

**Danielson Framework for Teaching: School Social Work**

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The *Danielson Framework for Teaching: School Social Work* is cross-walked and consistent with the National Association of Social Workers Standards for School Social Work Services (2012) and with the School Social Work Association of America’s National School Social Work Practice Model.

**Performance Expectations**

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| **Career Status** | **Level of Competence** |
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| MSW Student | Basic in all Elements |
| 1-3 years employment as a School Social Worker | Basic in up to 50% and Proficient in 50% or more of the Elements |
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| 3-5 years employment | Basic in up to 30% and Proficient in 70% of the Elements |
| 5+ years of employment | Proficient in up to 80% and Distinguished in 10% of the Elements |

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| **Domain 1 for School Social Workers: Planning and Preparation**  ***“Off Stage”*** | | | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | | | |
| UNSASTIFACTORY | | BASIC | PROFICIENT | | DISTINGUISHED |
| **1a.**  **Conducts multi-tiered school needs assessment**  **for**  **academic year** | School social worker rarely conducts multi-tiered school needs assessments for the academic year. | | School social worker generally conducts multi-tiered school needs assessments for the academic year. | School social worker always conducts multi-tiered school needs assessments for the academic year. | | School social worker consistently conducts multi-tiered school needs assessments for the academic year. The school social worker takes a leadership role in the process of completing a needs assessment, solicits input from all school personnel, and implements the findings from the assessment. |
| **1b.**  **Identifies**  **community resources for the school** | School social worker rarely identifies community resources | | School social worker generally identifies community resources. | School social worker always identifies community resources. | | School social worker consistently identifies community resources, creating appropriate partnerships, and disseminating the findings to the appropriate school personnel |
| **1c.**  **Assesses school culture and climate** | School social worker rarely assesses school culture and climate | | School social worker generally assesses culture and climate | School social worker always assesses school culture and climate | | School social worker consistently assesses school culture and climate, using valid and reliable tool to collect information, |
| **1d.**  **Assesses family engagement in school activities** | School social worker rarely assesses family engagement in school activities | | School social worker generally assesses family engagement in school activities | School social worker always assesses family engagement in school activities | | School social worker consistently assesses family engagement in school activities, discussing gaps with school personnel and offering ideas for further engagement |
| **1e.**  **Identifies scientifically-supported academic and behavioral interventions to address needs of school.** | School social worker rarely identifies and selects scientifically-supported practices. | School social worker generally identifies and selects scientifically-supported practices. | | School social worker always identifies and selects scientifically-supported practices. | School social worker consistently identifies and selects scientifically-supported practices, tailors them to the context of their practice setting, and refines application of practices based on progress monitoring. | | |
| **1f.**  **Establishes professional collaborations** | School social worker rarely establishes professional collaborations, with a very limited network of resources and contacts | School social worker generally establishes professional collaborations | | School social worker nearly always establishes professional collaborations | School social worker always establishes professional collaborations, developing a wide network of resources and contacts | | |
| **1g. Knows current federal, state and local laws , and district policies and procedures that guide school social work practice** | School social worker rarely demonstrates current knowledge of federal, state and local laws, and district policies and procedures that guide school social work practice. | School social worker generally demonstrates current knowledge of federal, state and local laws , and district policies and procedures that guide school social work practice | | School social worker nearly always demonstrates current knowledge of federal, state and local laws , and district policies and procedures that guide school social work practice | School social worker consistently demonstrates current knowledge of federal, state and local laws, and district policies and procedures that guide school social work practice School social worker supports colleagues’ knowledge development of current policies and practices affecting the school system. | | |

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| **Domain 2 for School Social Workers: Contexts for Learning**  ***“On Stage”*** | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| UNSASTISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| **2a. Contributes to a safe and healthy school environment** | School social worker rarely contributes to a safe and healthy school environment. | School social worker generally contributes to a safe and healthy school environment | School social worker nearly always contributes to a safe and healthy school environment | School social worker consistently contributes to a safe and healthy school environment., identifying programs and practices to address specific concerns |
| **2b.Examines how the historical and current political, social, economic, and cultural climate affect the context for learning** | School social worker rarely examines societal climate that affects learning | School social worker generally examines societal climate that affects learning | School social worker nearly always examines societal climate that affects learning | School social worker consistently examines societal climate that affects learning and takes a leadership role in improving climate, advocating for changes in ineffective programs and policies. |
| **2c. Provides school social work services in a culturally sensitive manner** | School social worker rarely provides culturally sensitive services that demonstrate respect for school diversity. | School social worker generally provides culturally sensitive services that demonstrate respect for school diversity. | School social worker nearly always provides culturally sensitive services that demonstrate respect for school diversity. | School social worker consistently provides culturally sensitive services that demonstrate respect for school diversity and actively supports commitment by school personnel to develop multicultural understanding of their student body. |
| **2d Addresses diversity and differences by recognizing the inherent dignity and worth of the people served and advocating for policies, programs, and services that build on client strengths** | School social worker rarely addresses diversity as a critical feature of policies, programs, and practices. | School social worker generally addresses diversity as a critical feature of policies, programs, and practices | School social worker always addresses diversity as a critical feature of policies, programs and practices | School social worker consistently addresses diversity as a critical feature of policies, programs, and practices and consistently advocates for the inherent dignity and worth of students and families |
| **2e. Engages in practices supportive of social and economic justice by challenging structural barriers, social inequalities, and educational disparities.** | School social worker rarely engages in practice that supports justice by challenging barriers | School social worker generally engages in practice that supports justice by challenging barriers | School social worker nearly always engages in practice that supports justice by challenging barriers | School social worker consistently engages in practice that supports justice by challenging barriers and demonstrates leadership in educational equality |
| **2f. Establishes rapport and works collaboratively with colleagues such as the school board, school administration, school staff, and community professionals as well as members of the family** | School social worker rarely attempts to work collaboratively with school administration, school personnel, family members, and community. | School social worker generally promotes collaborative work with school administration, school personnel, family members, and community professionals. | School social worker nearly always promotes collaborative work with school administration, school personnel, family members, and community professionals. | School social worker consistently promotes collaborative work with school administration, school personnel, family members, and community professionals. School social worker provides leadership, fosters dialogue and models open communication in these endeavors |

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| **Domain 3 for School Social Workers: Service Delivery and Resources**  ***“On Stage”*** | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| **3a. Provides evidence-informed programs and services and monitors progress consistent with the multi-tiered framework of Response to Intervention (RtI) that addresses the needs of individuals, classrooms, and schools to improve academic and behavioral performance** | School social worker rarely implements evidence-informed programs and practices consistent with RTI or monitors progress | School social worker generally implements evidence-informed programs and practices consistent with RTI or monitors progress | School social worker nearly always implements evidence-informed programs and practices consistent with RTI or monitors progress | School social worker consistently implements evidence-informed programs and practices consistent with RTI or monitors progress. School social worker assists other school staff in the implementing evidence-informed programs and practices consistent with RTI or monitors progress |
| **3b. Provides specialized services as need by the school, e.g. crisis intervention, teacher consultation, education and training on psychosocial topics, & special education evaluations as needed** | School social worker rarely provides specialized services for identified needs | School social worker generally provides specialized services for identified needs | School social worker nearly always provides specialized services for identified needs | School social consistently provides specialized services for identified needs. School social worker takes initiative in team planning for use of community assets and resources to provide specialized services. |
| **3c. Empowers students, families, and schools to gain access to and effectively engage with community resources** | School social worker rarely empowers students and families to gain access to community resources. | School social worker generally empowers students and families to gain access to community resources. | School social worker nearly always empowers students and families to gain access to community resources; identifies and differentiates appropriate resources for each situation. | School social worker consistently empowers students and families to gain access to community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources. |
| **3d. Engages in reflective discussion with school personnel about policy positions, organizational plans, and administrative procedures impacting school success** | School social worker rarely engages in discussions about policy impacting school success | School social worker generally engages in discussions about policy impacting school success | School social worker nearly always engages in discussions about policy impacting school success | School social worker consistently engages in reflective discussions about policy impacting school success and provides information and ideas to assist organizational change that improves school success. |
| **3e. Communicates clearly and accurately in oral and written communication, (demonstrating the ability to actively listen, respect differences, and model civility with students, school personnel, parents/guardians and community partners)** | School social worker rarely uses effective written and oral communication that is clear, appropriate, and sensitive. | School social worker generally uses effective written and oral communication that is clear, appropriate, and sensitive. | School social worker nearly always uses effective written and oral communication that is clear, appropriate, and sensitive. | School social worker consistently uses effective written and oral communication which is clear, accurate, appropriate, and sensitive. Encourages other school staff to use effective written and oral communication which is clear, accurate, appropriate, and sensitive with students and families |
| **3f. Organizes and manages their workload effectively and efficiently to deliver quality work** | School social worker rarely prioritizes workload and/or is poorly organized. | School social worker generally prioritizes workload and delivers beneficial services | School social worker nearly always prioritizes workload and delivers beneficial services. | School social worker consistently prioritizes workload and delivers beneficial services that demonstrate the fit between the educational mission of the school and school social work services. Additionally, the school social worker proactively works to educate other staff on the relevance of their roles and tasks. |
| **3g. Builds collaborative relationships and fosters team work within and across the school community, respecting the work of others as critical to school success.** | School social worker rarely builds collaborative relationships across the school community | School social worker generally builds collaborative relationships across the school community | School social worker nearly always builds collaborative relationships across the school community | School social worker consistently builds collaborative relationships across the school community and utilizes relationships to benefit the school community |

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| **Domain 4 for School Social Workers: Professional Responsibilities**  ***“Off Stage”*** | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| **4a. Adheres to the standards and practice requirements set by NASW, the state department of education, and the state social work licensure board as required by the state.** | School social worker rarely meets the standards and practice requirements for the field. | School social worker generally meets the standards and practice requirements for the field. | School social worker almost always meets the standards and practice requirements for the field. | School social worker consistently meets the standards and practice requirements of the field. School social worker also pursues additional opportunities to model best practices beyond those required by the profession or licensure board |
| **4b. Adheres to the ethics and values of the social work profession** | School social worker rarely adheres to the ethics and values of the profession and displays unsatisfactory knowledge of ethical standards | School social worker generally adheres to the ethics and values of the profession and displays basic knowledge of ethical standards | School social worker nearly always adheres to the ethics and values of the profession and displays proficient knowledge of ethical standards | School social worker consistently adheres to the ethics and values of the profession and displays outstanding knowledge of ethical standards. School social promotes ethical conduct by other school personnel. |
| **4c. Uses the NASW Code of Ethics and relevant scholarship to guide ethical decision making.** | School social worker rarely consults relevant scholarship to resolve ethical dilemmas. | School social worker generally consults relevant scholarship to resolve ethical dilemmas | School social worker almost always consults relevant scholarship to resolve ethical dilemmas. | School social worker consistently consults relevant scholarship to resolve ethical dilemmas, demonstrating a deep understanding of unique aspects of school social work practice that impact decision-making Supports other school personnel in consulting scholarship on ethical decision-making. |
| **4d. Maintains ongoing and accurate records and documentation** | School social worker rarely complies with federal/state/district/department policies and procedures for maintaining accurate data. Records and/or reports submitted are inaccurate. | School social worker generally complies with federal/state/district/department policies and procedures for maintaining accurate data, records, and reports | School social worker nearly always complies with district/department procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise. | School social worker almost always complies with district/department procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise. School social worker also promotes their work by disseminating written information to colleagues or other professional outlets that highlight innovative and best practices |
| **4e. Maintains confidentiality as prescribed by the profession and state laws** | School social worker rarely maintains confidentiality | School social worker generally maintains confidentiality | School social worker nearly always maintains confidentiality | School social worker consistently maintains confidentiality and provides feedback to school personnel when confidentiality is violated explicitly or implicitly. |
| **4f. Pursues continuous enhancement of knowledge and skills through supervision, professional development, and continuing education** | School social worker rarely pursues continuous enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. | School social worker generally pursues continuous enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. | School social worker nearly always pursues continuous enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. | School social worker consistently pursues continuous enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. School social worker builds the capacity of other school staff by sharing this knowledge. |
| **4g. Exhibits professional conduct through self-awareness, self-monitoring, and professional accountability** | School social worker rarely exhibits professional conduct and self-awareness | School social worker generally exhibits professional conduct and self-awareness | School social worker nearly always exhibits professional conduct and self-awareness | School social worker consistently exhibits professional conduct and self-awareness. School social worker supports all school personnel in exhibiting professional conduct and self-awareness. |