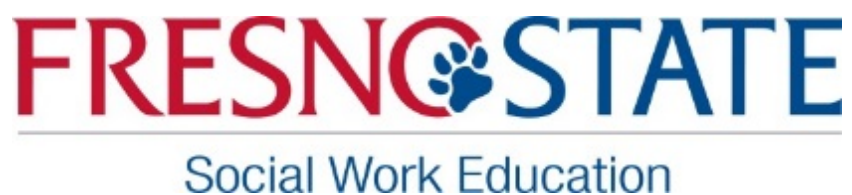




PPS CANDIDATE HANDBOOK

2016-2017



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<u>PPS Program Information</u>	<u>Page</u>
Overview of the Department of Social Work Education.....	3
The MSW and PPS Credential Programs.....	3
PPS Credential Program Admission Requirements.....	5
PPS Credential Program Description of Specializations.....	6
PPS Credential Program Requirements.....	7
PPS Candidate Portfolio Requirements: Mid-Year.....	9
PPS Candidate Portfolio Requirements: Final.....	10
PPS Learning Agreement Requirements.....	12
Guidelines for Completion of the Field Requirements in CWA	14
List of CWA Learning Assignments	15
Summary of California Attendance Laws.....	17
Table of Laws Related to Pupil Rights.....	18

<u>PPS Program Forms</u>	<u>Page</u>
Specialization in School Counseling.....	20
New PPS Candidate Flow Chart.....	21
Hours Log for CWA Hours Outside of Education.....	23
PPS Learning Agreement Addendum.....	24
PPS Evaluation of Student Performance.....	35
PPS Dispositions Evaluation.....	39
PPS Candidate Exit Survey.....	41
PPS Candidate Exit Flow Chart.....	43
PPS Program Completion Form (2001 Standards).....	45
PPS Program Multidimensional Assessment.....	47
Standards of Quality & Effectiveness of Pupil Personnel Services Credentials: School Social Work & Child Welfare Attendance.....	52
NASW Standards for School Social Work Services 2012	58



History

The Department of Social Work Education at CSUF has a proud tradition covering more than 70 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 National Council for Accreditation of Teacher Education (NCATE) and 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 at-risk 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.

Three important components of the Master of Social Work Degree program include the development of:

- 1) a commitment to social justice,
- 2) diversity awareness,
- 3) an empowerment perspective.

The PPS credential program incorporates these educational goals in its mission to prepare social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society" (CA Ed Code 44046). 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.

The Master of Social Work degree program utilizes an advanced multi-systems social work practice concentration 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



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 in the application for the second year practicum, SWRK 282/283.
3. Assignment to a PPS field placement for the second year practicum, SWRK 282/283.
4. Take **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 now **several** examination options available to credential candidates:
 - a. Pass the CSU Early Assessment Program (EAP) Placement Test (taken in spring of 11th grade) or the CSU Placement Tests (ELM of 50 or 550 if taken before March 2002 and EPT of 151).
 - b. College Board SAT score of 500 or above in English and 550 or above in Math.
 - c. ACT score of 22 or above in English and 23 or above in Math.
 - d. College Board AP exam score of 3 or above on the AP English Language exam and a score of 3 or above on the AP Calculus or AP Statistics exam
 - e. Pass a Basic Skills Test from another state.
 - f. Pass the CBEST examination (all sections).
 - g. Pass the CSET: Multiple Subject plus Writing exam (for teachers).

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 in the office of Testing Services, first floor of the FFS Building, 278-2457. **You must provide verification that you have taken a basic skills proficiency exam prior to enrollment in SWRK 282.** Once you pass, provide the Department of Social Work Education with a copy of your CBEST 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.



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 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 California State University, Fresno.
2. 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. First year MSW students should indicate their interest in school social work and the PPS program in both their SWRK 282/283 application and their field placement interview with the Field Coordinator. All interested students will be allowed to interview for the PPS field placement slots. Only those students who obtain a PPS placement for SWRK 282/283 should proceed with the remaining requirements.
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 now several examination options available to credential candidates:
 - a. Pass the CSU Early Assessment Program (EAP) Placement Test (taken in spring of 11th grade) or the CSU Placement Tests (ELM of 50 or 550 if taken before March 2002 and EPT of 151).
 - b. College Board SAT score of 500 or above in English and 500 or above in Math.
 - c. ACT score of 22 or above in English and 23 or above in Math.
 - d. College Board AP exam score of 3 or above on the AP English Language exam and a score of 3 or above on the AP Calculus or AP Statistics exam
 - e. Pass a Basic Skills Test from another state.
 - f. Pass the CBEST examination (all sections).
 - g. Pass the CSET: Multiple Subject plus Writing exam (for teachers).

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 in the office of Testing Services, first floor of the Family Food Science Building, 278-2457.

You must provide verification that you have taken a basic skills proficiency exam 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.

4. Complete the application for Character and Identification Clearance prior to enrollment in SWRK 282. You must submit evidence of your Certificate of Clearance to the Department of Social Work Education 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 Practice in Schools (3 units) concurrently with SWRK 282 (Fall) and SWRK 275, Advanced Social Work Practice in Schools 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 clock hours of field placement experience doing school-based practice supervised by a credentialed practitioner. One hundred clock hours should be with at least ten pupils of a racial/ethnic background different from that of the candidate. Hours shall be provided in at least two of the four

settings (preschool, elementary, middle, high school), with a minimum of 100 clock hours at each setting. Those candidates interested in obtaining the additional specialization in school counseling need to complete a minimum of 200 clock hours at each setting.

7. Completion of 150 clock hours of field placement experience in child welfare and attendance supervised by a credentialed practitioner. Ninety (90) clock hours must be school based; 30-60 of the 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education and will be arranged for each individual PPS placement. **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 MSW2 students.**
8. Students who participate in the PPS credential program with specializations in school social work and child welfare attendance may also elect to obtain an additional specialization in school counseling through the Kremen School of Education and Human Development. Application information for this program will be made available once students become MSW/PPS candidates in the spring prior to the second year field placement. You will need to complete their program admission requirements and take three classes: Coun 203, Assessment in Counseling; Coun 220, Career Development Theory; and, Coun 240, Counseling Exceptional Children and Their Parents. See your academic advisor for specific program planning. **Please note that in order to support student success in the MSW program, the Department of Social Work Education will not approve overload petitions above 19 units. You will need to plan to complete some or all of the counseling courses after completion of the MSW program.**
9. Completion of a PPS Credential Program Portfolio that demonstrates overall proficiency in the completion of program requirements. The Portfolio is submitted to the PPS Coordinator at the completion of the program and is reviewed as part of the recommendation for the PPS credential.
10. Completion of all requirements for the MSW degree and 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 their credential. If the credential standards change, the time frame may be shortened. Application materials may be obtained from the Credential Analyst, Sherri Nakashima, at sherrin@csufresno.edu
12. Once you have completed the MSW program and applied for the PPS credential be sure to fill out a PPS Program Completion Form and submit it to the PPS Coordinator for verification that you have completed all of the requirements for the MSW degree and the PPS credential. 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.



Candidate: _____ Date: _____


PPS credential candidates are required to maintain a portfolio of designated classroom and field placement assignments that are specific to the specializations of school social work and child welfare and attendance. The specific assignments are outlined below. They are to be organized in a 3-ring binder with a cover sheet that includes all necessary identifying information (i.e. name, academic year, PPS Credential Program, etc.). The portfolio serves as evidence of your mastery of the requirements of the PPS program. It will be reviewed in January and at the end of the academic year and considered in the decision regarding recommendation for the credential.

Portfolio Organization and Appearance	Included
3 Ring Binder provided	
Cover sheet with identifying information	
All required documents are included	
Content: Multi Systems Practice	Points Earned
School Social Work Service Plan (SWRK 274)	
Attendance Assessment (SWRK 274)	
Group Paper (SWRK 225-include points earned)	
New SSW Training Presentation (SWRK 274)	
Content: Evaluations	
Fall Semester Dispositions Evaluation	
SWRK 282 Performance Evaluation	

Total Percentage: _____

Overall Performance: _____

- _____ Excellent (90-100%)
- _____ Satisfactory (80-89%)
- _____ Unsatisfactory (Below 80%)



Candidate: _____ Date: _____


PPS credential candidates are required to maintain a portfolio of designated classroom and field placement assignments that are specific to the specializations of school social work and child welfare and attendance. The specific assignments are outlined below. They are to be organized in a 3-ring binder with 3 labeled dividers and a cover sheet that includes all necessary identifying information (i.e. name, academic year, PPS Credential Program, etc.). The portfolio serves as evidence of your mastery of the requirements of the PPS program. It will be reviewed in January and at the end of the academic year and considered in the decision regarding recommendation for the credential.

Portfolio Organization and Appearance	Included
3 Ring Binder with 3 labeled dividers provided	
Cover sheet with identifying information	
All required documents are included	
All documents are organized as required	
Content: Multi Systems Practice	Points Earned
School Social Work Service Plan (SWRK 274)	
Attendance Assessment (SWRK 274)	
Family Map/Eco-Map (SWRK 227)	
Group Paper (SWRK 225)	
New SSW Training Presentation (SWRK 274)	
Community Needs Assessment (SWRK 247)	
Content: PPS Competencies	Points Earned
PPS Addendum (Fall semester)	
PPS Addendum (Spring semester)	
Final Exam (SWRK 274)	
Integration of Competencies Paper (SWRK 275)	
Quiz (SWRK 275)	
PPS Final Evaluation of Student Performance (ratings of PPS Competencies): <ul style="list-style-type: none"> • Professional Development, Item 9 • Multi Systems Practice, Items 2, 4, 5, 6, 9, 10, 12, 14, 15, and 16 	

Content: Evaluations	
Fall Semester Dispositions Evaluation	
Spring Semester Dispositions Evaluation	
SWRK 282 Performance Evaluation	
SWRK 283 Performance Evaluation	
End-of-the-Year Report (SWRK 275)	

Total Percentage: _____

Overall Performance: _____ Excellent (90-100%)
 _____ Satisfactory (80-89%)
 _____ Unsatisfactory (Below 80%)



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 practice competencies related to the credential. Students should refer to Section 3 and Section 6 of the MSW 2 Field Manual for direction in meeting the requirements for SWRK 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.

Introduction

PPS candidates must complete 150 clock hours of field placement experience in Child Welfare and Attendance (CWA) in order to meet the requirements for the specialization in child welfare and attendance. The Standards for Quality and Effectiveness for Pupil Personnel Services Credentials (2001) state:

A minimum of 90 clock hours are in a school setting in direct contact with pupils. **A minimum of 30 [to 60] hours are 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 organization (p. 141).

Requirements for CWA Field Placement Hours at the School Sites

The majority (90-120 hours) of 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. Examples of appropriate assignments for the 90-120 CWA hours include:

- Application of California school attendance laws.
- Assessment and intervention in response to attendance problems.
- Appropriate use of alternative school programs.
- Ability to interpret and apply to practice both state and federal laws regarding parent and pupil rights, child labor, child custody and child abuse.
- Ability to effectively link students and families to appropriate community resources.

Requirements for CWA Hours Outside of Education

The remaining 30-60 hours of CWA field experience must be completed outside of the field of education (i.e. not at a school site). The PPS candidate will discuss learning interests and needs with the MSW/PPS field instructor and faculty liaison and include the specific sites and hours for completion of these hours in the PPS learning agreement addendum. Half of the hours (15) are to be completed in the fall semester and the other half (15 hours) in the spring semester. The Hours Log form must be used to verify completion of all hours outside of education.

The intent of the 30-60 hours outside of education is to expose PPS candidates to **interdisciplinary experiences** that are directly related to child welfare and attendance. This exposure is presumed to better prepare the PPS practitioner to effectively collaborate with other professionals outside of education in addressing child welfare and attendance issues.

Experience in four practice areas is required for the 30-60 hours outside of education. The practice areas are: child welfare; juvenile justice; medical; and, community based agencies. Candidates are to complete a minimum of 15 hours each semester and retain the signed CWA hours log forms verifying these hours. All log forms totaling a minimum of 30 hours are submitted to the PPS Coordinator along with the PPS Final Evaluation of Student Performance upon completion of the PPS program.

Fresno State
Department of Social Work Education
PPS Credential Program

List of Possible CWA Learning Assignments

School-Based CWA Hours: (90-120)

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 DCFS.
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 (i.e. Cal SAFE).
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.

CWA Learning Experiences Outside of Education: (30-60 hours)

Child Welfare:

- Shadow a social worker in county child welfare (i.e. ER, ILP, etc.)
- Participate in Team Decision Making meetings
- Foster Care Oversight committee
- CASA

Juvenile Justice:

- Tour of Juvenile Justice campus
- Police ride-along related to school-age youth only
- Title IV-E Court Experience
- Victim Services (affiliated with local police departments)
- Victim Offender Reconciliation Program (mediation)
- Observation of a SARB court hearing. (Kings County Court)
- Ride-along with Sheriff Deputy for SARB/Attendance related cases. (Kings County Sheriff Department - lead agency)

Medical:

- Tour of Children's Hospital (to be arranged in January)

Community Based Agencies:

- Co-facilitate a substance abuse treatment group
- FUSD Community Advisory Committee meeting (CAC)
- Boys & Girls Club
- Mentor Moms (Community Youth Ministry for teen parents)
- Boys and Girls Clubs
- Mental Health Board
- Children's Services Network

Unacceptable CWA Experiences Outside of Education

1. Community service or volunteer work that is not interdisciplinary, professional practice.
2. Any professional conferences, trainings and seminars.
3. Services that are not focused on school age youth, such as hospice or assisted living.

PLEASE NOTE: The 30-60 hours outside of education must be **interdisciplinary** practice experiences. **The experiences must also be directly related to school-age pupils. Be certain to have all experiences approved by the field instructor and faculty liaison prior to completion.**

Fresno State
 Department of Social Work Education
 PPS Credential Program



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




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
Freedom of Dress and Appearance	E.C. 35183 Board and School Policy
Freedom of Expression	E.C. 48907
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)
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



Fresno State
Department of Social Work Education
PPS Credential Program



MSW Candidates who participate in the PPS Program with specializations in school social work and child welfare and attendance may now apply for the additional specialization in school counseling. The Department of Social Work Education, in cooperation with the Kremen School of Education and Human Development and the Counseling & Special Education Department, has developed the following process for MSW/PPS candidates only. MSW candidates who did not participate in the Department of Social Work Education PPS program must follow the university policy for admission to the PPS in School Counseling Program.

1. Complete the application for admission to the Kremen School of Education and Human Development by emailing Renee Petch, Graduate Technician, at rpetch@csufresno.edu. The subject line of the email should be Social Work-PPS in School Counseling and the message must include your full name, student ID number, campus email address, and semester that you plan to begin the counseling classes. Copy this email to the PPS Coordinator, Andrea Carlin, at andreac@csufresno.edu. Be sure to complete the application after you become an MSW/PPS candidate (semester prior to PPS field placement) but before enrollment in the counseling classes (Coun 203, Coun 220, Coun 240).
2. Complete the following three courses:
 - a. COUN 203 – Assessment in Counseling
 - b. COUN 220 – Career Development Theory
 - c. COUN 240 – Counseling Exceptional Children and Their Parents

Note: PPS candidates from the Department of Social Work Education are required to be cleared by the PPS Coordinator in order to secure their enrollment in these courses.

3. Field placement hours shall be provided in at least two of four settings (preschool, elementary, middle, high school). Candidates pursuing the additional specialization in school counseling must complete a minimum of 200 clock hours at each setting.
4. Complete all of the application requirements for the PPS credential. Be sure to indicate all three specialization areas on your application: school social work; child welfare and attendance; and, school counseling.



The following steps must be completed in order to be eligible to participate in the PPS credential program and the accompanying field placement in the schools:

- 1. 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 passing scores for both English and Math using the following options: the CSU Early Assessment Program Placement test (College Ready or Exempt); or the CSU Placement tests (ELM of 50 or 550 if taken before March 2002 and EPT of 151); or College Board SAT (English score of 500 or above and Math score of 550 or above); ACT English score of 22 or above and Math score of 23 or above; or College Board AP Exam score of 3 or above in AP English Language and Composition or AP English Literature and Composition for English and a score of 3 or above on AP Calculus AB, AP Calculus BC or AP Statistics for Math. If you did not pass these tests, take the C-BEST or CSET prior to enrollment in the second year field placement, SWRK 282/283 (mid-August).

- 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 was taken and the evidence is on file in the Department of Social Work Education. It is your responsibility to submit the scores 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. 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. If you are interested in the specialization in school counseling, apply to the counseling program by emailing Renee Petch, Graduate Technician, at rpetch@csufresno.edu. The subject line of the email should be Social Work-PPS in School Counseling and the message must include your full name, student ID number, campus email address, and semester that you plan to begin the counseling classes. Copy this email to the PPS Coordinator, Andrea Carlin, at andreac@csufresno.edu. Be sure to complete the application after you become an MSW/PPS candidate (semester prior to PPS field placement) but before enrollment in the counseling classes (Coun 203, Coun 220, Coun 240). Please note that in order to support student success in the MSW program, the Department of Social Work Education will not approve overload petitions above 19 units. You will need to plan to complete some or all of the counseling classes after completion of the MSW program.
- 8. Enroll in SWRK 274, Advanced Social Work Practice in Schools (3 units) for Fall, and SWRK 275, Advanced Social Work Practice in Schools 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, Andrea Carlin, if you have any questions (PHS 128 B, 278-3039, andreac@csufresno.edu).

Fresno State
Department of Social Work Education



PPS Candidate: _____

Field Instructor Name: _____

Faculty Liaison Name: _____

PPS Field Placement: _____

Please document field experience hours outside of the field of education by completing the information in each column. Complete a separate sheet for each separate experience. This information will be retained with the field instructor's records and submitted with the final PPS Evaluation of Student Performance in May.

DATE	AGENCY	CONTACT PERSON	HOURS COMPLETED

Brief Description of Agency Experience:

I verify that the hours documented above have been completed by this PPS candidate:

Agency Rep. Signature: _____ Date: _____

Job Title: _____ Date: _____

PPS Candidate Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____



Student Name: _____

School Placement: _____

Note: Please use the right-hand column during weekly supervision to track progress toward/completion of assignments

PPS Requirements	Progress/Date Completed
<p>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.</p>	
<p>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).</p> <p><u>Levels:</u> (at least 2) <u>Hours:</u> 100 minimum/level for SSW, 200 minimum/level for COUN</p> <p><input type="checkbox"/> Pre School <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High</p>	
<p>3. Completion of 150 clock hours of field placement experience in child welfare and attendance. Ninety (90) clock hours must be school based;</p> <p>Levels: (at least 2)</p> <p>a. Pre School b. Elementary c. Middle d. High</p> <p>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 accordingly (minimum 15 hours each semester):</p> <p>a. Child Welfare (list proposed outside activities for fall semester)</p> <p>b. Juvenile Justice (list proposed outside activities for fall semester)</p> <p>c. Medical (DSWE in conjunction with CH personnel will arrange tour in January)</p> <p>d. Community Based Agencies (list proposed outside activities for fall semester)</p>	

Instructions: For each required program competency, assignment(s) to be completed are listed in order to fulfill the competency. You may need an additional activity for each competency, but it is not required for the fall semester. This addendum is to be attached to the required graduate learning agreement for each semester of this academic year.

