

Wisconsin School Social Worker Evaluation Framework (2016-17)

Domain I: Practice Knowledge & Planning

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
<p>I.1 Knowledge of Laws & Policies - Required School social workers possess and utilize knowledge of state & federal laws & local school district policy related to school social work practice to enhance their service delivery, including services to students and families, consultation with colleagues, and collaboration with organizations in the community.</p>	<ul style="list-style-type: none"> • Lacks understanding of district, state and federal laws & policies. • Fails to demonstrate appropriate practices as it relates to district, state & federal laws & policies. • Fails to adhere to district procedures. 	<ul style="list-style-type: none"> • Demonstrates partial understanding of district, state & federal laws & policies. • Inconsistently demonstrates appropriate practices as it relates to district, state & federal laws & policies. • Inconsistently adheres to district procedures. 	<ul style="list-style-type: none"> • Demonstrates understanding & knowledge of district, state & federal laws & policies & uses this understanding to guide daily practice. • Communicates knowledge of district, state & federal guidelines to stakeholders. • Consistently adheres to district procedures. 	<ul style="list-style-type: none"> • Utilizes knowledge of district, state & federal laws & policies to advocate for system changes to enhance educational access & success for all students. • Works collaboratively to influence & create guidelines that will enhance student learning. • Provides feedback to improve laws, policies or procedures on multiple systems levels.
<p>I.2 Knowledge of Practice & Interventions - Required School social workers possess and utilize knowledge of evidence-based practices and interventions with students, families, schools, and communities to improve student learning, including application within a multilevel system of support and to the problem-solving process.</p>	<ul style="list-style-type: none"> • Demonstrates inadequate knowledge of evidence-based practices to use with individuals, families, schools, & communities. • Demonstrates inadequate knowledge of a multi-level system of support. 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of some evidence-based practices to use with individuals, families, schools, &/or communities. • Demonstrates partial knowledge of a multi-level system of support. • Inconsistently applies evidence-based practice knowledge to the problem-solving process in the educational setting. 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge of evidence-based practices to use with individuals, families, schools & communities. • Engages in a multi-level system of support based on clear understanding of these practices. • Successfully applies knowledge & understanding of evidence-based practice to the problem-solving process in the educational setting. 	<ul style="list-style-type: none"> • Applies comprehensive knowledge of evidence-based practices in work with individuals, families, schools & communities. • Takes leadership in advancing a multi-level system of support. • Effectively applies knowledge & understanding of evidence-based practice to the problem-solving process in the educational setting to achieve better learning outcomes. • Shares advanced knowledge & understanding of evidence-based practice with colleagues.
<p>I.3 Knowledge of Diverse Populations - Required School social workers possess and utilize knowledge of diverse populations in a culturally responsive manner to enhance student learning and promote an equitable learning environment for all students.</p>	<ul style="list-style-type: none"> • Lacks knowledge of various cultures & biases. • Lacks understanding of disproportionately poor outcomes for many historically marginalized populations. • Lacks knowledge of risk factors for school failure. • Lacks knowledge of culturally responsive & trauma-sensitive practices. 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of various cultures & biases. • Demonstrates minimal understanding of how people within historically marginalized populations may experience disproportionately poor outcomes. • Demonstrates partial knowledge of risk factors for school failure. • Inconsistently applies knowledge in interactions with stakeholders. • Demonstrates partial knowledge of culturally responsive & trauma-sensitive practices. 	<ul style="list-style-type: none"> • Demonstrates knowledge & understanding of various cultures & biases. • Advocates for historically marginalized populations & advocates for social & economic justice to reduce barriers to learning. • Demonstrates knowledge & understanding of risk factors for school failure & advocates for system change to reduce the impact of these risk factors. • Applies knowledge & understanding in interactions with stakeholders. • Demonstrates knowledge & understanding of culturally responsive & trauma-sensitive practices. 	<ul style="list-style-type: none"> • Advocates for historically marginalized populations & for social & economic justice to reduce barriers to learning at multiple systems levels, including district, local, state, or national political arenas. • Takes a leadership role in the creation of systems change to reduce the impact of risk factors for school failure. • Helps colleagues and stakeholders understand how to work with diverse populations in a culturally responsive manner. • Advocates for systems change to increase culturally responsive & trauma-sensitive practices throughout multiple systems & acts as a role model in these practices.
<p>I.4 Use of Assessments & Data Required School social workers possess and utilize knowledge of evidence-based assessments to help guide the development and progress monitoring of educational plans and interventions designed to improve student learning. School social workers understand important bio-psycho-social factors that affect learning, including culture, disability, mental health, poverty, and trauma.</p>	<ul style="list-style-type: none"> • Lacks knowledge of evidence-based assessments, including ecological assessments. • Lacks awareness of important bio-psycho-social factors in assessments, including student & family culture & possible trauma history. • Rarely or never utilizes data to formulate program &/or student goals. • Unsuitably plans assessments or interventions. 	<ul style="list-style-type: none"> • Demonstrates partial knowledge of evidence-based assessments, including ecological assessments. • Inconsistently considers important bio-psycho-social factors in assessments, including student & family culture & possible trauma history. • Inconsistently utilizes data to formulate program or student goals. • Attempts to plan interventions utilizing information relating to referral; assessment; student, parent & teacher interviews; & school & community data, but may overlook some important information. 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge & understanding of evidence-based assessments, including ecological assessments. • Consistently considers important bio-psycho-social factors in assessments, including student & family culture & possible trauma history. • Consistently utilizes data to formulate & improve program &/or student goals. • Plans interventions utilizing the most pertinent information relating to referral; assessment; student, parent & teacher interviews; & school & community data. • Uses an effective progress monitoring system to regularly track & record program & student progress. 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge & understanding of evidence-based assessments, including ecological assessments. • Provides leadership in considering & integrating important bio-psycho-social data from assessments, including student & family culture & possible trauma history, to create a comprehensive understanding of student & family situation. • Provides leadership to use an effective program monitoring system to interpret & modify goals based upon program &/or student data. • Plans interventions utilizing all appropriate sources of information, including: referral; assessment; student, parent & teacher interviews; & school & community data. • Uses program, school-wide, group & individual data to understand the larger issues impacting sub-populations in the school community, such as disproportionality, access to mental health & basic needs, in order to better advocate for students impacted by such issues.

Domain II: Environment

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
<p>II.1 Safe & Healthy School Optional</p> <p>School social workers are important contributors to safe, healthy, culturally responsive, and trauma-sensitive schools that support the learning of all students. Based upon systematic assessments within a multilevel system of support, school social workers identify and implement interventions to improve student behavior by building on the strengths of students and their families.</p>	<ul style="list-style-type: none"> • Fails to demonstrate effort to contribute to the creation & maintenance of a safe, healthy, culturally responsive & trauma-sensitive school environment. • Fails to demonstrate effort to support positive school culture & student behavior. • Rarely or never establishes interventions that contribute to positive student behavior. • Fails to use a strength-based approach to improve student behavior. 	<ul style="list-style-type: none"> • Inconsistently supports the creation & maintenance of a safe, healthy, culturally responsive & trauma-sensitive school environment. • Inconsistently supports positive school culture & student behavior. • Establishes interventions that contribute to positive student behavior with moderate success in response to student performance discrepancies. • Inconsistently uses a strength-based approach to improving student behavior. 	<ul style="list-style-type: none"> • Consistently supports the creation & maintenance of a safe, healthy, culturally responsive & trauma-sensitive school environment. • Consistently supports positive school culture & student behavior throughout the school through a multi-level system of support. • Establishes successful interventions that are based upon systematic assessments & contribute to positive student behavior. • Consistently utilizes a strength-based approach to improve student behavior. 	<ul style="list-style-type: none"> • Provides leadership in the creation & maintenance of a safe, healthy, culturally responsive & trauma-sensitive school environment. • Provides leadership in the development of positive school culture & student behavior throughout the school through a multi-level system of support. • Works collaboratively with students & colleagues to establish interventions that are based upon systematic assessments & contributes to positive, self-managed, student behavior across settings & activities. • Provides leadership to establish school-wide, strength-based approaches to improving student behavior, including alternatives to exclusionary discipline.
<p>II.2 Barriers to Learning Required</p> <p>School social workers understand the factors and conditions that create barriers to learning and lead to disproportionately poor outcomes for some students. School social workers advocate for students and their families both in school and the community and challenge systemic barriers to improve student learning and outcomes.</p>	<ul style="list-style-type: none"> • Fails to advocate with stakeholders on behalf of students & families to create better learning opportunities. • Fails to advocate for policies, programs & services that respect diversity, address individual needs & support the inherent dignity & worth of all students, families & school personnel. • Lacks understanding of political, social, cultural & economic conditions that adversely impact students' learning. • Fails to challenge structural barriers, social inequities & educational disparities adversely impacting learning outcomes. • Fails to identify barriers to individual student achievement to create better learning outcomes for the student. 	<ul style="list-style-type: none"> • Inconsistently advocates with stakeholders on behalf of students & families to create better learning opportunities. • Inconsistently advocates for policies, programs & services that respect diversity, address individual needs & support the inherent dignity & worth of all students, families & school personnel. • Attempts to identify political, social, cultural & economic conditions that adversely impact students' learning, but may misidentify some of these factors. • Inconsistently challenges structural barriers, social inequities & educational disparities adversely impacting learning outcomes. • Inconsistently identifies barriers to individual student achievement to create better learning outcomes for the student. 	<ul style="list-style-type: none"> • Consistently advocates with stakeholders on behalf of students & families to create better learning opportunities. • Consistently advocates for policies, programs & services that respect diversity, address individual needs & support the inherent dignity & worth of all students, families & school personnel. • Appropriately identifies political, social, cultural & economic conditions that adversely impact students' learning. • Consistently challenges structural barriers, social inequities & educational disparities adversely impacting learning outcomes. • Consistently identifies barriers to individual student achievement to create better learning outcomes for the student. 	<ul style="list-style-type: none"> • Provides leadership advocating with families & stakeholders on behalf of students & families to create better learning opportunities. • Provides proactive leadership to improve policies, programs & services that respect diversity, address individual needs & support the inherent dignity & worth of all students, families & school personnel to create better learning opportunities. • Shares knowledge of political, social, cultural & economic conditions that adversely impact students' learning with colleagues & stakeholders. • Provides leadership in challenging structural barriers, social inequities & educational disparities to create better learning opportunities.

Domain III: Service Delivery

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
<p>III.1 Family Engagement Optional</p> <p>School social workers engage families through identification of both their needs and strengths and partner with families to create better outcomes for their children. School social workers connect with families in their own environments as a primary form of engagement.</p>	<ul style="list-style-type: none"> • Implements interventions without family & student support &/or input. • Communication with students, families &/or relevant stakeholders is unclear. • Fails or lacks follow up communication with stakeholders. 	<ul style="list-style-type: none"> • Seeks input from family or student for interventions but inconsistently includes information. • Communication with students, families &/or stakeholders is inconsistent. • Inconsistently collaborates with students, families & relevant stakeholders providing positive engagement regarding student achievement & other needs. • Inconsistently engages students, families &/or relevant stakeholders with regards to student achievement. 	<ul style="list-style-type: none"> • Build skills in families to develop goals, identify family strengths, and seek out appropriate resources. • Consistently communicates with students, families &/or stakeholders. • Collaborates with students, families & relevant stakeholders, providing positive engagement regarding student achievement & other needs. • Consistently engages students, families &/or relevant stakeholders with regards to student achievement. 	<ul style="list-style-type: none"> • Successfully empowers families to develop goals, identify family strengths, and obtain appropriate resources. • Integrates social work services that maximize student achievement. • Integrates input from students &/or families in order to address needed concerns across home, school & community. • Establishes rapport with families in order to encourage participation in the school community. • Disseminates family engagement strategies with colleagues & stakeholders.
<p>III.2 Community Systems Required</p> <p>School social workers possess and utilize knowledge of resources and referral procedures within the school system and the community and are skilled in matching the needs of students and their families with services that lead to better student outcomes.</p>	<ul style="list-style-type: none"> • Lacks awareness of resources to meet the needs of students & families. • Fails to attempt to locate resources to meet the needs of stakeholders. • Lacks understanding of established referral procedures in the school & the community. 	<ul style="list-style-type: none"> • Inconsistently demonstrates awareness of resources to meet the needs of students & families. • Attempts to seek out resources to meet the needs of students & families, but may be unsuccessful. • Shares limited knowledge of resources with colleagues when solicited. • Understands general referral procedures in the school & community. • Partially fulfills established referral procedures. 	<ul style="list-style-type: none"> • Consistently connects students & families to needed resources. • Frequently seeks out multiple resources to meet the needs of students & families & follows up to ensure successful connections have occurred. • Proactively shares thorough knowledge of resources with colleagues. • Consistently communicates referral procedures for meetings & consultations with stakeholders. • Follows established guidelines & positively addresses needs identified in the referral. • Maps & incorporates community resources into plan of services. 	<ul style="list-style-type: none"> • Advocates increasing the amount of resources available to meet the needs of stakeholders. • Engages in collaborations to expand professional network as a method to increase resource connection. • Provides leadership in referral & consultation management. • Communicates with all involved stakeholders, so that needs have been addressed & participants understand the outcomes. • Provides leadership with ongoing staff development to ensure appropriate referrals to community resources. • Provides leadership to establish formal partnerships with community systems to support academic & behavioral success.
<p>III.3 Collaboration with Colleagues - Required</p> <p>School social workers collaborate with colleagues by providing consultation, participating in and facilitating teams, and supporting colleagues to provide instruction and services to students that will result in improved student learning and better student outcomes.</p>	<ul style="list-style-type: none"> • Fails to consult with school personnel. • Fails to participate in intra/interdisciplinary team process. • Demonstrates poor collaborative working relationships with colleagues. • Fails to participate in any professional learning communities. • Relationships with colleagues are negative or self-serving. 	<ul style="list-style-type: none"> • Inconsistently responds to requests from colleagues for consultation. • Inconsistently participates in intra/interdisciplinary team process. • Attempts to establish collaborative working relationships with some colleagues. • Participates in one or more professional learning communities. • Maintains positive & productive relationships with some but not most colleagues. 	<ul style="list-style-type: none"> • Consistently consults with colleagues to facilitate understanding of student & family needs. • Uses consultation to help colleagues develop interventions. • Consistently participates & contributes to intra/interdisciplinary team process. • Successfully engages colleagues in a problem-solving process. • Consistently participates in & contributes to one or more professional learning communities. • Establishes & maintains positive & productive relationships with colleagues. 	<ul style="list-style-type: none"> • Initiates consultation with colleagues to facilitate understanding of student & family needs & provides leadership to create effective interventions. • Takes a leadership role in intra/interdisciplinary team process when needed & appropriate. • Engages colleagues in a problem-solving process & conducts follow-up to ensure effectiveness of the interventions. • Assumes a leadership role in one or more professional learning communities. • Demonstrates the ability to create positive relationships with challenging colleagues.
