## School Social Worker Evidence Sources

### Domain I: Practice Knowledge and Planning

<table>
<thead>
<tr>
<th>Component</th>
<th>Evidence</th>
<th>Indicator/“Look-fors”</th>
<th>Evidence Collection</th>
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</thead>
</table>
| **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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<tr>
<td>1.3 Knowledge of Diverse Populations</td>
<td>• Evaluator/school social worker conversations&lt;br&gt;• Brief consultations&lt;br&gt;• Observation</td>
<td>• Artifacts that demonstrate differentiation and cultural responsiveness&lt;br&gt;• Advocacy for students and families in groups that school data demonstrate are less successful than other groups in that school&lt;br&gt;• Consultation provided reflects knowledge of risk factors, including trauma histories, that interfere with student success&lt;br&gt;• Differentiated expectations based on assessment data/aligned with IEPs &amp; 504 plans&lt;br&gt;• Formal and informal information about students gathered by the school social worker for use in planning interventions&lt;br&gt;• Artifacts of students’ backgrounds, needs, strengths, and interests outside of school commitments&lt;br&gt;• Appropriately applies knowledge of diverse populations to school social work practice&lt;br&gt;• Consultation provided reflects knowledge of diverse populations&lt;br&gt;• School social worker participation in community cultural events</td>
<td>Evaluator/teacher conversations&lt;br&gt;• Documentation of conversation (e.g., notes, written reflection)&lt;br&gt;<strong>Brief consultations</strong>&lt;br&gt;• Documentation of consultation&lt;br&gt;<strong>Observations</strong>&lt;br&gt;• Notes taken during observation&lt;br&gt;<strong>Records</strong>&lt;br&gt;• Documentation of participation in community events</td>
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<td>1.4 Use of Assessments &amp; Data</td>
<td>• Evaluator/school social worker conversations&lt;br&gt;• Assessment results</td>
<td>• Use of a variety of assessment tools&lt;br&gt;• Progress monitoring records&lt;br&gt;• Varied data sources (observation data, family feedback, evaluator feedback, peer feedback, student progress, assessment results)&lt;br&gt;• Evidence of interventions selected or designed based upon assessments&lt;br&gt;• Evidence of or ongoing prior training</td>
<td>Evaluator/school social worker conversations&lt;br&gt;• Documentation of conversation (e.g., notes, written reflection)&lt;br&gt;<strong>Records of assessment results</strong>&lt;br&gt;• Samples of assessments&lt;br&gt;• Evidence of use multiple data sets to monitor student progress or program efficacy over time&lt;br&gt;<strong>Professional Development</strong>&lt;br&gt;• Documentation of completed professional development</td>
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## Domain II: Environment

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

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| **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 |
| **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  
**Observations**  
● Notes taken during observations |