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a. Complete a minimum of two assessments with students ethnically different from myself and discuss observations and practice implications with Field Instructor.</p> <p>b. Discuss diversity and culturally competent practice with Field Instructor, including your ability to work with pupils who have different values and beliefs.</p> <p>c. In collaboration with Field Instructor conduct home visits with at least two ethnically different families. Include parents or guardians in assessment, intervention strategies, and discussion of parenting styles to maximize parent involvement.</p> <p>d. Discuss application of theoretical frameworks and/or practice interventions with diverse populations and implications with Field Instructor.</p> <p>e.</p>	
<p>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.</p> <p>a. Attend a staff meeting or a school board meeting to learn about the organization, funding and broad community issues and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district Board Policies and Administrative Regulations related 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 and discuss implications with Field Instructor.</p> <p>c. Meet and discuss system-wide disciplinary challenges and effective approaches to discipline with the vice principal or assistant principal and discuss observations and implications with Field Instructor.</p> <p>d. Attend district presentations identified by the Field Instructor regarding effective approaches to discipline, and the development of personal and social responsibility and self-esteem and discuss observations and implications with Field Instructor.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a. Attend district level SARB meetings and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district's Parent and Student Handbook.</p> <p>c. Learn school attendance protocols and discuss findings, observations and implications with Field Instructor.</p> <p>d. Learn how the school deals with child custody laws and determine how this information is documented at the school. Discuss findings, observations and implications with Field Instructor.</p> <p>e. Familiarize self with the district's Board Policy and Administrative Regulations related to attendance, child labor, and child abuse reporting and discuss observations and implications with Field Instructor.</p> <p>f. Learn school's child abuse/neglect reporting protocols and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	
<p>4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.</p> <p>a. Participate in multidisciplinary planning meetings such as SSTs or IEPs.</p> <p>b. Meet and begin to form professional relationship with school personnel identified by field instructor at each site including principals, teachers, counselors, psychologists, nurses, and support staff.</p> <p>c. Familiarize self with role and job description of school staff and other professionals within the school including principals, teachers, counselors, psychologists, and nurses and discuss findings, observations and implications with Field Instructor.</p> <p>d. In collaboration with your Field Instructor prepare an introduction letter for each school site.</p> <p>e. Attend at least 1 all staff meeting in the fall and introduce self and role.</p> <p>f. Interact with staff in non-classroom setting (faculty lounge, lunch room, yard duty, etc) and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a. Consult with classroom teachers regularly.</p> <p>b. Collaborate/consult with Foster Family Agency/Group Home/County Child Welfare agency representatives regarding services for students with child welfare concerns and attendance and discuss observations and implications with Field Instructor.</p> <p>c. Participate in a conference with juvenile probation and a student and discuss observations and implications with Field Instructor.</p> <p>d. Participate in a site-based Student Success conference and discuss observations and implications with Field Instructor.</p> <p>e.</p>	
<p>6. Candidate demonstrates skills in conducting appropriate biopsychosocial 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.</p> <p>a. Complete at least three multidimensional assessments and discuss observations and implications with Field Instructor.</p> <p>b. Explore by car, bus and walking, the neighborhoods served by of at least two schools ensuring that you select clients from each school and discuss observations and implications with Field Instructor.</p> <p>c. Review cumulative folders of assigned clients and discuss implementation, observations and implications with Field Instructor.</p> <p>d. Observe clients on school yard, at lunch, before/after school etc.; observe social, nutritional, and behavioral norms and variations and discuss observations and implications with Field Instructor.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a. Provide supportive counseling, play therapy, crisis intervention, and other relevant services as needed and discuss implementation with Field Instructor.</p> <p>b. Research and implement evidence based intervention that promotes pupil success with at least two clients and discuss implementation with Field Instructor.</p> <p>c. Monitor each student service plan, following up as needed and discuss observations and implications with Field Instructor.</p> <p>d. Familiarize self with relevant community resources and link students and families to services.</p> <p>e.</p>	
<p>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.</p> <p>a. Conduct outreach with parents/caregivers to discuss student progress and strategies for support.</p> <p>b. Familiarize self with developmental stages and effective intervention strategies and discuss findings and implications with Field Instructor.</p> <p>c. Provide at least two school and community resources to at least two families from each assigned school site with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>d. Provide at least one training session for parents with the specific purpose of enhancing families' understanding and utilization of available school and community resources and discuss training session observations and implications with Field Instructor.</p> <p>e. Familiarize self with services for students and families including but not limited to ESL, 504, parenting classes, adult education, dental, vision, health screening offered in the school/district, and referral resources in the community.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a. Provide classroom presentations on relevant topics such as bullying prevention, conflict mediation, Character Counts, etc. and discuss observations and implications with Field Instructor.</p> <p>b. Discuss strategies for personal safety both on the school site and during home visits and discuss with Field Instructor.</p> <p>c. Become familiar with any security staff, protocol on site and discuss observations and implications with Field Instructor.</p> <p>d. Observe at least one site safety interface with law enforcement and discuss observations and implications with Field Instructor.</p> <p>e. Participate in developing and implementing social/emotional programs impacting school site violence and discuss observations and implications with Field Instructor.</p> <p>f.</p>	
<p>10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.</p> <p>a. Develop an intervention plan to reduce truancy with two identified students and discuss with Field Instructor.</p> <p>b. Familiarize self with the Education Codes Sections 48200-48208, 48210-48216, 48220, 48300, 48664 and 51745 regarding attendance and appropriate use of alternatives to regular school attendance and discuss implications with Field Instructor.</p> <p>c. Learn where to access and how to read student attendance records and discuss findings, observations and implications with Field Instructor.</p> <p>d. Participate in a site-based or home-based attendance conference in which state laws related to compulsory attendance are reviewed with the family.</p> <p>e. Participate in or observe an expulsion hearing and discuss findings, observations and implications with Field Instructor.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a. Implement behavior management plans for students referred for disruptive behavior and discuss findings, observations and implications with Field Instructor.</p> <p>b. Discuss the influence of positive and negative reinforcement on behavior with at least two parents.</p> <p>c. Collaborate with at least two teachers to develop effective classroom management strategies based on learning theory (e.g. use of rewards and punishment, contingency contract)</p> <p>d. Utilize solution-focused brief therapy with at least two students.</p> <p>e.</p>	

Signatures:

_____	_____
STUDENT SIGNATURE	DATE
_____	_____
M.S.W./PPS FIELD INSTRUCTOR SIGNATURE	DATE
_____	_____
PPS FACULTY LIAISON SIGNATURE	DATE
_____	_____
PPS COORDINATOR SIGNATURE	DATE

PPS Competencies	Progress/Date Completed
<p>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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.</p> <p>a.</p> <p>b.</p> <p>c.</p>	

<p>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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>6. Candidate demonstrates skills in conducting appropriate biopsychosocial 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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>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.</p> <p>a.</p> <p>b.</p> <p>c.</p>	

<p>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.</p> <p>a.</p>	
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b.	
c.	
10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance. a.	
b.	
c.	
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. a.	
b.	
c.	

Signatures:

STUDENT SIGNATURE DATE

M.S.W./PPS FIELD INSTRUCTOR SIGNATURE DATE

PPS FACULTY LIAISON SIGNATURE DATE

PPS COORDINATOR SIGNATURE DATE



(To be completed at the end of the PPS internship in May)

Student Name: _____ Date: _____

Field Instructor Name: _____

Faculty Liaison Name: _____

Field Instructor PPS Credential Document Number: _____

Fill in the dates for both semesters:

- Fall Semester August _____ - December _____, Year _____
- Spring Semester January _____ - May _____, Year _____

PPS Field Placement: _____

School Sites: _____

Student Specialization (check all that apply):

- Advanced Specialization in School Social Work (requires a minimum of 450 hrs.)
- Advanced Specialization in Child Welfare and Attendance (requires a minimum of 150 hours.)

School Social Work Specialization Hours (450 Hours)

(Requires a minimum of 450 field placement hours at a minimum of 2 different developmental levels, with no less than 100 hours at any level. Candidates pursuing the additional specialization in school counseling must complete a minimum of 200 clock hours at each level. In the course of completing the 450 hours, 100 hours of internship must be completed with at least 10 pupils ethnically different from the candidate)

1. Developmental Levels (Fill in the hours completed at each level, **total = 450**):

_____ Pre-School	_____ Middle School
_____ Elementary	_____ High School

2. Cultural Diversity (Part of the 450 hours documented above):

_____ Hours	_____ Number of Diversity Cases
<small>(minimum of 100 hours)</small>	<small>(minimum of 10 cases)</small>

Child Welfare and Attendance Specialization Hours (150 Hours)

*(Requires a minimum of 150 total field placement hours **in addition to the 450 above** for a total of 600 field placement hours).*

1. Child Welfare and Attendance Hours:

_____ School-based clock hours (Fill in hours completed at each level, minimum of 90 hours)

_____ Pre School

_____ Middle School

_____ Elementary

_____ High School

_____ Outside of Education (30-60 hours). Attach Hours Log Forms to verify completion of hours.

Please specify location(s):

Evaluation of PPS Candidate Performance

Using the following scale, please write in the number that best describes the PPS candidate's performance during field placement this academic year:

5	4	3	2	1
Excellent	Above Average	Average	Less than average	Poor

Professional Development

- _____ 1. Organizes, plans and carries through work effectively and efficiently, with an appropriate level of autonomy.
- _____ 2. Demonstrates initiative and resourcefulness.
- _____ 3. Seeks formal and informal opportunities to learn within the agency and community.
- _____ 4. Has and uses basic theoretical knowledge about individual dynamics, group dynamics, formal organizations and social systems.
- _____ 5. Plans for and utilizes supervision time with field instructor to increase practice skills, knowledge and self-understanding.
- _____ 6. Can "hear" and utilize feedback to improve his/her effectiveness.
- _____ 7. Appropriately shares information with the field instructor about field-related activities and concerns.
- _____ 8. Demonstrates ability to communicate clearly in written and oral forms.
- _____ 9. Demonstrates socio-cultural competence in practice at all systems levels (*PPS Competency #1*).

