*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

This tool, an alternative to the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

**Professional Responsibilities Standards**

**Standard 1: Planning and Preparation**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Conducts multi-tiered school and/or system needs assessments independently or in conjunction with other professionals. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Identifies school and community resources to maximize student achievement and family empowerment. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Establishes collaborative professional relationships. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: The School Environment**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Contributes to a safe and healthy school environment. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services accordingly. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Service Delivery and Resources**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Implements and monitors multi-tiered evidenced based practices that impact student achievement. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Provides programs and specialized services that foster social and emotional competencies. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Is directly involved with students, families and/or schools to focus on opportunities to maximize student achievement. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Mobilizes current and applicable school and community resources to maximize opportunities for student achievement. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Professional Responsibilities**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Adheres to current federal, state and local laws as well as district policies and procedures that guide school social work practice. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Adheres to the NASW Code of Ethics and SSWAA ethical guidelines. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Maintains timely and accurate records and documentation in compliance with FERPA and state requirements. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Participates in ongoing professional development. | Click here to enter text. | Click here to enter text. |
| Indicator 5: Exhibits self-awareness, self-monitoring, and professional accountability. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |