

Part III: Assessment

California State University Fresno
PPS Credential Program: School Social Work and CWA

Assessment

Introduction

The PPS credential program in school social work and child welfare and attendance systematically gathers assessment data regarding candidate performance throughout the program and upon completion. This assessment data is reported to the California Commission on Teacher Credentialing every two years. The 2008-10 Biennial Report included two categories of assessment. First, key assessments used to and through recommending the credential were reported. Second, additional information collected on completer performance and program effectiveness was also reported. For the purposes of this report, the assessment tools and methodology for the key assessments will be presented. The six key assessments include:

1. Program decision points data
2. Grades in SWrk 274
3. Grades in SWrk 275
4. PPS candidate dispositions evaluation
5. PPS field evaluation
6. PPS candidate portfolio

Matrix 1 depicts the Generic Pupil Personnel Services standards and denotes the standards evaluated in the key assessments listed above. Matrix 2 outlines the school social work and CWA specialization standards and also denotes the key assessment that measures each standard. The matrices are followed by a description of each key assessment. Copies of the assessment tools are hyperlinked in this section and also located in the Appendix.

Matrix 1
Generic Standards Assessment

GENERIC STANDARDS	Program Decision Points	Grades in S Wrk 274	Grades in S Wrk 275	Dispositions Evaluation	PPS Field Evaluation	PPS Portfolio
1. Program Design, Rationale & Coordination	√				√	√
2. Growth & Development	√	√	√		√	√
3. Socio-Cultural Competence	√	√	√	√	√	√
4. Assessment	√	√	√		√	√
5. Prevention & Early Intervention for Achievement	√	√	√		√	√
6. Ethics & Legal Mandates	√	√	√	√	√	√
7. Family-School Collaboration	√	√	√		√	√
8. Self-esteem and Personal and Social Responsibility	√		√	√	√	
9. School Safety/Violence Prevention	√	√			√	√
10. Consultation	√	√			√	√
11. Learning Theory	√	√	√		√	√
12. Leadership Development	√	√			√	
13. Collaboration and Coordination of Pupil Support Services	√			√	√	√
14. Human Relations	√	√	√	√	√	√
15. Technological Literacy	√	√	√		√	√
16. Supervision and Mentoring	√				√	

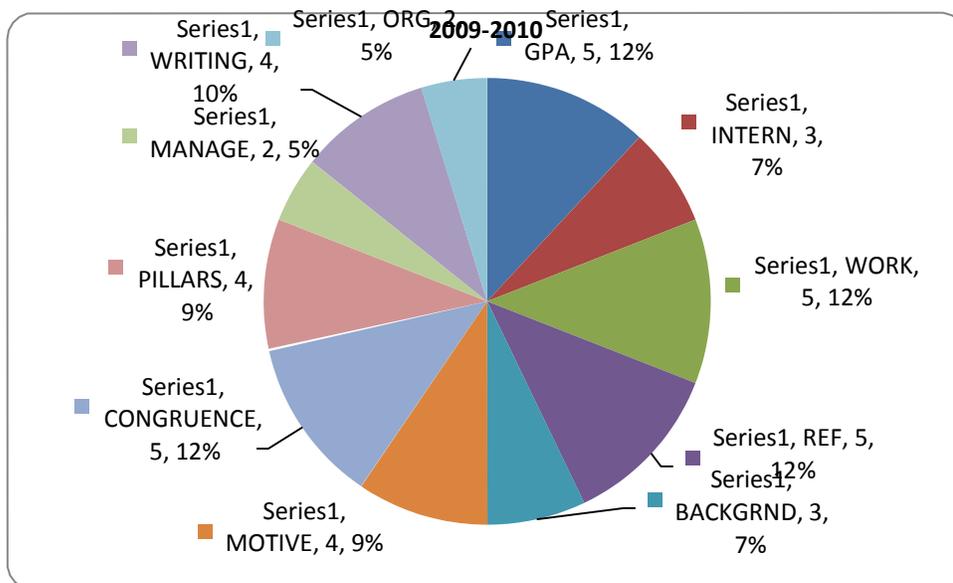
Matrix 2
Specialization Standards Assessment

SSW STANDARDS	Program Decision Points	Grades in S Wrk 274	Grades in S Wrk 275	Dispositions Evaluation	PPS Field Evaluation	PPS Portfolio
1. Foundations	√	√	√	√	√	√
2. Professional Ethics	√	√	√	√	√	√
3. Wellness & Resiliency	√	√	√		√	√
4. Direct Support Services	√	√	√	√	√	√
5. System Level Services	√	√	√	√	√	√
6. Linkages & Partnerships	√	√		√	√	√
7. Research	√	√	√		√	√
8. Field Experience	√			√	√	√
9. Candidate Competence	√	√	√	√	√	√
CWA STANDARDS						
1. Professional Role of CWA	√	√	√		√	√
2. CWA Laws	√	√	√		√	√
3. Leadership & Management	√	√			√	√
4. Collaboration & Partnerships	√	√		√	√	√
5. School Culture	√	√	√		√	√
6. Assessment & Evaluation	√	√	√	√	√	√
7. Field Experience	√			√	√	√
8. Candidate Competence	√	√	√	√	√	√