Professional Values and Identity

- _____ 1. Practices in an ethical manner, as defined by the NASW Code of Ethics and NASW Standards for School Social Work Services.

- _____ 2. Understands and identifies with the role of school social worker.
- _____ 3. Can effectively form professional social work relationships.
- _____ 4. Functions as an effective member of the education team.
- _____ 5. Demonstrates awareness of ability to address special issues resulting from client race, ethnicity, class, gender and sexual preference.

Multi Systems Practice

- _____ 1. Demonstrates a basic working knowledge of the mission, programs, finances, organizational structure and environment of the agency.
- _____ 2. 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 (*PPS Competency #2*).
- _____ 3. Is able to critically examine the agency and work for constructive changes as appropriate to a student role.
- _____ 4. Demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologist, and nurses (*PPS Competency # 4*).
- _____ 5. 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 (*PPS Competency # 5*).
- _____ 6. 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 (*PPS Competency #3*).
- _____ 7. Is able to effectively and appropriately advocate for client needs within and outside of the agency.
- _____ 8. Can appropriately and responsibly use the resources of the agency and the community.
- _____ 9. 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 (*PPS Competency #6*).
- _____ 10. Demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance (*PPS Competency #10*).
- _____ 11. Can develop an effective and workable intervention plan.
- _____ 12. Demonstrates ability to participate in planning, prevention and intervention to promote

pupil well-being and safety and reduce the incidence of school site violence (*PPS Competency #9*).

- _____ 13. Is willing and able to use a variety of levels and types of intervention.
- _____ 14. Demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils, families and the school community (*PPS Competency # 7*).
- _____ 15. 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 (*PPS Competency #8*).
- _____ 16. 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 (*PPS Competency #11*).

Evaluation of Social Work Practice

- _____ 1. Is willing to critically examine the effects of his/her behavior, values and beliefs on his/her practice as a social worker.
- _____ 2. Understands the application of research to practice and can evaluate the effectiveness of intervention.

Recommended Grade (Credit or No Credit): _____
I participated in this evaluation _____

Date

Read and Agree: _____
Read and Disagree: _____
Read and Accept with Reservation: _____

Signature of Student Date

Signature of Instructor/Supervisor Date

Signature of the Faculty Liaison Date

Signature of the PPS Coordinator Date

Fresno State
Department of Social Work Education



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

Field Coordinator Signature Date

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



This survey is to be completed and turned in to the PPS Coordinator 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 write in 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. The admissions and prerequisite requirements were clear.
- _____ 3. Courses in the MSW/PPS Program provided me with a knowledge base for social work practice.
- _____ 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 entry level 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 Practice Knowledge and Skills

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

Low: Not confident to begin practice in this area without consultation.

Moderate: Confident to begin practice in this area, but may need consultation.

High: Very confident to begin practice in this area; unlikely to need consultation

	Low	Mod	High
1. Understand and apply the ecological approach to social work services in school.			
2. Integrate social work ethics into professional practice.			
3. Demonstrate socio-cultural competence in addressing pupil needs with ethnically and culturally diverse groups (PPS Competency #1).			
4. Understand the importance of school organizational and educational policies and procedures and engage in pupil advocacy, classroom management, school discipline, and the development of personal and social responsibility and self-esteem (PPS Competency #2).			
5. Demonstrate skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance (PPS Competency #3).			
6. Collaborate with school staff and other professionals and parents in addressing the needs of pupils (PPS Competency # 4).			
7. Use communication and facilitation skills, collaborative and team building skills, and consultation skills with school personnel and community partners (PPS Competency #5).			
8. Conduct appropriate bio-psycho-social assessments of pupils and families to identify barriers to learning (PPS Competency #6).			
9. Implement effective prevention and intervention strategies, develop programs, and utilize community resources (PPS Competency #7).			
10. Interpret pupil information to families and identify and link resources between schools, pupils, families and the community (PPS Competency #8).			
11. Participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school violence (PPS Competency #9).			
12. Assess and intervene to resolve attendance problems (PPS Competency #10).			
13. Understand learning theories and factors influencing learning and utilize strategies and techniques to assist students in developing responsibility for their own learning (PPS Competency #11).			



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 Program Evaluation of Student Performance and the 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 Exit Survey and turn it in to the PPS Coordinator.
- 3. Complete the DSWE PPS Candidate Exit Survey and turn it in to the PPS Coordinator.
- 4. Compile the PPS Candidate Final Portfolio and turn it in to the PPS Coordinator by the end of the spring semester. The overall rating of the Portfolio must be 80% or higher to be recommended for the credential (see #6)
- 5. Complete all requirements for the M.S.W. degree
- 6. Fill out the PPS Program Completion Form (2001 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.
- 7. Complete the CSUF Credential Application for Pupil Personnel Services. Application materials may be obtained at: <http://www.fresnostate.edu/kremen/documents/cred-app/PPSapp.pdf> 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.
- 8. The California Commission on Teacher Credentialing (CTC) has instituted a policy where universities process applications and submit them on line to CTC. **A valid email address and credit/debit card is 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: \$102.50. 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 you 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.
9. 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 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 Department Chair 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 fee. **NO personal checks.**
10. 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.

