

Standard 1: Ethical and Professional Practice

The school social worker demonstrates commitment to the values and ethics of the social work profession and shall use National Association of Social Workers (NASW) Code of Ethics as a guide to ethical decision making.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Uses the National Association of Social Workers (NASW) Code of Ethics as a guide for practice.	Has no understanding of NASW Code of Ethics and its application to school social work.	Based on some understanding, attempts to use NASW Code of Ethics to guide work as a school social worker.	Based on a thorough understanding, uses NASW Code of Ethics to guide work as a school social worker.	Using the NASW Code of Ethics, critiques own practice and identifies successes and learning opportunities for the benefit of other social workers.
1.2 Possesses knowledge and understanding of human behavior in the social environment to guide interventions.	Lacks knowledge and understanding of how a child's strengths, developmental and biological factors influence his/her ability to function effectively in school.	Inconsistently demonstrates and applies basic knowledge and understanding about how a child's strengths, developmental and biological factors influence his/her ability to function effectively in school.	Demonstrates and applies knowledge and understanding about how a child's strengths, developmental and biological factors influence his/her ability to function effectively in school.	Seeks out new information and is a resource to others about child's strengths, developmental and biological factors to guide intervention choices.
1.3 Organizes time and work load to fulfill responsibilities and adjust to unexpected service requests/crises.	Exercises poor judgment in setting work schedule priorities and managing schedule conflicts.	Exercises judgment in setting work schedule priorities and managing schedule conflicts while attempting to support current service requests.	Efficiently exercises good judgment in setting work schedule priorities and managing schedule conflicts while supporting current service and crises requests.	Efficiently exercises excellent judgment in setting work schedule priorities and managing schedule conflicts while supporting current service and crises/requests.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Is the school social worker familiar with the NASW Code of Ethics and how it relates to school social work? • Are interventions developmentally appropriate? • Are work schedules crafted in such a way as to maximize availability and responsiveness? • Is professionalism exhibited based on the NASW Code of Ethics? 	<ul style="list-style-type: none"> • Calendar/planner • Availability of Code of Ethics for reference • Feedback from service recipients

Standard 2: Professional Learning

The school social worker possesses knowledge and understanding basic to the social work profession.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
2.2 Possesses knowledge and understanding of the special education process.	Does not demonstrate knowledge of district special education process from pre-referral to dismissal and/or transition of services.	Demonstrates limited knowledge of district special education process from pre-referral to dismissal and/or transition of services	Demonstrates thorough and consistent knowledge of district special education process from pre-referral to dismissal and/or transition of services.	Using knowledge of district special education process, applies the social work perspective to promote collaborative work by team members to benefit students and staff.
2.3 Possess knowledge and understanding of community resources that support student success in school.	Maintains minimal knowledge of community resources.	Maintains a working knowledge of community resources and attempts to make recommendations that support student and family needs related to school success.	Maintains a comprehensive knowledge of current community resources, locates new resources as needed, and makes recommendations that support student and family needs related to school success.	As systems change agents, identifies areas of unmet need and works with community agencies to create new or expand existing services that address these needs.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are strengths and areas of growth identified during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Does the social worker’s practice demonstrate knowledge of essential special education process? • Can the social worker describe community resources that are commonly needed by students and families? 	<ul style="list-style-type: none"> • Professional Growth Goals • Self-assessment rubrics which documents reflection and relevance to Professional Growth Goal(s) • Access to a resource manual • Participation in IEP meetings

Standard 3: Service Coordination and Collaboration

The school social worker facilitates teamwork of students, parents, and school and community resources.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Supports school/family/community teamwork to enhance school service decision making for students.	Does not facilitate sharing of information.	Inconsistently facilitates sharing of information available from various community service providers to enhance school service decision making for student success.	Facilitates sharing of relevant information and perspective available from various community service providers to enhance school service decision making for student success.	Demonstrates extensive understanding of factors in the family, school and community that compromise team effectiveness. Identifies reasons for team conflict and facilitates effective interventions.
3.2 Provides student progress feedback to service providers for ongoing decision making.	Does not provide student community service teams with information.	Inconsistently provides student community service teams with information about student progress.	Consistently provides student community service teams with timely and accurate information about student progress.	Proactively uses student progress information to provide new insight and recommendations that assist team decision making.
3.3 Provides consultation to student school/community service teams on a variety of issues (e.g., attendance, behavior management, mental health and crisis intervention.)	Shares limited information needed for team decision making.	When requested, shares technical information needed for team decision making about specific student concerns such as attendance, behavior shaping, mental health concerns and crisis response.	Actively shares technical information needed for team decision making about specific student concerns such as attendance, behavior shaping, mental health concerns and crisis response.	Serves as a resource to colleagues about specific student intervention and support options on a variety of issues such as attendance, behavior shaping, mental health concerns and crisis response.
3.4 Promotes positive communication between students, families, school staff, and community agencies.	Does not use a strengths-based perspective when communicating with students, families, school staff and community agencies.	Inconsistently uses a strengths-based perspective when communicating with students, families, school staff and community agencies.	Consistently uses a strengths-based perspective when communicating with students, families, school staff and community agencies.	Initiates problem solving when communications are negative about student achievement and school adjustment.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the school social worker provide information to people in need of it in a timely manner? • Is the school social worker knowledgeable of and able to outreach to various community service providers? • Does the school social worker communicate effectively, using a strengths-based perspective for communicating with others? • Does the school social worker follow up with community partners as needed? 	<ul style="list-style-type: none"> • Timely return of phone calls and emails • Communication log

