

**Appendix L: PPS Evaluation of Student Performance**

**PPS Credential Program  
Evaluation of Student Performance  
S Wrk 282/283**

(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 _____
(minimum of 100 hours)	(minimum of 10 cases)

**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. Excellent
- 3. Average
- 1. Poor
- 4. Above Average
- 2. Less than average

**Professional Development**

_____ 1.	Organizes, plans and carries through work effectively and efficiently, with an appropriate level of autonomy.
_____ 2.	Demonstrates initiative and resourcefulness. Seeks formal and informal opportunities to learn within the agency and community.
_____ 3.	Has and uses basic theoretical knowledge about individual dynamics, group dynamics, formal organizations and social systems.
_____ 4.	Plans for and utilizes supervision time with field instructor to increase practice skills, knowledge and self-understanding.

Can “hear” and utilize feedback to improve his/her effectiveness.

Appropriately shares information with the field instructor about field-related activities and concerns.

Demonstrates ability to communicate clearly in written and oral forms.

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