Required Courses for PPS Credential in School Social Work and Child Welfare and Attendance

COURSE TITLE	TERM/YR	GRADE	UNITS
SWRK 200	Fall/		3
SWRK 212	Fall/		3
SWRK 220	Fall/		4
SWRK 260	Fall/		3
SWRK 280	Fall/		2
SWRK 203	Sp/		3
SWRK 213	Sp/		3
SWRK 221	Sp/		4
SWRK 261	Sp/		3
SWRK 281	Sp/		2
SWRK 224	Fall/		3
SWRK 225	Fall/		3
SWRK 246	Fall/		2
SWRK 282	Fall/		3
SWRK 292	Fall/		2
SWRK 227	Sp/		3
SWRK 247	Sp/		3
SWRK 283	Sp/		3
SWRK 274	Fall/		3
SWRK 275	Sp/		3
Thesis (299)/ Project (298)	Sp/		2

=====

This is to certify that the named student has completed the requirements for the Pupil Personnel Services Credential and is eligible for an institutional recommendation for that credential. †

Student Signature Date

PPS Credential Program Coordinator Date

Department Chair Date

† Pending completion of coursework taken _____ Fall _____ Spring _____ Summer 20____.

Department of Social Work Education
PPS Program



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):

Generic Standard 1: Program Design, Rationale and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

Generic Standard 2: Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant research, theories, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments.

The program provides candidates with an understanding of the effects of:

- (a) health and developmental factors,
- (b) language,
- (c) cultural variables,
- (d) diversity,
- (e) socioeconomic factors, and
- (f) factors of resiliency on pupil development.

Generic Standard 3: Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation of diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Generic Standard 4: Assessment

The program provides candidates with knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of education programs.

Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Generic Standard 6: Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Generic Standard 7: Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Generic Standard 8: Self-Esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process

Generic Standard 9: School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Generic Standard 10: Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Generic Standard 11: Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

Generic Standard 12: Professional Leadership Development

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Generic Standard 13: Collaboration and Coordination of Pupil Support

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Generic Standard 14: Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Generic Standard 15: Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Generic Standard 16: Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.



I. Core Knowledge Base and Foundation

Specialization Standard 17: Social Work Foundations

In addition to the generic standards required of all members of the Pupil Personnel Services (PPS) team, the preparation program provides candidates with a strong foundation in the knowledge base of social work. There is a special emphasis on School Social Work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.

Specialization Standard 18: Professional Ethics

Candidates demonstrate the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standard for School Social Work

Services. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of School Social Work.

II. Professional Skills and Training

Specialization Standard 19: Wellness and Resiliency Promotion

Candidates demonstrate 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. These programs and services are designed for pupils, staff, families, and communities to maximize educational, social and emotional outcomes.

Specialization Standard 20: Direct Learning Support Services

Candidates demonstrate 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. Candidates understand and use 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. Candidates demonstrate the ability to perform culturally competent, bio-psychosocial assessments of pupils, their families, and their social and school environments

Specialization Standard 21: System Level Learning Support Services

Candidates demonstrate 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.

Specialization Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships

Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. Candidates demonstrate 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.

Specialization Standard 23: Research

Candidates demonstrate 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. Candidates demonstrate the ability to access and critically analyze research related to schools and communities.

III. Field Experience

Specialization Standard 2: Field Experience

Candidates demonstrate 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.

If candidates are 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.

Specialization Standard 25: Determination of Candidate Competence

Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. 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 an accredited institution of higher learning.



I. Core Knowledge Base and Foundation

CWA Standard 1: Professional Role of Child Welfare and Attendance Provider

The program provides candidates with knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) Programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate

CWA Standard 2: Laws Pertaining to Child Welfare and Attendance

Candidates demonstrate 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.

II. Professional Skills and Training

CWA Standard 3: Program Leadership and Management

Candidates demonstrate 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.

CWA Standard 4: Collaboration and Partnerships

Candidates demonstrate 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.

CWA Standard 5: School Culture and Related Systems

Candidates understand 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

CWA Standard 6: Assessment and Evaluation of Barriers for Underachieving Learners

Candidates demonstrate 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. Candidates also demonstrate 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.

III. Field Experience

CWA Standard 7: Field Experience of Child Welfare and Attendance Supervisors

In addition to the requirements contained in Title 5, Sections 80632.1, 80632.2 (school counseling), 80632.3 (school social work), or 80632.4 (school psychology), candidates complete 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 are in a school setting in direct contact with pupils. A minimum of 30 clock hours are 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 can be at the discretion of the university supervisor.

CWA Standard 8: Determination of Candidate Competence

Prior to recommending candidates for a Child Welfare and Attendance Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. 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 an accredited institution of higher learning.

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.