

RBB School Social Worker

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.1. Competency
Utilize Student,
School, and
Community Data to
Plan

Highly Effective	<p>-At level 4, a school social worker fulfills the criteria for Level 3 and additionally: Has mapped community resources and incorporated such resources into the school social work plan. Provides community resources as appropriate to families at case conferences.</p> <p>-School social worker uses data to formulate culturally competent:</p>
Effective	<p>School wide social work program goals, small group goals, and individual student goals.</p> <p>Reviews behavioral data with classroom teachers / Pathways / POINT teachers to determine need and effectiveness of social work interventions.</p>
Improvement Necessary	<p>-School social worker uses data to formulate culturally competent: School wide social work program goals, small group goals, OR individual student goals, but not all of the above.</p>
Ineffective	<p>-School social worker rarely or never uses data when planning.</p>

1.2. Competency
Set Ambitious and
Measurable Goals

Highly Effective	<p>-At level 4, a school social worker fulfills the criteria for level 3 and additionally: Plans annual goals at the school-wide, targeted and individual levels.</p> <p>-School social worker develops culturally competent student goals that are:</p>
Effective	<p>Measureable Aligned to Indiana School Social Work Standards, AND Include benchmarks to help monitor progress and inform interventions throughout the year.</p> <p>-School social worker develops annual student goals that are:</p>
Improvement Necessary	<p>Measureable The goals may not: Align to Indiana School Social Work Standards; OR Include benchmarks to help monitor student progress and inform interventions throughout the year.</p>
Ineffective	<p>-School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes.</p>

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.3. Competency
Utilizes
Standards-Based
Assessments and
Interventions

Highly Effective

-At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:

Plans well designed progress monitoring assessments for each intervention. These plans include opportunities to assess
-periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal.

Plans school-wide prevention strategies.

Effective

-Based on goals, school social worker plans culturally competent interventions by:

Identifying evidence-based interventions, strategies and practices specific to the identified need.

Determining a base-line measure from which to determine a measureable outcome

Allocating an appropriate amount of time in which to achieve the identified goal.

-School social worker plans culturally competent interventions by:

utilizing information from school referral form and student interview.

Improvement
Necessary

School social worker may not:

Complete a thorough data search of relevant school, community data and conduct parent / guardian interview prior to developing individual and/or group intervention strategies

Utilize relevant research-based assessment tools.

Ineffective

-School social worker rarely or never plans assessments and/or interventions that are evidence-based OR there is little to no evidence that the school social worker plans interventions at all.

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.4. Competency
Progress tracking
and recording for
the purposes of
intervention analysis

Highly Effective

-At level 4, a school social worker fulfills the criteria for Level 3 and additionally:
Uses school-wide group and individual data to understand the larger issues impacting sub-populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc. in order to better advocate for students impacted by such issues.

Effective

-School social worker uses an effective progress monitoring system to:
Regularly track and record student progress
Use the data to inform interventions
Conform to ethical codes and standards of practice.

-School social worker uses an effective system to:

Track student progress

Record student data

Improvement
Necessary

School social worker may not:

Use the data to monitor and adjust the intervention

Conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records.

Ineffective

-School social worker rarely or never tracks and records student progress in case notes.

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.1.

Competency
Knowledge of
the laws, rules
and policies
which impact
students,
families and/or
barriers to
successful
student
outcomes

-At level 4, a school social worker fulfills the criteria for Level 3 and additionally:

Highly Effective

School social worker is highly effective in utilizing knowledge of law, rule and policy to create positive change in the school community.

Work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community.

-School social worker effectively uses knowledge of laws, rules, and policies which impact students, families and the school community.

Effective

School social worker possess w thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most question.

Is able to counsel students and parents effectively regarding relevant laws, rules, and policies and
Contribute to school policy decisions.

Improvement
Necessary

-School social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families and the school community.

School social worker possesses a basic understanding of the laws rules, and policies which impact students, families and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively but may not be able to:

Counsel students and families regarding the laws rules and policies which affect them, or

Advocate for students or families due to lack of knowledge.

Ineffective

-School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy.

School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy.

School social worker is unable to contribute to school policy decisions due to lack of knowledge

School social worker is unable to counsel students and families regarding the laws rules and policies which affect them

School social worker is unable to advocate for students or families due to lack of knowledge.

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.2.

