

**SCHOOL SOCIAL WORKER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS**

<p><b>STANDARD 1</b></p> <p>The School Social Worker identifies student, family, and school needs and organizes intervention(s) consistent with professional social work</p>	<p><b>STANDARD 2</b></p> <p>The School Social Worker contributes to a positive school environment that is conducive to achievement, demonstrating respect for differences in culture, background, and</p>	<p><b>STANDARD 3</b></p> <p>The School Social Worker uses knowledge of social work theory, practice, and research to implement programs and services</p>	<p><b>STANDARD 4</b></p> <p>The School Social Worker demonstrates a commitment to professional conduct and code of ethics</p>
<p><b>Indicator 1</b> The School Social Worker conducts multi-tiered school and/or system needs assessments independently or in conjunction with other professionals</p>	<p><b>Indicator 1</b> The School Social Worker contributes to a safe and healthy school environment</p>	<p><b>Indicator 1</b> The School Social Worker implements and monitors multi-tiered, evidenced-based practices that impact student achievement</p>	<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state and local laws as well as district policies and procedures that guide school social work practice</p>
<p><b>Indicator 2</b> The School Social Worker identifies current and applicable school and community resources to maximize student achievement and family empowerment</p>	<p><b>Indicator 2</b> The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services accordingly</p>	<p><b>Indicator 2</b> The School Social Worker provides programs and specialized services that foster social and emotional competencies</p>	<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>

<p><b>STANDARD 1</b></p> <p>The School Social Worker identifies student, family, and school needs and organizes intervention(s) consistent with professional social work</p>	<p><b>STANDARD 2</b></p> <p>The School Social Worker contributes to a positive school environment that is conducive to achievement, demonstrating respect for differences in culture, background, and</p>	<p><b>STANDARD 3</b></p> <p>The School Social Worker uses knowledge of social work theory, practice, and research to implement programs and services</p>	<p><b>STANDARD 4</b></p> <p>The School Social Worker demonstrates a commitment to professional conduct and code of ethics</p>
<p><b>Indicator 3</b> The School Social Worker establishes collaborative professional relationships through networking to organize effective intervention(s)</p>	<p><b>Indicator 3</b> The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel</p>	<p><b>Indicator 3</b> The School Social Worker is directly involved with students, families and/or schools to focus on stability to maximize student achievement</p>	<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>
		<p><b>Indicator 4</b> The School Social Worker mobilizes current and applicable school and community resources to maximize student achievement</p>	<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>
			<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>

**STANDARD 1: PLANNING AND PREPARATION**  
**INDICATORS**

What Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 1</b>                      The School Social Worker conducts multi-tiered school and/or system needs assessments independently or in conjunction with other professionals</p>	<ul style="list-style-type: none"> <li>Needs Assessment</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Staff/Student/Family Interviews</li> <li>Infinite Campus Data and/or district data information system</li> <li>Classroom Observations</li> <li>School-wide/universal school needs assessment</li> <li>Proof of active consent for collaboration with outside professionals</li> <li>Proof of ongoing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessments can include, but are not limited to: student/family/school professionals interviews, school-wide data, etc.</li> </ul>	<p><i>SSWAA Practice</i></p> <ol style="list-style-type: none"> <li>1 Provide evidence-based education, behavior, and mental health services</li> <li>2 Promote a school climate and culture conducive to student learning and teaching excellence</li> <li>3 Maximize access to school-based and community-based resources</li> </ol> <p><i>SSWAA Key Construct</i></p> <ol style="list-style-type: none"> <li>1 Home-school-community linkages,</li> <li>2 Ethical guidelines and educational policy,</li> <li>3 Education rights and advocacy</li> <li>4 Data-based decision-making</li> </ol> <p><i>NASW Standard</i></p> <ol style="list-style-type: none"> <li>1 Ethics and Values</li> <li>2 Qualifications</li> <li>3 Assessment</li> <li>4 Intervention</li> </ol>

What Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
				<i>5 Decision making and practice evaluation</i> <i>6 Record Keeping</i> <i>7 Work Load Management</i> <i>8 Professional Development</i> <i>9 Cultural Competence</i> <i>10 Interdisciplinary Leadership and Collaboration</i> <i>Advocacy</i> <i>NASW Guiding Principle 1 Education/School Reform</i> <i>2 Social Justice</i> <i>3 Multitier Interventions</i>
<p><b>Indicator 2</b> The School Social Worker identifies current and applicable school and community resources to maximize student achievement and family empowerment</p>	<ul style="list-style-type: none"> <li>Agency referral form</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Release of confidential information form</li> <li>Social work services referral form</li> <li>Agency material</li> <li>Case notes</li> <li>Proof of attendance at agency information presentation</li> </ul>	<ul style="list-style-type: none"> <li>Case notes should include, but are not limited to: referrals to tutoring, mental health therapy, basic needs assistance, etc.</li> </ul>	SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 3, 4, NASW Standards 1, 3, 4, 5, 6, 9, 10, 11 NASW Guiding Principle 1, 2, 3
<p><b>Indicator 3</b> The School Social Worker establishes collaborative professional relationships through networking to</p>	<ul style="list-style-type: none"> <li>Two (2) items from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Communication log</li> <li>Agency materials</li> <li>Case notes</li> </ul>	<ul style="list-style-type: none"> <li>Communication log should include, but is not limited to: phone calls, emails, letters, consultation, etc.</li> </ul>	SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 3, 4, NASW Standards 1, 3, 4, 5, 6, 9, 10, 11 NASW Guiding Principle 1,

What Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
organize effective intervention(s)				2 3

**STANDARD 1: PLANNING AND PREPARATION**

*PERFORMANCE LEVELS*

Indicator 1	Indicator 2	Indicator 3
<b>The School Social Worker conducts multi- tiered school and/or system needs assessments independently or in conjunction with other professionals</b>	<b>The School Social Worker identifies current and applicable school and community resources to maximize student achievement and family empowerment</b>	<b>The School Social Worker establishes collaborative professional relationships through networking to organize effective intervention(s)</b>
<p><b>Level 4</b> The School Social Worker effectively engages in ongoing assessments in conjunction with interdisciplinary teams to meet the needs of the individual, group, classroom, school, and/or family system(s)</p>	<p><b>Level 4</b> The School Social Worker effectively researches, identifies, and contacts school and community resources specific to educational, behavioral, and mental health services to maximize student achievement and family empowerment</p>	<p><b>Level 4</b> The School Social Worker effectively exhibits respectful and professional working relationships, across all environments</p>
<p><b>Level 3</b> The School Social Worker adequately conducts needs assessments with the individual, group, classroom, school, and/or family system</p>	<p><b>Level 3</b> The School Social Worker adequately researches and identifies school and community resources to maximize student achievement and family empowerment</p>	<p><b>Level 3</b> The School Social Worker adequately exhibits respectful and professional working relationships</p>

<p><b>Indicator 1</b></p> <p><b>The School Social Worker conducts multi- tiered school and/or system needs assessments independently or in conjunction with other professionals</b></p>	<p><b>Indicator 2</b></p> <p><b>The School Social Worker identifies current and applicable school and community resources to maximize student achievement and family empowerment</b></p>	<p><b>Indicator 3</b></p> <p><b>The School Social Worker establishes collaborative professional relationships through networking to organize effective intervention(s)</b></p>
<p><b>Level 2</b></p> <p>The School Social Worker minimally conducts assessments to meet needs at the individual, group, classroom, school, and/or family system</p>	<p><b>Level 2</b></p> <p>The School Social Worker possesses minimal knowledge of school and community resources</p>	<p><b>Level 2</b></p> <p>The School Social Worker minimally demonstrates respectful and professional working relationships</p>
<p><b>Level 1</b></p> <p>The School Social Worker does not assess needs of the individual, group, classroom, school, and/or family system</p>	<p><b>Level 1</b></p> <p>The School Social Worker does not know school and community resources</p>	<p><b>Level 1</b></p> <p>The School Social Worker does not establish respectful and professional working relationships</p>

