



School Social Work Association of America

National Evaluation Framework for School Social Work Practice (2013)



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Acknowledgments: The School Social Work Association of America (SSWAA) *National Evaluation Framework for School Social Work Practice* (2013) is adapted from *The Framework for Teaching Evaluation Instrument* (2013) by Charlotte Danielson, published by the Danielson Group and retrieved from:

<http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>.

The SSWAA *National Evaluation Framework for School Social Work Practice* (2013) is **cross-walked** with the SSWAA *National School Social Work Practice Model* (2013) retrieved from

<http://sswaa.org/displaycommon.cfm?an=1&subarticlenbr=459> and the National Association of Social Workers *Standards for School Social Work Services* (2012) retrieved from:
<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>.

The committee thanks the Hillsborough County Public Schools, Tampa, FL, the Volusia County Schools, DeLand, FL, and the Pennsylvania Department of Education, School Social Work Workgroup as well as attendees at the March 2013 SSWAA Annual Program Meeting (San Diego, CA) and the October 2013, Center for School Mental Health Annual Program Meeting (Crystal City, VA) for their assistance in the development of the SSWAA *National Evaluation Framework for School Social Work Practice* (2013). Special thanks are given to SSWAA Members Charlotte Danielson, Dr. Ann List, and Melissa Saxon for their feedback. Finally, the committee acknowledges Minnesota State University, Mankato, for grant funds to support this project.

The Kansas School Social Worker Association thanks the following school social workers and leaders for their collaboration and work on updating the SSWAA National Evaluation Framework for School Social Work Practice for Kansas: Shelby Burnett, LSCSW, Sophia Hubbell, LMSW, Teresa Palmer, LSCSW, Catherine Dugan, LMSW, and Cheri Koochel, MSW.

School systems are invited to adapt this evaluation framework to meet specific needs for evaluating their school social work programs and services.

SSWAA National Evaluation Framework for School Social Work Practice 10/14/2013

Performance Expectations for School Social Workers

Career Status Level of Competence

MSW Student: Basic in all Elements

1-3 years employment: Proficient in 50% or more of the Elements

3 - 5 years employment: Basic in up to 30% and Proficient in 70% of the Elements

5+ years of employment: Proficient in up to 90% and Distinguished in 10% of the Elements

When social workers are assigned to multiple locations, the site administrators, with the assistance of Personnel Service if needed, will determine who the primary evaluator is.

The *SSWAA National Evaluation Framework for School Social Work Practice* (2013) consists of four Practice Domains. These domains are the major areas of professional practice, including:

1. Planning and Preparation
2. The School Environment
3. Service Delivery and Resources
4. Professional Responsibilities

A descriptive *element guides each domain*, which explains *the practice focus*

Each domain consists of multiple *components* representing *significant school duties* for social workers.

Each Component is *cross-walked* with the *SSWAA National School Social Work Practice Model* (2013) and the National Association of Social Workers *Standards for School Social Work Services* (2012).

Each Component includes *examples*, which may include, but are not limited to, *observable behaviors and tangible artifacts*.

The Level of Performance has four ratings:

1. *Unsatisfactory* or Unacceptable Performance Behaviors:
Little or no competence requiring a performance improvement plan of action
2. *Basic* or Developing Performance Behaviors:
Partial or inconsistent performance, needing improvement but no action plan
3. *Proficient* or Expected Performance Behaviors:
The expected level of performance, demonstrating practice excellence
4. *Distinguished* or Exemplary Performance Behaviors:
Exceeds expected level of performance, demonstrating superb practice

The performance evaluation includes documentation from multiple sources.

School systems are invited to add components that meet specific needs when evaluating professional school social work programs and services in their districts.

	Domain 1: Planning and Preparation Element: The school social worker identifies school needs and organizes responses consistent with professional social work			
COMPONENTS	LEVEL OF PERFORMANCE			
	DEVELOPING	BASIC	PROFICIENT	DISTINGUISHED
1a. Conducts multi-tiered school needs assessment SSWAA Practice 1, 2 and Key Construct 4 NASW Standard 3				
Examples may include but are not limited to: Assessing individual student needs; Assessing classroom and small group needs; Assessing school-wide or universal school needs				
1b. Identifies evidenced-based educational, behavioral, and mental health services to address school needs SSWAA Practice 1, 2, 3 and Key Construct 2, 3, 4 NASW Standard 4, 5 and Guiding Principle 3				

Examples may include but are not limited to: Using research evidence to inform practice and reviewing program and practice outcomes from previous school years to improve services.				
1c. Identifies school and community resources to meet school needs SSWAA Practice 3 and Key Construct 1 NASW Standard 4				
Examples may include but are not limited to: Identifying school and community resources, knowing eligibility requirements for services, collaborating with agencies, caregivers, educational advocates, and supports as needed, and taking the initiative in developing new resources to meet school needs.				

