

Student Advocate (Social Worker)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)</i>	Student Advocate demonstrates little understanding of social work theory and techniques.	Student Advocate demonstrates a basic understanding of social work theory and techniques.	Student Advocate demonstrates understanding of social work theory and techniques.	Student Advocate demonstrates extensive understanding of social work theory and techniques.
<i>1b: Demonstrating knowledge of child and adolescent physical, cognitive, and emotional development</i>	The Student Advocate demonstrates little or no knowledge of child and adolescent development including mental health disorders and the impact on education.	The Student Advocate demonstrates partial knowledge of child and adolescent development including mental health disorders and the impact on education.	The Student Advocate demonstrates an accurate understanding of development characteristics including mental health disorders and the impact on education.	The Student Advocate demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
<i>1c: Demonstrating knowledge of cultural diversity and the impact on educational success and learning</i>	The Student Advocate demonstrates minimal understanding and is not sensitive to cultural diversity and the impact on educational success and learning.	The Student Advocate demonstrates an inconsistent awareness of and/or sensitivity to cultural diversity.	The Student Advocate consistently demonstrates an understanding of cultural diversity.	The Student Advocate demonstrates an extensive understanding of cultural diversity and can serve as a resource to others.
<i>1d: Demonstrating knowledge of family systems</i>	The Student Advocate demonstrates minimal understanding of family systems and the impact on child and adolescent development.	The Student Advocate demonstrates an inconsistent awareness of family systems and the impact on child and adolescent development.	The Student Advocate consistently demonstrates an understanding of family systems and the impact on child and adolescent development.	The Student Advocate demonstrates an extensive understanding of family systems and the impact on child and adolescent development.
<i>1e: Demonstrating knowledge of state and federal regulations, and district policies/procedures relating to special education, Section 504, and mandated reporting</i>	The Student Advocate demonstrates little or no knowledge of state and federal regulations. Social worker is unaware of district policies and procedures relating to special education, Section 504, and mandated reporting.	Student Advocate demonstrates minimal knowledge of state and federal regulations, and inconsistently adheres to district policies and procedures relating to special education, Section 504, and mandated reporting.	Student Advocate demonstrates awareness of state and federal regulations, and consistently adheres to district policies and procedures relating to special education, Section 504, and mandated reporting.	Student Advocate displays a solid understanding of state and federal regulations and takes a leadership role in implementing district policies and procedures relating to special education, Section 504, and mandated reporting.
<i>1f: Establishing goals for social work services appropriate to the setting and the students served</i>	Student Advocate has no clear goals for social work services, or they are inappropriate to either the situation in the school or to the age of the students.	Student Advocates' goals for social work services are rudimentary, and are partially suitable to the situation in the school and to the age of the students.	Student Advocate's goals for social work services are clear and appropriate to the situation in the school and to the age of the students.	Student Advocate's goals for social work services are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administration.

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<i>1g: Planning the social work delivery model, using individual and small group sessions; including crisis prevention, intervention, and response</i>	Student Advocate delivery model consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Student Advocate services have guiding principles and include a number of worthwhile activities, but some of them do not fit with the broader goals.	Student Advocate has developed services and supports that include the important aspects of counseling to meet the needs of the students.	Student Advocate's services are coherent, and serve to support not only the students individually and in groups, but the broader school community.
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Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Establishing rapport with students, using interpersonal skills to establish trust and reduce anxiety</i>	Student Advocate's interactions with students are negative or inappropriate; students appear uncomfortable with the social worker.	Student Advocate's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Student Advocate's interactions with students are positive and respectful; students appear comfortable with the social worker.	Students seek out the Student Advocate, reflecting a high degree of comfort and trust in the relationship.
<i>2b: Establishing positive mental health support and intervention through such activities as in-service training and/or developing and facilitating positive behavior support systems</i>	Student Advocate makes no attempt to promote positive mental health in the school.	Student Advocate's attempts to promote positive mental health are partially successful.	Student Advocate promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the social worker, is maintained by the school community as a whole.
<i>2c: Establishing clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for services, they are not sure how to go about it.	Student Advocate has established procedures for referrals, but the details are not always clear.	Procedures for referrals to access social work services are clear to everyone.	Procedures for referrals are clear to everyone, and have been developed in consultation with teachers and administrators.
<i>2d: Managing time effectively</i>	Student Advocate does not manage time effectively and exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Student Advocate's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Student Advocate manages time effectively exercising good judgment in setting priorities, resulting in important work being accomplished in an efficient manner.	Student Advocate demonstrates excellent time management skills, accomplishing all tasks in a seamless manner and responding to the various needs of the position.

