

Professional Framework for Specialists – School Social Workers

Domain 1 for School Social Workers: Planning & Preparation				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of the principles of Social Work practice	Social Worker demonstrates little or no knowledge of Social Work principles and methods of practice.	Social Worker demonstrates basic knowledge of Social Work principles and methods of practice	Social Worker demonstrates thorough knowledge of Social Work principles and methods of practice	Social Worker demonstrates extensive knowledge of Social Work principles and methods of practice, and shares this knowledge with other professionals.
1b: Demonstrating planning for school social work needs	Social Worker is primarily reactive with few measures of impact.	Social Worker reviews relevant biopsychosocial data including health history, educational and family history, and intervention record.	Social Worker shares assessment information and uses the information to help design appropriate interventions.	Social Worker develops a written social plan based on school social work needs and collaboratively implements the plan.
1c: Demonstrating knowledge of Federal and State law and regulations, district policy and procedures related to students and families	Social Worker demonstrates little or no knowledge of Federal or State law and regulations, district policy or procedures.	Social Worker demonstrates basic knowledge of Federal and State regulations, district policy and procedures.	Social Worker demonstrates thorough knowledge of Federal and State law and regulations, district policy and procedures.	Social Worker demonstrates extensive knowledge of Federal and State law and regulations, district policy, and procedures, and applies this knowledge when providing services to students and families.
1d: Demonstrating a knowledge of school and community resources available to assist students and families	Social Worker demonstrates little or no knowledge of school and community resources available to assist students and families.	Social Worker demonstrates basic knowledge of school and community resources available to assist students and families.	Social Worker demonstrates thorough knowledge of school and community resources available to assist students and families.	Social Worker demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.
1e: Demonstrating a knowledge of child development and cultural sensitivity	Social Worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.	Social Worker demonstrates a beginning level of understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates a comprehensive understanding of the various cultures and socio-economic groups represented in the school and community; actively assists school personnel to develop multicultural understanding and an advanced knowledge of child development.
1f: Establishing goals for the school social work program appropriate to the school and students served	Social Worker has no clear goals for the social work program or they are inappropriate to either the situation or age of the students.	Social Worker's goals for the social worker are rudimentary and are partially suitable to the situation and the age of students.	Social Worker's goals for the social work program are clear and appropriate to the situation and to the age of the students.	Social Worker's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
1g: Planning intervention services	Recommended interventions are incongruent with student needs.	Recommended interventions are sometimes congruent with student needs.	Recommended interventions are consistently congruent with student needs.	Social Worker has planned interventions that demonstrate a superior level of clinical knowledge for educational planning.
Domain 2 for School Social Workers: The Environment				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing an environment of respect and rapport	Social Worker makes no attempt to establish rapport; interactions are consistently negative or inappropriate.	Social Worker attempts to establish rapport; interactions are generally positive and appropriate.	Social Worker actively and consistently works to establish rapport; interactions are consistently positive and appropriate.	Social Worker actively and consistently works to establish and maintain rapport; interactions are consistently positive and appropriate, demonstrating sensitivity and concern for others.
2b: Establishing a safe, welcoming and confidential environment	Social Worker fails to maintain adequate safeguards for the privacy and confidentiality of information and lacks understanding of student needs.	Social Worker has a basic knowledge of student needs and seeks further clarification of safeguards for the privacy and confidentiality of information.	Social Worker has a thorough understanding of student needs and knowledge of safeguards for the privacy and confidentiality of information and maintains adequate safeguards in everyday practice.	Social Worker has a thorough knowledge of safeguards related to privacy and confidentiality of information, uses sound judgment in everyday practice, creates an environment that reflects an understanding of student needs and promotes the importance of confidentiality among colleagues.
2c: Demonstrating a culture for productive communication with colleagues and families	Social Worker does not attempt to consult with school personnel, parents, etc.	Social Worker consults with school personnel, parents, etc. when requested.	Social Worker initiates consultation with school personnel, parents, etc.	Social Worker initiates consultation with school personnel, parents, etc.; actively engages others in problem solving process and participates in school wide initiatives.
2d: Organizing work space	The physical environment is in disarray or is inappropriate to providing services.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is inviting.	Social Worker has organized an effective work environment that is welcoming.
2e: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for services, they are not sure how to go about it.	Social Worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral are clear and have been developed in consultation with teachers and administrators.

