School Social Worker Evidence Sources

Domain I: Practice Knowledge and Planning			
Component	**Evidence**	**Indicator/"Look-fors"**	**Evidence Collection**
I.1 Knowledge of Laws & Policies	● Evaluator/school social worker conversations ● Brief consultations ● Observation ● Credible resources used to research state and federal laws related to work responsibilities ● Professional development	● Evidence of resources that relate accurate information about state and federal laws related to work responsibilities ● Articulates accurate knowledge of state and federal laws and local school district policy related to work responsibilities ● Evidence of locating sources of accurate knowledge of state and federal laws and local school district policy related to work responsibilities ● Appropriately applies knowledge of laws and policies to school social work practice ● Consultation provided reflects knowledge of state and federal laws and local school district policy related to work responsibilities ● Follows established local school district policies and procedures ● Provides useful feedback to adjust local school district policies and procedures to better support student learning and success ● Evidence of prior or ongoing professional development	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observation **Resources** ● Documentation of resources used **Professional development** ● Documentation of completed professional development
I.2 Knowledge of Practice & Interventions	● Evaluator/school social worker conversations ● Brief consultations ● Observation ● Resources used to identify and learn about appropriate, evidence-based interventions ● Professional development	● Evidence of resources that describe how to provide evidence-based practices and interventions ● Articulates accurate knowledge of delivery of evidence-based practices and interventions ● Evidence of locating sources of evidence-based practices and interventions to match student and school needs ● Appropriately applies knowledge of evidence-based practices and interventions to school social work practice ● Consultation provided reflects knowledge of evidence-based practices and interventions ● Evidence of prior or ongoing professional development	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observation **Resources** ● Documentation of resources used **Professional development** ● Documentation of completed professional development

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I.3 Knowledge of Diverse Populations	● Evaluator/school social worker conversations ● Brief consultations ● Observation	● Artifacts that demonstrate differentiation and cultural responsiveness ● Advocacy for students and families in groups that school data demonstrate are less successful than other groups in that school ● Consultation provided reflects knowledge of risk factors, including trauma histories, that interfere with student success ● Differentiated expectations based on assessment data/aligned with IEPs & 504 plans ● Formal and informal information about students gathered by the school social worker for use in planning interventions ● Artifacts of students' backgrounds, needs, strengths, and interests outside of school commitments ● Appropriately applies knowledge of diverse populations to school social work practice ● Consultation provided reflects knowledge of diverse populations ● School social worker participation in community cultural events	**Evaluator/teacher conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observation **Records** ● Documentation of participation in community events
I.4 Use of Assessments & Data	● Evaluator/school social worker conversations ● Assessment results	● Use of a variety of assessment tools ● Progress monitoring records ● Varied data sources (observation data, family feedback, evaluator feedback, peer feedback, student progress, assessment results) ● Evidence of interventions selected or designed based upon assessments ● Evidence of or ongoing prior training	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Records of assessment results** ● Samples of assessments ● Evidence of use multiple data sets to monitor student progress or program efficacy over time **Professional Development** ● Documentation of completed professional development

Domain II: Environment			
Component	**Evidence**	**Indicator/"Look-fors"**	**Evidence Collection**
II.1 Safe & Healthy School	● Evaluator/school social worker conversations ● Brief consultations ● Climate surveys ● Youth Risk Behavior Survey ● Exclusionary discipline data ● Attendance data	● Reductions in use of exclusionary discipline among targeted students ● Increases in attendance and classroom time among targeted students ● Consultation provided reflects knowledge of evidence-based practices and programs to create safe and healthy schools ● Positive changes in school climate data ● Positive changes in school safety data ● Use of strategies that build on student strengths	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Records** ● Documentation of changes in survey data over time ● Documentation of changes in data sets over time ● Documentation of use of interventions that improve student behavior ● Documentation of use of strength-based strategies
II.2 Barriers to Learning	● Evaluator/school social worker conversations ● Brief consultations ● Observations ● Educational plans ● Additional services	● Articulates accurate knowledge of barriers to learning ● Appropriately applies knowledge of barriers to school social work practice ● Consultation provided reflects knowledge of barriers to learning ● Consultation provided results in more appropriate services or resources for students and/or families ● Provides useful feedback to adjust local school district policies, procedures, and practices to reduce barriers to learning and increase student success ● Educational plans that reduce barriers to learning ● Additional services that reduce barriers to learning	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observations **Records** ● Revised school policies, procedures, and practices that reduce barriers to learning ● Documentation of educational plans ● Documentation of additional services

