

**Worth County School District**  
**School Social Worker Performance Standards and Indicators**

<b>Performance Standard 1: Planning and Preparation</b>				
<i>Ability to plan for quality service using a comprehensive approach</i>				
Indicators of Effectiveness	Level of Performance			
<i>The Social Worker should know and be able to:</i>	Ineffective (0)	Needs Development (1)	Proficient (2)	Exemplary (3)
<b>1a</b> establish and maintain clear and organized procedures for referrals.	Inconsistently implements procedures for referral. Has not clarified procedures for referrals, thus, when counselors and/or administrators want to refer a student for special services, they are not sure how to do it.	Follows established procedures for referrals, although details are not always clear nor implemented in a timely manner.	Has procedures for referrals, meetings, and consultations with parents and administrators that are clear to everyone.	Establishes procedures for all aspects of referral and social history that are clear to everyone and have been developed in consultation with educators, student support teams, and administrators.
<b>1b</b> establish session goals or meeting outcomes.	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	Appears to know what they want to accomplish by the end of the session or meeting although it may be unclear to others.	Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.	Encourages student understanding of the goals and purpose of each session or evaluation. Meeting outcomes are clarified in advance and participants know what is expected of them.
<b>1c</b> demonstrate a commitment to the values and ethical principles of the social work profession.	Does not demonstrate a commitment to the values and ethical principles of the social work profession.	Demonstrates a beginning level of commitment to the values and ethical principles of the social work profession.	Demonstrates a high level of values and ethical principles of the social work profession and applies them in the educational setting.	Demonstrates distinguished professional values and ethics of the social work profession, applies them in the educational setting, and actively promotes them with other professionals.
<b>1d</b> demonstrate knowledge of federal and state law and district policies and procedures.	Demonstrates little or no knowledge of federal and state law and district policies and procedures relevant to school social work services	Demonstrates basic knowledge of federal and state law and district policies and procedures relevant to school social work services.	Demonstrates thorough knowledge of federal and state law and district policies and procedures relevant to school social work services and applies these in the educational setting.	Demonstrates extensive knowledge of federal and state law and district policies and procedures relevant to school social work services. The school social worker applies this knowledge in the educational setting and shares this knowledge with other professionals.
<b>1e</b> demonstrate knowledge of school and community resources available to assist students and families.	Demonstrates little or no knowledge of school and community resources available to assist students and families.	Demonstrates basic knowledge of school and community resources available to assist students and families.	Demonstrates thorough knowledge of school and community resources available to assist students and families.	Demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.

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**Performance Standard 2: Delivery of Service/Direct Practice**

*Delivers quality services*

Indicators of Effectiveness	Level of Performance			
<i>The Social Worker should know and be able to:</i>	Ineffective (0)	Needs Development (1)	Proficient (2)	Exemplary (3)
<b>2a</b> conduct individualized assessments of student needs in order to design effective interventions.	Conducts cursory and/or inaccurate assessments. Recommended interventions are incongruent with student needs.	Conducts basic, accurate assessments with limited professional impressions and recommendations. Recommended interventions are sometimes congruent with student needs.	Conducts quality assessments which offer appropriate professional impressions and recommendations. Recommended interventions are consistently congruent with student needs.	Conducts high quality comprehensive assessments; analyzes data collected; offers detailed professional impressions, recommendations, and interventions which demonstrate a superior level of clinical knowledge for educational planning.
<b>2b</b> offer crisis intervention services as a member of an interdisciplinary team.	Lacks basic skill and/or ability to address crisis situations; or declines to offer crisis intervention services.	Demonstrates basic skill and ability in crisis intervention, and offers services as needed.	Demonstrates high level of skill and ability in crisis intervention; assists team in assessing level of crisis and planning appropriate interventions.	Demonstrates high level of skill and ability in crisis intervention; takes initiative in team planning for prevention and intervention.
<b>2c</b> empower students and families to gain access to and effectively utilize school and community resources.	Makes no effort to empower students and families to gain access to school and community resources.	Typically demonstrates effort to empower students and families to gain access to school and community resources.	Consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources.	Consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
<b>2d</b> establish rapport with students, families, school personnel, and community partners.	Makes no attempt to establish rapport; interactions are consistently negative or inappropriate.	Attempts to establish rapport; interactions are generally positive and appropriate.	Actively and consistently works to establish rapport; interactions are consistently positive and appropriate.	Actively and consistently works to establish and maintain rapport; interactions are consistently positive and appropriate, demonstrating sensitivity and concern for others.
<b>2e</b> assist students and families to identify barriers to student achievement and develop plans to reduce such barriers.	Does not identify, recognize, or work with students and families to overcome and reduce barriers to student achievement.	Attempts to identify barriers and generally works with student and families to overcome or reduce barriers to student achievement.	Actively works with students and families to identify barriers to student achievement and develop plans to overcome such barriers.	Actively works with students, families, school personnel, and community partners to identify barriers to student achievement and implement plans to overcome such barriers.

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<b>Performance Standard 2: Delivery of Service/Direct Practice</b>				
<i>Delivers quality services</i>				
<b>Indicators of Effectiveness</b>	<b>Level of Performance</b>			
<i>The Social Worker should know and be able to:</i>	<b>Ineffective (0)</b>	<b>Needs Development (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<b>2f</b> practice the profession in a manner which demonstrates multicultural competence and respect for cultural diversity.	Lacks sensitivity or respect for cultural diversity.	Demonstrates a beginning level of understanding of and respect for socio-economic and cultural diversity.	Demonstrates understanding of and respect for socio-economic and cultural diversity.	Demonstrates a comprehensive understanding of the various cultures and socio-economic groups represented in the school and community; actively assists school personnel to develop multicultural understanding.
<b>2g</b> Advocate with stakeholders on behalf of students and families.	Does not advocate on behalf of students and families.	Attempts to advocate on behalf of students and families.	Consistently advocates on behalf of students and families within the school and/or community.	Proactively advocates on behalf of student, families, and groups and promotes respectful partnerships, using a multi-level system approach.
<b>Performance Standard 3: Consultation &amp; Collaboration</b>				
<b>Indicators of Effectiveness</b>	<b>Level of Performance</b>			
<i>The Social Worker should know and be able to:</i>	<b>Ineffective (0)</b>	<b>Needs Development (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<b>3a</b> provide consultation to school personnel, parents/guardians, and community partners for the purpose of enhancing understanding of student needs and developing effective interventions.	Does not attempt to consult with school personnel, parents/guardians, and community partners.	Consults with school personnel, parents/guardians, and community partners when requested.	Initiates consultation with school personnel, parents/guardians, and community partners.	Initiates consultation with school personnel, parents/guardians, and community partners; actively engages others in the problem-solving process.
<b>3b</b> promote parental involvement to enhance student achievement.	Does not attempt to engage parents/guardians in the educational process.	Generally promotes parent/guardian involvement in the educational process.	Consistently promotes parent/guardian involvement in the educational process.	Proactively promotes parent/guardian involvement in the educational process, and demonstrates leadership in positively engaging parents/guardians.

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<b>Performance Standard 3: Consultation &amp; Collaboration</b>				
<b>Indicators of Effectiveness</b>	<b>Level of Performance</b>			
<i>The Social Worker should know and be able to:</i>	<b>Ineffective (0)</b>	<b>Needs Development (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<b>3c</b> communicate information to school personnel, parents/guardians, and community partners that promotes understanding and effective utilization of School Social Work services.	Does not communicate information to promote understanding and utilization of School Social Work services.	Communicates information to promote understanding and utilization of School Social Work services when requested.	Consistently communicates information to promote understanding and utilization of School Social Work services when requested.	Proactively and positively communicates information to promote understanding and utilization of School Social Work services, utilizing various modes of communication.
<b>3d</b> use effective written and oral communication with students, school personnel, parents/guardians and community partners.	Demonstrates little or no ability to communicate effectively.	Typically uses effective written and oral communication.	Consistently uses effective written and oral communication.	Consistently uses effective written and oral communication which is clear, appropriate, and sensitive.
<b>Performance Standard 4: Professional Responsibilities</b>				
<b>Indicators of Effectiveness</b>	<b>Level of Performance</b>			
<i>The Social Worker should know and be able to:</i>	<b>Ineffective (0)</b>	<b>Needs Development (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<b>4a</b> participate in professional learning activities.	Does not participate in professional learning activities.	Participates in professional learning activities when convenient or required.	Seeks out opportunities for professional learning based on an individual assessment of need.	Actively participates in professional learning opportunities and makes a substantial contribution to the profession/educational community.
<b>4b</b> maintain accurate records and collect data relevant to the assigned responsibilities.	Does not maintain accurate records and data.	Generally maintains accurate records and data.	Consistently maintains accurate records and data.	Consistently maintains accurate records and utilizes data in planning, management, and evaluation of school social work services.

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<b>Performance Standard 4: Professional Responsibilities</b>				
<b>Indicators of Effectiveness</b>	<b>Level of Performance</b>			
<i>The Social Worker should know and be able to:</i>	<b>Ineffective (0)</b>	<b>Needs Development (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<b>4c</b> maintain adequate safeguards for the privacy and confidentiality of information.	Does not maintain adequate safeguards for the privacy and confidentiality of information.	Has a basic knowledge and seeks further clarification of safeguards for the privacy and confidentiality of information.	Has a thorough knowledge of safeguards for the privacy and confidentiality of information, and maintains adequate safeguards in everyday practice.	Has a thorough knowledge of safeguards related to privacy and confidentiality of information, uses sound judgment in everyday practice, and promotes the importance of confidentiality among colleagues.
<b>4d</b> exhibit skill in effective time management and setting appropriate priorities in the provision of social work services.	Does not demonstrate effective time management or the ability to set appropriate priorities.	Demonstrates basic time management and attempts to set appropriate priorities.	Demonstrates good time management skills and typically set appropriate priorities.	Develops clear schedules for organizing responsibilities, exercises good judgment in setting priorities, and makes revisions in plans as needed.