**STANDARD 2: THE SCHOOL ENVIRONMENT**

*INDICATORS*

<b>What School Social Workers Need to Demonstrate</b>	<b>Mandatory Evidence Sources of Professional Responsibilities</b>	<b>Confirmatory Evidence Sources of Professional Responsibilities</b>	<b>Description/Notes</b>	<b>SSWAA/NASW School Social Workers Competencies</b>
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What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 1</b> The School Social Worker contributes to a safe and healthy school environment</p>	<ul style="list-style-type: none"> <li>Two (2) items from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Social work services referral form</li> <li>Case notes</li> <li>Needs assessment with student, family, and/or school professionals</li> <li>Classroom observation</li> <li>School-wide resources</li> </ul>	<ul style="list-style-type: none"> <li>School-wide resources should include, but are not limited to: Providing basic needs support for students and families</li> </ul>	<p><i>SSWAA Practice</i>            4 Provide evidence-based education, behavior, and mental health services            5 Promote a school climate and culture conducive to student learning and teaching excellence            6 Maximize access to school-based and community-based resources  <i>SSWAA Key Construct</i>            5 Home-school-community linkages,            6 Ethical guidelines and educational policy,            7 Education rights and advocacy            8 Data-based decision-making  <i>NASW Standard</i>            1 Ethics and Values 2 Qualifications            8 Assessment            9 Intervention            10 Decision making and practice evaluation            11 Record Keeping            12 Work Load Management            8 Professional Development            11 Cultural Competence            12 Interdisciplinary Leadership and Collaboration, Advocacy  <i>NASW Guiding Principle</i>            1 Education/School Reform            2 Social Justice            3 Multitier Interventions</p>



What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 2</b> The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services accordingly</p>	<ul style="list-style-type: none"> <li>Needs assessments</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Communication log</li> <li>Agency materials</li> <li>Case notes</li> </ul>	<ul style="list-style-type: none"> <li>Communication log should include, but is not limited to: phone calls, emails, letters, consultation, etc.</li> <li>Case notes should include, but are not limited to: referrals to tutoring, mental health therapy, basic needs assistance, etc.</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>
<p><b>Indicator 3</b> The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel</p>	<ul style="list-style-type: none"> <li>Education on School Social Work services</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Letter to family supplying resources</li> <li>Case Notes</li> <li>Attendance at parent/teacher conference, student meeting (504, IEP)</li> <li>Activities that promote diversity</li> <li>Home visit</li> <li>Providing transportation</li> <li>Agency materials</li> <li>Group sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>Education on School Social Work services should include, but is not limited to: multi-media presentation, email, calendar, brochure, presentation, in-service, face-to-face, meet and greet</li> <li>Social work services should be shared with school professionals, families, departments, community agencies, etc.</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>



**STANDARD 2: THE SCHOOL ENVIRONMENT**  
**PERFORMANCE LEVELS**

<p><b>Indicator 1</b></p> <p><b>The School Social Worker contributes to a safe and healthy school environment</b></p>	<p><b>Indicator 2</b></p> <p><b>The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services</b></p>	<p><b>Indicator 3</b></p> <p><b>The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school</b></p>
<p><b>Level 4</b></p> <p>The School Social Worker effectively engages colleagues and students in developing strategies to address and improve school safety and the social-emotional learning environment</p>	<p><b>Level 4</b></p> <p>The School Social Worker effectively takes a leadership role in the development of partnerships within the school and community that reduce educational barriers and strengthen resources to support student learning and the school environment</p>	<p><b>Level 4</b></p> <p>The School Social Worker effectively takes a leadership role in creating awareness, utilizing best practice strategies, and training others on the services that safeguard the inherent dignity and rights of diverse populations that benefit students, families, and school personnel</p>
<p><b>Level 3</b></p> <p>The School Social Worker adequately utilizes strategies to address and improve school safety and the social-emotional learning environment</p>	<p><b>Level 3</b></p> <p>The School Social Worker adequately identifies barriers, inequalities, and disparities that impact learning, and advocates for change</p>	<p><b>Level 3</b></p> <p>The School Social Worker adequately responds to diverse needs of students, families, and school personnel by providing culturally sensitive services and supports policies that safeguard the inherent dignity and rights of diverse populations</p>
<p><b>Level 2</b></p> <p>The School Social Worker has minimum learning strategies to address and improve school safety and is minimally visible within the school environment and does not engage with others</p>	<p><b>Level 2</b></p> <p>The School Social Worker is minimally aware of barriers, inequalities, and disparities that impact learning, but does not take steps to advocate change</p>	<p><b>Level 2</b></p> <p>The School Social Worker has minimal skills to provide culturally respectful and responsive services for students, families, and school personnel</p>

