

FRESNO STATE[®]

Social Work Education



PPS Candidate Handbook
2023-2024

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PPS Program Information

Overview of the Department of Social Work Education

History

The Department of Social Work Education at CSUF has a proud tradition covering more than 75 years of service to the Central Valley. Undergraduate instruction in social work began in 1941 and the first students with a concentration in social welfare were graduated in 1954. The graduate social work program began in 1964 as the only professional social work program serving the San Joaquin Valley. Both the graduate and undergraduate social work programs are fully accredited by the Council on Social Work Education. The PPS program, as part of the M.S.W. degree, is accredited by the California Commission on Teacher Credentialing (CCTC). The Department of Social Work Education continues today as one of the primary sources of professionally educated social workers for the human service agencies in the largely rural central region of the state.

The Community

While the soil of this region may be rich, many of the people are poor. Despite the great wealth associated with large scale agriculture, five of the counties in this region are among the six poorest counties in the United States in terms of the proportion of families with incomes below the poverty level. Demographically, the San Joaquin Valley is the residence of over seventy distinct ethnic and cultural groups. Among the more disadvantaged groups, the largest populations include Hispanics, African Americans, Native Americans, and the Asian refugees. Fresno County has the largest proportionate population of Hmong, Laotian and Vietnamese in the United States.

In sum, there are a significant number of diverse groups of people in geographic, social and economic transition who come from rural/agricultural backgrounds and who now face urbanization. This then defines the practice context for MSW and PPS program graduates: an unusual mixture of rurality, centralization of population, diverse ethnicity, poverty, and a host of social service needs in employment and education as well as physical and mental health care.

The M.S.W. and PPS Programs

The Master of Social Work degree is a 60 unit program designed to educate advanced social work practitioners who can meet complex client needs within a diversity of public and private human services settings and who can provide services to multiple client systems using a variety of social work practice approaches. As part of the M.S.W. program, students may elect to specialize in school social work practice and child welfare and attendance. The Department of Social Work Education, in conjunction with the Kremen School of Education and Human Development, recommends candidates for a PPS credential who have met all of the requirements of the M.S.W. and PPS credential programs. This credential authorizes the holder to provide school social work and child welfare and attendance services as an employee of a K-12 public school in the state of California.

The profession of social work and the Department of Social Work Education at CSU Fresno are dedicated to meeting the diverse social service needs of special populations of individuals, families, groups, organizations and communities. Because we are a practice oriented profession, the graduates of our program will deal with social concerns that range from societal oppression to people's emotional, behavioral, and academic problems. The social work practitioner who is educated in our program is taught to help vulnerable and disadvantaged populations. In focusing on such groups, students are trained to use a range of traditional and non-traditional methods to promote well-being, personal growth, educational success, and social justice.

The program is designed to maximize the integration of theory and classroom knowledge with field instructed practice in the schools. This curriculum model ensures that students experience the breadth and depth necessary to be prepared for social work practice in the public schools.

Five core values of the Master of Social Work Degree program include:

- 1) Social Justice, 2) Diversity, 3) Empowerment, 4) Leadership and 5) Dialogue

The Master of Social Work degree program utilizes an advanced multisystem social work practice specialization as the model for educating advanced practitioners who can meet complex client needs within a diversity of settings and who can perform in a variety of roles using appropriate social work practice methodologies. Within this model, the M.S.W. and PPS programs utilize a multidimensional perspective which is designed to foster the professional capacity for reflection and collaboration in the provision of social work services in a diverse society. PPS credential candidates are assisted in developing the knowledge, skills, values and dispositions necessary for successful functioning in a complex and changing world.

Pupil Personnel Services Credential Program with
Specializations in School Social Work and
Child Welfare and Attendance

PPS Admission Requirements

1. Admission to the M.S.W. Program at California State University, Fresno.
2. Declaration of interest in the PPS program and school social work and child welfare and attendance by participating in the School Social Work track in the specialization year.
3. Assignment to a PPS field placement for the second year practicum, SWrk 282/283.
4. Meet the Basic Skills Requirement (BSR) by taking one of several examination options outlined below **prior to enrollment in SWrk 282**. The California Commission on Teacher Credentialing requires all credential holders to demonstrate proficiency in basic skills. There are several examination options available to credential candidates:
 - a. Original score report showing a score of “College Ready” or “Exempt” in the English and Math sections of the early Assessment program (EAP).
 - b. Original score report showing a score on the ELM (Entry Level Math) of 50 and EPT (English Placement Test) of 151.
 - c. A combination of the scores from the EAP and the EPT/ELM as long as you have passed a section of the English and a section of the Math.
 - d. Verification of a College Board SAT score of 500 or above in English and 550 or above in Math.
 - e. Verification of an ACT score of 22 or above in English and 23 or above in Math.
 - f. Verification of a College Board AP exam score of 3 or above on the AP English Language and Composition or the AP English Literature and Composition and a score of 3 or above on the AP Calculus or AP Statistics exam.
 - g. Take the CBEST exam (all 3 sections) and submit verification of passing.
 - h. Verification of passing the CSET: Multiple Subject and Writing (for teachers).
 - i. Meet the Basic Skills Requirement by Coursework: Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). Qualifying coursework does not include professional development or continuing education units or in-service training or workshops or courses where credits do not apply toward the requirements for an associate's degree, baccalaureate degree, or higher degree. Qualifying coursework includes the course listed in the link below:

<https://kremen.fresnostate.edu/teaching-credential/documents/bsr.appd.cswk.pdf>

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

- j. Meet the Basic Skills Requirement by Coursework and Exam:
The Basic Skills Requirement can be met through a combination of applicable courses and qualifying exams. This option is only available through a Commission-approved preparation program. The qualifying coursework must meet the requirements as described above. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable.

If you do not pass the basic skills proficiency requirement, make an appointment to meet with the PPS Coordinator prior to the beginning of the PPS internship. Registration and testing information are available online at www.cbest.nesinc.com. **You must provide verification that you have taken a basic skills proficiency exam or coursework prior to enrollment in SWrk 282.** Once you pass, provide the Department of Social Work Education with a copy of your C-BEST verification card or passing scores from the other BSR options.

5. Complete the process for Character and Identification clearance prior to enrollment in SWrk 282. You will **not** be allowed to begin field instructed practice in the schools until you have obtained clearance from the California Commission on Teacher Credentialing. Further information on obtaining the Certificate of Clearance will be provided at a PPS orientation meeting.

Pupil Personnel Services Credential Program Description of Specializations

Introduction

The Pupil Personnel Services (PPS) credential authorizes the holder to perform pupil personnel services in grades 12 and below, including preschool and in programs organized primarily for adults. The PPS credential has four different areas of specialization. The holder of the credential is only authorized to provide services in the specialization(s) named on the credential. MSW students who participate in the PPS program meet the requirements for the specializations in **school social work and child welfare and attendance**. Currently, MSW/PPS students also have the option of earning the additional specialization in school counseling by completing additional coursework in the Counseling Department (See PPS Program Requirements for further information).

Pupil Personnel Services Credential Specializations: The following is a description of the four specializations for the PPS credential:

1. **School Social Work** – authorizes the holder to assess home, school, personal and community factors that may affect a student’s learning; identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; coordinate family, school and community resources promoting students’ social development.
2. **Child Welfare and Attendance** – authorizes the holder to access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.
3. **School Counseling** – authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social counseling; provide consultation and staff development to teachers regarding students’ needs; and supervise a district-approved advisory program as described in Ed. Code Section 49600.
4. **School Psychology** – authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; conduct psycho-educational assessments for purposes of identifying special needs; consult with other educators and parents on issues of social, developmental, behavioral and academic difficulties; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crisis.

Source: Title 5, Section 80049.1 Authorization for Service

The Pupil Personnel Services Credential Program Requirements 2019 Standards

The current requirements for the PPS credential program with specializations in school social work and child welfare and attendance (CWA) are listed below.

