# DANIELSON FRAMEWORK: PUPIL PERSONNEL PROFESSIONALS (SOCIAL WORKERS)

## DOMAIN 1: PLANNING AND PREPARATION

**1a. Demonstrates Understanding of Professional Research, Theories, Content, Tools, and Processes**
- ☐ Understanding range of service delivery process/options of the counseling professions
- ☐ Incorporate research based content in developing goals and plans

**1b. Demonstrates Understanding of the Youth Served**
- ☐ Understands systems theories (cultural background, socioeconomic status, special needs, etc.) and impact on student served
- ☐ Provides guidance to colleague on understanding specific students in relation to other students in general population

**1c. Plans and Develops Measurable IEP Goals and Outcomes to address the Needs of Individuals and Groups**
- ☐ Outcomes of counseling are clear and developmentally appropriate
- ☐ Sets goals that are aligned and measurable

**1d. Demonstrates Knowledge of Applicable Federal, State, and Local Requirements, Regulations, and Resources**
- ☐ Knowledge of legal requirements and regulations
- ☐ Identify and access resources for students/families/school community

**1e. Plans Coherent Counseling Services that are Integrated with the School Program**
- ☐ Develops suitable plans for students that are aligned with school needs
- ☐ Services are informed by student data

**1f. Plans for Ongoing Assessment and Continuous Improvement of Counseling Services**
- ☐ Social Worker evaluates effectiveness of services
- ☐ Data used to guide improvement of counseling service

## DOMAIN 2: ENVIRONMENT

**2a. Develops a Respectful and Supportive Environment**
- ☐ Social Worker interactions with students
- ☐ Student's interaction with peers

**2b. Promotes Respectful Communication Throughout the School**
- ☐ Interaction with students and their teachers
- ☐ Promote positive school climate

**2c. Establishes Routines and Procedures for the Counseling Center/Classrooms**
- ☐ Maintains routines and procedures of counseling sessions
- ☐ Promote student engagement in routines and procedures

**2d. Establishes and Promotes Clear Standards of Conduct for the Sessions and School-Wide**
- ☐ Clear expectations posted
- ☐ Behaviorally aligned with school wide standards of conduct

**2e. Organizes and Maintains the Physical Environment**
- ☐ Safety and accessibility
- ☐ Arrangement of furniture and resources

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

**4a. Reviews and Reflects on Practice to Inform Improvements**
- ☐ Implementation and impact
- ☐ Use in future counseling

**4b. Maintains Accurate Records and Submits Counseling Reports on Time**
- ☐ Social Worker's reports, records and documentation that are accurate, and submitted in a timely manner

**4c. Communicates with Families and Caregivers**
- ☐ Information about counseling programs/community resources
- ☐ Information about individual student needs

**4d. Engages with the Larger District and School Community**
- ☐ Relationship with colleagues
- ☐ Participation in school and district initiatives

**4e. Enhances Professional Capacity Through Ongoing Professional Learning**
- ☐ Engages in professional learning opportunities
- ☐ Collaboration with colleagues

**4f. Demonstrates Professionalism**
- ☐ Integrity and ethical conduct   ☐ Service to student   ☐ Advocacy
- ☐ Decision making   ☐ Compliance with school/district regulation

## DOMAIN 3: DELIVERY OF SERVICES

**3a. Consults with Teachers and Administrators and Responds Appropriately to Referrals**
- ☐ Consults with teachers, school staff and administrators
- ☐ Offers insight and recommendation to staff concerns

**3b. Uses Knowledge of Student Needs to Help Teachers and Students Develop Realistic Academic, Personal, and Post-School Plans**
- ☐ Uses assessment data to develop goals and plans
- ☐ Uses knowledge of human behavior in social environment

**3c. Ensures the Use of Counseling Strategies and Techniques in Both Counseling Sessions and Classrooms**
- ☐ Range of counseling strategies and techniques
- ☐ Share counseling techniques for generalization

**3d. Ensures the Availability of Appropriate Resources to Address Student Needs**
- ☐ Collaborates with school/district based resources
- ☐ Collaborates with community based programs

**3e. Reviews and Revises Counseling Plans/Services to Ensure a Good Fit with Student Needs**
- ☐ Adjust strategies
- ☐ Solicit input from stake holders