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Domain 3: Delivery of Service

<i>Component</i>	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Using counseling techniques in individual and group sessions</i>	Student Advocate has few counseling techniques to teach students social skills, problem solving, and coping strategies. Meets with students individually or in groups when asked.	Student Advocate displays a narrow range of counseling techniques to teach students social skills, problem solving, and coping strategies. Meets with students individually or in groups.	Student Advocate uses a diverse range of counseling techniques to teach students social skills, problem solving, and coping strategies. Meets with students individually or in group sessions, depending upon the needs of the student.	Student Advocate uses extensive range of techniques to teach students social skills, problem solving, and coping strategies. Meets with students individually or in group sessions, to effectively meet the needs of the student.
<i>3b: Consulting and collaborating with staff, colleagues, and administration</i>	Student Advocate rarely consults with staff, colleagues, and administration. Communication skills are insufficient to facilitate positive interpersonal relations and problem solving.	Student Advocate consults and collaborates on a sporadic basis with staff, colleagues, and administration making partially successful attempts to address presenting issues.	Student Advocate consults and collaborates frequently with staff, colleagues, and administration. Demonstrates consistent skills in listening and dealing with ambiguity. Shows flexibility in using well-developed skills for problem solving and conflict resolution.	Student Advocate routinely consults and collaborates with staff, colleagues, and administration contributing insights which address presenting issues. Uses effective listening and questioning to seek to understand concerns. Establishes and maintains working relationships with colleagues and coworkers.
<i>3b2: Communication and collaboration with parents and guardians.</i>	Student Advocate rarely or never provides information to parents and/or guardians and does not respond or responds insensitively to parent concerns about students.	Student Advocate occasionally communicates information to parents and guardians. Responses to parent concerns are minimal.	Student Advocate communicates information to parents/guardians in timely and positive manner and is responsive to parent/guardian insights and concerns. Demonstrates consistent skills in listening and dealing with ambiguity. Shows flexibility in using well-developed skills for problem solving and conflict.	Student Advocate communicates information to parents/guardians in timely and positive manner and is responsive to parent/guardian insights and concerns. Social worker establishes culturally responsive relationships and accesses tools and resources to address language barriers and or various cultural needs.

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<p><i>3c: Participating on pre-referral teams and demonstrating knowledge of pre-referral interventions and preventative strategies</i></p>	<p>Does not participate or engage in pre-referral process. Demonstrates no or minimal knowledge of mental health, behavioral and social/emotional intervention strategies.</p>	<p>Sometimes engages with team and assists in the development of mental health, behavioral and social/emotional intervention strategies.</p>	<p>Is a consistent team member, assisting in the development of mental health, behavioral and social/emotional intervention strategies.</p>	<p>Actively participates and engages in the pre-referral intervention process. Takes on a leadership role in designing effective and creative interventions to maximize student achievement.</p>
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>3d: Assessing student needs and summarizing results</i></p>	<p>The Student Advocate lacks effective assessment skills. Reports are inaccurate and lack comprehensive information.</p>	<p>Student Advocate's assessment of student needs are perfunctory and are not designed to seek information specific to the reason for referral. Evaluation reports lack clarity and may include information unrelated to educational programming.</p>	<p>Student Advocate demonstrates assessment skills which focus on gathering information and data specific to the reason for referral. Evaluation reports are concise and provide a well written summary. Information included in report correlates with special education criteria.</p>	<p>Student Advocate demonstrates solid assessment skills which provide information and data specific to the reason for referral. Reports are concise and well written. Information reported has a direct correlation to educational assessment. Social worker provides recommendations of strategies and interventions which assist in developing appropriate educational programming.</p>
<p><i>3e: Actively participating on a team designed to prevent and respond to crises within the school community (e.g. suicide, school violence, death of a member of the school community)</i></p>	<p>Student Advocate declines to participate on team designed to prevent and respond to crises within the school community.</p>	<p>Student Advocate's participation on crisis team is occasional and sporadic.</p>	<p>Student Advocate regularly attends crisis team meetings and is reliable in crisis intervention.</p>	<p>Student Advocate is an active member of a team designed to prevent and respond to crises, demonstrating expertise and leadership in developing procedures to effectively address crisis situations.</p>
<p><i>3f: Demonstrating knowledge of community based resources and ability to assist families in accessing resources</i></p>	<p>Student Advocate demonstrates a minimal awareness of community-based resources.</p>	<p>Student Advocate demonstrates an awareness of community-based resources and assists families with accessing resources as directed.</p>	<p>Student Advocate demonstrates a solid awareness of community-based resources and assists families with accessing resources.</p>	<p>Student Advocate demonstrates an extensive knowledge of community-based resources and routinely assists families with accessing resources. Staff relies on the social worker's knowledge of resources for assistance.</p>

