Standard 1: Social Welfare & Educational Policy
- Goals of Public Education
- Various roles of school social workers
- Models of school social work practice (direct and indirect)
- Policy: be familiar with major education laws such as IDEA, NCLB, ESSA, FERPA, HIPAA, Education for All Handicapped Children Act, Safe Schools Improvement Act. McKinney-Vento and how to apply to various groups such as immigrants, foster children, etc.
- Legal: be familiar with major court cases and policies at the local, state and federal level (e.g., federal: Brown v. Board of Education, Kerner Commission, Griffin v. School Board of Prince Edward County, Green v. County School Board of New Kent County, Parents Involved in Community Schools v. Seattle School District e.g., state: laws as well as DPI regulations on truancy, mandated reporting, seclusion & physical restraint, bullying and harassment, transfer of records [and types of school records], Charter/Choice/Voucher Schools)

Standard 2: Social Work Values and Ethics
- NASW Code of Ethics, ethical decision making, core values, application of ethical principles, confidentiality
- Supplemental Ethical Standards for School Social Workers
- Duty to Warn, Duty to Protect
- Consent: Active and Passive consent, Informed Consent, Informed Assent
- Parent and student rights, rights of minors
- Student records, transfer of records, types of school records, collaboration & sharing information across systems

Standard 3: Social and Economic Justice & Populations at Risk
- Identifying and understanding populations at risk
- Inequities
- Advocacy
- Know the meaning of the following terms: diversity, racism, oppression, prejudice, discrimination, sexism, stereotyping, ableism, classism, micro-aggressions, stratification, pluralism, ethnocentrism, affirmative action, ethnocentrism
- Risk and Resiliency Factors
- Impact of societal factors on academic performance

Standard 4: Assessment
- Student’ physical, cognitive, social and emotional development & Family History
- Screening and Assessment – know the difference, when, how, formal an informal tools/instruments
- Progress monitoring
- Behavior Intervention Plans
- 504 plans
- Use of RIOT and ICEL framework
- ABC
- Special Education/IEP: essential components, what are the handicapping conditions identified in federal law, criteria for these handicapping conditions, what are related services and how are they provided, evaluation process, role of SSW and other team participants on the IEP
- IFSP
- Educational Wrap-Around
- FBA’s
• Transition planning
• Special Education Law
• Assessment and screening for barriers to learning such as substance abuse, mental illness, trauma
• Community resources for students and families – existence, accessibility & utilization

Standard 5: Prevention & Intervention
• Relationship Development
• MTSS: RtI and PBIS
• Understanding the three tiers, interventions at each of the tiers
• Using SSW practice skills (group facilitation, counseling, risk assessments, mediation)
• Stages of child/human development
• Stages of group development
• Crisis intervention & conflict resolution
• Advocacy
• Classroom instruction
• Curriculum development
• Professional development
• Collaboration & Networking
• Policy development
• Strength-based approaches
• Positive Youth Development
• Resiliency
• Restorative Practices
• Mental health services: School-based mental health, understanding mental health (including use of DSM 4 to identify and understand mental health disorders and diagnoses, mood disorders, ADD & ADHD, treatment methods), trauma informed, grief responses, different models of treatment/therapy (e.g., Solution-Focused, CBT, DBT, Psychodynamic, Conflict Theory, Psychoanalytical, drug/alcohol interventions & treatment, etc.)
• Social/Emotional Learning

Standard 6: Human Behavior and the Social Environment
• Application of theoretical frameworks for School Social Work practice – for understanding the interaction among individual, between individuals and social systems (families, groups, organizations and communities)
• Systems Theory
• Case management

Standard 7: Diversity
• Diversity - cultural competence, cultural humility, cultural identity, cultural compassion, cultural integrity
• Understanding of, affirmation, and respect
• Development of trust, open communication
• Ability to take cultural and other diversity factors into account in assessments and interventions
• Understanding terms and concepts from Standard 3 above
• LGBTQ – best practices

Standard 8: Research
• Know what Qualitative & Quantitative methodologies are, and how these methodologies are used in School Social Work practice
• Evidence-informed practice
• Use of practice literature and empirically-based knowledge
• Reliability & Validity

- 100 multiple choice and true/false questions, randomly selected from a data base of about 275 questions, ranging in difficulty and content (knowledge – analysis - application)
- % of questions relating to the Wisconsin School Social Work standards: 10-25% of questions in each of the 8 standards
- 3 hours to complete the test
- 80% is the minimum passing score
- Results automatically provided upon completion of the exam.

Your School Social Work File Must Contain the Following Documents

- Copy of the email you received after passing the exam ... be sure to put your name on the email, along with the date that you took the exam
- Your most recent resume
- Two letters of recommendation
- A brief introduction about yourself
- Your personal philosophy statement as it relates to School Social Work
- Official transcripts of all required MSW and School Social Work courses that you completed at another university, college, or the UW Extension Service. You do not need to provide a transcript for courses that were taken at UWM since we already have that transcript. (Note: an official transcript is one that is sent directly from one university to another).
- Two written evaluations by your School Social Work field instructor.
  o MSW students: UWM keeps the final evaluations of field placements on file, so you so you do not need to resubmit those.
  o Post-graduate students: Field evaluations of post-graduate students are not kept in the UWM files ... therefore post-graduate students will need to submit two field-evaluations. Post-graduates who had a one-semester field placement will need to provide a mid-term and final evaluation.
- Copy of certificate of completion of the Act 31 seminar

Note: It is your responsibility to keep a file of important documents for yourself. We cannot guarantee that UWM will have all of these documents on file. Keep a copy for yourself of all the above documents, along with copies of course syllabi. Be sure to make and keep for yourself copies of any other information that was submitted on Canvas and that you may want or need in the future.