# DOMAIN 1: PLANNING AND PREPARATION

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY (In addition to proficient) |
|---|---|---|---|---|
| **1a. Demonstrates Understanding of Professional Research, Theories, content, Tools, and Processes** | 1a. ♦ Social Worker demonstrates little or no understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions.<br>♦ Counseling goals and plans do not reflect research-based content or incorporate a range of research-based counseling processes. | 1a. ♦ Social Worker demonstrates limited understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions.<br>♦ Counseling goals and plans do not reflect research-based content and/or incorporate a limited range of counseling processes. | 1a. ♦ Social Worker demonstrates understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, and the range of service delivery processes/options of the counseling professions.<br>♦ Counseling goals and plans incorporate research-based content, include the use appropriate assessment instruments, and incorporate a range of individual, small group and whole group counseling processes. | 1a. ♦ Social Worker demonstrates deep understanding of the critical concepts and content of the counseling disciplines, the appropriate use of multiple instruments, including state guidance documents, to guide services, and an extensive range of service delivery processes/options of the counseling professions.<br>♦ Counseling goals and plans reflect research-based content, a wide range of counseling processes to support student learning and development, and ongoing consultation with classroom teachers to monitor the impact of the counseling program on learning. |
| **1b. Demonstrates Understanding of the Youth Served** | 1b. ♦ Social Worker demonstrates little or no interest in understanding the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters<br>♦ Social Worker does not attempt to gain a deeper understanding of the general population of youth served. | 1b. ♦ Social Worker demonstrates a general understanding of the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters.<br>♦Social Worker makes limited attempts to deepen understanding of the specific youngsters served. | 1b. ♦ Social Worker understands and can describe the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the students served.<br>♦ Social Worker actively seeks to deepen understanding of the general population, the subgroups, and the specific students served. Social Worker interacts with students, staff, and families respectfully and creates a climate that is sensitive to cultural, developmental, and learning differences. | 1b. ♦ Social Worker understands the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the students served.<br>♦Social Worker has a deep understanding of the general population, the subgroups, and the specific students served, and provide leadership and guidance to colleagues in this area. Social Worker celebrates students', staff, and families' differences and diversity and promotes expectations that they are respectful of one another. |
| **1c. Plans and Develops Measurable Goals and Outcomes to Address the Needs of Individuals and Groups** | 1c. ♦ The planned goals and outcomes for counseling are primarily expressed as activities. They are unclear, not measurable, and not well aligned with or appropriate for the needs of either individuals or groups. | 1c. ♦ The planned goals for counseling are expressed as a combination of goals, activities, and outcomes that are only partially aligned. They are appropriate to address the needs of some students but not expressed clearly enough to enable assessment. | 1c. ♦ The expected outcomes of counseling are expressed as clear IEP goals and objectives that are appropriate to address the learning and developmental needs of students served. The stated IEP goals and outcomes are measurable and aligned with developmental expectations or standards. | 1c. ♦ Student helps to develop goals and expected outcomes for counseling services. The expected outcomes of counseling are appropriate to address the needs of individual students, their teachers, and their families. The outcomes are defined as clear goals that can be assessed through formative measures to guide program refinement and through summative measures to define achievement. |
| **1d. Demonstrates Knowledge of Applicable Federal, State, and Local Requirements, Regulations, and Resources** | 1d. ♦ Social Worker demonstrates little or no knowledge of legal requirements or regulations and of the resources and support provided through the school and/or district. | 1d. ♦ Social Worker demonstrates general knowledge of legal requirements and regulations, but limited or no understanding of the resources provided through the school and district to support student development. | 1d. ♦ Social Worker demonstrates knowledge of federal, state, and district legal requirements and regulations. Social Worker identifies and accesses the resources for students through the school and the district. | 1d. ♦ Social Worker demonstrates deep understanding of federal, state and district legal requirements and regulations regarding both service eligibility and service delivery.. Social Worker proactively and consistently seeks resources within and beyond the school and district to support the counseling program for students, their families, and the school staff. |
| **1e. Plans Coherent Counseling Services That are Integrated with the School Program** | 1e. ♦ Counseling services lack coherence and are poorly aligned with the school program. | 1e. ♦ Planned counseling services are partially designed to support the stated outcomes. There is a structure to the planned experiences and activities, but the activities are not aligned sufficiently to address he overall learning goals. | 1e. ♦ Counseling services are structured to frame a coherent approach to service delivery. Planned counseling services are designed to support the critical priorities of the school program. | 1e. ♦ Planned counseling services are informed by student data and student input and aligned with the school priorities to drive and support coherent service delivery. The services and their delivery are sufficiently differentiated to reflect and address the needs of individual students as well as groups of students. |

| 1f. Plans for Ongoing Assessment and Continuous Improvement of Counseling Services | 1f. ♦ No plans have been developed to provide either formative or summative assessment of the implementation and impact of counseling services for individual students and groups of students. There is no evidence of continuous improvement. | 1f. ♦ Social Worker plans a limited assessment of his/her counseling services and their impact on individual students and groups of students. There is insufficient data to inform continuous improvement. | 1f. ♦ Social Worker plans for ongoing assessment of the implementation of the counseling services and the degree to which the IEP goals and objectives have been met and outcomes achieved for individual students and groups of students. Assessment data is used to guide improvement of counseling services. | 1f. ♦ Social Worker plans for ongoing and comprehensive assessment of the implementation of the counseling services and the degree to which the IEP goals and objectives have been met and their impact on students, teachers, and families. <br> ♦ Social Worker uses multiple forms of assessment data to guide improvement of counseling services. |
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# DOMAIN 2: ENVIRONMENT

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|---|
| **2a. Develops a Respectful and Supportive Environment** | **2a.** ♦ Social Worker does not know the students served and does not exhibit respectful and caring interactions with them. | **2a.** ♦ Counseling interactions between Social Worker and students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters. | **2a.** ♦ Social Worker promotes respectful and supportive interactions with each student and encourages students to take ownership of the counseling space and interact with each other in respectful and caring ways. | **2a.** ♦ Social Worker consistently models respectful and supportive interactions, while supporting students as they take ownership of the counseling space, self-monitoring their interactions and helping to develop counseling goals. Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship. |
| **2b. Promotes Respectful Communication Throughout School** | **2b.** ♦ Social Worker makes no attempts to promote respectful communication between students in the school | **2b.** ♦ Despite attempts, Social Worker has limited success in promoting and supporting respectful discussions between students and between students and teachers. | **2b.** ♦ Social Worker actively promotes respectful and supportive interactions with each student, encouraging students to interact with each other and with their teachers in respectful and caring ways. Social Worker builds positive rapport and trusting, supportive relationships with the students, staff and families. | **2b.** ♦ Students develop ownership of the positive climate promoted by Social Worker, monitoring their own interactions to ensure they are both respectful and supportive. Social Worker involves students, staff, and families in promoting a respectful learning environment. |
| **2c. Establishes Routines and Procedures for the Counseling Center/Classrooms** | **2c.** ♦ Routines and procedures are not evident, creating a sense of disorder and chaos. Service delivery time is lost because of the lack of effective counseling routines and procedures. | **2c.** ♦ A limited set of routines and procedures is in place but inconsistently followed or enforced. ♦Some service delivery time is lost because of insufficient and ineffective counseling routines. | **2c.** ♦ Routines and procedures are evident in the smooth operation of the counseling program. ♦ Social Worker maximizes service delivery time by using creative solutions to manage routines and transitions, and organizing materials to meet the needs of students. | **2c.** ♦ Students independently observe and maintain the routines and procedures that support the operation of the counseling programs. ♦ Virtually no service delivery time is lost. |
| **2d. Establishes and Promotes Clear Standards of Conduct for the Sessions and School-Wide** | **2d.** ♦ Social Worker has not established standards of conduct for the sessions and does not monitor student behaviors. | **2d.** ♦ Standards of conduct are posted but are inconsistently reinforced by Social Worker and/or inconsistently followed by students. ♦Social Worker has limited success in promoting clear and consistent standards of conduct school-wide. | **2d.** ♦ Standards of conduct for the counseling sessions are evident, enforced and observed. Social Worker monitors student behavior against those standards; response to students is appropriate and respectful. ♦ Social Worker communicates and reinforces high standards of behavior for all students. | **2d.** ♦ Students actively self-monitor and maintain the standards of conduct in the counseling sessions. ♦ Social Worker helps inform school-wide standards of conduct and takes an active role in promoting and supporting the school-wide standards of conduct |
| **2e. Organizes and Maintains the Physical Environment** | **2e.** ♦ The physical environment is disorganized and chaotic and does not support the goals of the counseling program. | **2e.** ♦ Social Worker has limited success in attempts to organize the physical environment to create a sense of purpose and to support the goals of the counseling program. | **2e.** ♦ The physical environment is inviting and well organized to allow easy access to resources and to support the goals of the counseling program. | **2e.** ♦ Social Worker and students collaborate to ensure an inviting, highly organized, and well-maintained environment that is organized to support program goals and processes and ensure a sense of purpose. |

