

**CALIFORNIA STATE UNIVERSITY LONG BEACH
UNIVERSITY OF SOUTHERN CALIFORNIA, SCHOOL OF
SOCIAL WORK
UCLA DEPARTMENT OF SOCIAL WELFARE
SCHOOL OF SOCIAL WORK**

FINAL

**Comprehensive Skills Evaluation
Pupil Personnel Services Credential
School Social Work & Child Welfare and Attendance Services**

Student Name: _____

Student School ID#: _____

Field Instructor: _____

Agency/School Name: _____

Academic Year: _____

Please return this form to:

**Saana Polk, MSW, PPSC
Pupil Personnel Services Credentialing Program Coordinator
California State University, Long Beach
SPA-152
Saana.Polk@CSULB.edu**

EVALUATION KEY

1 - Unacceptable: Candidate showed little evidence of understanding the concept and/or demonstration of skill development.

2 - Beginning Skill Development: Candidate showed some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.

3 - Progressing in Demonstration: Candidate understood the concept and demonstrated the skill but performance was uneven.

4 - Consistent Demonstration of High Level of Skill Development: Candidate Understood the concept and demonstrated the skill with consistency.

PLEASE NOTE:

- If a candidate's evaluation reflects a 2 grade in 25% or more of the categories, or they receive an evaluation letter grade of a 1 in any category, or they have NOT satisfactorily met the field requirements as documented by their field instructor, the candidate will not be eligible for the credential.**

Standards of Knowledge and Skill for PPS Candidates
Final Evaluation Report

Standard 1
Professional Ethics

Candidate demonstrates the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidate demonstrates the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.	
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Candidate demonstrates knowledge and understanding of the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services as it applies to school social work practice.

Candidate demonstrates knowledge and understanding of the differences in professional ethics and practice perspectives among and within the professional groups serving pupils in schools and community settings.

Candidate demonstrates skill in applying the NASW Code of Ethics and Standards for School Social Work Services to school-site situations.

Candidate demonstrates skill in identifying potential ethical and value conflicts between the professions, as these may be evident in specific situations concerning pupils.

Candidate demonstrates skill in resolving potential conflicts that arise from issues, such as confidentiality, of the various professions serving pupils and their families

Standard 2
Wellness and Resiliency Promotion

Candidate demonstrates the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level.	
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Candidate demonstrates an understanding of the principles of child and youth development, resiliency, and family support within the context of a comprehensive health and wellness model.

Candidate demonstrates the ability to assess the strengths and assets found in pupils' homes, the school setting, and in the community.

Candidate demonstrates the ability to recognize the precursors of dysfunctional behaviors such as a sudden drop in grades or school attendance.

Candidate demonstrates the ability to conceptualize and plan prevention, direct intervention services, and crisis intervention programs in the natural environments of children and youth, including the school setting, the home, and the community.

Candidate understands the impact of the school setting and culture as they pertain to enhancing youth development and promoting academic success and resiliency in the pupil population.

Standard 3
Direct Learning Support Services

Candidate demonstrates the ability to perform culturally competent, biopsychosocial assessments of pupils, their families, and their social and school environments. Candidate demonstrates the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members. Candidate understands and uses the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.

Candidate demonstrates knowledge and understanding of normal and abnormal child, adult, family and community development including variations related to culture, ethnicity, class, and ability differences.

Candidate demonstrates the ability to assess the operation and interaction of key social systems in a child's life including the home, classroom, school, peer group, neighborhood, significant institutions and community at large.

Candidate demonstrates knowledge and understanding of the developmental impacts of life-changing events and conditions such as poverty, abuse, neglect, changing family constellations, domestic violence, loss, and family conflict.

Candidate demonstrates knowledge of and skills in the different techniques of interviewing children, adolescents, and adults to clarify problems and to elicit their participation in problem-solving activities.

Candidate demonstrates skill in utilizing appropriate social work methods with pupils, groups of pupils, parents, and others to make proper definitions of problems, conduct comprehensive assessments, and then develop strategies, and implement appropriate action plans for pupils and their families.

Candidate demonstrates skill in interpreting pupils' developmental and educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school resources and community-based services.

Candidate understands the importance of the principles underlying case management practices.

Candidate demonstrates knowledge and understanding of follow-up procedures as an integral part of a coordinated case plan.