1. Admission to the MSW program at Fresno State.
2. Participation in the School Social Work Track during the specialization year of the MSW program. Students will also need to be assigned to a public school setting which meets all of the requirements of the PPS program for the second year field placement, SWrk 282/283.
3. Meet the Basic Skills Requirement (BSR) by taking **one** of several examination options outlined below **prior to enrollment in SWrk 282**. The California Commission on Teacher Credentialing requires all credential holders to demonstrate proficiency in basic skills. There are several examination options available to credential candidates:
 - a. Original score report showing a score of “college ready” or “exempt” in the English and Math sections of the Early Assessment Program (EAP)
 - b. Original score report showing a score of 50 on the Entry Level Math (ELM) exam and 151 on the English Placement Test (EPT).
 - c. A combination of the scores from the EAP and the EPT/ELM as long as you have passed a section of the English and a section of the Math.
 - d. Verification of passing the College Board SAT English (500) and SAT Math (550).
 - e. Verification of passing the ACT English (22) and ACT Math (23).
 - f. Verification of a score of 3 or higher on the College Board AP English Language and Composition or the AP English Literature and Composition exam and a score of 3 or higher on the AP Calculus or Statistics exam.
 - g. Take all 3 sub-tests of the California Basic Educational Skills Test (CBEST) and submit verification of having passed.
 - h. Verification of passing the California Subject Exam for Teachers (CSET): Writing Skills exam and CSET: Multiple Subject exam.
 - i. Meet the Basic Skills Requirement by Coursework:
Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). Qualifying coursework does not include professional development or continuing education units or in-service training or workshops or courses where credits do not apply toward the requirements for an associate’s degree, baccalaureate degree, or higher degree. Qualifying coursework includes the course listed in the link below:

<https://kremen.fresnostate.edu/teaching-credential/documents/bsr.appd.cswk.pdf>

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

- j. **Meet the Basic Skills Requirement by Coursework and Exam:**
The Basic Skills Requirement can be met through a combination of applicable courses and qualifying exams. This option is only available through a Commission-approved preparation program. The qualifying coursework must meet the requirements as described above. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable.

If you do not pass the basic skills proficiency requirement, make an appointment to meet with the PPS Coordinator prior to the beginning of the PPS internship. Registration and testing information are available online at www.cbest.nesinc.com. **You must provide verification that you have taken a basic skills proficiency exam or coursework prior to enrollment in SWrk 282.** Once you pass, provide the PPS Coordinator with a copy of your C-BEST verification card or passing scores from the other BSR options.

4. Complete the application for Character and Identification Clearance prior to enrollment in SWrk 282. Specific instructions for obtaining the Certificate of Clearance will be provided at a credential candidate orientation in late spring. You must submit evidence of your Certificate of Clearance to the PPS Coordinator prior to beginning SWrk 282. If you have not received your clearance when classes begin in the fall, see the PPS Coordinator immediately.
5. Enroll in SWrk 274, Advanced Social Work Policy, Theory and Practice in Schools Track I (3 units) concurrently with SWrk 282 (Fall) and SWrk 275, Advanced Social Work Practice in Schools Track II (3 units) concurrently with SWrk 283 (Spring). You must earn a grade of "B" or higher in both of these classes in order to be recommended for the credential.
6. Completion of **450 hours of social work field placement experience in school-based practice supervised by an MSW with a PPS credential**. Candidates must work in multiple school levels and have a broad base of experiences including but not limited to designated constituent groups, such as homeless youth, foster youth, etc.
7. Completion of **150 clock hours of school-based field placement experience in child welfare and attendance supervised by an MSW with a PPS credential in CWA**. Experience shall be in the following areas: student attendance; student enrollment & discipline; educational records; parent engagement; and, ethical compliance related to pupil services. **Students interested in both the school social work and child welfare and attendance specializations will need to complete a total of 600 hours of field placement which is the same hour requirement for all MSW 2 students.**
8. **UPDATE** (11/20/22): For PPS candidates interested in the specialization in school counseling, the requirements have changed effective Fall 2023. Interested students will need to apply for admission to the "Add on" credential option for school counseling in the Spring prior to completion of the MSW program. Students who are admitted will need to complete two semesters of school counseling coursework and a school counseling internship in the year after completion of the MSW/PPS program.

9. Completion of all requirements for the MSW degree and a recommendation for the PPS credential from the PPS Coordinator. You must complete the MSW program before your application for the PPS can be completed.
11. Completion of all application requirements for the PPS credential. The applicant is responsible for applying for the PPS credential. Your application cannot be completed until you meet all of the requirements for the MSW program (i.e., graduate). Candidates normally have a 10 year limit from the time they begin their graduate program to apply for the credential. If the credential standards change, that time frame may be shortened. Application materials may be obtained from the Credential Analyst.
12. Once you have completed the MSW program and applied for the PPS credential fill out a PPS Program Completion Form and submit it to the PPS Coordinator. The Program Completion Form will be forwarded directly to the Credential Analyst office at CSUF. Student files in the Credential Analyst office remain open for only 3 months. Therefore, be sure to complete all application requirements within 3 months or your file will be closed.

Pupil Personnel Services Credential Program Learning Agreement

The Pupil Personnel Services Credential program with specializations in School Social Work and Child Welfare and Attendance (CWA) is part of the MSW program. Thus, credential candidates must complete all requirements for the MSW and the second year internship, SWrk 282/283, as well as specific curriculum and performance expectations (PE's) related to the credential.

The following requirements and performance expectations for the PPS credential are specific to the PPS program and are incorporated into the SSW Track Learning Agreement for PPS credential candidates. The assignments in the advanced learning agreement (SWrk 282 and SWrk 283) for PPS candidates include the following:

Requirements:

1. Candidates will complete a minimum **total of 1000 hours of field experience** (MSW 1=400 hours and MSW 2=600 hours).
2. **School Social Work Specialization:**
 - a. The school social work specialization requires at least **450 hours** in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools.
 - b. **Candidates must work in multiple public school levels** and the distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor.
 - c. Candidates should have a **broad base of experiences** including but not limited to: *families and students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 plans, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental health needs.*
 - d. Candidates pursuing the additional specialization in School Counseling must complete a minimum of **200 clock hours at each setting and 150 hours of practice with diverse populations (see section c above).**
3. **Child Welfare and Attendance Specialization:**
 - a. Completion of **150 clock hours** of supervised school-based field experience.
 - b. Engage in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services.

Performance Expectations:

SSWPE 1: Ethical and Professional Behavior

1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.
2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.
3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.
4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

SSWPE 2: Engage Diversity and Difference in Practice

1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.
2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.
3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.

SSWPE 3: Promote Social Justice and Equity

1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.
2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.
3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.

SSWPE 4: Engage in Practice-informed Research and Research-informed Practice

1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.
2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.
3. Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.

SSWPE 5: Engage in Policy Practice

1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.
2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.

SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities

1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.
2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.
3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.
4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.

SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities

1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.
2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.
3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.

SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.
2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.
3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.
4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.
5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).

SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.
2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.
3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.

SSWPE 10: Growth and Development

1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.
2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

Guidelines for Completion of the Field Experience Requirements in Child Welfare and Attendance

Introduction

PPS candidates must complete 150 hours of supervised school-based field placement experience in Child Welfare and Attendance (CWA) in order to meet the requirements for the specialization in child welfare and attendance.

Requirements for school-based CWA Field Placement Hours

The CWA field placement hours will be completed by the PPS candidate at the assigned school sites. The hours dedicated to CWA assignments at each school level should be documented by the PPS candidate on an ongoing basis and will be tallied at the end of the internship to verify completion of CWA requirements. The selection of learning experiences to fulfill the CWA requirements is a shared responsibility of the PPS candidate, MSW/PPS field instructor, and the faculty liaison. Candidates for the CWA specialization need to have field experience in the following areas:

- Student Attendance
- Student Enrollment & Discipline
- Educational Records
- Parent Engagement
- Legal & Ethical Compliance Related to Pupil Services

List of Possible CWA Learning Assignments

School-Based CWA Hours: (150 hours)

1. Participate in a site-based or home-based attendance conference in which state laws related to compulsory attendance are reviewed with the family.
2. Participate in a SARB or SART meeting.
3. Participate in or observe a transfer meeting.
4. Participate in or observe an expulsion hearing.
5. Participate in a conference with juvenile probation and a student.
6. Completion of a suspected child abuse report.
7. Participate in a Team Decision Making conference at a county Department of Social Services.
8. Student participation in California Department of Education - State SARB webinar/meeting held within a District/County Office of Education. (CDE - lead agency)
9. Participation/coordinate Saturday School intervention programs. (School site)
10. Participate in promotion/retention meetings as they relate to board policy and attendance. (School Site)
11. Collaborate/consult with Foster Family Agency/Group Home/County Child Welfare agency representatives regarding services for students with child welfare concerns and attendance. (CPS, FFA/Group Homes)
12. Provide services for students served under AB 12/ILP.
13. Secure appropriate Release of Information and collaborate/consult with Mental Health providers in school service area, i.e. Behavioral Health, Family Forces, Fleet and Family Services, Kings County MH, Central Valley Regional Center, Comprehensive Youth Services.
14. Research/explore possible special education services for cases with concerns impacted by child welfare/attendance history.
15. Participate in site/district policy development/review of protocols/procedures related to attendance monitoring system.
16. Participate in developing school wide initiatives/campaigns for parent involvement/awareness regarding attendance protocols.
17. Participate in developing and implementing social/emotional programs impacting attendance (Anti-bully prevention/intervention programs/systems).
18. Participate in providing interventions for teen parents.
19. Collaborate with the district representative responsible for the issuance of work permits.
20. Provide teacher and/or staff training on confidentiality and minor consent.
21. Provide teacher in-service training on CWA laws and strategies for intervention with common problems.
22. Consult/collaborate with the district Homeless/Foster Care Liaison/Educational Liaison regarding services for students with CWA concerns.
23. Consult/collaborate with the school nurse regarding services for students with CWA concerns.
24. Consult/collaborate with the school psychologist regarding services for students with CWA concerns.
25. Consult with school staff and outside agencies regarding immigration issues that influence student attendance and student rights.