<p><b>Indicator 1</b></p> <p><b>The School Social Worker contributes to a safe and healthy school environment</b></p>	<p><b>Indicator 2</b></p> <p><b>The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services</b></p>	<p><b>Indicator 3</b></p> <p><b>The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school</b></p>
<p><b>Level 1</b> The School Social Worker does not make efforts to address and improve school safety and the social-emotional learning environment</p>	<p><b>Level 1</b> The School Social Worker does not know barriers, inequalities, and disparities that impact learning</p>	<p><b>Level 1</b> The School Social Worker does not provide culturally respectful and responsive services for students, families, and school personnel</p>

**STANDARD 3: SERVICE DELIVERY AND RESOURCES**

*INDICATORS*

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 1</b> The School Social Worker implements and monitors multi- tiered, evidenced-based practices that impact student achievement</p>	<ul style="list-style-type: none"> <li>Two (2) items from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Social/Emotional Learning curricula</li> <li>Direct observation</li> <li>Family/staff survey</li> <li>Family/staff/student consultation</li> <li>Needs assessments</li> <li>Communication log</li> <li>Group sign-in sheet</li> <li>Release of confidential information</li> <li>Case Notes</li> </ul>	<ul style="list-style-type: none"> <li>Communication log should include, but is not limited to: phone calls, emails, letters, consultation, etc.</li> <li>Social Emotional Learning curricula should include, but is not limited to: social skills, anger management, suicide prevention, anti- bullying, etc.</li> </ul>	<p><i>SSWAA Practice</i> 7 Provide evidence-based education, behavior, and mental health services 8 Promote a school climate and culture conducive to student learning and teaching excellence 9 Maximize access to school- based and community-based resources <i>SSWAA Key Construct</i> 9 Home-school-community linkages, 10 Ethical guidelines and educational policy, 11 Education rights and advocacy 12 Data-based decision-making <i>NASW Standard</i> 1 Ethics and Values 2 <i>Qualifications</i> 13 Assessment 14 Intervention 15 Decision making and practice evaluation 16 Record Keeping 17 Work Load</p>

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
				<i>Management 8 Professional Development 13 Cultural Competence 14 Interdisciplinary Leadership and Collaboration, Advocacy NASW Guiding Principle 1 Education/School Reform 2 Social Justice 3 Multitier Interventions</i>
<p><b>Indicator 2</b> The School Social Worker provides programs and specialized services that foster social and emotional competencies</p>	<ul style="list-style-type: none"> <li>Two (2) items from confirmatory evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Social/Emotional Learning curricula</li> <li>Direct observation</li> <li>Family/staff survey</li> <li>Family/staff/student consultation</li> <li>Needs assessments</li> <li>Communication log</li> <li>Group sign-in sheet</li> <li>Release of confidential information</li> <li>Community referrals</li> <li>Calendar of events/activities</li> <li>Case notes</li> </ul>	<ul style="list-style-type: none"> <li>Calendar should reflect programs and specialized services provided</li> <li>Social Emotional Learning curricula should include, but is not limited to: social skills, anger management, suicide prevention, anti-bullying, etc.</li> <li>Communication log should include, but is not limited to: phone calls, emails, letters, consultation, etc.</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>
<p><b>Indicator 3</b> The School Social Worker is directly involved with students, families and/or schools to focus on stability to maximize student</p>	<ul style="list-style-type: none"> <li>Two (2) items from confirmatory evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessments</li> <li>Social Work services referral form</li> <li>Family/staff/student consultation</li> <li>Community referrals</li> </ul>	<ul style="list-style-type: none"> <li>Case notes should include, but is not limited to: evidence of initial interview with family/student and/or staff to identify needs</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
achievement		<ul style="list-style-type: none"> <li>• Home visit</li> <li>• Transports</li> <li>• Case notes</li> <li>• Calendar of events/activities</li> </ul>	and show evidence of intervention and follow-up	<i>NASW Guiding Principle 1, 2, 3</i>
<p><b>Indicator 4</b> The School Social Worker mobilizes school and community resources to maximize student achievement</p>	<ul style="list-style-type: none"> <li>• Two (2) items from confirmatory evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Social/Emotional Learning curricula</li> <li>• Direct observation</li> <li>• Family/staff survey</li> <li>• Family/staff/student consultation</li> <li>• Needs assessments</li> <li>• Communication log</li> <li>• Group sign-in sheet</li> <li>• Release of confidential information</li> <li>• Community referrals</li> <li>• Case notes</li> <li>• Participation in school/community committees</li> <li>• Coordinating community services</li> <li>• Agency materials</li> <li>• Calendar of events/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Communication log should include, but is not limited to: phone calls, emails, letters, consultation, etc.</li> <li>• Social Emotional Learning curricula should include, but is not limited to: social skills, anger management, suicide prevention, anti-bullying, etc. Coordinating community services should include, but is not limited to: Catholic Charities, Mobile Health Clinic, Mobile Crisis Response, etc.</li> </ul>	<p><i>SSWAA Practice 1, 2, 3</i> <i>SSWAA Key Construct 1, 2, 3, 4</i> <i>NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</i> <i>NASW Guiding Principle 1, 2, 3</i></p>