## DOMAIN 3: DELIVERY OF SERVICES

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|---|
| **3a. Consults with Teachers and Administrators and Responds Appropriately to Referrals** | **3a.** ♦ Social Worker does not consult with teachers and administrators and fails to adjust evaluations and/or services to the questions or issues raised in the referral. | **3a.** ♦ Social Worker makes some effort to consult with teachers and administrators and is partly successful at adjusting evaluations and/or services to address the questions or issues raised in the referral. | **3a.** ♦ Social Worker consults regularly with teachers and administrators and implements evaluations and/or services that directly respond to the questions or issues raised in the referral. Social Worker responds to initial referrals and re-evaluations independent of prompting from members of the IEP team. | **3a.** ♦ Social Worker consults frequently with teachers and administrators, provides expertise in terms of leadership and insight, and implements evaluations and services that directly address the questions or issues raised in the referral. Social Worker is proactive in responding to initial referrals and re-evaluations by actively participating in the referral process. |
| **3b. Uses Knowledge of Student Needs to Help Teachers and Students Develop Realistic Academic, Personal and Post-School Plans** | **3b.** ♦ Social Worker does not use assessment data to help students and teachers develop realistic academic, personal, and post-school plans. | **3b.** ♦ Social Worker has limited success in helping students and teachers frame data-informed academic, personal, and post-school plans. | **3b.** ♦ Social Worker successfully uses assessment data (including academic, discipline and observation data as well as progress monitoring) to help students and teachers develop realistic academic, personal, and post-school plans. | **3b.** ♦ Social Worker, in collaboration with students and teachers, uses data to develop realistic academic, personal, and post-school plans. Students and teachers are empowered to develop their own academic and personal plans. |
| **3c. Ensures the Use of Counseling Strategies and Techniques in both counseling Sessions and Classrooms** | **3c.** ♦ Counseling strategies and techniques are either undefined or insufficiently defined to promote full implementation in the counseling sessions and/or classrooms. | **3c.** ♦ A limited number of counseling strategies and techniques are fully implemented to develop student interpersonal and planning skills in the counseling sessions and/or classrooms. | **3c.** ♦ Social Worker promotes full implementation of counseling strategies and techniques, aligned with developmental expectations and IEP goals/objectives, to support student interactions and planning skills in both the counseling sessions and classrooms. | **3c.** ♦ Social Worker implements counseling strategies and techniques, aligned with developmental expectations and IEP goals/objectives. Student is able to explain how skills learned in counseling sessions generalize to a larger setting. |
| **3d. Ensures the Availability of Appropriate Resources to Address Student Needs** | **3d.** ♦ Social Worker does not coordinate efforts with other school- or district-based programs to ensure availability of sufficient and/or appropriate resources to address student needs. | **3d.** Social Worker has limited success in securing appropriate resources from other school- or district-based programs to address student needs. | **3d.** ♦ Social Worker secures appropriate materials and resources to meet students' behavioral, social and emotional needs through other school- or district-based programs. | **3d.** ♦ Social Worker is familiar with resources beyond the school and district, and secures appropriate resources to meet student needs through school- and district-based programs and through organizations beyond the school and district. |
| **3e. Reviews and Revises Counseling Plans/Services to Ensure a Good Fit with Student Needs** | **3e.** ♦ Social Worker does not revise services once they are defined, even if it would inform more appropriate services for the client. | **3e.** Social Worker is inconsistent in reviewing counseling services and impact and modifying these to best address student needs. | **3e.** ♦ Social Worker regularly reviews the impact of the counseling services and revises them as needed to ensure a good fit with existing and emerging client needs. Social Worker develops and uses prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) and teachers. | **3e.** ♦ Social Worker continuously solicits input from key stakeholders to identify ways to ensure a better fit between program services and the interests and needs of clients. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|---|