Candidate demonstrates the ability to design and implement treatment plans, support services, and conduct activity groups that meet client needs in a developmentally and culturally appropriate manner and integrate effectively into the school environment.

Standard 4
System Level Learning Support Services

Candidate demonstrates the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level. These activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.	
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Candidate demonstrates skills in understanding the school as an organizational system interacting with the community.

Candidate demonstrates knowledge and understanding of school structure, school climate, roles, rules, lines of authority, traditions, program options, leadership styles, and the formal and informal decision making process that contribute to learning outcomes in both positive and negative ways.

Candidate demonstrates knowledge of and skills in identifying community or neighborhood environments, sources of conflict and support, available resources, and identification of community leaders that affect the school site and its programs.

Candidate demonstrates knowledge of and skills in identifying public and community organizations and their resources related to income maintenance, employment development and security, housing, health and nutrition, mental health, family planning, juvenile justice, family and child welfare, and the developmentally disabled.

Candidate demonstrates the ability to develop needed services and programs that are both culturally and gender sensitive.

Candidate demonstrates the ability to work at both the site and district levels to identify a sustainable, predictable, culturally sensitive network for collaboration and referral.

Candidate demonstrates the ability to respond to issues including but not limited to student isolation, truancy and dropout, school safety, alcohol and drug use, school violence, as well as to advocate for policy and priority shifts to address these concerns.

Candidate demonstrates knowledge and understanding of systems that would include the governance structures of public education and its impact on funding, regulatory policies, procedures and programs, particularly relating to pupil welfare and attendance requirements, student eligibility for special education services, and the rights and obligations of schools, parents and pupils.

Candidate demonstrates knowledge of the impact that local institutions such as health, mental health, law enforcement, social services, juvenile justice, and recreation and parks have on the learning outcomes to pupils.

Standard 5
Pupil, Family, Faculty and Community Linkages and Partnerships

Candidate demonstrates the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. Candidate demonstrates the ability to advocate for and partner with a wide range of service integration efforts and providers to enhance pupils' ability to define, work toward and reach their full academic and personal potential.	
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Candidate demonstrates the knowledge and skill to implement assets mapping focused on community linkages and partnerships.

Candidate demonstrates knowledge and skills in working within an interdisciplinary, inter-organizational, and multicultural context, which includes techniques and methods such as, asset mapping, facilitation, collaboration, consultation, and team and organizational development.

Candidate demonstrates knowledge and skills in contributing to the development of policies and procedures that maximize all potential levels of family involvement and partnerships, including community development efforts, in which schools are partners.

Candidate demonstrates the ability to use tools such as communication skills, facilitation skills, collaborative and team-building skills, and consultation skills in cases, classrooms, schools, districts and community agency inter-organizational levels, to maximize outcomes for pupils, schools, families and communities.

Candidate is familiar with inter-organizational services access issues, including barriers to access, and the skills needed to address such issues.

Candidate is familiar with the resources available in the community and is able to document gaps between which services currently exist and what services are needed. Also, candidate is well prepared to join with others in addressing these gaps through a variety of approaches such as developing and joining collaboratives and task forces to bring attention to the service gaps and work towards overcoming them.

Candidate demonstrates knowledge and skills in carrying out joint efforts across schools, agencies and communities in support of finding common ground, developing a shared vision and language and shaping community-anchored service delivery approaches.

Candidate demonstrates the ability to link schools, agencies, and communities to better serve pupils and families.

Standard 6 Research

Candidate demonstrates knowledge and understanding of relevant findings of social research, particularly as these relate to school and community issues and the diverse needs of those pupils and families who experience school differently than others because of culture, ethnicity, socioeconomic status, gender, sexual orientation, age, disability, national origin, or immigration status.	
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Candidate demonstrates knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic of research design, data collection and analysis, and the appropriate interpretation of the results upon which the conclusions are based. Candidate demonstrates the ability to access and critically analyze research related to schools and communities.

Candidate demonstrates skill in designing and conducting studies, and writing proposals that include a needs assessment, program development, and evaluation of the practice or program.

Candidate demonstrates an understanding of various qualitative and quantitative methods in research, that are used in program design and evaluation that work to minimize various types of bias.

Candidate demonstrates an understanding of how design decisions and study constraints limit the conclusions that can be drawn from a particular research or evaluative study.

Candidate demonstrates an understanding of the strengths and weaknesses of various research methodologies including but not limited to case studies, ethnographies, surveys, and quasi-experimental and experimental studies.

Candidate demonstrates an understanding of and skills in the appropriate use of descriptive and inferential statistical techniques.

Candidate demonstrates an understanding of the issues related to assessment and measurement including the numerous types of reliability and validity.

**Standard 7
Field Experience**

Candidate demonstrates competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings. Since candidate is working toward the acquisition of the Child Welfare and Attendance Credential, 150 additional clock hours of field experience are required as part of the total field experience requirement. Ninety (90) of these hours must be completed in a school setting in direct contact with pupils and a minimum of 30 up to a maximum of 60 must be acquired in a setting that is outside the field of education. See Standard 7 of Child Welfare and Attendance standards for reference.

Candidate demonstrates skill in developing and using the social work relationship to effect change consistent with social work purposes and assessed needs of pupils and their families.

Candidate demonstrates skill in integrating the knowledge and skills described in both the Pupil Personnel Services Generic and School Social Work Standards.

Candidate demonstrates skill in conducting appropriate biopsychosocial assessments of pupils and families, including the identification of school and community factors that inhibit the student's progress in learning.

Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils, their families, and the school community.

Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school and the community at-large.

Candidate demonstrates skill in working effectively within the policies and procedures of the school site to advocate on behalf of pupils, their families, and school staff.

Candidate demonstrates skill in identifying barriers in the school and community that affect student learning, and how do they collect relevant data that may lead to the development of programs or activities to promote student success.

Candidate demonstrates skill in working effectively within the code of ethics of the social work profession at each school site and within the community.

Child Welfare & Attendance Specialization Standards

Standard 1

Laws Pertaining to Child Welfare And Attendance

Candidate demonstrates knowledge and application of laws related to child welfare and attendance as found in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant federal and state laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process.

Candidate demonstrates knowledge, understanding and ability to apply laws related to child welfare and attendance, such as student discipline proceedings, due process, pupil records, confidentiality, custody, compulsory school attendance, child abuse reporting and child protection.

Candidate demonstrates knowledge, understanding and ability to apply state and federal laws pertaining to all residency and alternative enrollment options and custody situations including foster care, adoption issues, and individual, group and institutional placements.

Candidate demonstrates knowledge and understanding of the legislative process as it relates to pupil personnel services, such as impact of legislation on day-to-day operations and analysis of legislation.

Candidate demonstrates knowledge and understanding of the ability to monitor district compliance with state and federal mandates on matters pertaining to child welfare and attendance.

Candidate demonstrates knowledge of laws related to due process and the appropriate use of severance of school attendance.

Candidate demonstrates the appropriate use of legal alternatives to regular California public school attendance in discipline proceedings.

Candidate demonstrates knowledge and understanding of promotion and retention policies, high school graduation requirements and minimum day attendance requirements.

Standard 2
Program Leadership and Management

Candidate demonstrates skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding of the development of program goals and management objectives, establishment of communication systems, identification of funding resources, case management procedures and measurement of outcomes.	
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Candidate demonstrates an understanding of funding resources related to Child Welfare and Attendance (CWA) programs.

Candidate demonstrates an understanding of and the ability to apply research and evaluation methodology related to CWA performance and outcomes.

Candidate understands the use of technology and information systems related to CWA.

Candidate demonstrates an understanding of issues related to school safety, including crisis preparedness, safety planning, crisis team leadership, participation and personal safety.

Candidate understands program development and oversight functions related to CWA such as: multi-discipline teams, collaborative partnerships, School Attendance Review Boards (SARB), Student Attendance Review Teams (SART), Student Study Teams (SST), and case management and delivery of adjunctive services.

Candidate understands attendance policies and attendance accounting systems, including district and state rules and regulations.

Candidate demonstrates an understanding of the role of leadership, management and supervision in collaboration and coordination, especially with multiple agencies and community members related to school safety and attendance.

Standard 3
Collaboration and Partnerships

Candidate demonstrates knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family services.	
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Candidate understands team building, facilitation, consensus building, working with diverse groups and writing Memoranda of Understanding (MOU's) and contracts.

Candidate demonstrates an understanding of developing and sustaining learning and support systems that include elements such as Healthy Start, family resource centers, health clinics, parent centers, tutoring centers and mentoring.

Candidate understands health and human services resource mapping.