Competency
Prevention
Services

Highly Effective	<p>-School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet school community and student client needs.</p> <p>For level 4, all of the evidence listed under level 3 is present, as well as the following: School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.</p>
Effective	<p>-School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.</p> <p>School social worker routinely provides culturally competent prevention services, Is involved in school wide data review and analysis, and Is prepared to identify and implement school wide prevention programs and practices.</p>
Improvement Necessary	<p>-School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs.</p> <p>School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but Is not involved in school wide data review and analysis and Is unprepared to identify and implement school wide prevention programs and practices.</p>
Ineffective	<p>- School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.</p> <p>School social worker does not Allocate time for prevention services, Is not involved in school wide data review and analysis Is unaware of the implications of the data analysis for student clients Is unprepared to identify and implement prevention programs and practices</p>

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.3.

Competency
Assessment
Services

Highly Effective	<p>-School social worker is highly effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</p> <p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <p>School social worker knows how to assess school-wide barriers to students and school success, such as excessively high numbers of student suspensions and expulsions, in order to assist school leadership teams in planning school reform.</p>
Effective	<p>-School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</p> <p>School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including</p> <p>A teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful</p> <p>Student data, parent or student interview / social history, and, when appropriate, community information</p> <p>Culturally appropriate assessment instruments</p> <p>Serving on a multidisciplinary team to identify student strengths and needs</p> <p>Using progress monitoring techniques to assess the response to the school social work intervention.</p> <p>The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and / r behavioral concerns and is able to respond professionally to any crisis encountered in the school.</p>
Improvement Necessary	<p>-School social worker needs improvement in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</p> <p>School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>But may not typically</p> <p>Be familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention</p> <p>Serve on a multidisciplinary team to identify student strengths and needs</p> <p>Use progress monitoring techniques to continually assess the response to school social work interventions.</p>
Ineffective	<p>-School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</p> <p>School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does not access student data, parent or student interview, or community information p[prior to determining appropriate intervention</p> <p>School social worker is not familiar with, and / or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention</p> <p>School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.</p>

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.4.

Competency
Intervention
Services

Highly Effective	<p>-School social worker is highly effective in providing a continuum of culturally appropriate school wide, small group and individual social work interventions depending on the assessed needs of the school community. For level 4, all of the evidence listed under Level 3 is present, as well as the following; The provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering and providing strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers.</p>
Effective	<p>-School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions, School social worker typically: Responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. Utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area. Demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral interventions and Supports and provides assistance in school-wide implementation. Collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>
Improvement Necessary	<p>-School social worker needs improvement in providing culturally appropriate school wide, small, group, and individual social work interventions. School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. The school social worker may not Utilize evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area. Demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral interventions and Supports and provides assistance in school-wide implementation. Collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>
Ineffective	<p>-School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions. School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based frameworks of interventions such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.5.
Competency
Referral
Services

Highly Effective	<p>-School social worker is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <p>The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community.</p> <p>The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which there is an identified need.</p>
Effective	<p>-School social worker is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources.</p> <p>School social worker has a recognized and confidential protocol for receiving or making referrals</p> <p>Referrals are formally documented including efforts to follow-up to determine the outcomes of those referrals.</p>
Improvement Necessary	<p>-School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>School social worker typically responds to referrals from parents and staff and has a handful of resources to which students / parents are most often referred. The school social worker may not:</p> <p>Consistently implement a recognized and confidential referral process</p> <p>Document all referrals</p> <p>Routinely follow up on referrals to determine outcomes.</p>
Ineffective	<p>-School social worker is ineffective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs.</p> <p>School social worker has not recognized protocol for receiving or making referrals.</p> <p>Referrals from parents, staff, and / or the community are processed informally with little consideration for confidentiality.</p> <p>There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker.</p>

2. Effective Social Work Services

Number of Competencies: 6

Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community.

2.6.

Competency
School Social
Worker Skills

Highly Effective	<p>-School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services. For Level 4, all of the evidence listed under Level 2 is present, as well as the following:</p> <p>The school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development. The school social worker takes opportunities to share school social work knowledge and skills by providing professional development to the school / professional community.</p>
Effective	<p>-School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services. School social worker consistently demonstrates school social work skills which include:</p> <p>Knowledge and skills related to the identification of social, emotional, behavioral and / or mental health barriers to students success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. Knowledge of diversity and cultural competence. Knowledge and implementation of the Indiana School Social Work Standards. Demonstrates ethical problem solving skills.</p>
Improvement Necessary	<p>-School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services. School social worker demonstrates some, but not all, of the following school social work skills and / or may not demonstrate them consistently:</p> <p>Knowledge and skills related to the identification for social, emotional, behavioral and / or may not demonstrate them consistently. Knowledge and skills related to the identification of social, emotional, behavioral and / or mental health barriers to students success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. The knowledge of diversity and cultural competence. The knowledge and implementation of the Indiana School Social Work Standard. Demonstrates ethical problem solving skills.</p>
Ineffective	<p>-School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services. School social worker rarely demonstrates:</p> <p>Knowledge and skills related to the identification of social, emotional, behavioral and / or mental health barriers to student success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. The knowledge of diversity and cultural competence. The knowledge and implementation of the Indiana School Social Work Standard. Demonstrates ethical problem solving skills.</p>