**STANDARD 3: SERVICE, DELIVERY AND RESOURCES**

*PERFORMANCE LEVELS*

<p><b>Indicator 1</b></p> <p>The School Social Worker implements and monitors multi- tiered, evidenced-based practices that impact student achievement</p>	<p><b>Indicator 2</b></p> <p>The School Social Worker provides programs and specialized services that foster social and emotional competencies</p>	<p><b>Indicator 3</b></p> <p>The School Social Worker is directly involved with students, families and/or schools to focus on stability to maximize student achievement</p>	<p><b>Indicator 4</b></p> <p>The School Social Worker mobilizes current and applicable school and community resources to maximize student achievement</p>
<p><b>Level 4</b></p> <p>The School Social Worker effectively applies a variety of evidenced-based techniques to address problems faced by students, groups, families, and schools</p> <p>The School Social Worker effectively assesses fidelity of evidence-based service delivery</p>	<p><b>Level 4</b></p> <p>The School Social Worker effectively demonstrates the ability to deliver school social work services and supports that promote student social- emotional skill development</p>	<p><b>Level 4</b></p> <p>The School Social Worker effectively engages students, families, and/or schools to work towards stabilization and enhance student achievement</p>	<p><b>Level 4</b></p> <p>The School Social Worker effectively takes a leadership role in establishing home-school-community networks that maximizes student achievement</p>
<p><b>Level 3</b></p> <p>The School Social Worker adequately responds with a variety of evidence- based techniques to address problems faced by students, groups, and schools</p>	<p><b>Level 3</b></p> <p>The School Social Worker adequately utilizes a broad range of school social work services that promote student social-emotional skill development</p>	<p><b>Level 3</b></p> <p>The School Social Worker adequately engages students, families, and/or schools to focus on stabilization and enhance student achievement</p>	<p><b>Level 3</b></p> <p>The School Social Worker adequately nurtures home-school-community networks that maximizes student achievement</p>



