**School of Social Work, Aurora University Disposition Policy for School Social Work candidates to be implemented fall 2014**

**Educator’s License with a School Social Work Endorsement**

**Disposition Information**

Candidates for licensure as school social workers must be aware that they are going to be responsible for the social emotional development of children and adolescents.

School social workers must demonstrate ethical standards of social work, as well as educators. School social workers understand education and social work as professions, maintain standards of professional conduct and ethics, and provide leadership to improve the social emotional learning and well-being of children and adolescents.

School social workers understand the professional code of conduct and ethical practice guidelines stated in “NASW Standards for School Social Work Services” (1992), published by the National Association of Social Workers, 750 First Street NE, Suite 700, Washington, D.C. 20002-4241; as well as federal and state laws and regulations as they pertain to ethical practice.

School social workers understand the legal and ethical principles of confidentiality as they relate to the practice of school social work. The legal issues in education, with special emphasis on persons with disabilities; child welfare; mental health; confidentiality; children’s and adolescents’ rights; and current trends are also understood by the school social worker.

The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

The ultimate goal of the disposition process is to increase awareness surrounding the progress toward becoming an exemplary school social worker. The disposition framework is aligned to the Illinois State Board School Social Work Standards, the Council on Social Work Education, and the National Association of Social Workers. In order to support the development of dispositions, faculty members will evaluate their students every semester using a universal assessment. If a faculty/staff member issues a disposition form of “alert”, the student will be notified and required to attend a disposition conference with the referring faculty/staff member. A student who receives a disposition of “concern” may be required to attend a disposition conference.

The Field Director in the School of Social Work of Aurora University, and the Coordinator for the School Social Work Track will utilize the disposition form in the following manner: Each semester, every student will receive a disposition evaluation in every course. The instructor of record will submit the disposition form via Moodle.

**Dispositions Criteria**

**Acceptable Dispositions:**

All instructors have reported acceptable dispositions on all indicators on the disposition form.

**Disposition Concern:**

An instructor has reported a rating of “concern” for one or more indicators on the disposition form.

**Disposition Alert:**

An instructor has reported a rating of “alert” for one or more indicators on the disposition form.

**Disposition Conference**

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by both the student and the reporting faculty, field liaison, field supervisor, or staff member. The reporter will arrange the conference with the student and document the outcome of the conference.

The remediation plan will outline the behaviors the candidate is expected to demonstrate in all settings including but not limited to; AU classrooms, field experience settings, email/phone/face-to-face communications with faculty/staff, or administration. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty person.

**Student Appeal Process**

Students have the opportunity to appeal the disposition form by contacting the following university personnel in **the listed order**:

1. Reporting Faculty/Staff
2. Department Chairperson
3. Director of the School of Social Work
4. Graduate Studies Dean
5. Provost

**Student Performance Review Committee**

When a student has attended 2 disposition conferences in the course of their program of study, and/or is not successful in the achievement of adequate progress, a Student Review (SR) will be scheduled. Any outcomes from this review will become a part of the candidate’s permanent record in the School of Social Work.

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| **Name:** | **Professor:** |
| **Date:** |  **□ SWK 5610 □ SWK 6410 □FIELD** **□ SWK 6420 □ SWK 6430**  |
| **Choose Acceptable, Concern, or Alert for each of the 10 Areas** |
|  | **DESCRIPTOR** | **ACCEPTABLE** | **CONCERN** | **ALERT** | **COMMENTS** |
| **COLLABORATION** |
| **Respect**ISBE StandardCSWENASW | Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff and peers. |  |  |  |  |
| **Compassion and Understanding**ISBE StandardCSWENASW | Demonstrates appropriate care and understanding in all actions with others. |  |  |  |  |
| **Accepts Constructive Suggestions**ISBE StandardCSWENASW | Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. |  |  |  |  |
| **Collaborative Practice**ISBE StandardCSWENASW | Works well with peers and all personnel in school settings |  |  |  |  |
| **CURRICULUM** |
| **Preparedness**ISBE StandardCSWENASW | Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. |  |  |  |  |
| **Diversity**ISBE StandardCSWENASW | Understands the needs of all types of learners and does not exhibit stereotypical behavior towards differences (race, class, ethnic group, gender, ability, etc.). Consistently exhibits the fair treatment of others through differentiation. |  |  |  |  |
| **Commitment to Continuing Education/Professional Networking**CSWENASW | Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations |  |  |  |  |
| **COMMUNITY** |
| **Safety**ISBE StandardCSWENASW | Shows good judgment regarding safety conditions in working with various age groups. |  |  |  |  |
| **Integrity**ISBE StandardCSWENASW | Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity. |  |  |  |  |
| **Advocacy**CSWENASW | Engages in support and/or activism for micro and mezzo level needs of students and families |  |  |  |  |