Fresno State
 Department of Social Work Education
 PPS Credential Program

Summary of California Attendance Laws

Table of Laws Related to Pupil Rights

Subject of Policy	CA Education Code	Brief Summary of the Policy
Attendance	E.C. 48200	Each person between the ages of 6 and 18 not exempted under provisions of this chapter or Ch 3 (beginning with section 48400) is subject to compulsory, full-time attendance.
Exclusions	E.C. 48210+	<ol style="list-style-type: none"> 1. Contagious, infectious or communicable diseases (E.C. 49451, H & S 120230). 2. Presence of student constitutes a clear and present danger to the life, safety or health of others (E.C. 48213). 3. Those not immunized properly (E.C. 48216). May request exemption.
Definition of Truancy	E.C. 48260	Any pupil subject to full-time, compulsory education who is absent from school without valid excuse 3 or more days or tardy in excess of 30 minutes on each of more than 3 days in one school year is a truant and shall be reported to the attendance supervisor or superintendent.
Habitual Truancy	E.C. 48262	Student is reported as a truant 3 or more times per school year.
Truancy Procedures	E.C. 48250.5+	Process and consequences of truancy

Fresno State
Department of Social Work Education
PPS Credential Program

Table of Laws Related to Pupil Rights

Subject of Policy	Reference
Child Custody	Family Code 3020b
Child Labor Laws	Education Code (E.C.) 49111+
Equal Educational Opportunity	Discrimination: E.C. 265 Sex Discrimination: E.C. 221.5 Harassment: E.C. 231.5 English Language Education for Immigrant Children: E.C. 300+
Expulsion	E.C. 48915
Foster Children	E.C. 56055/AB 490
Freedom of Dress and Appearance	E.C. 35183 Board and School Policy
Freedom of Expression	E.C. 48907
Homeless Students	42 USC 11431/E.C. 48852.5
Mandated Child Abuse Reporting	E.C. 48987
Pupil Records	E.C. 49060+
Religious Expression in Schools (Prohibited Materials)	Board Policy (E.C. 51511)
Right to Safe Schools	CA Constitution, Article 1, Section 28(c)
Safe Schools for Immigrant Children	E.C. 234.7/AB 699
Sex Equity in Education	E.C. 221.5/ AB 1266
Suicide Prevention	E.C 215/AB 2246 (grades 7-12) E.C. 216/AB 1767 (K-6)
Special Education	E.C. 56300+
Suspension	E.C. 48900

NOTE: The specific text of California Laws can be found at the following website: www.leginfo.ca.gov

PPS Program Forms

Pupil Personnel Services (PPS) Credential Program
New PPS Candidate
FLOW CHART
(2019 Standards)

The following steps must be completed in order to be eligible to participate in the School Social Work Track and the PPS credential program, including the accompanying field placement in the schools:

- 1. Participation in the SSW Track in the specialization year and assignment for the second year field placement, SWRK 282/283, at a public school setting which meets all of the requirements of the PPS program.
- 2. Meet the Basic Skills Requirement (BSR) by submitting scores for both English and Math using the options outlined in the PPS Program Requirements sheet. **You must provide verification that you have taken a basic skills proficiency exam prior to enrollment in SWrk 282.**
- 3. Submit verification that you have either passed the Basic Skills Requirement OR that you have taken the C-BEST or CSET (either verification card or non-passing scores) to the PPS Coordinator before the fall semester begins.

NOTE: PPS field placement hours MAY NOT be counted until the BSR is met either by submitting passing scores or evidence that the C-BEST or coursework was taken and the evidence is on file in the Department of Social Work Education. It is your responsibility to submit the scores/BSR Audit Form to the PPS Coordinator – they are not forwarded by other university offices.

- 4. Obtain a Certificate of Clearance from the California Commission on Teacher Credentialing. **This process is time sensitive. The application must be submitted on the CCTC website by the end of May.** Please be sure to carefully follow the directions provided at the candidate orientation in applying for the Certificate of Clearance. Submit evidence of the Certificate of Clearance to the PPS Coordinator before classes begin in August.

Note: A paper certificate will not be mailed to you from CTC, only an emailed verification that your application was submitted. Please allow a minimum of two weeks for your Live Scan results to be processed. If you have had a misdemeanor/criminal conviction or other issues the Commission may need additional documentation and processing will take longer. Depending on the time of year and your background check, it can take days to months, so continue to check until it is issued.

Finally, check the CTC website at www.ctc.ca.gov and select “Search for an Educator”, then select “Secured Search”. Input your SSN and DOB. Click on the hyperlink for the Certificate of Clearance. You will need to check this site regularly to see when your Certificate of Clearance is issued. Print one copy and submit this verification to the PPS Coordinator before classes begin in August.

Exemption: It is not necessary to apply for a Certificate of Clearance if you can present a copy of a valid California certificate or credential such as an emergency permit, teacher credential, Children’s Center permit or Adult Vocational Education credential

- 5. Submit to the PPS Coordinator a paper or electronic copy of the verification that the Certificate of Clearance has been issued prior to the beginning of the fall semester (see #4-c above).

NOTE: PPS candidates may not report to the schools until the Certificate of Clearance has been received by the Department of Social Work. If you have not received clearance from the Commission on Teacher Credentialing by mid-August, contact the PPS Coordinator at 278-3992

- 6. Obtain **school district level fingerprint clearance** through the school district where you will be placed for the second year of internship. Once your placement has been assigned, contact your proposed MSW/PPS field instructor **before the semester ends** for instructions on how to proceed. This district, or local, level of fingerprinting will also require the paper work and fees for another Live Scan. It is best to have this Live Scan done at the school district. If it is done elsewhere, be sure that the Live Scan form (41- LS) directs the results to be sent to the school district.
- 7. Enroll in SWrk 274, Advanced Social Work Policy, Theory and Practice in Schools Track I (3 units) for Fall, and SWrk 275, Advanced Social Work Practice in Schools Track II (3 units) for Spring.

Be sure to complete all requirements. Failure to complete all steps may jeopardize your eligibility to participate in the PPS program and/or meet the requirements for the PPS credential. Contact the PPS Coordinator, Benita Washington, if you have any questions (559-278-6151, bwashington@csufresno.edu).

AGENCY OVERVIEW

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal and state laws and district policies and regulations as part of services for a minimum of 2 students in the areas of attendance, student records, student rights, and confidentiality.
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify an ethical dilemma in your practice in the schools. Present a summary of the situation in both supervision and field seminar and engage in critical analysis and consultation to demonstrate sound decision-making.
3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Discuss in supervision each week at least 1 example of your use of self-reflection to identify oppression and to make adjustments in your practice to limit its impact.
4. Participate collaboratively as a member of interprofessional teams.	Participate in 2 multidisciplinary problem solving team meetings at the school or district level.
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Complete oral, written and electronic communication and documentation in accordance with district policy and professional standards to promote client safety and to protect confidentiality.
Competency 2: Engage Diversity and Difference in Practice	
Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Work with at least 3 students culturally different from you. Discuss in supervision your understanding of identified differences and their impact on your practice.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Conduct 2 home visits and engage in cultural humility through on-going self-reflection, use of client feedback, supervision and evaluation.
3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Provide trauma-sensitive school social work services at the micro and mezzo levels. Discuss in supervision the practice models used and how your understanding of intersectionality influenced your practice.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Complete an assessment of a student from 2 of the following groups**: low income; homeless; foster youth, or expelled.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	Learning Agreement Assignment
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Attend a district school board meeting in person or on line. Identify a social justice issue impacting the students and families at your school site and discuss in supervision.

2. Demonstrate that their practice is grounded in the belief that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.	Provide trauma-sensitive school social work & CWA services to students, families and staff with a broad base of experiences and demonstrate adherence to core social work values in your practice.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Advocate for a minimum of one student and one family to effectively address a human rights concern**. Plan your intervention in supervision prior to implementation.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Implement evidence-informed Tier 2 and Tier 3 interventions that address identified social justice concerns and promote student success.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry AND	Addressed in SWrk 292.
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Use client feedback and identify trends to inform research on school social work practice outcomes that impact the school community. Formulate one area for future inquiry.
4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	With assistance from your FI, review data from school system records related to one area such as attendance, discipline, or student performance. Discuss in supervision how this data can be used by the school social worker to affect change.
Competency 5: Engage in Policy Practice	
Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Attend a school or district level SART/SARB or expulsion meeting. Discuss in supervision the benefits and unintended/negative consequences of the application of attendance policy at multisystem levels.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Participate in a site-based or home-based problem-solving meeting (SST, home visit, SARB, student disciplinary conference).
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Participate in Youth Court or a conference with juvenile probation or a school resource officer and student. Discuss in supervision your insight regarding social justice issues.

<p>4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.</p>	<p>Collaborate at the district and site levels in the development and implementation of Tier 1 interventions (bullying prevention, conflict mediation) to create a safe, supportive, trauma-sensitive classroom and school environment.</p>
<p>Competency 6: Engage at Multisystem Levels</p>	
<p>Behaviors</p>	<p>Learning Agreement Assignments</p>
<p>1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.</p>	<p>Complete 2 process recordings based on interaction with new student referrals that demonstrate your engagement skills and application of growth and development factors. Review the process recording in supervision for feedback.</p>
<p>2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.</p>	<p>Engage with a minimum of 5 diverse students, establishing a caring and supportive relationship, high expectations, and facilitating opportunities for school involvement.</p>
<p>3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.</p>	<p>Discuss 2 parent engagement approaches in supervision, analyzing their applicability and effectiveness with diverse families.</p>
<p>4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.</p>	<p>Interact with school staff outside of the classroom (office, teacher's lounge, cafeteria, yard duty) to build relationships. Discuss your progress in supervision.</p>
<p>Competency 7: Assess at Multisystem Levels</p>	
<p>Behaviors</p>	<p>Learning Agreement Assignments</p>
<p>1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.</p>	<p>Consult parents/caregivers and school staff as well as school records on attendance, behavior and performance as part of a multisystem approach to assessment.</p>
<p>2. Assess clients and constituencies in a manner that conveys empathy.</p>	<p>Complete an assessment of 3 students to identify social and emotional needs informed by your understanding of typical and atypical growth and development.</p> <p>Complete an assessment of 1 existing school service (PBIS, MTSS, community-based program) to identify needs met and potential service gaps.</p>
<p>3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.</p>	<p>Review 2 different assessment models in supervision (DSM 5, MSE, crisis, PIE, etc.) and discuss their applicability with diverse students and families.</p>
<p>4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed-upon intervention goals.</p>	<p>Formulate a multidimensional assessment for 3 students and collaborate to establish a clear service plan for each with mutually agreed-upon intervention goals</p>

Competency 8: Intervene at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process	Provide trauma-sensitive, developmentally appropriate interventions at the individual, family and school levels.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Utilize evidence-informed strategies such as counseling, case management, group work, crisis, and school climate interventions to address identified needs in the school.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate interventions.
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced, trauma-sensitive SSW & CWA services at both school sites that include advocacy, collaborative consultation, case management, and coordination of MTSS services to meet the needs of identified students and the school.
Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of tools of practice evaluation.	Identify 3 tools that can be used to evaluate SSW & CWA practice at the micro and mezzo levels in the schools. Discuss in supervision.
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Research school district protocol for selecting culturally-responsive evaluation strategies. Discuss your findings in supervision to inform selection.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Discuss in supervision the advantages and disadvantages of 3 different approaches to evaluation with diverse clients and consumers in the public school setting.
4. Conduct formal and informal evaluations of their practice at multiple system levels.	Use quantitative and qualitative data and feedback from students, teachers, caregivers and other providers to evaluate practices and modify approaches as needed.
SSWPE 10: Growth and Development	
Behaviors	Learning Agreement Assignments
1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.	In supervision, identify examples of typical and atypical development in your assigned students. Discuss the implications for assessment and selection of evidence-informed interventions.

2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.	Complete a minimum of 4 multidimensional assessments of students that reflect understanding of sociocultural and developmental factors and their influence on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.	Provide developmentally appropriate SSW and CWA services to students at different developmental stages.

Additional Activities (Optional):

The agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 282
2. A minimum of one hour of weekly supervision
3. Adequate space and resource to complete agency related assignments.
4. Other:

Field Instructor Initials:

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

Fresno State
Department of Social Work Education
Pupil Personnel Services Credential Program
Advanced Spring Learning Agreement
SWRK 283

STUDENT INFORMATION

FIRST NAME MIDDLE INITIAL LAST NAME

STREET ADDRESS CITY ZIP CODE

PREFERRED PHONE NUMBER CAMPUS EMAIL ADDRESS

FIELD PLACEMENT SCHEDULE (specify days, hours and school sites)

AGENCY INFORMATION

AGENCY NAME (include assigned school sites)

STREET ADDRESS CITY ZIP CODE

FIELD INSTRUCTOR PHONE EMAIL ADDRESS

PPS CREDENTIAL: SSW CWA COUNSELING OTHER: _____

FACULTY LIAISON PHONE EMAIL ADDRESS

FIELD SUPERVISION

DAY AND TIME OF SUPERVISION

FORMAT (minimum requirement: 1 hour per week – individual)

NAME OF BACKUP EMERGENCY SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal and state laws and district policies and regulations in the provision of services, particularly in the areas of attendance, student records, student rights, child abuse reporting, child custody, and special education.
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify an ethical dilemma in your practice in the schools. Apply relevant policies and models for ethical decision-making, including consultation, to demonstrate sound decision-making.
3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Continue to discuss in supervision each week at least 1 example of your use of self-reflection to identify oppression and to make adjustments in your practice to limit its impact.
4. Participate collaboratively as a member of inter professional teams.	Participate in 2 multidisciplinary team meetings at the school or district level, such as a 504, IEP, SARB, or task force.
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Continue to complete oral, written and electronic communication and documentation in accordance with district policy and professional standards to promote client safety and to protect confidentiality.
Competency 2: Engage Diversity and Difference in Practice	
Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Utilize understanding of diversity and difference to advocate in at least 3 situations for more culturally responsive services at the micro, mezzo and macro levels.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 diverse students and 2 diverse caregivers and engage in cultural humility through on-going self-reflection, use of client feedback, supervision and evaluation.
3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Provide trauma-sensitive school social work services at the micro, mezzo and macro levels. Discuss in supervision the practice models used and how intersectionality impacts your practice.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Complete an assessment of a student from 2 of the following groups: homeless; foster youth, ELL, LGBTQ+, or special education.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	Learning Agreement Assignment
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Meet with a site administrator and discuss the disciplinary practices at one of your school sites. Identify any patterns of disproportionality and inequity. Formulate a recommendation to address one concern and discuss in supervision.

2. Demonstrate that their practice is grounded in the belief that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.	Continue to provide trauma-sensitive school social work & CWA services to students, families and staff with a broad base of experiences and demonstrate adherence to core social work values in your practice.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Continue to advocate for a minimum of one student and one program or constituent group to effectively address a human rights concern. Plan your intervention in supervision prior to implementation.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Continue to provide evidence-informed Tier 2 and Tier 3 interventions that address identified social justice concerns and promote student success and a healthy school environment.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry AND 2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SWrk 298/299.
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Use multiple sources of feedback/data and identify trends to inform research on school social work practice & CWA outcomes that impact the school community. Formulate one area for future CWA inquiry.
4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Review data from school system records related to one area such as attendance, discipline, or student performance. Discuss in supervision how this data can be used by the school social worker to improve policy and practice.
Competency 5: Engage in Policy Practice	
Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Visit a district level alternative education site. Discuss in supervision the benefits and unintended/negative consequences of student participation at multisystem levels.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Participate in attendance and disciplinary meetings and collaborate effectively with students, caregivers, and school staff.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Participate in a meeting related to school safety/threat assessment/crisis intervention. Discuss in supervision your insight regarding social justice issues.

4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Collaborate at the district and site levels in the evaluation and implementation of suicide prevention and wellness policies and protocols.
Competency 6: Engage at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Interview 2 new student referrals in the presence of your field instructor to demonstrate your engagement skills and application of growth and development factors. Debrief with your field instructor for feedback.
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Continue to engage with a minimum of 5 diverse students, establishing a caring and supportive relationship, high expectations, and facilitating opportunities for school involvement.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss 2 engagement approaches in supervision specific to caregiver engagement and re-engaging emotionally, behaviorally and academically disconnected students.
4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	Interact with students, caregivers, and school staff informally to continue to build relationships. Identify in supervision 3 examples of how these efforts supported your professional practice.
Competency 7: Assess at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	Continue to consult parents/caregivers and school staff as well as school records on attendance, behavior and performance as part of a multisystem approach to assessment.
2. Assess clients and constituencies in a manner that conveys empathy.	Complete an assessment of 3 diverse students to identify social and emotional needs informed by your understanding of typical and atypical growth and development. Complete a needs assessment of the school community to identify an unmet need. Discuss your findings and program planning with your field instructor.
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Review 2 different macro assessment models in supervision and discuss their applicability to the school community.

4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed-upon intervention goals.	Continue to formulate a multidimensional assessment for 3 students and collaborate to establish a clear service plan for each with mutually agreed-upon intervention goals
Competency 8: Intervene at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process	Continue to provide trauma-sensitive, developmentally appropriate interventions at multisystem levels as determined by identified needs.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Utilize evidence-informed strategies such as counseling, case management, group work, community organizing, and crisis intervention to raise awareness of the effects of truancy and to intervene proactively.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate micro, mezzo and macro interventions.
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced, trauma-sensitive SSW & CWA services at both school sites that include advocacy, collaborative consultation, case management, and coordination of MTSS services to meet the needs of identified students, the school, and the community.
Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	Learning Agreement Assignments
1. Demonstrate advanced understanding of tools of practice evaluation.	Identify a total of 3 tools that can be used to evaluate SSW & CWA practice at the micro and macro levels in the schools. Discuss in supervision.
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Research school district protocol for selecting culturally-responsive program evaluation strategies. Discuss your findings in supervision to inform selection.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Discuss in supervision the advantages and disadvantages of 2 approaches to evaluation utilized with diverse clients and consumers in one of your school settings.
4. Conduct formal and informal evaluations of their practice at multiple system levels.	Understand and utilize educational outcome data to conduct formal and informal evaluations of micro, mezzo and macro/school-wide intervention outcomes to inform future practices.

SSWPE 10: Growth and Development	
Behaviors	Learning Agreement Assignments
1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.	Present a case in supervision that demonstrates clear understanding of typical and atypical development and its effect on learning. Include the theoretical support for your assessment and a plan for evidence-informed intervention.
2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.	Complete a minimum of 4 new multidimensional assessments of students that reflect advanced understanding of sociocultural and developmental factors and their influence on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.	Provide developmentally appropriate and advanced SSW and CWA services to students at different developmental stages.

Additional Activities:

The agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 282
2. A minimum of one hour of weekly supervision
3. Adequate space and resource to complete agency related assignments.
4. Other:

Field Instructor Initials:

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

PPS Credential Program
 School Social Work & CWA
 Final Evaluation of Student Performance in PPS Field Placement

Student Name _____ Date _____

Agency _____

Specific School Sites: _____

Field Instructor: _____

FI PPS Credential: SSW CWA

Total Number of Hours Completed for the PPS Credential Requirements:

I. School Social Work (SSW) Specialization:

A. Hours completed at:	Pre-School	Elementary
(450 required by May)	Middle	High

B. Experience with the following student groups (check all that apply):

- | | |
|---------------------------------------|---------------------|
| Eligible for free/reduced price meals | ELL |
| Homeless | Foster Youth |
| 504 Plan | Special Education |
| LGBTQ+ | Expulsion |
| | Mental Health Needs |

Other (please specify): _____

II. Child Welfare and Attendance (CWA) Specialization:

A. Hours Completed: **(150 required by May)**

B. Practice Experience (check all that apply):

- | | |
|--|-----------------------------|
| Student Attendance | Student Enroll & Discipline |
| Educational Records | Parent Engagement |
| Legal & Ethical Compliance related to Pupil Services | |

Instructions for Evaluation:

Using the following scale, please write the number that best describes the student’s performance in meeting the Performance Expectations (PE’s) to be recommended for the credential. Your general frame of reference is performance of an advanced MSW2/PPS candidate.

- Passing:
 - 4 - **Exceeds Expected Outcomes:** Performance is above expectations. Consistently effective and capable.
 - 3 – **Meets Expected Outcomes:** Performance is satisfactory and consistent with expectations for entry level, supervised generalist practice.
- Not Passing:
 - 2 – **Emerging Ability:** Performance demonstrates some weakness that requires improvement to Meet minimum expectations.
 - 1 – **Does Not Meet Expected Outcomes:** Performance is clearly problematic and well below expectations. Fails to complete task.

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 80% of the assignments.

4	3	2	1
Exceeds Expected Outcomes	Meets Expected Outcomes	Emerging Ability to Meet Outcomes	Does Not Meet Expected Outcomes

Evaluation of School Social Work Professional Expectations (SSWPE’s)

SSWPE 1: Ethical and Professional Behavior	Performance Level
1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.	
2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.	
3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.	
4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.	
SSWPE 2: Engage Diversity and Difference in Practice	Performance Level
1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.	

2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.	
3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.	
SSWPE 3: Promote Social Justice and Equity	
1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.	
2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.	
3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.	
SSWPE 4: Engage in Practice-informed Research and Research-informed Practice	
1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.	
2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.	
3. Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.	
SSWPE 5: Engage in Policy Practice	
1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.	
2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.	
SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities	
1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.	
2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.	
3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.	
4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.	

SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities	
1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.	
2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.	
3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.	
SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	
1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.	
2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.	
3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.	
4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.	
5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).	
SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	
1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.	
2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.	
3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.	
SSWPE 10: Growth and Development	
1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.	

2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.	
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.	

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Field Instructor Signature

Date

Student Signature

Date

Faculty Liaison Signature

Date

PPS Coordinator Signature

Date

Fresno State
Department of Social Work Education
Evaluation of PPS Credential Candidate Dispositions

Date: _____

Student Name: _____

Field Instructor: _____

Instructions: Please read the description of each credential candidate disposition listed and evaluate the student's demonstration of each using the scale below. **CIRCLE** the number on the scale that best represents the extent to which the student now demonstrates the disposition in carrying out their responsibilities as a PPS candidate.

- 4 **Above Average:** demonstrates internalization of qualities described; demonstration is natural and integrated seamlessly into practice.
- 3 **Satisfactory:** consistent demonstration of qualities described; demonstration is more deliberate but progressing to internalization.
- 2 **Below Average:** demonstration of qualities described is inconsistent and requires close supervision.
- 1 **Unsatisfactory:** demonstration of qualities described is very inconsistent or absent.

1. Candidate demonstrates the ability to **REFLECT**. (A broad knowledge base, an effective practice posture, and a range of appropriate practice skills at multiple systems levels are developed and applied through careful reflection and evaluation of practice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

2. Candidate demonstrates **CRITICAL THINKING** skills. (The ability to analyze multiple dimensions of a situation and its multi systems context for informed decision-making and practice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

3. Candidate demonstrates **PROFESSIONAL ETHICS**. (The ability to carry out all professional activities in accordance with the NASW Code of Ethics, including the ability to make well-reasoned, fair and ethical decisions that demonstrate cultural competence and that promote empowerment and social justice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

4. Candidate demonstrates that s/he **VALUES DIVERSITY**. (The ability to demonstrate cultural competence in response to diverse influences on learning and behavior: cultural, linguistic, cognitive and physiological. It also includes demonstration of the belief that all students can learn).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

5. Candidate demonstrates understanding of the importance of **COLLABORATION**. (The ability to work in cooperation with education team members, parents/caregivers, students and other relevant constituents in the service of supporting educational success).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

6. Candidate demonstrates a commitment to the importance of **LIFE-LONG LEARNING**. (The ability to take responsibility for ongoing professional growth and development).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

7. Overall, candidate demonstrates the dispositions expected of a school professional and is adequately prepared for school social work practice.

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

The PPS candidate participated in this evaluation:

_____ Read and Agree

_____ Read and Accept with Reservations

_____ Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

PPS Coordinator Signature

Date

PPS Credential Program
School Social Work and Child Welfare and Attendance Specializations

PPS Candidate Exit Survey

This survey is to be completed at the end of the second year of field placement. This information will be utilized for on-going program evaluation. Your feedback is valuable!

Date: _____

Part I: PPS Program Information

Using the scale provided, please indicate the number that best describes your response to the following items.

- | | | |
|-------------------|--------------|----------------------|
| 1. Strongly Agree | 3. Undecided | 5. Strongly Disagree |
| 2. Agree | 4. Disagree | 6. Not Applicable |

- _____ 1. The prerequisites to the PPS program, including the internship, were provided to me.
- _____ 2. Courses in the MSW Program provided me with a knowledge base for social work practice.
- _____ 3. Courses in the SSW Track provided me with advanced knowledge for the specialization in SSW and CWA.
- _____ 4. The PPS field placement provided opportunities for the integration of theory and practice.
- _____ 5. The PPS field placement provided learning opportunities that met the requirements for the credential.
- _____ 6. The PPS field instructor was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 7. The PPS field instructor met with me regularly for supervision.
- _____ 8. The faculty liaison was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 9. The faculty liaison made regular agency visits and was available to me as needed.
- _____ 10. The PPS program has prepared me for practice as a school social worker.
- 11. What are the strengths of the PPS program?
- 12. What areas of the PPS program need to be improved?

Part II: Evaluation of SSW Practice Knowledge and Skills

Using the scale outlined below, assess your knowledge and skills in the following practice areas:

- Low (1):** Not confident to begin practice in this area without consultation.
Moderate (2): Confident to begin practice in this area, but may need consultation.
High (3): Very confident to begin practice in this area; unlikely to need consultation

SSW Performance Expectations	Low	Mod.	High
1. Demonstrating Ethical and Professional Behavior			
2. Engaging Diversity and Difference in Practice			
3. Promoting Social Justice and Equity			
4. Engaging in Practice-Informed Research and Research-Informed Practice			
5. Engaging in Policy Practice			
6. Engaging with Students, Families, Groups, Organizations and Communities			
7. Assessing Students, Families, Groups, Organizations and Communities			
8. Intervening Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations and the Community			
9. Evaluating Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community			
10. Understanding and Applying Concepts of Growth and Development			

Pupil Personnel Services (PPS) Credential Program

Graduating PPS Candidate EXIT FLOW CHART

Unless the CCTC Standards for the credential change, you have 10 years from the time you begin the MSW program to apply for your PPS credential. The following steps must be completed in order to obtain the Pupil Personnel Services Credential through the California Commission on Teacher Credentialing:

- 1. Complete **BOTH** the PPS Final Evaluation of Student Performance **and** the PPS Dispositions Evaluation with the PPS Field Instructor at the end of your second semester of field placement. Be sure that completion of all PPS requirements is carefully and clearly documented.
- 2. Complete the KSOEHD Unit Exit Survey.
- 3. Complete the DSWE PPS Candidate Exit Survey.
- 4. Complete all requirements for the M.S.W. degree
- 5. Fill out the PPS Program Completion Form (2019 Standards) verifying completion of all requirements for the PPS credential **when** you plan to apply for the credential. Turn this form into the PPS Coordinator for necessary signatures. If you meet all program requirements, you are eligible to be recommended for the credential. The signed form will be forwarded by the PPS Coordinator directly to the Credential Analyst.
- 6. Complete the CSUF Credential Application for Pupil Personnel Services. Application materials may be obtained at: <https://kremen.fresnostate.edu/teaching-credential/credapp.html> Follow the instructions for Clear PPS: Social Work/ Child Welfare and Attendance. You may also check off School Counseling on page 3 if you have completed the required three classes. Read the instructions thoroughly, complete the application and print.
- 7. The California Commission on Teacher Credentialing (CTC) has instituted a policy where universities process applications and submit them online to CTC. **A valid email address and credit/debit card are required to apply for a credential.** Once you have submitted a complete application packet to ED-100, it will be processed by the Credential Analyst. After submitting your complete application packet you will receive three email notifications:
 - 1. Authorization to pay credential fee at <http://www.ctc.ca.gov/credentials/default.html>. Fee: \$102.65. You will only be allowed to pay your fee after you have received this email notification. A valid email and credit/debit card are required. *The fee will be less if you hold a current Certificate of Clearance.*
 - Click the "Complete your Program's Recommendation" button to begin your part of the online process.
 - It is highly recommended that you review the instruction video before proceeding as you may apply for the incorrect credential and will have to pay the fee again as there are no refunds.
 - 2. Payment Confirmation - Prior to receiving your final email, your local County Office of Education (COE) credentials department will accept this payment confirmation email as a temporary confirmation until your document number is issued. *If you have a conviction record or you have answered yes to any of the fitness questions, your application process may be delayed as CTC verifies your information.*

3. After CTC completes their review, you will receive your document number.

You must register a copy of the final CTC email with your document number at your local COE credentials department. The average processing time is approximately 7-10 days after payment.

8. Submit all necessary documentation in support of the credential application directly to the Credential Analyst in ED 100 EXCEPT the Program Completion form:

- Copy of CBEST verification card or BSR verification.
- Proof of issuance of a valid Certificate of Clearance through the Commission on Teacher Credentialing.
- CSUF transcripts with all grades and Master's degree posted. Unofficial transcripts are acceptable.
- Program Completion Form (signed by the PPS Coordinator and forwarded directly to the Credential Analyst).
- \$25 **Money Order/Cashier's Check** payable to Fresno State (non-refundable processing fee). Print your name and CSUF ID number on the money order or check. **NO personal checks. Submit the payment to Fresno State Cashiering Services in Joyal along with page 3 only of the PPS application.**

9. Do **NOT** leave any application materials except the PPS Program Completion form with the PPS Coordinator. Submit all application materials and supporting documents directly to the Credential Analyst in ED 100 or mail to:

CSU, Fresno, Credential Analyst
5005 N. Maple Ave M/S ED 301
Fresno, CA 93740-8025

NOTE: Do not complete steps # 6-10 until you are ready to apply for the credential and all requirements are completed. The Credential Analyst office will only keep your file open for 3 months.

Fresno State
Department of
Social Work Education
PPS Program

Multidimensional Assessment

Identifying Information

Student Name _____ ID # _____ M _____

Ethnicity _____ Primary Language _____ Birthdate _____

Parent/Guardian _____ Home Phone () _____

Address _____ Work Phone () _____

School _____ Grade _____ RM # _____ Teacher _____

Referred by (name & relationship) _____

No. of Behavior Referrals this year: _____

Current Attendance Record _____ Current Grades/GPA _____

Reason for Referral:

Background Information

History of Presenting Concerns:

School Adjustment (academic performance, attendance, behavior, etc.):

Peer Relationships:

Health/Medical History:

Student Strengths:

Special Concerns/Other:

Neighborhood Information

Summary of Neighborhood Environment:

Summary of Condition of Home Environment:

Family and Support System Information

Family in Household:

Student Service Plan

Name _____ Date of Plan: _____

Teacher _____ School _____ Grade _____

Parent's Name _____ Home Language _____

M / F D.O.B. _____ School Social Worker _____

Identified Needs Problems:

1. _____

2. _____

3. _____

Short Term Goals with Timeline:

1. _____

2. _____

3. _____

Action Plan (i.e. Individual or Group Counseling, Case Management, Linkage to Resources):

California Commission on Teacher Credentialing
[https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C))

Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs

The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS specialty areas, and they apply to all PPS credential candidates.

Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students.

PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:

- address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments.
- recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school.
- promote understanding that students need individualized opportunities, services, and supports to
- address life's challenges, and gain personal success and achieve academically.

PPS credential programs support candidate's understandings that:

- establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being.
- recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning.
- confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.
- provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success.
- increase awareness of mental health programs and services to address barriers.
- a positive school culture and climate can enhance the safety and well-being of all students.

PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions. Through the use of a cultural humility framework PPS programs support candidate's understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement. PPS Programs support candidate's growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students.

Pupil Personnel Services School Social Work Program Standards

Standard 1. Program Design, Rationale, Organization, and Context

Pupil Personnel Services School Social Work programs prepare candidates to develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers for all students. The program offers candidates a program that is consistent with the *Common Principles, Values and Goals* of Pupil Personnel Service Programs. Programs provide candidates the opportunity to develop and practice skills related to the understanding of the laws, policies, procedures, and unique service environment of the California public school system. Programs include a developmental interrelated set of courses and practical learning experiences that are aligned to the mission and goals of each school social work program, address the profession's purpose, are grounded in core professional values, and are informed by program context. Programs are further influenced by their communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local and regional contexts. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future school social work education, practice, and research.

Standard 2. Preparing Candidates for Mastery of School Social Work Performance Expectations

The School Social Work Performance Expectations (SSWPEs) describe the set of professional knowledge, skill, and abilities expected of beginning level practitioner in order to effectively support all students.

The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each of the School Social Work-Performance Expectations. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of assignments address (a) the SSWPEs as they apply to the areas to be authorized by the credential and (b) program-based assessments.

Standard 3. Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements

Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering SSWPEs. The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement, and to help candidates develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers. Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school social workers. The school social work program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.

Standard 4: Field Practice Experience

Candidates will complete a minimum of 1000 hours of field experience including at least 450 hours in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. Candidates must work in multiple public school levels and the distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor.

The school social work program assigns qualified field supervisors. PPS School Social Work (PPS/SSW) candidates should have a broad base of experiences including but not limited to: families and students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 plans, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental health needs. The program should provide the candidate with direct contact with students and families that is sufficient to demonstrate competency in the School Social Work Performance Expectations.

Field Education Requirements must include:

1. Program faculty have contact with the candidate and site field supervisor at least twice during the academic year to assess the candidate's progress and to provide additional support and training as needed.
2. The program provides preparation and continuing education for field experience supervisors/instructors on program requirements, models of supervision, and the SSW PEs, in collaboration with site supervisors/field instructors. Site Supervisors/field instructors share responsibility for the quality of field experience, design of field experiences, quality of progress, and written evaluation and verification of candidate competence.

Qualifications, Training and Responsibilities of Site Field Supervisors/Field Instructors

The program assigns qualified supervisors/field instructors and provides field experience based on the program's design. Supervisor/field instructor qualifications, training and responsibilities must include, but are not limited to the following:

1. A PPS/SSW candidate must be supervised by someone who holds a PPS credential in School Social Work, or an MSW with another PPS credential, and a minimum of two years post MSW experience. In those instances where the supervisor of record does not have a PPS/SSW credential in School Social Work, the approved university program will ensure that the SSW Performance Expectations are reinforced and incorporated into the field experience. In addition, a valid CWA authorization is required in those settings where the candidate will accrue hours and experience toward the CWA authorization.
2. The field supervisor/field instructor is responsible to complete field instructor training which includes models of supervision, the SSW Performance Expectations, and program fieldwork requirements. Both, the university and the field supervisor/instructor share responsibility for the quality of field experience, the design of field experiences, evaluation of the candidate, and verification of candidate competence.
3. Candidates must meet with their field supervisor for a minimum of one (1) hour of individual supervision per week. The field supervisor/field instructor must be accessible to the candidate at all times while the candidate is accruing fieldwork hours. The field experience requires 450 clock hours in a public Pre-K-12 school, and candidates must be supervised by a professional who holds a valid PPS SSW credential.

Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA Authorization)

If a candidate seeks to obtain the CWA authorization, a minimum of 150 clock hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services.

Standard 5. Determination of Candidate Competence

The school social work program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SSWPEs), and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.

Prior to recommending candidates for the School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.

Pupil Personnel Services
School Social Work Performance Expectations

SSWPE 1: Ethical and Professional Behavior

1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.
2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.
3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.
4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

SSWPE 2: Engage Diversity and Difference in Practice

1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.
2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.
3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.

SSWPE 3: Promote Social Justice and Equity

1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.
2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.
3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.

SSWPE 4: Engage in Practice-informed Research and Research-informed Practice

1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.
2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.
3. Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.

SSWPE 5: Engage in Policy Practice

1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.
2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.

SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities

1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.
2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.
3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.
4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.

SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities

1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.
2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.
3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.

SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.
2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.
3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.
4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.
5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).

SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.
2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.
3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.

SSWPE 10: Growth and Development

1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.
2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-School-Social-Work-Services>

Introduction

For over a hundred years, school social workers have been providing a critical link between school, home, and community. The school social work profession has consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioral competence by using its unique perspective of viewing the person in his or her environment. School social workers seek to ensure equitable education opportunities; ensure that students are mentally, physically, and emotionally present in the classroom; and promote respect and dignity for all students.

School social work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. NASW periodically revises the NASW Standards for School Social Work Services to meet the changing needs of school social workers, the clients they serve, and local education agencies. NASW has revised these standards to reflect the values of our profession and current practice trends.

The Evolving Context of Education

Passage of the 2002 No Child Left Behind Act, a reauthorization of the Elementary and Secondary Education Act, addresses school social work services and was written to create a stronger, more accountable education system with an emphasis on parental involvement, evidence-informed educational strategies, and data-informed decision making.

The Individuals with Disabilities Education Act of 2004 (IDEA), a reauthorization of the Education for All Handicapped Children Act (PL 94-142), also addresses school social work services. This reauthorization promotes the adoption of effective interventions and places a premium on prevention by allowing school districts to alter substantially the screening and identification procedures for children with disabilities. Specifically, IDEA permits school districts to use a process that determines students' ability to respond to scientific, evidence-informed interventions as criteria for special education eligibility. This approach, referred to as response to intervention (RtI), has been applied to academic and behavioral supports in special and regular education. This method can replace the discrepancy model—the process of comparing ability and achievement to identify students with learning difficulties.

The multitier model suggests a reallocation of school social work services to address school wide and small group intervention and consideration of more intensive interventions for individual students, based on their level of response to interventions at prior levels. The RtI framework directs school personnel to monitor student success across all three levels and to make data-informed decisions to determine which students require more intensive levels of intervention. By using data-informed decision making, schools can more effectively direct resources to where they are needed.

Educational research has focused on the following five topics and will likely continue to have a direct impact on school social work practice: (1) integrated intervention efforts that emphasize primary prevention; (2) early screening and intervention; (3) approaches to intervention that target multiple risk factors in home, school, and community settings and involve parents, teachers, and administrators; (4) approaches that seek to improve individual and system factors contributing to academic success; and (5) data-informed decision making and intervention fidelity.

These policy, research, and practice themes are reflected in these standards.

Guiding Principles

The following guiding principles address multiple domains of practice and are reflected in these standards.

- 1) **Education/School Reform:** Legislators, policymakers, and the general public will continue to demand reform and increased accountability as economic stressors require cutbacks in expenditures for education. It is important that social workers be proactive to address these pressures and advocate for resources. School social workers actively help school systems meet expectations of federal, state, and local mandates; particularly those designed to promote equal educational opportunity, social justice, and the removal of barriers to learning. School social work practice is consistent with these mandates and promotes the academic mission of schools by fostering educational environments that are safe; have supportive, fair, and responsive policies; and emphasize early intervention and positive behavioral interventions.
- 2) **Social Justice:** Equal educational opportunity continues to be an elusive goal as indicated by discrepancies in standardized measures of achievement, graduation rates, and the percentage of students attending college across population subgroups. It is important for the school social worker to collaborate with and facilitate collaboration among students, parents, community members, administration, teachers, and other school staff to identify ways to intervene early with students who struggle to benefit fully from the educational system. An ecological perspective, the hallmark of social work education, is essential for identifying resources for addressing these disparities.
- 3) **Multitier Interventions:** The multitier model includes three tiers relating to prevention and intervention.
 - Tier 1 refers to evidence-informed, school wide prevention programs and practices that teach positive behaviors, promote social emotional development, and ensure a school climate conducive to learning. Tier 1 programs and practices are implemented by all staff in the school setting. Ongoing data-informed decision making ensures that Tier 1 interventions are effective.
 - Tier 2 refers to the use of evidence-informed, small group, and short-term interventions focused on improving early academic and social-emotional engagement to reduce problem behavior. For example, these interventions could target conflict resolution, social skills, mental health needs, and short-term crisis situations that do not require more intensive tier 3 interventions. On the basis of data demonstrating a lack of response to tier 1 interventions, students are referred for the additional support offered at tier 2. These strategies should be efficient to apply and effective in terms of producing rapid improvement in students' ability to learn and be successful in school.
 - Tier 3 refers to the use of evidence-informed individual and long-term interventions. Tier 3 interventions are provided to students who have serious academic, behavioral, or social-emotional problems that constitute a chronic condition that has not responded to data-driven tier 1 or tier 2 interventions. The goal of this tier is to reduce the negative impact of the condition on a student's functioning. Tier 3 interventions involve intensive individualized strategies that are implemented for extended periods of time and frequently involve community agencies. Data from tier 3 interventions may indicate the need to consider eligibility for special education services.

In summary, school social workers not only provide direct services to children who require basic needs or exhibit challenging behavior, but also lead prevention efforts that support children through building the capacity of family members, other school staff, and community agencies to improve student outcomes.

Goals of the Standards

These standards were developed to broadly define the scope of services that school social workers shall provide, that school administrators should support, and that students and families should expect. The standards are designed to enhance awareness of the skills, knowledge, values, methods, and sensitivity school social workers need to work effectively within school systems.

Ideally, these standards will stimulate the development of clear guidelines, goals, and objectives related to school social work services in social work practice, research, policy, and education.

The specific goals of the standards are

- to establish expectations for school social work practices and services;
- to ensure that school social work services are guided by the NASW Code of Ethics;
- to ensure the highest quality of school social work services will be provided to students and families;
- to provide a basis for advocating for clients' rights to be treated with respect and dignity, confidentiality, access to supportive services, and appropriate inclusion in decision making;
- to provide a basis for the preparation of school social workers and the development of continuing education materials and programs related to school social work services; and
- to encourage school social workers to participate in the development and refinement of public policy, at the local, state, and federal levels, to support school success.

Standards

Standard 1. Ethics and Values

School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Interpretation: School social workers shall demonstrate core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. In addition, school social workers shall adhere to the professional ethical responsibilities delineated in the NASW Code of Ethics.

School social workers shall have knowledge of and comply with local, state, and federal mandates related to informed consent, privacy and confidentiality, and access to records within the context of legal and ethical rights of minors and parents. Students, families, and other professionals shall be informed of the limits of confidentiality when services are initiated. Employers and school administrators should be informed of the ethical responsibilities of the social work profession. In the event that conflicts arise among competing expectations, school social workers are directed to the NASW Code of Ethics as a tool in their decision making.

Standard 2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Interpretation: School social workers shall have a graduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). An MSW degree is the recommended entry-level qualification for a school social worker position. As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of education systems, which should be provided by social work education programs. The school social worker shall actively seek this specialized training when the CSWE accredited program does not provide it. School social workers shall be licensed by state boards of social work and certified through state departments of education when available.

School social workers shall have specialized knowledge and an understanding of historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation. School social workers shall also be knowledgeable about evidence-informed approaches to teaching and learning that promote positive academic outcomes for all students.

Standard 3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Interpretation: School social workers shall possess skills in systematic assessment, data gathering, and interpretation at multiple levels using a variety of methods (for example, interview, direct observation, standardized instruments, surveys, focus groups) to assess the needs, characteristics, and interactions of students, families, and school personnel. School social workers shall conduct reliable and valid assessments of students and organizations to inform the design of interventions to remove barriers to learning. Assessments shall use ecological perspectives and functional approaches to enhance understanding of barriers to learning and the interventions that foster improvement of student well-being and academic progress.

Standard 4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

Interpretation: School social workers shall remain current with school-based intervention research and use evidence-informed practices in service delivery. Interventions shall be designed to enhance positive educational experiences and involve the student, the family, other team members, school personnel, and community resources as appropriate. Interventions shall be based on assessments relevant to the concerns in the referral and include goals, objectives, methods of evaluation, and outcome criteria. Interventions shall be applied within the multitier framework and address the ecologies (for example, home, school, community) most relevant to the problem being addressed.

Standard 5. Decision Making and Practice Evaluation

School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Interpretation: School social workers shall collect, analyze, synthesize, and disseminate data related to their practice. School social workers shall conduct ongoing evaluation to determine the level of effectiveness of all interventions. Methods used to evaluate social work practice shall be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency's goals and social work ethical practice.

Standard 6. Record Keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Interpretation: School social workers shall maintain timely, accurate, and confidential records that document school social work services, demonstrate outcomes, and promote accountability to the local education agency and community. Records shall be maintained according to federal, state, and local laws.

Standard 7. Workload Management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

Interpretation: School social workers shall manage their work in an efficient and effective manner. Priorities for practice shall be developed collaboratively between the school social worker and the supervisor. Priorities shall be established on the basis of the needs of students, professional skills of the school social worker, program needs, research, and availability of other resources. School social workers shall perform roles and responsibilities across a multitier framework for service delivery and use technology to enhance communication, obtain and organize information, demonstrate accountability, and complete workload assignments.

Standard 8. Professional Development

School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Interpretation: School social workers shall adhere to the NASW Standards for Continuing Professional Education and follow state professional regulation regarding continuing education requirements. School social workers shall access ongoing supervision and consultation to increase their professional proficiency and competence. School social workers shall participate in professional development activities that enhance their knowledge and skills. School social workers shall also contribute to the development of the profession by educating and supervising school social work interns when possible.

Standard 9. Cultural Competence

School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Interpretation: School social workers shall demonstrate self-awareness, knowledge, and practice skills consistent with the NASW Standards for Cultural Competence in Social Work Practice. School social workers shall continue to develop specialized knowledge and understanding about client groups they serve and culturally appropriate resources. This understanding shall be applied in a manner that results in a positive school climate that respects and values differences. School social workers shall use evidence-informed practices, skills, and techniques that reflect the worker's understanding of the role of culture in the helping process. School social workers shall recognize barriers to academic progress relating to cultural issues within the local education agency, while supporting an environment that honors and celebrates the cultures of the population within the school.

Standard 10. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Interpretation: School social workers shall serve as leaders and consultants in promoting positive school climate. School social workers shall also serve as leaders and consultants to facilitate an understanding of factors in the home, school and community that affect students' educational experiences. School social workers shall provide training and engage parents, school personnel, other professionals and community members in the removal of barriers to learning. School social workers shall also provide leadership and collaboration in the implementation of comprehensive school-based and school-linked programs that promote student well-being and positive academic outcomes.

Standard 11. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Interpretation: School social workers shall advocate for students and their families. This advocacy includes helping them gain access to and effectively use formal and informal community resources that enable families to self-advocate. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Appendix A. Administrative Structure and Support

Qualifications and Title

A Master of Social Work (MSW) degree is the recommended entry level qualification for school social workers. Local education agencies should ensure that school social workers have a Master of Social Work degree from a program accredited by the Council on Social Work Education (CSWE). However, should the local education agency employ school social workers whose highest degree is a Bachelor of Social Work (BSW), an MSW level social worker should provide supervision for the BSW level social worker.

Salaries and job classifications of school social workers should be commensurate with their education, experience, and responsibilities and be comparable to similarly qualified specialized instructional support personnel employed by the local education agency.

“School social worker” is the position title that correctly identifies the educational background, profession, and function of a social worker employed by a local education agency. Other titles, such as “attendance officer,” “pupil personnel worker,” “home and school visitor,” “home school coordinator,” “visiting teacher,” “family collaborative worker,” “family specialist,” or “home family specialist,” project incomplete and misleading notions of the school social worker’s qualifications and functions and should not be used.

All social workers in school settings should adhere to the NASW Standards for School Social Work Services.

Roles of State Education Agencies/Credentialing/Licensing Boards

State departments of education or other state entities that license or certify educational personnel should regulate school social work practice. State departments should also hire a state consultant to oversee quality assurance of school social work practice. A state consultant should have a Master of Social Work (MSW) degree, have direct experience as a school social worker, and be knowledgeable about current trends in school social work practice and policy. The state consultant should work closely with state and national professional organizations that support school social worker practice and work with an advisory group of professionals knowledgeable about the field of school social work.

Roles of Local Education Agencies

Administrative Support. The administrative structure of the local education agency should delineate clear lines of support and accountability for the school social work program and provide for optimum use of the school social workers’ knowledge and skills. Realistic job descriptions, working conditions, and workload standards are essential for effective practice. Regular review of goals, objectives, accomplishments, and accountability procedures of the school social work program are also necessary. Designation of a lead social worker to help promote appropriate support and accountability is recommended.

Supervision. The administrative structure established by the local education agency should provide for appropriate school social work supervision. The local education agency is responsible for administrative and professional supervision to ensure high quality services. Supervision of school social work programs should be provided by credentialed and experienced MSW level school social workers.

Job Tasks. The goals, objectives, and tasks of a school social work program should be clearly and directly related to the mission of the local education agency and the educational process. School social workers are expected to support and help facilitate educational reforms and initiatives. Some examples are those that emphasize multitier prevention, early intervention, parent education and involvement, service integration, partnerships, and support for student transitions.

Work Setting. The local education agency should provide a professional work setting that allows school social workers to practice effectively. School social workers require basic work resources to ensure privacy and confidentiality for students and families. These basic resources include an office, clerical support, current information, technology, and an adequate budget for professional materials, supplies, and activities. Adequate, confidential space at each school site for meeting with students, families, and local education agency personnel is essential.

Professional Development. The local education agency should provide opportunities for school social workers to engage in professional development activities that support school social work practice and continued licensure/certification. Funding support and an adequate number of professional leave days enable school social workers to strengthen and broaden skills required to better serve students, families, the local education agency, and the community.

Leadership. The local education agency should involve school social workers in developing and coordinating partnerships with community health, mental health, and social service providers linked with or based at school sites to ensure that these services promote student educational success. Because of their extensive knowledge of community resources, school social workers play a critical role in facilitating the provision of community services in the local education agency, as well as, help orient community providers to school climate, culture, and structure, and to the laws and regulations governing practice in educational settings

Ratios

The local education agency should establish and implement a school social worker-to- student population ratio to ensure reasonable workload expectations. The local education agency should provide school social work services at a level that is sufficient to address the nature and extent of student needs. Appropriate ratios for school social work staff to students depend on the characteristics and needs of the student population to be served, as well as other resources in the local education agency and community available to address these needs. Each local or state education agency should establish adequate levels and types of school social work services on the basis of comprehensive needs assessment data.

School social work services should be provided at a ratio of one school social worker to each school building serving up to 250 general education students or a ratio of 1:250 students. When a school social worker is providing services to students with intensive needs, a lower ratio is suggested such as 1:50.