

### **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, S Wrk 282/283, as well as specific curriculum and practice competencies related to the credential. Students should refer to Section 2 and Section 4 of the Graduate Field Manual for direction in meeting the requirements for S Wrk 282/283.

The following requirements and competencies for the PPS credential are specific to the PPS program and are incorporated into the Learning Agreement Addendum for PPS credential candidates. This addendum must be completed as part of the advanced learning agreement of credential candidates in addition to all other SWrk 282 and SWrk 283 learning agreement requirements:

#### **Requirements**

1. **One hundred clock hours** of school-based practice with at least **ten** pupils of a racial/ethnic background different from that of the candidate.
2. Completion of 450 clock hours of school social work field experience. Field placement hours shall be provided in at least two of four settings (preschool, elementary, middle, high school). Candidates pursuing the PPS credential in School Social Work and CWA must complete a minimum of **100 clock hours at each setting**. Candidates pursuing the additional specialization in School Counseling must complete a minimum of **200 clock hours at each setting**.
3. Completion of **150 clock hours** of field placement experience in child welfare and attendance. **Ninety (90) clock hours** must be school based; **30-60 hours of the total 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education** and will be arranged for each individual placement.

#### **Minimum Competencies**

1. Candidate demonstrates socio-cultural competence in practice at all systems levels, including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families.
2. Candidate demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom

- management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.
3. Candidate demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting.
  4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.
  5. Candidate demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities.
  6. Candidate demonstrates skills in conducting appropriate bio-psycho-social assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success.
  7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.
  8. Candidate demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources.
  9. Candidate demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence.
  10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.
  11. Candidate demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning.