

**School Social Workers (Ed 614.07)
Reviewer Assessment Worksheet**

Ed 614.07 School Social Workers

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 614.07 SCHOOL SOCIAL WORKERS	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
(a) The school social worker training program shall provide the student with the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:		
(1) In the area of consultation, the knowledge, understanding, and ability to consult about the following:		
a. Child development and biological factors that affect students' ability to function effectively in educational settings;		
b. How to emphasize students' strengths and protective factors in ways that enhance educational success;		

<p>c. Issues that impact students' abilities to optimize their educational opportunities, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Discipline; 2. Attendance; 3. Confidentiality; 4. Race; 5. Ethnicity and language; 6. Poverty; 7. Mental health; 8. Behavior management; 9. Crisis intervention; and 10. Child abuse and neglect; 		
<p>d. The rights of people with disabilities;</p>		
<p>e. The effects of increasing social, economic, and academic pressures on children and youth;</p>		
<p>f. The value of school social work interventions; and</p>		
<p>g. The development of plans relevant to concerns in student referrals, including goals, objectives, and interventions to achieve desired outcomes;</p>		
<p>(2) In the area of ethical and professional practice:</p>		

<p>a. Ability to demonstrate commitment to the values and ethics of the social work profession, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Trust-building; 2. Open communication; 3. Mutual respect; 4. Ongoing collaboration; and 5. Coordination to effectively facilitate the achievement of interdisciplinary team objectives; 		
<p>b. Ability to function as a professional school social worker in individual work with students and on an interdisciplinary team for the benefit of students;</p>		
<p>c. Skill in safeguarding the privacy and confidentiality of information, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Keeping of appropriate and confidential records in accordance with state and federal law and the National Association of Social Workers (NASW) Code of Ethics 1999; 2. The application of professional judgment in the use of confidential information based on: <ol style="list-style-type: none"> (i) Best practice; (ii) Legal and ethical considerations; and (iii) The consistent practice of informing students, families, and other professionals of confidentiality limitations and requirements when services are initiated; 		

<p>d. Ability to apply the NASW Code of Ethics 1999 as it applies to school social work expectations and responsibilities;</p>		
<p>e. Ability to resolve conflicts that arise among competing expectations through knowledge of and compliance with current state and federal laws, rules, local policies, and the ethical principles section, as set forth in the NASW Standards for School Social Work Services 2002, as they apply to the implementation of social work services in a school setting;</p>		
<p>(3) In the areas of planning, coordination, and implementation of social work services consistent with success in a school setting:</p>		
<p>a. Ability to support the development and implementation of comprehensive school-based and school-linked programs;</p>		
<p>b. Skills in developing priorities for practice collaboratively between the school social worker and his or her supervisor, establishing those priorities on the basis of their effect on student needs;</p>		
<p>c. Ability to provide consultation to promote understanding and effective utilization of school social work services;</p>		
<p>d. Ability to convey knowledge and understanding of the reciprocal influences of home, school, and community and their influence on students' success in the school environment;</p>		

<p>e. Ability to function as leader and member of interdisciplinary teams and coalitions, working collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families;</p>		
<p>f. Skills in initiating and supporting activities to overcome institutional barriers and gaps in services; and</p>		
<p>g. Ability to identify and collaborate with individuals who function as formal and informal leaders in their communities to develop and enhance the natural helping networks that can compliment the formal services of the local education agency (LEA) and community agencies;</p>		
<p>(4) In the area of working in the school environment to intervene and facilitate student success:</p>		
<p>a. Ability to coordinate services so that students and families are ensured of a context of multicultural understanding and competence that enhances families' support of the students' learning experience;</p>		
<p>b. Skills and abilities to recognize racial, ethnic, and economic barriers within the LEA and ability to develop strategies to lessen or overcome these barriers on students;</p>		
<p>c. Ability to develop and implement strategies to improve the school climate in order to improve access to both educational service and social supports;</p>		

<p>d. Ability to implement and use mediation and conflict-resolution strategies to promote students' productive encounters in the school and community and to promote productive relationships;</p>		
<p>e. Skill in understanding human behavior in the social environment and in implementing various practice modalities to help empower disadvantaged and oppressed populations;</p>		
<p>f. Knowledge and understanding of the influence of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students;</p>		
<p>g. Ability to advocate for students and their families in a variety of situations, including issues of concern that might limit a student's access to educational opportunities;</p>		
<p>h. Ability to extend social work services to students in ways that: (i) Build students' individual strengths and self-advocacy; and (ii) Offer students maximum opportunity to participate in the planning and direction of their own learning experience;</p>		
<p>i. Skills in developing plans of action that consider the characteristics of each individual student and the capacity of all students to communicate about themselves, to choose among options, and to be involved in directing their own learning;</p>		

<p>j. Skills in empowering students and their families to gain access to and effectively use formal and informal community resources;</p>		
<p>k. Ability to use empowerment strategies based on the principle of using student and family strengths and structure to enable families to function as advocates for themselves; and</p>		
<p>l. Skills in involving the student, the family, other team members, and the school and community resources in invention plans as appropriate;</p>		
<p>(5) In the area of knowledge and understanding of educational systems and its application to effective practice:</p>		
<p>a. Ability to demonstrate competence in developing plans for and working within the organization and structure of the LEA;</p>		
<p>b. Ability to develop professional practice plans based on an understanding of the historical and current perspectives of public school education at the local, state, and national levels, including: (i) Educational reform; and (ii) Legislation affecting educational opportunity, problems, and policies issues;</p>		
<p>c. Ability to demonstrate knowledge and ability to communicate about the: (i) Financial base of local education agencies; (ii) Nature and scope of LEA authority; and (iii) Politics of school and community relations;</p>		

<p>d. Ability to incorporate knowledge about approaches to teaching and learning, including standards-based curricula, into effective practice with students;</p>		
<p>e. Ability to incorporate knowledge about the roles and areas of competence of various professionals in the educational setting into effective consultation strategies; and</p>		
<p>f. Ability to: (i) Develop plans that include knowledge and consideration of current and proposed education policies; (ii) Analyze the effect of these plans on students; and (iii) Advocate for policies that maximize student success; and</p>		
<p>(6) In the area of research, assessment, and evaluation relating to program and practice:</p>		
<p>a. Ability to understand and use relevant assessments in developing plans for school teams, students, and families;</p>		
<p>b. Ability to gather and use biopsychosocial data from multiple methods and sources for the purposes of assessing the needs of students and integrating this information into educationally relevant recommendations, performance objectives, and measurable outcomes;</p>		
<p>c. Ability to seek out and apply current research-based promising prevention and intervention methods based on relevant data;</p>		

<p>d. Ability to:</p> <ul style="list-style-type: none"> (i) Effectively and impartially gather input on and feedback about the school social work program of services and practice from all relevant stakeholders, students, teachers, administrations, colleagues, and others; and (ii) Use this input and feedback to improve practice; 		
<p>e. Skills and knowledge in how to access continuing professional development in accordance with state requirements, including knowledge of reforms in education and best practice models in the social work profession; and</p>		
<p>f. Knowledge of how to seek available avenues of supervision within the program of services, including, but not limited to peer supervision, as an avenue for remaining current in best practices.</p>		
<p>(b) The program of school social work shall be a specialist-level program strand of a masters of social work program of studies that:</p>		
<p>(1) Consists of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a masters degree; and</p>		

<p>(2) Includes at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience.</p>		
<p>(c) The program of school social work shall include a supervised field placement internship for 1,200 hours, over 2 consecutive years, or part-time over not more than 5 years, at least 600 hours of which shall be in a general school setting subject to the following requirements:</p>		
<p>(1) Internship supervision shall consist of a: a. Faculty-run supervision seminar within the program; and b. Minimum of one hour per week of face-to-face contact with a field-based supervisor;</p>		
<p>(2) The field-based supervisor shall: a. Be a certified school social worker with at least 3 years of experience working with school aged children; and b. Not be required to be with-in district; c. Observe the prospective school social worker carrying out assessments, consultations, meetings, observations, and interventions;</p>		
<p>(3) Transportation related to supervision shall be the responsibility of the interning prospective school social worker;</p>		
<p>(4) Field-based supervision shall be approved and monitored by the program;</p>		
<p>(5) The program shall provide appropriate support for the internship experience including:</p>		
<p>a. A written agreement specifying the period of appointment and any terms of compensation;</p>		

<p>b. A contract with the internship site that delineates how the following issues shall be handled:</p> <ul style="list-style-type: none"> (i) Scheduling of appointments; (ii) Expense reimbursement; (iii) A safe and secure work environment; and (iv) Adequate office space and support services consistent with those afforded school social workers; 		
<p>c. Provision for participating in continuing professional development activities;</p>		
<p>d. Release time for internship supervision; and</p>		
<p>e. Commitment to the internship as a diversified training experience.</p>		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90, EXPIRED: 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #9306, eff 10-25-08