1d. Establishes collaborative professional relationships SSWAA Practice 1, 2, 3 and Key Construct 1 NASW Standard 10				
Examples may include but are not limited to: Respecting the work of educational allies; Establishing working relationships with community service agencies and providers; Developing partnerships between schools and educational allies, Increase professional collaboration by participating in district, local, state, and/or national school social work teams/plc/associations				
1e. Collaborate with caregivers and educational advocates about school strengths and needs SSWAA Practice 2 and Key Construct 1, 2, 3				

NASW Standard 3, 4				
Examples may include but are not limited to: Getting feedback from caregivers and educational advocates about school strengths and needs, collaborating with caregivers and educational allies to help create a supportive and nurturing school climate				
1g. Knows current federal, state, and local laws and district policies and procedures that guide school social work practice. SSWAA Practice 2, 3, and Key Construct 2, 3 NASW Standard 1, 2 and Guiding Principle 1				
Examples may include but are not limited to: Identifying changes in federal laws that impact school social work practice; Reviewing current state statutes on school social work practice; Understanding district policies on school social work practice;				

Additional feedback:

Domain 2: The School Environment Element: The school social worker advances student-centered school environments that are conducive to learning, demonstrating respect for differences in culture, background, and learning needs				
COMPONENTS	L E V E L O F P E R F O R M A N C E			
	DEVELOPING	BASIC	PROFICIENT	DISTINGUISHED
2a. Contributes to a safe and healthy school climate. SSWAA Practice 1, 2 and Key Construct 1, 2, 3, 4 NASW Standard 3, 4, 5 Guiding Principle 1				
Examples may include but are not limited to: Increasing students' feelings of physical safety in their school; Promoting students' feelings of connectedness to their school; Facilitating student empowerment in the school climate.				

<p>2b. Advocates for policies, programs, and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, caregivers, educational advocates, and school personnel</p> <p>SSWAA Practice 1, 2, 3 and Key Construct 1, 2, 3</p> <p>NASW Standard 1, 9 Guiding Principle 2</p>				
<p>Examples may include but are not limited to: Facilitating compliance with the Americans with Disabilities Act (ADA); Developing intervention strategies to deal with bullying; Providing services in a manner that demonstrates respect for diverse (e.g., race, ethnicity, disability, faith, sexual identity, sexual orientation) populations.</p>				
<p>2c. Identifies historical and current political, social, cultural, and economic conditions that impact the context for learning and advocates for change</p> <p>SSWAA Practice 1, 2 and Key Construct 1, 2, 3</p> <p>NASW Standard 2, 8, 10, 11 Guiding Principles 1, 2</p>				

Examples may include but are not limited to: Advocating for school policies that improve academic achievement; Implementing programs that address common risk factors affecting school performance, Challenging norms and practices that interfere with school success; Developing school-community partnerships to access additional resources for students.				
2d. Challenges structural barriers, social inequalities, and educational disparities impacting learning outcomes. SSWAA Practice 1, 2 and Key Construct 1, 2, 3 NASW Standard 1, 9, 10, 11				
Examples may include but are not limited to: Identifying school policies and procedures that exclude or discourage participation in educational activities; Questioning attitudes and perceptions that label or stereotype students; Assisting in educational reforms and school improvement initiatives; Advocating for changes in policy positions, organizational plans, and administrative procedures impacting school success.				