Program Decision Points Data

The program decision points include aggregated assessment data for each major phase of the PPS credential program from admission through recommendation for the credential. The first three phases are direct reporting of the number of individuals that apply to the MSW program, the number who are admitted, and the number that are admitted to the PPS program.

Admission to the MSW program is managed at the department level through the admissions committee. Applicants to the program complete a university and department application. The department application includes careful review of grades, work and internship experience, applicant statement of purpose (see [Appendix A](#)), professional references, and writing ability. Applications are reviewed by two committee members and scored on a scale of 1-42 using a standardized rating scale (see [Appendix B](#)). The weighting of points in the admissions process is depicted in the following graphic:



If the scoring between committee members varies by more than three points, a third committee member reviews and scores the application and a mean is used from all three scores. Once the review process is completed, the applicants are rank ordered based on their scores. Committee discussion occurs regarding any applicant for whom there is identified concern for readiness in social work and for those who may have fallen short in the scoring for highly unusual reasons that warrant further consideration. Admission is offered to those applicants who rank in the top 70-75 of the applicant pool.

Admission to the PPS program requires acceptance into a second year field internship in a school setting and completion of the PPS program prerequisites. The placement process includes an application for S Wrk 282/283, Advanced Field Instructed Practice, an interview with the PPS Coordinator, an interview at a PPS placement with an MSW/PPS field instructor, acceptance of the placement from both the field instructor and the student, and successful completion of all state and district level clearances. Additional PPS program prerequisites include an overall GPA of 3.0 or higher in the MSW program, proof of issuance of a Certificate of Clearance from CCTC, and the

Basic Skills Requirement, which is usually fulfilled by taking the C-BEST and submitting the scores to the PPS Coordinator.

Once students are admitted to the PPS program, specific data regarding their progress in meeting the competencies of the program are gathered. The aggregated data is presented in the Program Decision Points section of the Biennial Report as percentage completing clinical practice, percentage of completers, and percentage completed of admitted. The specific assessment tools and methodology for gathering this data are reported in the key assessment areas that follow.

Grades in SWrk 274

S Wrk 274, Advanced Social Work Practice in Schools I, is taught in the fall semester concurrently with the first semester of supervised field internship in the schools. This course is a requirement of all PPS candidates. It covers the core generic and specialization standards content on the school as a context for practice and the laws that govern public education in the state. The PPS Coordinator is the instructor for this course and there is only once section of it offered each year. PPS candidates are required to earn a grade of “B” or above to meet program benchmarks.

The grades earned in SWrk 274 include five areas of assessment that result in a final grade for the course. Course assignments are carefully designed and graded using standardized rubrics to assess candidate comprehension and application of this required content. The areas of assessment include participation, a school social work service plan, a school practice paper, an attendance assessment, and a final exam. Each assignment is fully described in the course syllabus.

Participation is defined as follows in the S Wrk 274 syllabus:

Active and informed participation in this seminar are expected. Active participation includes regular attendance (no more than 2 absences) and a balance of talking and listening. Informed participation includes completion of readings before class and contributing your thoughts, feelings, questions and feedback regarding readings, presentations/discussions and/or school related field placement experiences. **Note:** Students that accumulate more than 3 absences will have their final grade reduced by a full letter grade and may jeopardize their qualification for the PPS credential.

The criteria utilized to assess participation include a clear allocation of points. The course instructor uses a weekly sign in sheet for attendance and tracks student participation on the same sheet each week. For attendance, students earn 2 points per class session for a maximum of 30 points. For participation, students can earn a maximum of 20 points using the following criteria:

- | | |
|-----------|--|
| 0 points | Does not participate in class discussions or activities. |
| 5 points | Participates only in structured class activities. |
| 10 points | Participates in class activities and <u>occasionally</u> contributes to class discussions. |
| 20 points | Participates in class activities and contributes <u>regularly and thoughtfully</u> to class discussions. |

The School Social Work Service Plan is a written assignment that is completed at the beginning of the field internship in the schools. Candidates collaborate with their PPS field instructor and a

school site administrator to identify areas of need and to formulate school social work service objectives for the year.

The assignment includes a section on school information and a service plan in table format that includes multi systems objectives, interventions to accomplish the objective, and proposed methods for evaluating outcomes. The rubric for evaluating this assignment is located in [Appendix C](#).

