



## School Social Work Association of America

### *National Evaluation Framework for School Social Work Practice (2013)*

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<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>.

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

### **Performance Expectations for School Social Workers**

<b>Career Status</b>	<b>Level of Competence</b>
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 more than one location, the site administrators, with assistance of Personnel Service if needed, will determine who is the primary evaluator.**

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

Each Domain is guided by a descriptive *Element*, which explains *the practice focus*

Each Domain consists of multiple *Components*, which represent *major duties* of school 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 for evaluating professional school social work programs and services in their districts.

	<b>Domain 1: Planning and Preparation</b>			
	<b>Element: The school social worker identifies school needs and organizes responses consistent with professional social work</b>			
COMPONENTS	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>1a. Conducts multi-tiered school needs assessment</b></p> <p>SSWAA Practice 1, 2 and Key Construct 4</p> <p>NASW Standard 3</p>				
<p><b>Examples may include but are not limited to:</b></p> <p>Assessing individual student needs;</p> <p>Assessing classroom and small group needs;</p> <p>Assessing school-wide or universal school needs</p>				
<p><b>1b. Identifies scientifically supported educational, behavioral, and mental health services to address school needs</b></p> <p>SSWAA Practice 1, 2, 3 and Key Construct 2, 3, 4</p> <p>NASW Standard 4, 5 and Guiding Principle 3</p>				

<p><b>Examples may include but are not limited to:</b>                  Using research evidence to inform practice;                  Reviewing program and practice outcomes from previous school years to improve services.</p>				
<p><b>1c. Identifies school and community resources to meet school needs</b></p> <p>SSWAA Practice 3 and                  Key Construct 1</p> <p>NASW Standard 4</p>				
<p><b>Examples may include but are not limited to:</b>                  Surveying school and community resources;                  Knowing eligibility requirements for services;                  Monitoring linkages between students/families and services;                  Taking leadership in developing new resources to meet school needs.</p>				
<p><b>1d. Establishes collaborative professional relationships</b></p> <p>SSWAA Practice 1, 2, 3 and                  Key Construct 1</p> <p>NASW Standard 10</p>				
<p><b>Examples may include but are not limited to:</b>                  Respecting the work of colleagues;                  Establishing working relationships with community service agencies and providers;                  Developing partnerships between schools and community stakeholders.</p>				

<p><b>1e. Assesses family engagement.</b></p> <p>SSWAA Practice 2 and Key Construct 1, 2, 3</p> <p>NASW Standard 3, 4</p>				
<p><b>Examples may include but are not limited to:</b></p> <p>Getting feedback from families about school concerns;</p> <p>Identifying families to fill school leadership roles;</p> <p>Identifying families to become members of school committees.</p>				
<p><b>1g. Knows current federal, state and local laws as well as district policies and procedures that guide school social work practice.</b></p> <p>SSWAA Practice 2, 3 and Key Construct 2, 3</p> <p>NASW Standard 1, 2 and Guiding Principle 1</p>				
<p><b>Examples may include but are not limited to:</b></p> <p>Identifying changes in federal laws that impact school social work practice;</p> <p>Reviewing current state statutes on school social work practice;</p> <p>Understanding district policies on school social work practice;</p>				

**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	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>2a. Contributes to a safe and healthy school environment.</b></p> <p>SSWAA Practice 1, 2 and Key Construct 1, 2, 3, 4</p> <p>NASW Standard 3, 4, 5 Guiding Principle 1</p>				
<p><b>Examples may include but are not limited to:</b> Increasing students' feelings of physical safety in their school; Promoting students' feelings of connectedness to their school; Facilitating the social and emotional learning school environment.</p>				

<p><b>2b. Advocates for policies, programs, and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel</b></p> <p>SSWAA Practice 1, 2, 3 and Key Construct 1, 2, 3</p> <p>NASW Standard 1, 9 Guiding Principle 2</p>				
<p><b>Examples may include but are not limited to:</b> 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 orientation) populations.</p>				
<p><b>2c. Identifies historical and current political, social, cultural, and economic conditions that impact the context for learning and advocates for change</b></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>				