<p>III.4 Student Engagement Optional</p> <p>School social workers engage students using a variety of effective strategies and techniques that emphasize student strengths and result in collaborative approaches to problem-solving that build the skills of students to make better decisions at school and in their personal lives.</p>	<ul style="list-style-type: none"> • Fails to identify student strengths & interests in order to develop positive rapport with students. • Fails to recognize differences among students that would assist in engagement. • Fails to demonstrate strategies to help students acquire decision-making, problem solving, advocacy &/or coping skills. • Adheres to an ineffective plan or program, in spite of inadequate progress or student lacking interest. 	<ul style="list-style-type: none"> • Inconsistently identifies student strengths & interests in order to develop positive rapport with students. • Generally recognizes how to engage students but relies on methods of personal preference. • Demonstrates a minimal range of strategies to help students acquire decision-making, problem solving, advocacy &/or coping skills. 	<ul style="list-style-type: none"> • Consistently identifies student strengths & interests in order to develop positive rapport with students. • Consistently includes students' input in problem solving, consistent with students' age & development. • Demonstrates some strategies & intervention techniques to help students acquire decision-making, problem solving, advocacy &/or coping skills. • Consistently incorporates a variety of interventions that support student service goals and enhance engagement as appropriate. 	<ul style="list-style-type: none"> • Students & families seek out social worker for needed support. • Involves the student in service delivery to facilitate student's independence as part of a larger social-emotional & educational goal. • Demonstrates an extensive range of strategies & intervention techniques to help students acquire decision-making, problem solving, advocacy &/or coping skills. • Leads collaboration with school staff to identify the needs of the student & creates a plan &/or intervention to enhance student engagement. • Proactively shares strategies for student engagement with colleagues.

<p>III.5 Effective Interventions Required School social workers understand and apply culturally responsive, trauma-sensitive, evidence-based interventions within a multilevel system of support to improve student learning. School social workers evaluate the progress of interventions and make adjustments, as indicated.</p>	<ul style="list-style-type: none"> • Lacks or possesses minimal understanding of multi-tiered, evidence-based interventions that are designed to improve academic & behavioral performance. • Lacks awareness of the importance of providing interventions in a culturally responsive & trauma-sensitive manner. • Fails to record progress of interventions in student information system. • Lacks a plan to evaluate the effectiveness of interventions. 	<ul style="list-style-type: none"> • Demonstrates a partial understanding of multi-tiered, evidence-based interventions that are designed to improve academic & behavioral performance. • Generally understands the importance of providing culturally responsive & trauma-sensitive interventions. • Partially utilizes a student information system to record progress of intervention. • Minimally uses data to monitor & adjust interventions. • Has a minimal evaluation plan in place to monitor service efficacy. 	<ul style="list-style-type: none"> • Consistently demonstrates the ability to plan, implement & monitor multi-tiered, evidence-based interventions that are designed to improve academic & behavioral performance. • Appropriately demonstrates the ability to provide culturally responsive & trauma-sensitive interventions. • Frequently tracks & records student progress & uses data to inform interventions. • Consistently uses data to monitor & adjust interventions. • Successfully creates & implements an intervention plan based on student data. 	<ul style="list-style-type: none"> • Demonstrates superior ability to plan, implement & monitor multi-tiered, evidence-based interventions that are designed to improve academic & behavioral performance. • Demonstrates superior ability to provide culturally responsive & trauma-sensitive interventions. • Tracks & records student progress & uses the data to inform & modify interventions to improve student outcomes. • Uses program, school-wide, group & individual data to understand the issues impacting sub-populations in the school community, such as disproportionality, access to mental health & basic needs, in order to advocate for students & families. • Creates & implements a plan with appropriate activities based on student data that align with the intended objectives of the educational program.
--	--	---	---	--

Domain IV: Professionalism

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
<p>IV.1 Record Keeping & Technology - Required School social workers utilize technology to enhance their service delivery and improve student outcomes. School social workers document student progress and adjust services, as indicated.</p>	<ul style="list-style-type: none"> Lacks knowledge of district technology. Fails to complete reports & documentation in an accurate, complete & timely manner. Fails to provide documentation sufficient to monitor student progress or adjust services. 	<ul style="list-style-type: none"> Demonstrates partial knowledge of district technology. Inconsistently completes reports & documentation in an accurate, complete & timely manner. Inconsistently stores reports & documentation in a secure manner. Provides documentation that is minimally sufficient to monitor student progress or adjust services. 	<ul style="list-style-type: none"> Demonstrates knowledge of district technology & utilizes technology on a consistent basis. Consistently completes reports & documentation in an accurate, clear, concise, complete & timely manner, reflecting student needs. Provides documentation that effectively monitors student progress & guides adjustment of interventions, when needed. 	<ul style="list-style-type: none"> Demonstrates knowledge of district technology & shares &/or assists others in applying technology. Completes high-quality reports & documentation in an accurate, clear, concise, complete & timely manner, reflecting student needs, for seamless monitoring of student progress across settings. Shares student data with all stakeholders, as appropriate, regarding performance to ensure consistency across all settings.