The School Practice Paper is another written assignment for S Wrk 274. It requires candidates to integrate course material on the school as a context for social work practice. Specifically, key components of the school as a formal organization must be identified and their relevance to becoming an effective member of the educational team must be articulated. The assignment also requires discussion and examples of multi systems level practice strategies for “joining” the educational team. Finally, candidates reflect on their own schooling experiences and the influence of these experiences on their current practice. The rubric for evaluating this assignment is located in [Appendix D](#).

Another written assignment for S Wrk 274 is a multi dimensional Attendance Assessment. Candidates select a pupil from their internship that has been referred for services due to an attendance problem. They conduct a multi dimensional assessment of the pupil and concisely report their findings using a template provided by the instructor. The assessment culminates in a case formulation and a proposed intervention plan. The rubric for evaluating the Attendance Assessment is located in [Appendix E](#).

A final exam is given in SWrk 274 which evaluates candidate understanding and application of core policy areas covered in class. The exam consists of 12-13 short answer questions from which 10 must be answered. The exam is evaluated based on how completely and correctly each question is answered. A sample exam from last fall is located in [Appendix F](#).

Grades in S Wrk 275

S Wrk 275, Advanced Social Work Practice in Schools II, is taught in the spring semester concurrently with the second semester of supervised field internship in the schools. This course is a requirement of all PPS candidates. It covers generic and specialization standards content on the school as a context for practice and advanced strategies for intervention. The PPS Coordinator is the instructor for this course and there is only once section of it offered each year. PPS candidates are required to earn a grade of “B” or above to meet program benchmarks.

The grades earned in SWrk 275 include five areas of assessment that result in a final grade for the course. Course assignments are carefully designed and graded using standardized rubrics to assess candidate comprehension and application of this required content. The areas of assessment include participation, an integration of PPS competencies paper, a quiz, a class presentation, and an end-of-the year report. Each assignment is fully described in the course syllabus.

Participation is defined as follows in the S Wrk 275 syllabus:

Active and informed participation in this seminar are expected. Active participation includes regular attendance (no more than 2 absences) and a balance of talking and listening. Informed participation includes completion of readings before class and contributing your thoughts, feelings, questions and feedback regarding readings, presentations/discussions and/or school related field placement experiences.

Note: Students that accumulate more than 3 absences will have their final grade reduced by a full letter grade and may jeopardize their qualification for the PPS credential.

The criteria utilized to assess participation include a clear allocation of points. The course instructor uses a weekly sign in sheet for attendance and tracks student participation on the same sheet each week. For attendance, students earn 2 points per class session for a maximum of 30 points. For participation, students can earn a maximum of 20 points using the following criteria:

- 0 points Does not participate in class discussions or activities.
- 5 points Participates only in structured class activities.
- 10 points Participates in class activities and *occasionally* contributes to class discussions.
- 20 points Participates in class activities and contributes *regularly and thoughtfully* to class discussions.

The Integration of PPS Competencies paper requires candidates to focus on two specified program competency areas. For each area, a concise summary of a relevant field experience is presented and a discussion is provided regarding how the knowledge area and practice skills of that competency area were applied to practice. The selection of the competencies for the assignment is based on program outcomes from the previous year. Competency areas with weaker outcomes are selected in an effort to increase student understanding and application of this content. In 2009, the competency areas addressed were PPS Competency #3 (skill in interpretation and application of attendance and CWA laws) and PPS Competency #9 (planning, prevention and intervention to promote well-being, safety and reduce school violence). In 2010, PPS Competency #3 and #11 (knowledge of learning theories) were addressed. The rubric used to evaluate the Integration of PPS Competencies paper is located in [Appendix G](#).

Another assignment used in the final grade for S Wrk 275 is a mid-term quiz. The quiz evaluates candidate understanding and application of advanced practice strategies covered in class. The quiz consists of 12 short answer questions from which 10 must be answered. The quiz is evaluated based on how completely and correctly each question is answered. A sample quiz from last spring is located in [Appendix H](#).

Candidates in S Wrk 275 are also required to complete a Class Presentation on a target group of at-risk pupils. The presentation is a small group assignment that requires extensive research regarding background information, risk factors, legal and policy factors, and multi systems interventions. Students collaborate regarding the selection of content, and then organize and deliver the content in a 60-70 minute presentation. The rubric for evaluation of the class presentation is located in [Appendix I](#).

The final assignment for S Wrk 275 is the End-of-the Year Report. Using the School Social Work Service Plan that was developed at the beginning of the academic year, candidates report the outcomes of their work as interns. An overview of school social work services is provided, aggregated outcomes are reported for each objective, a summary of the major findings is presented, and recommendations for next year are offered. The rubric used to evaluate the End-of-the Year Report can be found in [Appendix J](#).