| **4a. Reviews and Reflects on Practice to Inform Improvements** | **4a.** ♦ Social Worker either does not reflect on the counseling services or provides inaccurate recommendations for improvement. | **4a.** ♦ Social Worker's reflections are generally accurate, but the resulting recommendations for improvement are too global to inform meaningful change. | **4a.** ♦ Social Worker accurately reflects on the implementation and the impact of the counseling services, providing concrete and specific examples of challenges and successes.<br>♦ Recommendations are specific and focused on the improvement of counseling services. | **4a.** ♦ Social Worker's reflections are both specific and insightful, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met.<br>♦ Recommendations focus on both improvement of counseling services and development of new strategies. |
| **4b. Maintains Accurate Records and Submits Counseling Reports on Time** | **4b.** ♦ Records are incomplete and/or inaccurate or late, constraining the development of required reports.<br>♦ Social Worker fails to use required online systems for reporting. | **4b.** ♦ Records are usually accurate, but counseling reports are often late, which sometimes raised questions about the delivery of required services.<br>♦ Social Worker sometimes uses required information systems for reporting and maintaining records. | **4b.** ♦ Social Worker's records are accurate and timely, including all required information on planned and delivered services and progress relative to goals.<br>♦ Social Worker accurately uses required information systems for reporting and maintaining records. | **4b.** ♦ Social Worker's record keeping is exemplary, documenting all aspects of the services, from referrals to transition. Included notes offer insight into the service delivery plan and help inform future interventions.<br>♦ Social Worker accurately uses required information systems systematically, documenting all events that might inform others working with the clients. |
| **4c. Communicates with Families and Caregivers** | **4c.** ♦ Social Worker does not communicate with families or caregivers about either the student's social, emotional, and/or academic needs or about his/her counseling services as a whole. | **4c.** ♦ Social Worker inconsistently communicates with families or caregivers about the student's progress or needs or about his/her counseling services as a whole. | **4c.** ♦ Social Worker communicates with families or caregivers about the student's progress or needs and about his/her counseling services as a whole. | **4c.** ♦ Social Worker regularly reaches out to families or caregivers to provide information about the student and his/her counseling services as a whole, in language that is both clear and accessible to them. |
| **4d. Engages with the Larger District and School community** | **4d.** ♦ Social Worker does not participate in school or district committees, projects, and/or events.<br>♦ Professional relationships with peers are distant or negative. | **4d.** ♦ Social Worker selectively engages with school and district committees, projects, and/or events, typically when asked.<br>♦ Professional relationships with colleagues are courteous. | **4d.** ♦ Social Worker actively participates in, supports, and contributes to school and district committees, projects, and/or events.<br>♦ Professional relationships are positive, cooperative, and productive. | **4d.** ♦ Social Worker seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role. |
| **4e. Enhances Professional Capacity Through Ongoing Professional Learning** | **4e.** ♦ Social Worker does not participate in professional learning. | **4e.** ♦ Social Worker participates only in professional learning that is required by the district or state. | **4e.** ♦ Social Worker seeks and engages in professional learning opportunities to enhance knowledge and skills. | **4e.** ♦ Social Worker seeks out professional learning, including feedback from colleagues. Social Worker provides formal and/or informal opportunities to share the professional learning with colleagues. |
| **4f. Demonstrates Professionalism** | **4f.** ♦ Social Worker's professional interactions are marked by lack of honesty and questionable integrity.<br>♦ Basic principles of confidentiality and school/district requirements are violated. | **4f.** ♦ Social Worker is generally honest with stakeholders and typically acts with integrity.<br>♦ School/district regulations are inconsistently addressed.<br>♦ Confidentiality is honored. | **4f.** ♦ Social Worker's interactions are marked by honesty and integrity in the service of all clients.<br>♦ School/district regulations and confidentiality are observed. | **4f.** ♦ Social Worker displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery.<br>♦ School/district regulations and confidentiality are consistently observed. |