



School Social Worker Job Description

I. Qualifications

- Education: Master's Degree in Social Work
- Licensure: Meet Iowa licensure requirements.
- Experience: Experience in an educational setting preferred.

II. Responsibilities

Common to all MBAEA Licensed Employees:

All licensed MBAEA employees are expected to demonstrate through work actions, work products, and outcomes the following:

- 1) All Iowa Teaching Standards and Alternative AEA Criteria.
- 2) Improved teaching and learning in schools/districts assigned resulting from programs and/or services provided.
- 3) Continuous improvement of professional practice through collaborative teams and individual study.
- 4) Effective design and/or delivery of professional development for Agency and LEA staff and administration.
- 5) Successful problem solving in the prevention and resolution of conflicts.
- 6) Use of data to inform and advance teaching and learning.
- 7) An awareness, understanding, and/or working knowledge of:
 - a) Iowa Core
 - b) Tiered Intervention Systems
 - c) Iowa Professional Development Model
 - d) Child Find process and procedures
 - e) Individual Family Service Plan (IFSP) and Individual Education Plan (IEP)
 - f) Service on committees, projects, leadership groups and other activities as determined by the Agency and their supervisor.
- 8) Other duties as assigned.

Common to all Special Education Licensed Employees:

- 1) Focus AEA services on three student-related core functions (including academic and behavioral issues):
 - a) Child Find—Screening
 - b) Child Find—Evaluation and Planning
 - c) Support and/or implementation of IFSP/IEP Services
- 2) Provide systems level support for school improvement:
- 3) Support procedural compliance.
- 4) Improve student achievement through consultation and coaching with teachers, school leaders, and families.

Specific Responsibilities - School Social Worker:

Professional Responsibilities:

- Adheres to professional standards provided in the NASW Code of Ethics.
- Understands and supports federal, state, and agency regulations and procedures.
- Documents data as required by the agency.
- Perform other duties as may be assigned.

Consultation

1. Engages in a continuum of services including:
 - Coordination of services needed for children, families, and communities.
 - Serve in consultative capacity to school personnel regarding social, emotional behavioral health or adaptive implications of school policies and curriculum.
 - Work effectively within a teaming process including communicating, supporting and assisting other AEA staff and facilitating effective team efforts.
 - Provide support to special education teachers, school administration, and students consistent with IFSPs, IEPs, MBAEA procedures and/or administrative direction.

Professional Development

1. Maintains and improves professional skills and practice and assists with the provision of professional development opportunities for AEA and LEA staff and/or families in a variety of areas including, but not limited to:
 - Social Emotional Behavioral Health
 - Crisis management
 - Poverty
 - Trauma

Prevention/Intervention

1. Assists schools to develop school-wide initiatives to make schools safer and more effective such as positive behavioral support plans.
2. Advocacy of equitable services for culturally diverse students and families within the school community.
3. Provides counseling or social skills training with individuals and families in accordance with agency guidelines.
4. Assists LEAs in accessing and providing crisis interventions when needed.

Home-School-Community Liaison

1. Assists in referral and liaison activities between parents, school, and community resources to coordinate services for the enhancement and development of all students.
2. Promotes ongoing communication and public understanding of services and programs within the AEA, LEA, and communities.

III. Reports to: BCTL/Student Service Lead

IV. Working Environment

Inside	Outside	Both
Climatic Environment:	Heat/air-conditioned	
Hazards:	General school/classroom hazards	

Special Requirement Summary

Sedentary	Light	Medium	Heavy
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Physical Requirements

Physical Requirements	Never (0%)	Occasional (1-32%)	Frequent (33-66%)	Constant (67+%)
Standing		X		
Walking		X		
Sitting		X		
Bending/Stooping		X		
Reaching		X		
Climbing		X		
Driving		X		
Lifting		X		

Update: March 2021

Iowa Teaching Standards with AEA Criteria

Alternative Criteria for Area Education Agency Staff Who Meet the Definition of “Teacher”

<p>Standard 1: Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Uses knowledge and understanding of the area education agency's mission, goals, and strategic priorities to provide services that enhance academic performance. (2) Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance. (3) Participates in and contributes to a positive learning culture. (4) Communicates with students, families, colleagues, and communities effectively and accurately. (5) Uses area education agency, district, and student data as a guide for decision making. 	<p>Standard 5: Uses a variety of methods to monitor student learning.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs. (2) Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation. (3) Communicates the rationale and criteria of assessment and monitoring methods. (4) Elicits and provides timely and quality feedback on assessment and monitoring
<p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities. (2) Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible. (3) Relates professional knowledge and services within and across multiple content and discipline areas. (4) Understands and supports strategies and interventions that are best practice across content and discipline areas. 	<p>Standard 6: Demonstrates competence in classroom management.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Models respectful dialogue and behaviors within and across job responsibilities. (2) Promotes and maintains a positive, safe, and productive environment. (3) Works collaboratively and is flexible. (4) Communicates accurately and effectively.
<p>Standard 3: Demonstrates competence in planning and preparing for instruction.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Demonstrates the ability to organize and prioritize time, resources, and responsibilities. (2) Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs. (3) Uses district and student data to develop goals and interventions. (4) Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment. (5) Uses available resources, including technology, to plan and develop professional services. 	<p>Standard 7: Engages in professional growth.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Demonstrates habits and skills of continuous inquiry and learning. (2) Works collaboratively to improve professional practices. (3) Applies and shares research, knowledge, and skills from professional development. (4) Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.
<p>Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Aligns service delivery to district, teacher, parent, and student needs. (2) Provides consultation, instruction, interventions, and strategies that align with learner needs. (3) Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs. (4) Uses and supports research-based and evidence-based practices to meet learner needs. (5) Uses available resources, including technology, to provide professional services that meet learner needs. 	<p>Standard 8: Fulfills professional responsibilities established by the school district.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations. (2) Demonstrates professional and ethical conduct as defined by state law and area education agency policies. (3) Contributes to efforts to achieve area education agency goals. (4) Demonstrates an understanding of and respect for all learners. (5) Collaborates with all learners.