<p><b>Examples may include but are not limited to:</b>          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.</p>				
<p><b>2d. Challenges structural barriers, social inequalities, and educational disparities impacting learning outcomes.</b></p> <p>SSWAA Practice 1, 2 and          Key Construct 1, 2, 3</p> <p>NASW Standard 1, 9, 10, 11</p>				
<p><b>Examples may include but are not limited to:</b>          Identifying school policies and procedures that exclude or discourage participation in educational activities;          Questioning attitudes and perceptions that label or stereotype students;          Assisting in institutional reforms and school turnaround activities;          Advocating for changes in policy positions, organizational plans, and administrative procedures impacting school success.</p>				

<b>Domain 3: Service Delivery</b>				
<b>Element: The school social worker uses knowledge of social work theory, practice, and research to implement programs and services</b>				
COMPONENTS	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>3 a. Implements and monitors multi-tiered empirically-supported interventions that improve academic and behavioral performance</b></p> <p>SSWAA Practice 1, 3 and Key Construct 1, 2, 3, 4</p> <p>NASW Standard 3, 4, 5, 6, 7, 8, 10 Guiding Principle 3</p>				
<p><b>Examples may include but are not limited to:</b> Exhibiting current knowledge of school social work practices; Exhibiting a variety of methods and techniques to address problems encountered by students, groups, and schools; Assessing implementation fidelity of programs and services.</p>				
<p><b>3b. Provides programs and services that foster social and emotional competencies</b></p> <p>SSWAA Practice 1, 2, 3 and Key Construct 1, 4</p> <p>NASW Standard 3</p>				

<p><b>Examples may include but are not limited to:</b>                  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 and out of the classroom setting.</p>				
<p><b>3c. Provides specialized services such as crisis intervention and consultation</b></p> <p>SSWAA Practice 1, 2, 3 and                  Key Construct 1, 4</p> <p>NASW Standard 2, 3, 5, 6, 7, 8, 9, 11</p>				
<p><b>Examples may include but are not limited to:</b>                  Conducting suicidal risk assessments;                  Reporting suspected child abuse to appropriate authorities;                  Educating staff on impacts of trauma on academic and behavioral performance;                  Implementing consultation services.</p>				
<p><b>3d. Provides programs and services in a culturally sensitive manner.</b></p> <p>SSWAA Practice 1, 2, 3 and                  Key Construct 1, 2, 3</p> <p>NASW Standard 1, 9</p>				

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

**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			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>4a. Adheres to the standards and practice requirements set by the State Education Agency.</b></p> <p>SSWAA Practice 2, 3 and Key Construct 2, 3</p> <p>NASW Standard 1, 2</p>				
<p><b>Examples may include but are not limited to:</b> Holding proper licensure or certification; Following proper procedures to address parent complaints, student discipline, and attendance.</p>				
<p><b>4b. Adheres to the NASW Code of Ethics and SSWAA ethical guidelines.</b></p> <p>SSWAA Practice 1, 3 and Key Construct 1, 2, 3</p> <p>NASW Standard 1, 2</p>				

<p><b>Examples may include but are not limited to:</b>                  Maintaining confidentiality as prescribed by the profession as well as federal and state law;                  Obtaining informed consent for services;                  Protecting privacy of minors guided by current legislation and case law;                  Resolving ethical dilemmas utilizing ethical decision-making models and theories</p>				
<p><b>4c. Maintains timely and accurate records and documentation in compliance with FERPA and state requirements.</b></p> <p>SSWAA Practice 1 and                  Key Construct 1, 2, 4</p> <p>NASW Standard 1, 6</p>				
<p><b>Examples may include but are not limited to:</b>                  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.</p>				
<p><b>4d. Continues professional development</b></p> <p>SSWAA Practice 1 and                  Key Construct 2</p> <p>NASW Standard 1, 6, 8</p>				

<p><b>Examples may include but are not limited to:</b>  Engaging in supervision;  Participating in peer consultation;  Attending continuing education programs;  Pursuing advanced training and education.</p>				
<p><b>4e. Exhibits self-awareness, self-monitoring, and professional accountability.</b></p> <p>SSWAA Practice 1, 2 and  Key Construct 2</p> <p>NASW Standard 1, 2, 8, 11</p>				
<p><b>Examples may include but are not limited to:</b>  Recognizing strengths and weaknesses that impact job performance;  Organizing and managing workload effectively and efficiently;  Soliciting and accepting feedback from supervisors and peers;  Demonstrating effective oral and written communication skills.</p>				