Standard 4: Advocacy

The school social worker engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Advocates for students and families in a variety of situations.	Does not advocate for students and families.	Inconsistently advocates for students and families who may be subject to discrimination, so that they may have equal access to services needed for school success.	Consistently advocates for students and families who may be subject to discrimination, so that they may have equal access to services needed for school success.	Effectively empowers student and families to self-advocate through information sharing and encouragement.
4.2 Uses available problem solving resources to resolve conflicts.	Does not seek to avoid or resolve conflicts.	Inconsistently seeks to resolve conflicts at the lowest level of problem solving possible.	Consistently seeks to resolve conflicts at the lowest level of problem solving possible.	Creates a culture in which individuals feel comfortable expressing their concerns openly in order to meet their needs before conflicts arise.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the school social worker have a working knowledge of the services available for student success? • Does the school social worker understand conflict resolution? • Does the school social worker have an understanding of discrimination against and among students? 	<ul style="list-style-type: none"> • Feedback from families, staff, and students • Resolution of problems before conflicts result

Standard 5: Direct Services

The school social worker will provide direct services that empower recipients to make maximum use of educational resources.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Uses available student and family history to guide direct service activities to individuals, groups and families.	Does not use available information in determining direct services.	Uses limited family history information to guide direct services.	Effectively uses available information from family/student contact, assessments, and professional sources to guide and manage direct services.	Accurately interprets available information for the benefit of team problem solving and decision making.
5.2 Provides individual contact with students to assist with program transitions and school adjustment concerns.	Does not work with team members when developing a transition plan.	Works minimally with student, teachers, parents, and other resources to develop a transition plan.	Works effectively with student, teachers, parents, and other resources to develop a supportive transition plan which addresses adjustment concerns.	Supports student to become an effective self-advocate throughout the transition planning process.
5.3 Facilitate social skills/support groups in secondary Emotional Growth Center classrooms.	Facilitates groups that minimally address social skills.	Facilitates social skills groups with dignity and respect that sometimes engage students.	Consistently facilitates social skills groups with dignity and respect in a way that engages students and invites their participation and empathy for others.	Provides consultation to others interested in providing social skills/support groups in classroom settings.
5.4 Provides family outreach and support to better involve families in school student decision making.	Does not meet with families in settings other than the school.	Inconsistently available to meet families in settings that are comfortable for them to facilitate future involvement in site based student decision making.	Consistently available to meet families in settings that are comfortable for them to facilitate future involvement in site based student decision making.	Persistently seeks out and engages families who are reluctant or unable to participate in site-based team meetings.

Standard 5: Direct Services *(continued)*

The school social worker will provide direct services that empower recipients to make maximum use of educational resources.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.5 Assists families with community referrals such as mental health services, basic living needs and other family resources.	Provides families with limited community referral information.	Provides families with community referral information that meets some of their needs for student school success.	Provides families with accurate and appropriate community referral information that meets their needs for student school success.	Empowers students and their families to independently access and effectively use formal and informal community resources.
5.6 Provides support for unique service needs such as monolingual Spanish speaking families and students, fire behaviors, sexualized behaviors, and institutional transition. (based on social workers' expertise)	Provides incomplete information that compromises specialty service implementation.	Provides limited consultation on unique topic specific information so that the specialty service is implemented.	Provides consultation on unique topic specific information so that the specialty service is implemented effectively.	Facilitates the development or expansion of specialty services based on identified needs.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the school social worker use family and student information to guide services? • Is the school social worker aware of potential transition difficulties? • Does the school social worker meet with classroom teachers to determine social skills needs? • Does the school social worker involve families in school student decision making? • Is the school social worker knowledgeable of community resources? • Does the school social worker discuss family and student information when staffing with colleagues? 	<ul style="list-style-type: none"> • Transition plans • Effective implementation of specialty services • Students are engaged in social skills/support groups and expressing empathy • Families are participating in services provided by referral agencies