

Purpose: This document outlines considerations for professionals with a Tier 1 - One Year License with Stipulations. These professionals have not completed the requirements for a regular Tier II Provisional license and need additional support in their roles. They have not yet demonstrated complete knowledge or skill in the standards and competencies required of school social workers.

Best Practices Related to Role and Scope of Practice

- Review the <u>DPI webpage on the Role of School Social Work (SSW) in WI</u> and the <u>SSW Licensing Bulletin.</u>
- Acquire knowledge and understanding, and engage with the <u>National</u> <u>Association of Social Work (NASW) Code of Ethics</u>, the <u>Supplemental Ethical</u> <u>Standards for School Social Work</u>, and laws applicable to school social work roles and responsibilities.
- Learn and implement best practice models, including the <u>School Social Work</u> <u>Association of America (SSWAA) National Model</u>, and <u>NASW Standards for</u> <u>School Social Work Services</u>.
- With a supervisor, assess current competence based on education, training, and professional experience to determine role responsibility and scope of practice.
- Practice with an awareness of liability and limitations related to emerging skills and current competence.
- Engage with the <u>educator evaluation process</u> within the student's employment to enhance support and feedback, including the <u>SSW specific evaluation rubric</u>. (A <u>User Guide</u> exists for supervisors new to supporting school social workers).
- Prioritize content knowledge and skill acquisition needed to effectively support critical needs in the school without causing harm, such as suicide prevention, child abuse and mandated reporting, mental health literacy and knowledge of trauma sensitive schools including cultural responsiveness, and educational laws and policies (McKinney Vento Homeless Assistance Act, special education, pupil records and confidentiality, the Every Student Succeeds Act [ESSA] and Educational Stability, attendance/truancy, etc.).
- Understand the similarities and differences between clinical social work practice and SSW practice, including roles and responsibilities.
- Learn and follow local school board policies, and advocate for changes in the best interests of all students and families.

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Best Practices Related to Mentoring and Support

- Engage in a multi-year mentorship utilizing <u>High Quality Mentoring &</u> <u>Induction Practices</u>.
- If the school does not have a licensed school social worker to mentor or supervise the new professional, connect with a licensed school social worker in a different school to discuss practice, specific situations, and ethical dilemmas.
- Engage with the <u>Wisconsin Department of Public Instruction pupil services</u> consultants who provide opportunities for new professionals, training, technical assistance, and resources. Find resources on the <u>SSW Webpages</u>.
- Become a member of one or more professional organization: <u>Wisconsin School</u> <u>Social Work Association</u> (WSSWA), <u>SSWAA</u>, the <u>American Council for School</u> <u>Social Work (</u>ACSSW) and the <u>NASW School Social Work Section</u>.
- Subscribe to the DPI SSW <u>email distribution list</u> for profession related updates, content, resources, training, programs, and services.
- Consult with professional colleagues supervisors, graduate school advisors, student service professionals, state and national association professionals, SSW colleagues, cultural experts.

Best Practices for Professionals in a SSW Preparation Program

- Share with the preparation program director that a Tier 1 license has been obtained or is being sought.
- Hold discussions with the preparation program director to develop a scope and sequence of coursework based on the student's training and experience, and immediate needs.
- Encourage meetings between the preparation program and practicum supervisor, including when needing help mediating concerns.
- Encourage discussion in the preparation program of best practices in collaborating with other pupil service professionals in a team. Local pupil services delivery must be both *comprehensive* and *collaborative* to increase the effectiveness of the services provided by utilizing available resources most efficiently.



Best Practice Considerations for Emerging Professionals School Social Worker One Year License with Stipulations (Tier I) (continued)

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Resources*

- <u>American Council for School Social Work (ACSSW)</u>
- NASW School Social Work Section
- NASW Standards for School Social Work Services
- National Association Social Work (NASW) Code of Ethics
- New Teacher Center (NTC) High Quality Mentoring & Induction Practices
- School Social Work Association of America (SSWAA)
- School Social Work Association of America's National Model
- <u>School Social Work Licensing Bulletin</u>
- School Social Workers and the Privacy of Minors
- <u>SSWAA Resolution Statements</u>
- Supplemental Ethical Standards for School Social Work
- Wisconsin Association of School Nurses (WASN)
- Wisconsin Department of Public Instruction Pupil Services
- Wisconsin Department of Public Instruction School Social Work Webpages
- Wisconsin School Counselor Association (WSCA)
- Wisconsin School Psychologist Association (WSPA)
- <u>Wisconsin School Social Work Association (WSSWA)</u>
- Wisconsin Pupil Services Evaluation System: School Social Worker

*Any links or resources other than those created by DPI are for your consideration and informational purposes only and are not sponsored by or affiliated with the Wisconsin Department of Public Instruction or the State of Wisconsin.