PPS Candidate Dispositions Evaluation

One recommendation from the joint NCATE/CCTC program review in 2006 was the need for a specific evaluation of candidate dispositions for programs outside of the Kremen School of Education and Human Development. As a result, an evaluation tool was developed and utilized to specifically evaluate candidate acquisition of professional dispositions in the PPS program for school social work and CWA (see [Appendix K](#)). The dispositions were selected by all credential program faculty and apply to all programs in the unit. The six dispositions are:

Reflection : We encourage the dispositional tendency to reflect.

Critical Thinking : We cultivate critical thinking.

Professional Ethics : We foster the disposition to make well-reasoned, fair, and ethical judgments.

Valuing Diversity: We foster an appreciation for learner context that includes the dispositional tendency to value diversity: cultural, linguistic, cognitive and physiological. It also includes a commitment to the belief that all students can learn.

Collaboration: We promote a collaborative disposition.

Life-Long Learning: We imbue candidates with the dispositional tendency to maintain life- long learning.

PPS field instructors were provided with orientation and training regarding the use of this new instrument beginning in the spring of 2008. This data is now collected at the end of each semester that candidates are engaged in their PPS field placement. Candidate demonstration of each disposition is rated by the field instructor on a scale of 1-4, with one representing unsatisfactory and four representing above average. A rating of three represents satisfactory and is considered the benchmark for meeting program requirements. Data for the first semester is compared to outcomes for the second semester to measure growth in the dispositions over the year.

PPS Evaluation of Student Performance in Field Placement

A comprehensive evaluation of candidate knowledge and skills is conducted by the MSW/PPS field instructor at the end of the 600 hour PPS field internship. The evaluation documents hours and program requirements completed. It addresses professional development, professional values and identity, multi systems practice and the PPS competencies, and evaluation of practice (see [Appendix L](#)). Candidate performance is rated on a scale of 1-5.

In 2009, the scale was applied with one representing excellent, three indicating average, and five being poor. A rating of three is satisfactory and is considered the benchmark for meeting program requirements. In 2010, the scale was reversed to be consistent with all other field and PPS evaluation instruments with five representing excellent and one representing poor.

PPS field instructors complete a mandatory on-line training regarding all aspects of fulfilling the role of field instructor. Included in this training is information regarding evaluation of student

performance. Faculty liaison support and weekly updates from the PPS Coordinator supplement this training and help to ensure fair and accurate performance evaluations of PPS candidates.

PPS Candidate Portfolios

Upon program completion, PPS candidates submit a portfolio that is a compilation of classroom and field placement assignments representing achievement of program requirements. The portfolio is organized into four content areas: professional development; multi systems practice; school social work and CWA competencies; and, evaluations.

The professional development section of the portfolio includes evaluation of the following: an ethical decision making assignment in S Wrk 282; a post-graduate professional plan in S Wrk 283; and, the School Social Work Service Plan in S Wrk 274.

The multi systems practice section of the portfolio consists of signature assignments representing each of the required systems levels in the advanced concentration: individual, family, group, organizations, and communities. Specifically, the assignments evaluated include the attendance assessment in S Wrk 274, a family eco-map in S Wrk 227, a group paper in S Wrk 225, the school practice paper in S Wrk 274, and a community needs assessment in S Wrk 247.

The PPS competencies are evaluated in the portfolio using grades or ratings in the following: the final exam in S Wrk 274; the integration of PPS competencies in S Wrk 275, the quiz in S Wrk 275, and the PPS competencies from the PPS field evaluation.

The final area assessed for the portfolio is evaluation. Ratings from all final field placement evaluations are used: fall and spring dispositions; S Wrk 282 and S Wrk 283; PPS field performance evaluation; and, the end-of-the year report from S Wrk 275.

The portfolio is evaluated using a standardized rubric (see [Appendix M](#)). Grades from class assignments are recorded based on points earned and are converted to percentages for the purpose of valid comparison. Ratings from field placement evaluations are also converted to percentages. A subtotal is calculated for each content area and a total percentage is computed. Candidates must achieve an overall portfolio rating of 80% or higher in order to be recommended for the credential.

Summary

The PPS credential program in school social work and child welfare and attendance systematically gathers assessment data regarding candidate performance throughout the program and upon completion. Six key assessments used to and through recommending the credential were described in this section of the report. They included: program decision points data; grades in S Wrk 274; grades in S Wrk 275; PPS credential candidate dispositions evaluation; evaluation of PPS student performance in field; and evaluation of PPS candidate portfolios. These assessments represent a broad range of relevant knowledge and skills based on program standards and adequately address all candidate competencies (see Matrix 1 and 2). Copies of the assessment instruments and grading rubrics are located in the Appendix.