Candidate demonstrates an understanding of connecting youth and families to services and the empowerment of clients to maximize utilization of services.

Standard 4
School Culture and Related Systems

Candidate understands the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.	
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Candidate demonstrates an understanding of the various advocacy roles of the CWA professional, including student, parent and professional advocacy.

Candidate understands the school system organization and governance structure and the role CWA plays within the structure.

Candidate understands the role of professional organizations including national, state and local organizations.

Candidate demonstrates an understanding of the strategies for advocating for CWA services and programs.

Standard 5
Assessment and Evaluation of Barriers for Underachieving Learners

<p>Candidate demonstrates knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that facilitate an environment for underachievement or school failure. Candidate also demonstrates understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college.</p>	
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<p>Candidate demonstrates an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, potential dropouts, delinquent youth, special education, disabled and expelled youth.</p>

<p>Candidate understands conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers.</p>

<p>Candidate demonstrates knowledge of and the ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA.</p>

<p>Candidate demonstrates an understanding of dropout prevention and attendance improvement practices.</p>

<p>Candidate understands the critical dimensions involved in conducting successful home visitations including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special consideration for race and poverty.</p>

<p>Candidate demonstrates an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues.</p>

<p>Candidate demonstrates knowledge of and the ability to identify health related resources and link them to student and family needs.</p>

<p>Candidate demonstrates an understanding of strategies for involvement of parents of at-risk pupils in a linguistic and culturally competent manner with special consideration for race and poverty.</p>

Standard 6
Field Experience of Child Welfare and Attendance Supervisors

<p>In addition to the requirements contained in Title 5, 80632.3 (school social work), the candidate completed a minimum of one hundred fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder. A minimum of 90 clock hours were in a school setting in direct contact with pupils. A minimum of 30 clock hours were in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours were at the discretion of the university supervisor.</p>	
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<p>Candidate completed supervised field experiences, related to parent and pupil rights, regarding education and attendance.</p>

<p>Candidate demonstrates completion of supervised field experiences, related to the assessment of symptoms of poor school attendance and the improvement of attendance patterns.</p>

<p>Candidate demonstrates completion of supervised field experiences, in the appropriate use of alternatives to regular school attendance.</p>

<p>Candidate demonstrates, through supervised field experiences, the ability to interpret California and federal child labor laws so that the pupils' parents and school officials may understand for the purpose of complying with existing laws.</p>

<p>Candidate demonstrates, through supervised field experience, the ability to interpret child custody laws to school personnel, pupils, parents and guardians.</p>

<p>Candidate demonstrates, through supervised field experience, an ability to recognize a child abuse situation and report it through proper channels to the appropriate authorities.</p>

<p>Candidate demonstrates, through supervised field experiences, the ability to form meaningful and helpful relationships with clients and co-workers.</p>

<p>Candidate demonstrates, through supervised field experiences, appropriate use of the referral process, as related to the use of community resources.</p>

Recommendation for Pupil Personnel Services Credential

School Social Work

- ___ Supervision; including 450 clock hours of field practice demonstrating the previously indicated knowledge and skills
- ___ Assignments in at least two of three settings (elementary, middle and/or high school)? And shall include a minimum of 100 hours in each setting

Settings	Hours
1.	
2.	
3.	
	450

- ___ At least 100 clock hours with at least ten pupils of a racial/ethnic/cultural background different from that of the candidate

Candidate's ethnic background: _____

Other ethnicities/cultures worked with: _____

- ___ Has satisfactorily met the field requirements that qualify her/him for the Pupil Personnel Services Credential in **School Social Work**.

- ___ Has **NOT** satisfactorily met the field requirements that qualify her/him for the Pupil Personnel Services Credential in **School Social Work**.

Student's Name (print)	Date
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Supervisor's Name (print)	Credential
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Supervisor's Signature

Recommendation for Pupil Personnel Services Credential

Child Welfare and Attendance

___ Supervision: 150 clock hours acquiring direct service skills and knowledge regarding Child Welfare and Attendance Services

___ Has satisfactorily met the field requirements that qualify her/him for the Pupil Personnel Services Credential in **Child Welfare and Attendance**

___ Has **NOT** satisfactorily met the field requirements that qualify her/him for the Pupil Personnel Services Credential in **Child Welfare and Attendance**

Student's Name (print)

Date

Supervisor's Name (print)

Credential

Supervisor's Signature