<p><b>Indicator 1</b></p> <p><b>The School Social Worker implements and monitors multi- tiered, evidenced-based practices that impact student achievement</b></p>	<p><b>Indicator 2</b></p> <p><b>The School Social Worker provides programs and specialized services that foster social and emotional competencies</b></p>	<p><b>Indicator 3</b></p> <p><b>The School Social Worker is directly involved with students, families and/or schools to focus on stability to maximize student achievement</b></p>	<p><b>Indicator 4</b></p> <p><b>The School Social Worker mobilizes current and applicable school and community resources to maximize student achievement</b></p>
<p><b>Level 2</b></p> <p>The School Social Worker is minimally aware of current and effective school social work practices and is learning to strengthen skillset to address problems faced by students, groups, and schools in a variety of</p>	<p><b>Level 2</b></p> <p>The School Social Worker has minimal skills to deliver school social work services that promote student social-emotional skill development</p>	<p><b>Level 2</b></p> <p>The School Social Worker has minimal skills engaging students, families, and/or schools</p>	<p><b>Level 2</b></p> <p>The School Social Worker collaborates minimally with school staff, families, and community agencies to develop networks that maximizes student achievement</p>
<p><b>Level 1</b></p> <p>The School Social Worker does not stay current regarding effective school social work practices</p> <p>The School Social Worker does not implement a variety of techniques to address problems faced by students, groups, and schools</p>	<p><b>Level 1</b></p> <p>The School Social Worker does not deliver school social work services that promote student social-emotional skill development</p>	<p><b>Level 1</b></p> <p>The School Social Worker does not have direct involvement with students, families, and/or schools</p>	<p><b>Level 1</b></p> <p>The School Social Worker does not develop home-school-community networks that maximizes student achievement</p>

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES**

*INDICATORS*

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state and local laws, as well as district policies and procedures that guide school social work practice</p>	<ul style="list-style-type: none"> <li>• Social Work Board of Examiners License <b>and</b> Nevada Department of Education School Social Work License</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Report of Child Abuse or Neglect</li> <li>• Participation in RTI, IEP, and/or 504 Meeting</li> <li>• Case notes</li> <li>• Calendar of events/activities</li> <li>• Completion of mandatory district training</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory district training should include, but is not limited to: mandated reporting, school safety, sexual harassment, bullying, etc.</li> </ul>	<p>SSWAA Practice</p> <p>10 Provide evidence-based education, behavior, and mental health services</p> <p>11 Promote a school climate and culture conducive to student learning and teaching excellence</p> <p>12 Maximize access to school-based and community-based resources</p> <p>SSWAA Key Construct</p> <p>13 Home-school-community linkages,</p> <p>14 Ethical guidelines and educational policy,</p> <p>15 Education rights and advocacy</p> <p>16 Data-based decision-making</p> <p>NASW Standard</p> <p>1 Ethics and Values 2</p> <p>Qualifications</p> <p>18 Assessment</p> <p>19 Intervention</p> <p>20 Decision making and practice evaluation</p> <p>21 Record Keeping</p> <p>22 Work Load</p> <p>Management 8 Professional Development</p> <p>15 Cultural Competence</p> <p>16 Interdisciplinary Leadership and Collaboration, Advocacy</p> <p>NASW Guiding Principle</p> <p>1 Education/School Reform</p> <p>2 Social Justice</p> <p>3 Multitier Interventions</p>

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>	<ul style="list-style-type: none"> <li>NASW Code of Ethics <b>and</b> SSWAA Ethical Guidelines</li> <li>One (1) additional item from Confirmatory</li> </ul>	<ul style="list-style-type: none"> <li>Case notes</li> <li>Attendance at department meeting</li> <li>Evidence of current ethical training</li> </ul>	<ul style="list-style-type: none"> <li>Case notes should include, but are not limited to: proof of consultation with colleagues and/or supervisor when ethical dilemmas arise</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>
<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>	<ul style="list-style-type: none"> <li>Completion of mandatory FERPA training</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Case notes</li> <li>Release of confidential information</li> </ul>	<ul style="list-style-type: none"> <li>Case notes should include, but are not limited to: proof of consultation with colleagues and/or supervisor when ethical dilemmas arise</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>
<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>	<ul style="list-style-type: none"> <li>Certificate of completion for professional development</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Case notes</li> <li>Copy of presentation</li> <li>Calendar of events/activities</li> <li>Agency materials</li> <li>Interdisciplinary training/workshops</li> <li>Attendance at department meetings</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>

What School Social Workers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	SSWAA/NASW School Social Workers Competencies
<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>	<ul style="list-style-type: none"> <li>• Completion of State Prescribed Self-Assessment Tool</li> <li>• One (1) item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Case notes</li> <li>• Written communication</li> <li>• Calendar of events/activities</li> <li>• Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication should be professional, grammatically correct, and with correct spelling; this will be in the form of letters and/or emails</li> <li>• Calendar should include, but is not limited to: meetings, groups, programs, in-services, interviews, home visits, observations, transports, agency visits, professional development, etc.</li> </ul>	<p>SSWAA Practice 1, 2, 3 SSWAA Key Construct 1, 2, 3, 4 NASW Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 NASW Guiding Principle 1, 2, 3</p>

