficient or rudimentary for measuring student progress. Social Worker's reports and/or documentation are generally accurate but often late.	Social Worker's reports and/or documentation are organized, thorough, and effective for monitoring student progress. Social Worker's reports and/or documentation are accurate and submitted in a timely manner.	Social Worker's reports and/or documentation are highly organized and effective for monitoring student progress. Social Worker's approach to record keeping is highly systematic and efficient.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4d: Participating in a professional community	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects. Social Worker does not participate as a member of a multidisciplinary team.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically asked to do so. Social Worker occasionally participates as a member of a multidisciplinary team.	Social Worker actively participates in school and district events and projects and maintains positive and productive relationships with colleagues. Social Worker participates as a member of a multidisciplinary team.	Social Worker actively participates and makes a substantial contribution to school and district events and projects. Social Worker always participates as a member of a multidisciplinary team, displays a positive and professional demeanor, and assumes leadership role when able.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4e: Engaging in professional development	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Social Worker's participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on an individual assessment of need.	Social Worker actively pursues professional development opportunities based on an individual assessment of need. Social Worker shares expertise with others.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4f: Showing professionalism	Social Worker has little sense of ethics and displays dishonestly in interactions with colleagues, students, and the public. Social Worker violates principles of confidentiality.	Social Worker has basic sense of ethics and displays honest interactions with colleagues, students, and the public. Social Worker demonstrates some advocacy for students and adheres to principles of confidentiality.	Social Worker has a high sense of ethics and displays high standards of honesty and integrity with colleagues, students, and the public. Social Worker advocates for students when needed and adheres to principles of confidentiality.	Social Worker has highest sense of ethics and displays the highest standards of honesty and integrity with colleagues, students, and the public. Social Worker assumes leadership role often and consistently advocates for needs of students. Social Worker adheres to principles of confidentiality.
Strengths				
Areas of improvement				
Evidence				