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<p><i>3g: Demonstrating flexibility and responsiveness</i></p>	<p>Student Advocate adheres to his or her practice, in spite of evidence of its inadequacy.</p>	<p>Student Advocate makes modest changes in his or her practice when confronted with evidence of the need for change.</p>	<p>Student Advocate makes revisions in his or her practice when they are needed.</p>	<p>Student Advocate is continually seeking ways to improve his or her practice for continuous improvement.</p>
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Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>4a: Reflecting on practice</i></p>	<p>Student Advocate does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Student Advocate's reflection on practice is moderately accurate and objective with few if any suggestions for improvement.</p>	<p>Student Advocate's reflection on their practice provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social worker makes some specific suggestions as to how their services might be improved.</p>	<p>Student Advocate's reflection on their practice is accurate and perceptive, citing specific examples. Social worker draws on an extensive repertoire to suggest alternative strategies and interventions.</p>

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Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4b: Growing and developing professionally</i>	Student Advocate does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Student Advocate participation in professional development activities is limited to those that are convenient or are required.	Student Advocate seeks out opportunities for professional development.	Student Advocate actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as sharing information related to research trends and engaging colleagues in discussions about how to incorporate them into practice and programs.
<i>4c: Maintains accurate student records and communicates student information to relevant individuals when appropriate or necessary.</i>	Student Advocate's reports, records and documentation are missing or inaccurate and Social Worker is unable to provide information when needed.	Student Advocate maintains accurate records, and is able to provide, interpret and communicate student information to relevant individuals accurately, when appropriate or necessary, but may not meet timeliness.	Student Advocate maintains accurate records, and is able to provide, interpret and communicate student information relevant individuals accurately, when appropriate or necessary, in a timely manner.	Student Advocate maintains accurate records and is able to provide, interpret and communicate student information to relevant individuals accurately, when appropriate or necessary, in a timely manner.
<i>4d: Participating in a professional community</i>	Student Advocate's relationships with colleagues are negative or self-serving, and social worker avoids being involved in school and district teams and committees.	Student Advocate's relationships with colleagues are cordial, and social worker participates in school and district teams and committees when specifically requested.	Student Advocate participates actively in school and district teams and committees, and maintains positive and productive relationships with colleagues.	Student Advocate makes a substantial contribution to school and district teams and committees, and assumes leadership with colleagues.
<i>4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality.</i>	Student Advocate displays a lack of ethical practice in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Student Advocate is ethical in interactions with colleagues, students, and the public, and does not violate confidentiality, and supports learning for all students including the traditionally underserved.	Student Advocate displays high ethical standards, integrity and confidentiality in interactions with colleagues, students, and the public, and supports learning for all students including the traditionally underserved. Social worker advocates for fair and equitable practices for all students.	Student Advocate displays highest ethical standards, integrity and confidentiality in interactions with colleagues, students, and the public, and supports learning for all students including the traditionally underserved. Social worker advocates for fair and equitable practices for all students. Social worker challenges adult attitudes and practices that may be harmful, ineffective, or demeaning to students.