Domain 3 for School Social Workers: Delivery of Service				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs, completing assessments and written reports	Social Worker conducts cursory and/or inaccurate assessments.	Social Worker conducts basic, accurate assessments with limited professional impressions and recommendations.	Social Worker conducts quality assessments that offer appropriate professional impressions and recommendations.	Social Worker conducts high quality comprehensive assessments; synthesizes data collected; offers detailed professional impressions and recommendations.
3b: Communicating goals clearly and accurately	Social Worker demonstrates little or no ability to communicate effectively.	Social Worker typically uses effective written and oral communication.	Social Worker consistently uses effective written and oral communication.	Social Worker consistently supports students and families to develop goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3c: Engaging students in developing goals to maximize student achievement, while respecting client self-determination.	Social Worker does not support students in developing goals to maximize student achievement.	Social Worker typically supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3d: Demonstrating collaboration with relevant school personnel and families	Social Worker does not participate in intra/interdisciplinary team process.	Social Worker participates in intra/interdisciplinary team process and contributes when requested.	Social Worker participates in intra/interdisciplinary team process and actively contributes.	Social Worker participates in intra/interdisciplinary team process and actively contributes, taking a leadership role when appropriate.
3e: Offering crisis intervention services as a member of an interdisciplinary team.	Social Worker lacks basic skill and/or ability to address crisis situations; or declines to offer crisis intervention services.	Social Worker demonstrates basic skill and ability in crisis intervention, and offers services as needed.	Social Worker demonstrates high level of skill and ability in crisis intervention; assists team in assessing level of crisis and planning appropriate interventions.	Social Worker demonstrates high level of skill and ability in crisis intervention; takes initiative in team planning for prevention and intervention.
Domain 4 for School Social Workers: Professional Responsibility				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Maintaining accurate records and data	Social Worker does not maintain accurate records and data.	Social Worker generally maintains accurate records and data.	Social Worker consistently maintains accurate records and data.	Social Worker consistently maintains accurate records and utilizes data in planning, management and evaluation of school Social Work services.
4b: Promoting a positive school climate	Rarely supports district, department, and school mission and vision. Does not fulfill department responsibilities	Inconsistently supports district, department, and school mission and vision. Occasionally fulfills department responsibilities. Demonstrates basic knowledge of reforms in education and best practice models in School Social Work profession.	Often supports district, department, and school mission and vision. Generally fulfills department responsibilities.	Consistently and effectively supports district, department, and school mission and vision. Always fulfills department responsibilities.
4c: Advocating on behalf of students and families	Social Worker does not advocate on behalf of students and families.	Social Worker attempts to advocate on behalf of students and families.	Social Worker consistently advocates on behalf of students and families within the school and community.	Social Worker proactively advocates on behalf of students, families and groups and promotes respectful partnerships, using a multi-level systems approach.
4d: Empowering students and families to gain access to and effectively utilize school and community resources	Social Worker makes no effort to empower students and families to gain access to school and community resources.	Social Worker typically demonstrates effort to empower students and families to gain access to school and community resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
4e: Participating in professional development	Social Worker makes no effort to empower students and families to gain access to school and community resources.	Social Worker typically demonstrates effort to empower students and families to gain access to school and community resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
4f: Showing commitment to the values and ethics of Social Work	Social Worker displays little commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a beginning level of commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a high level of values and ethics of the Social Work profession.	Social Worker demonstrates distinguished professional values and ethics of the Social Work profession and actively promotes values and ethical standards.