Additional feedback:

Domain 3: Service Delivery**Element: The school social worker uses knowledge of social work theory, practice, and research to implement programs and services**

COMPONENTS	LEVEL OF PERFORMANCE			
	DEVELOPING	BASIC	PROFICIENT	DISTINGUISHED
3a. Implements and monitors multi-tiered evidence-based interventions that improve academic and behavioral performance SSWAA Practice 1, 3 and Key Construct 1, 2, 3, 4 NASW Standard 3, 4, 5, 6, 7, 8, 10 Guiding Principle 3				
Examples may include but are not limited to Exhibiting current knowledge of school social work practices; Exhibiting a variety of methods and techniques to address problems encountered by students, groups, and schools; Evaluate and monitor programs and service delivery via formal and informal data collection.				

3b. Provides programs and services that foster social and emotional competencies and student empowerment SSWAA Practice 1, 2, 3 and Key Construct 1, 4 NASW Standard 3				
Examples may include but are not limited to: Delivering school social work services that promote student self-awareness, self-management, social awareness, relationships skills, and responsible decision-making; Promoting cognitive, affective, and behavioral skill development in all educational settings				
3c. Provides specialized services such as crisis intervention and consultation SSWAA Practice 1, 2, 3 and Key Construct 1, 4 NASW Standard 2, 3, 5, 6, 7, 8, 9, 11				
Examples may include but are not limited to: Conducting safety screeners; Reporting suspected child abuse and neglect to appropriate authorities; Educating staff on impacts of trauma within in the education setting; Providing consultation services and/or assisting in the implementation of recommended interventions in the educational setting				

3d. Provides programs and services in a culturally sensitive manner. SSWAA Practice 1, 2, 3 and Key Construct 1, 2, 3 NASW Standard 1, 9				
Examples may include but are not limited to: Incorporating unique needs, circumstances, beliefs, and perspectives into service delivery and developing self-awareness to reduce the influence of personal bias and values in working with diverse populations. Communicating an understanding of the importance of difference in shaping school experiences.				
3e. Mobilizes school and community resources to maximize academic and behavioral success. SSWAA Practice 1, 3 and Key Construct 1, 2, 3 NASW Standard 1, 4, 9, 10, 11; Guiding Principle 2				
Examples may include but are not limited to: Establishing relationships with professional and volunteer organizations; Developing home-school-community linkages that foster school success.				

Additional feedback:

Domain 4: Professional Responsibilities				
Element: The school social worker maintains a commitment to professional conduct that enhances student academic and behavioral success				
COMPONENTS	LEVEL OF PERFORMANCE			
	DEVELOPING	BASIC	PROFICIENT	DISTINGUISHED
4a. Adheres to the standards and practice requirements set by the State Education Agency. SSWAA Practice 2, 3, and Key Construct 2, 3 NASW Standard 1, 2				
Examples may include but are not limited to: Holding proper licensure or certification and following appropriate procedures to address parent complaints, student discipline, and attendance.				
4b. Adheres to the NASW Code of Ethics and SSWAA ethical guidelines. SSWAA Practice 1, 3 and Key Construct 1, 2, 3 NASW Standard 1, 2				

Examples may include but are not limited to: Maintaining confidentiality as prescribed by the profession as well as federal and state law, Obtaining informed consent for services, Protecting the privacy of minors guided by current legislation and case law; Resolving ethical dilemmas utilizing ethical decision-making models and theories				
4c. Maintains timely and accurate records and documentation in compliance with FERPA and state requirements. SSWAA Practice 1 and Key Construct 1, 2, 4 NASW Standard 1, 6				
Examples may include but are not limited to: Keeping accurate notes and promptly recording information that supports school districts in providing student services; Complying with and advocating for compliance with FERPA and state information privacy laws when storing records.				

4d. Continued professional development SSWAA Practice 1 and Key Construct 2 NASW Standard 1, 6, 8				
Examples may include but are not limited to: Engaging in supervision; Participating in peer consultation; Attending continuing education programs, which include 40 continuing education units (CEU) per renewal cycle (every two years), must consist of at least 3 CEUs of ethics and 6 CEUs of diagnosis and treatment and/or pursue advanced training and education at the local, state, or national level				
4e. Exhibits self-awareness, self-monitoring, and professional accountability. SSWAA Practice 1, 2 and Key Construct 2 NASW Standard 1, 2, 8, 11				
Examples may include but are not limited to: Recognizing strengths and areas of improvement that impact job performance; Organizing and managing workload effectively and efficiently; Soliciting and implementing feedback from supervisors and peers; Demonstrating effective verbal and written communication skills.				

Additional feedback: