

STANDARD I: Social workers are committed to students and their learning.

Performance Criteria

1. The social worker participates in direct/indirect consultation regarding students' social-emotional and behavioral needs at school.
2. The social worker attends meetings to provide consultation and recommendations for addressing student and staff concerns.
3. The social worker monitors progress on achievement of each goal through a variety of means that include direct observation, teacher and other professional reports, parent/guardian contracts and collaboration with community partners.

The social worker...

MEETS STANDARD	BELOW STANDARD
actively participates in Individualized Education Program (IEP) meetings as well as formal and informal school-based meetings	does not actively participate in school-based meetings
generates and supports the school team's implementation of strategic social, emotional, and behavioral interventions	provides little or no evidence or support of strategic social, emotional, and behavioral interventions
engages in consultation and practices that contribute to student improvement	inconsistently uses consultation practices that contribute to student improvement
promotes students' social and emotional development	demonstrates limited evidence of active support of students' social and emotional skill development
consults with families and staff to appraise student needs and interests and to discuss appropriate recommendations for educational options	rarely consults with others to appraise student needs and recommend options

STANDARD II: Social workers provide social work interventions that positively impact educational outcomes.

Performance Criteria

1. The social worker empowers parents/guardians to fully participate in their child’s educational process including parent/guardian/student advocacy at IEP meetings, re-entry meetings, other conferences, and through informal contacts and communication.
2. The social worker provides clinical expertise in assisting school administrators and staff in response to school or system wide emergencies.
3. The social worker assists staff to better understand factors such as family culture, ethnicity, race, sexual orientation, gender identification, socio-economic status and how physical and mental health can affect a student’s school performance.
4. The social worker conducts needs assessments and in collaboration with the school team, provides feedback on the social-emotional/behavioral goals that support positive academic and developmental outcomes.
5. The social worker participates in work groups and committees charged with improving best practices.
6. The social worker conducts in-service training for school staff and inter-agency partners on special education issues, policies and procedures.
7. The social worker collaborates with school administration and student support staff (nurse, pupil personnel workers, counselors, and psychologist) to ensure interdisciplinary input into IEPs, and other academic and behavioral interventions.

The social worker...

MEETS STANDARD	BELOW STANDARD
conducts professional development activities formally and informally for school staff and/or program staff	provides limited or no professional development activities for school/program staff
serves as a resource for teachers, students, and families by sharing knowledge and information	does not act as a resource for teachers, students, and families
shares effective behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children	does not demonstrate knowledge of effective behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children
collaborates with staff to develop strategies that assist in meeting the needs of diverse populations	does not consider the needs of diverse populations when collaborating with staff

MEETS STANDARD	BELOW STANDARD
demonstrates the ability to take the lead in emergency and crisis situations to evaluate the level of risk and making a determination about next steps	demonstrates a lack of confidence and expertise in responding, assessing and making determinations

STANDARD III: Social workers facilitate a positive learning environment through collaboration, consultation and case management.

Performance Criteria

1. The social worker provides case management services to students and families to ensure access to community resources, concrete services, and medical and mental health.
2. The social worker engages parents/guardians in problem-solving related to student attendance, academic progress, behavioral concerns and social-emotional needs.
3. The social worker promotes students’ engagement in the educational process through conflict resolution support, cultural proficiency training and one-on-one problem solving.
4. The social worker mediates student/staff conflict resolution.
5. The social worker documents and present results of data analysis and progress monitoring.
6. The social worker analyzes and uses a variety of relevant data to improve service delivery.
7. The social worker acts as a liaison with parent organizations, mental health providers, and other service providers in the community to encourage collaboration.
8. The social worker assists school staff in the development of student goal-directed contingency contracts.
9. The social worker advocates with MCPS and county agencies for needed concrete services and mental health services for students and families.

The social worker...

MEETS STANDARD	BELOW STANDARD
has a working knowledge of community resources and agencies	does not demonstrate a familiarity with community resources and agencies
engages with outside providers to collaborate and address needs (student, family, community) that are impacting academic progress	does not engage with outside providers to make connections between home and school
collaborates with school staff and support staff (pupil personnel worker, nurse and/or health room technician) to identify effective strategies and interventions to address student needs and concerns	inconsistently collaborates with school staff to identify effective strategies and interventions
has knowledge of restorative practices and assists staff with incorporating these principles within the problem solving process	has limited knowledge of restorative practices and fails to incorporate the principles in the problem solving process

MEETS STANDARD	BELOW STANDARD
serves as a resource and liaison for staff, students, and families by sharing knowledge and information	infrequently serves as a resource and liaison for staff, students, and families

STANDARD IV: Social workers apply knowledge of social work practice and casework to integrate mental health services in support of improved student learning and development.

Performance Criteria

1. The social worker provides direct services, individual and group counseling to students and/or families to promote effective coping skills, decision making, social skills and positive emotional expression.
2. The social worker provides critical education, support and insight to assist staff in supporting students' social-emotional needs.
3. The social worker develops and implements social skills instruction and educational/behavioral interventions to meet students' IEP goal/objectives and/or Individual Family Service Plan (IFSP) outcomes.
4. The social worker makes home visits to conduct a family needs assessment and to discuss students' social-emotional and educational needs.
5. The social worker conducts clinical risk assessments upon observation or notification of students' at risk of harm to self or others and makes appropriate notifications, recommendations and referrals including Emergency Evaluation Petitions (EEP's) when necessary.
6. The social worker identifies and reports suspected child abuse and neglect situations and assists staff to do the same.
7. The social worker makes referrals for outpatient mental health services and collaborates with assigned clinicians.

The social worker...

MEETS STANDARD	BELOW STANDARD
demonstrates the use of effective counseling skills such as rapport building, reflective listening, open ended questioning, use of silence, prompts and summarizing	does not demonstrate the use of effective counseling skills
has a working knowledge of community and mental health resources	lacks familiarity with community and mental health resources
works with students in classrooms, small groups, and individually to provide prevention, intervention and crisis support as appropriate	does not work with students in a variety of settings to provide prevention, intervention and crisis support

MEETS STANDARD	BELOW STANDARD
follows the policies and procedures regarding reporting abuse and neglect	does not adhere to the policies and procedures regarding reporting abuse and neglect
debriefs with staff following emergency and crisis situations	rarely debriefs with staff following emergency and crisis situations

STANDARD V: Social workers are committed to continuous improvement and professional development.

Performance Criteria

1. The social worker regularly attends and/or takes a leadership role in trainings, conferences and professional meetings, to stay current on relevant social work practice.
2. The social worker reviews current research and professional literature to enhance knowledge and skill.
3. The social worker reflects upon practice in promoting student success through social work.
4. The social worker seeks and/or provides consultation and peer review as necessary for professional growth and effective service delivery.
5. The social worker honors and practices professional standards as outlined in the Social Worker Code of Ethics.

The social worker ...

MEETS STANDARD	BELOW STANDARD
follows federal, state, and local policies, procedures, and protocols regarding professional issues and responsibilities	does not follow federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities
adheres to the ethical standards of the National Association of Social Workers (NASW) and social work code of ethics	is unaware of or fails to adhere to the ethical standards of the NASW and social work code of ethics
stays current with licensure/certification/trainings to provide the most current, beneficial, and culturally appropriate services to students and their families	does not engage in professional development or continued licensure/certification trainings and is not familiar on appropriate services to students and families

STANDARD VI: Social workers exhibit a high degree of professionalism.

Performance Criteria

1. The social worker understands and supports the vision of the school system.
2. The social worker completes professional obligations in a timely manner, including regular attendance and participation at meetings.
3. The social worker meets all professional obligations in a timely manner, including on-time submission of paperwork, reports and response to requested information.
4. The social worker demonstrates professional demeanor and actions across all venues with colleagues, students, MCPS staff, and community partners.
5. The social worker views self as a leader in the educational community.
6. The social worker contributes to the smooth functioning of the school environment.

The social worker...

MEETS STANDARD	BELOW STANDARD
uses practices and procedures that align with MCPS vision, goals, policies, and regulations	inconsistently uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system	does not participate in school improvement planning and implementation
participates in and or takes a leadership role in professional development activities, committees, or school-level decision making	does not participate in required professional development or leadership activities within the school
serves as a formal or informal mentor to others	seldom dialogues with colleagues about social work services
represents the school well when dealing with students, parents, and other members of the community	does not represent the school well when dealing with students, parents, and other members of the community
participates in required staff, team, committee, and department meetings	frequently misses or arrives late to meetings

MEETS STANDARD	BELOW STANDARD
meets professional obligations in a timely manner	fails to meet professional obligations in a timely manner
respects the confidentiality and understands the privacy of student records	does not respect confidentiality or understand the privacy of student records