<p>IV.2 Professional Growth Required School social workers seek to improve their service delivery through reflection on their individual practice, identification of needed professional growth, and active participation in professional development opportunities that will address identified needs.</p>	<ul style="list-style-type: none"> Fails to reflect on, adjust or evaluate effectiveness of service delivery. Reflects on practice in a way that is not evident, is unclear, or is self-serving. Fails to participate in professional development activities. 	<ul style="list-style-type: none"> Periodically reflects on practice. Provides general ideas to improve individual practice. Participates in professional development activities limited to those that are convenient or are required. 	<ul style="list-style-type: none"> Consistently reflects on practice in an accurate & objective manner. Makes frequent, specific suggestions regarding how practice may be improved, based upon evidence. Seeks out & participates in opportunities for professional development, based upon an individual assessment of need &/or needs identified within the school setting. 	<ul style="list-style-type: none"> Consistently reflects on practice in an accurate & perceptive manner and can cite specific practices demonstrating differing levels of success. Regularly acts on reflection of practice to improve services to students & families. Actively pursues & participates in professional development opportunities to develop & implement new knowledge & skills, based upon reflection & supervisor feedback. Uses knowledge & skills to create or adapt a resource, strategy, intervention, or program.
<p>IV.3 Professionalism Required School social workers demonstrate professional conduct through a variety of means, including adherence to the profession's ethical standards, participation in school and district activities, and autonomous and collaborative completion of work.</p>	<ul style="list-style-type: none"> Performs work functions in a manner that is in conflict with the NASW Code of Ethics or the Supplemental Ethical Standards for School Social Work Practice. Fails to use an ethical decision-making model when warranted. Exercises poor judgment in prioritization, resulting in confusion, missed deadlines, poor provision of services & incomplete or late work. Sets unclear service priorities. Avoids involvement in school & district events & projects. Performs professional duties adequately only with specific direction. 	<ul style="list-style-type: none"> Demonstrates basic awareness of the ethical standards of practice in the NASW Code of Ethics & the Supplemental Ethical Standards for School Social Work Practice & conforms to important, primary ethical standards of practice such as maintaining confidentiality. Demonstrates awareness of, but is unable to effectively utilize, an ethical decision-making model, when warranted. Inconsistently prioritizes time to meet assigned duties or scheduled services. Meets some but not most deadlines for evaluations & meetings. Inconsistently fulfills scheduled appointments. Attends school & district events & projects when specifically directed. Completes some work adequately without specific direction. 	<ul style="list-style-type: none"> Consistently performs professional duties in a manner that is consistent with the NASW Code of Ethics & the Supplemental Ethical Standards for School Social Work Practice. Effectively applies an ethical decision-making model, when warranted. Consistently demonstrates appropriate judgment in setting priorities to complete work in a timely & effective manner. Participates effectively in school & district events & projects. Effectively performs professional duties in an autonomous manner. Maintains membership in a state &/or national professional association(s). 	<ul style="list-style-type: none"> Is sought out by colleagues for ethical consultation OR provides professional development to colleagues on ethical behavior & practice. Demonstrates prioritization in the time-management of a challenging work load & schedule. Makes substantial contributions to school & district events & projects. Makes a substantial contribution to the profession by presenting at state/national conferences OR holding office in local, state or national professional associations OR mentoring new school social workers or school social work students. Provides guidance to colleagues to develop autonomous work skills.