Domain III: Service Delivery			
Component	**Evidence**	**Indicator/"Look-fors"**	**Evidence Collection**
III.1 Family Engagement	● Logs of phone calls/parent contacts/emails ● Log of efforts to reach to families ● Record of goal setting and access to services by families ● Changes in interactions between families and school staff	● Two-way communication between the school social worker and families ● Evidence of reaching out to families (e.g., home visits) ● Goal setting by targeted families ● Targeted families accessing services ● Targeted families increasing engagement in their children's learning ● Reduced negative interactions between school staff and targeted families ● Increased positive interactions between school staff and targeted families	**Logs** ● Documentation of contact logs **Records of family goal setting and access to services** ● Documentation of family goals ● Documentation of family accessing services **Records** ● Documentation of changes in tracked interactions between families and school staff
III.2 Community Systems	● Evaluator/school social worker conversations ● Brief consultations ● Observation	● Evidence of prior training ● Evidence of collaboration with school and community colleagues ● Evidence of school social worker seeking out resources (online or other organizations or people) ● Evidence of successful referrals to community systems ● Materials provided by professional organizations ● Internet resources ● Community resources ● Resources are culturally responsive and trauma-sensitive ● Use of varied resources	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observations **Records** ● Documentation of successful referrals ● Documentation of resources accessed and used
III.3 Collaboration with Colleagues	● Evaluator/school social worker conversations ● Brief consultations ● Observation	● Provision of consultation to colleagues focused on student success ● Participation in team meetings ● Participation in problem-solving process ● Participation in professional learning community ● Evidence of collaboratively developed interventions	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Brief consultations** ● Documentation of consultation **Observations** ● Notes taken during observations **Records** ● Documentation of meetings attended

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III.4 Student Engagement	● Evaluator/school social worker conversations ● Student skill acquisition	● Evidence of students acquiring problem-solving, decision-making, advocacy, and coping skills ● Evidence of use of a variety of interventions that foster student engagement ● Feedback from students	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Records** ● Documented student skill acquisition ● Documented increased student engagement (e.g., student attendance) ● Documented use of a variety of interventions to increase student engagement ● Summarized feedback from students
III.5 Effective Interventions	● Evaluator/school social worker conversations ● Documentation of student progress ● Intervention plans	● Articulates and utilizes a variety of multi-tiered and evidence-based interventions ● Articulates and utilizes culturally responsive and trauma-sensitive interventions ● Evidence of tracking student progress and making necessary adjustments to interventions ● Evidence of using data to track interventions ● Written intervention plans based upon student data	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Records** ● Documentation of interventions used and how they are aligned to student needs **Documentation of student progress** ● Recorded documentation of student progress ● Revised intervention plans ● Recorded journals **Intervention plans** ● Completed intervention plans

Domain IV: Professionalism			
Component	**Evidence**	**Indicator/"Look-fors"**	**Evidence Collection**
IV.1 Record Keeping & Technology	● Evaluator/school social worker conversations ● Documentation of student progress ● Reports	● Appropriate use of district technology, including documentation of student progress ● Use of electronic communication ● Revisions to intervention plans ● Notes to self, journaling ● Citation of adjustments to practice that draw on a repertoire of strategies ● Reports for evaluations	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection.) **Documentation of student progress** ● Recorded documentation of student progress ● Revised intervention plans ● Recorded journals **Reports** ● Completed evaluation reports
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IV.2 Professional Growth	● Reflections ● Evaluation of individual practice ● Professional development plan (PDP) ● Attendance at conferences/training/ PLCs ● Action research	● Reflections on practice that identify areas of needed professional growth ● Evaluation of individual practice to identify areas for improvement ● Progress on PDP ● Participation in professional development activities that address needed areas of professional growth	**Reflections** ● Recorded reflections ● Recorded findings of individual practice **Professional development plan (PDP)** ● Recorded progress in PDP **Attendance at conferences/training/PLCs** ● Documented attendance **Action research** ● Documented findings of action research
IV.3 Professionalism	● Evaluator/school social worker conversations ● Application of ethical standards of school social work profession ● Observations ● Participation in school and district events ● Participation in professional associations	● Accesses NASW Code of Ethics and Supplemental Ethical Standards to guide practice ● Articulates ethical decision-making model used to manage competing ethical priorities ● Successfully manages situations involving competing ethical priorities ● Completes work on time ● Performs work autonomously ● Participation in school and district events ● Evidence of membership and participation in one or more professional social work associations	**Evaluator/school social worker conversations** ● Documentation of conversation (e.g., notes, written reflection) **Records** ● Documentation of situations successfully managed using ethical decision-making model as the template ● Documentation of work performed, including dates completed ● Documentation of attendance at events ● Documentation of association membership **Observations** ● Notes taken during observations