3. School Social Worker Leadership

Number of Competencies: 3

Domain Description: School social workers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1. Competency Contribute to School Culture	Highly Effective - Effective - Improvement Necessary - Ineffective -	
3.2. Competency Collaborate with Peers	Highly Effective - Effective - Improvement Necessary - Ineffective -	
3.3. Competency Advocates for Student Success	Highly Effective Effective Improvement Necessary Ineffective	<p>-At Level 4, a School Social Worker fulfills the criteria for Level 3 and additionally may: Display commitment to the educational success of all the students in the school. Make changes and take risks to ensure student success.</p> <p>-School Social Worker will: Display commitment to the educational success of all his / her student clients Attempt to remedy obstacles around student achievement. Advocate for students' individualized needs.</p> <p>-School Social Worker will: Display commitment to the educational success of all his/her student clients. School Social Worker may not: Advocate for students' needs.</p> <p>-School Social Worker rarely or never displays commitment to the educational success of his/her student clients, School Social Worker accepts the obstacles to student success and does not advocate for student or their needs.</p>

4. Professionalism and Collegiality

Number of Competencies: 4

Domain Description:

4.1. Competency
Engages Families
and the
Community in
Student
Achievement

Highly Effective

-At Level 4, a School Social Worker fulfills the criteria for Level 3 and additionally:

Strives to form relationships in which parents are given ample opportunity to participate in student achievement. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.

Effective

-School Social Worker will:

Proactively reach out to parents and the community in a variety of ways to engage them in student achievement. Respond promptly to contact from parents. Engage in all forms of parent outreach required by the school

Improvement
Necessary

-School Social Worker will:

Respond to contact from parents. Engage in all forms of parent outreach required by the school.

School Social Worker may not:

Proactively reach out to parents and the community to engage them in student achievement.

Ineffective

-School Social Worker rarely or never reaches out to parents and / or the community and frequently does not respond to contacts from parents. School Social Worker rarely or never reaches out to parents and / or the community and frequently does not respond to contacts from parents.

4. Professionalism and Collegiality

Number of Competencies: 4

Domain Description:

4.2. Competency
Seek Professional
Skills and
Knowledge

Highly Effective

-At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:
Regularly share newly learned knowledge and practices with others
Seek out opportunities to lead professional development sessions.

Effective

-School Social Worker will:
Actively pursue opportunities to improve knowledge and practice.
Seek out ways to implement new concepts into school social work practice, where applicable
Welcome constructive feedback to improve practices.

Improvement
Necessary

-School Social Worker will:
Attend all mandatory professional development opportunities.
School Social Worker may not:
Actively pursue optional professional development opportunities
Seek out ways to implement new concepts into school social work practice.
Accept constructive feedback well.

Ineffective

-School Social Worker rarely or never attends professional development opportunities. School Social Worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills.

4.3. Competency
Demonstrates
Professionalism

Highly Effective

-School Social Worker displays the highest standard of ethical conduct. School Social Worker assumes a leadership role in ensuring that practices and procedures are honored within the school.

Effective

-School Social Worker displays a high level of ethics and professionalism in dealings with students and colleagues and complies fully with school and district regulations and timelines.

Improvement
Necessary

-School Social Worker behaves in an ethical manner towards students and colleagues. School Social Worker complies minimally with district and school regulations, doing just enough to get by.

Ineffective

-School Social worker displays little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. School Social worker fails to comply with school and district regulations and timelines.

4. Professionalism and Collegiality

Number of Competencies: 4

Domain Description:

4.4. Competency Fosters Others' Awareness of School Social Work Services	Highly Effective	-Provides in-service training on school social work service for colleagues, administrators, and / or families. Provides in-service to teachers and paraprofessionals.
	Effective	-Shares information on school social work services with colleagues, administrators, and / or families.
	Improvement Necessary	-Shares information on school social work services with colleagues, administrators, and / or families when asked for information.
	Ineffective	-Rarely shares information on school social work services with colleagues, administrators, and / or families.