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES**

*PERFORMANCE LEVELS*

<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>	<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>	<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>	<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>
<p><b>Level 4</b> The School Social Worker effectively takes a leadership role in promoting compliance with current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Level 4</b> The School Social Worker effectively takes a leadership role in providing best practice solutions to ethical dilemmas</p>	<p><b>Level 4</b> The School Social Worker effectively documents student support records in a timely and accurate manner</p> <p>The School Social Worker effectively advocates for school and district compliance with federal and state privacy laws</p>	<p><b>Level 4</b> The School Social Worker effectively utilizes supervisor and peer consultation to improve practice skills</p> <p>The School Social Worker effectively participates in professional development opportunities</p> <p>The School Social Worker effectively engages and collaborates in the design of professional development opportunities for colleagues</p>	<p><b>Level 4</b> The School Social Worker effectively reflects on strengths and weaknesses to improve job performance</p> <p>The School Social Worker effectively understands and employs appropriate time management skills</p> <p>The School Social Worker effectively exhibits knowledge of professional oral and written communication skills</p>

<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>	<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>	<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>	<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>
<p><b>Level 3</b> The School Social Worker adequately complies with current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Level 3</b> The School Social Worker adequately consults with supervisor and/or colleagues when ethical dilemmas arise to identify best practice solutions</p>	<p><b>Level 3</b> The School Social Worker adequately documents student support records in a timely and accurate manner</p> <p>The School Social Worker adequately complies with federal and state privacy laws</p>	<p><b>Level 3</b> The School Social Worker adequately utilizes supervisor and peer consultation, as well as professional development opportunities to improve practice skills</p>	<p><b>Level 3</b> The School Social Worker adequately assesses personal strengths and weaknesses to improve job performance</p> <p>The School Social Worker adequately understands and employs appropriate time management skills</p> <p>The School Social Worker adequately exhibits knowledge of professional oral and written communication skills</p>

<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>	<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>	<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>	<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>
<p><b>Level 2</b> The School Social Worker has limited knowledge of current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Level 2</b> The School Social Worker limits consultation with supervisor and/or colleagues when ethical dilemmas arise</p>	<p><b>Level 2</b> The School Social Worker has limited skills with timeliness and accuracy of student records</p> <p>The School Social Worker limits seeking support from supervisors and colleagues when questions arise related to federal and state privacy laws</p>	<p><b>Level 2</b> The School Social Worker limits utilization of supervisor and peer consultation, as well as professional development opportunities to improve practice skills</p>	<p><b>Level 2</b> The School Social Worker has limited awareness of personal strengths and weaknesses that improves job performance</p> <p>The School Social Worker has limited understanding of appropriate time management skills</p> <p>The School Social Worker has limited knowledge of professional oral and written communication skills</p>

<p><b>Indicator 1</b> The School Social Worker adheres to current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Indicator 2</b> The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines</p>	<p><b>Indicator 3</b> The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements</p>	<p><b>Indicator 4</b> The School Social Worker participates in ongoing professional development</p>	<p><b>Indicator 5</b> The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability</p>
<p><b>Level 1</b> The School Social Worker does not follow current federal, state, and local laws, as well as district policies and procedures</p>	<p><b>Level 1</b> The School Social Worker does not consult with supervisor and/or colleagues when ethical dilemmas arise</p>	<p><b>Level 1</b> The School Social Worker does not complete student records in an accurate and timely manner</p> <p>The School Social Worker does not adhere to federal and state privacy laws</p>	<p><b>Level 1</b> The School Social Worker does not seek out supervisor, utilize peer consultation, or use professional development opportunities to improve practice skills</p>	<p><b>Level 1</b> The School Social Worker does not have awareness of personal strengths and weaknesses that improve job performance</p> <p>The School Social Worker does not practice appropriate time management skills</p> <p>The School Social Worker does not have knowledge of professional oral and written communication skills</p>