

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

Foundation Year Placement       Concentration Year Placement

Student Name: \_\_\_\_\_

Student COC#: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

PPSC Supervisor's PPSC/SSW/CWA#: \_\_\_\_\_

Agency/School Name: \_\_\_\_\_

Academic Year: \_\_\_\_\_

## EVALUATION KEY

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

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

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

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

### *PLEASE NOTE:*

**If a candidate's evaluation reflects a B grade in 25% or more of the categories or an evaluation letter grade of a U in any category, the candidate will not be eligible for the credential.**

Pupil Personnel Services School Social Work- Performance Expectations  
Final Evaluation Report

**Performance Expectation 1**  
**Ethical and Professional Behavior**

	<b>Grade</b>	
	<b>Fall</b>	<b>Spring</b>
Candidate understands professional ethics and makes decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge and mission of the school social work profession.		
Candidate understands and applies all applicable federal and state laws and regulations (for example, FERPA, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.		
Candidate utilizes technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.		
Candidate understands and applies the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.		

**Performance Expectation 2**  
**Engage Diversity and Difference in Practice**

	<b>Fall</b>	<b>Spring</b>
Candidate understands how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.		
Candidate utilizes this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.		
Candidate engages in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.		

**Performance Expectation 3**  
**Promote Social Justice and Equity**

	<b>Fall</b>	<b>Spring</b>
Candidate promotes social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.		
Candidate understands school disciplinary practices with particular attention to the historically disproportionate way they have been applied, and advocates for consistent, equitable, fair, positive, and restorative enforcement.		
Candidate works collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.		

**Performance Expectation 4**  
**Engage in Practice-informed Research and Research-informed Practice**

	<b>Fall</b>	<b>Spring</b>
Candidate uses data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.		
Candidate utilizes feedback and identifies trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.		
Candidate researches and identifies effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.		

**Performance Expectation 5**  
**Engage in Policy Practice**

	<b>Fall</b>	<b>Spring</b>
Candidate identifies the needs of the school community and subsequently advocates for policies, programs, and strategies to address those in need.		
Candidate understands and critically analyzes district, local, state, and federal policies, practices, procedures, and funding sources. Candidate understands how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.		

**Performance Expectation 6**  
**Engage with Students, Families, Groups, Organizations, and Communities**

	<b>Fall</b>	<b>Spring</b>
Candidate engages and develops effective relationships with students, families, school personnel, and other PPS service providers, and the school community.		
Candidate facilitates effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.		
Candidate provides caring and supportive relationships, establishes high expectations, and creates innovative opportunities for students to be involved and contribute to the school community.		
Candidate assists with the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.		

**Performance Expectation 7**  
**Assess Students, Families, Groups, Organizations, and Communities**

	<b>Fall</b>	<b>Spring</b>
Candidate assesses the social and emotional needs, strengths, risks and protective factors of students and families.		
Candidate assesses the existing services of the school [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.		
Candidate utilizes consultation and reviews school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.		

**Performance Expectation 8**  
**Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

	<b>Fall</b>	<b>Spring</b>
Candidate selects evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.		
Candidate consults and collaborates with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.		
Candidate demonstrates skill in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance the school climate, wellness, and attendance improvement interventions.		
Candidate participates in activities to raise the awareness of the school community to the effects of truancy and dropping out. Candidate identifies students with attendance barriers as early as possible and initiates appropriate actions and interventions to re-engage disconnected students and families to the educational process.		
Candidate collaborates with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).		

**Performance Expectation 9**  
**Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

	<b>Fall</b>	<b>Spring</b>
Candidate understands and utilizes quantitative and/or qualitative feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.		
Candidate understands and utilizes aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.		
Candidate understands and utilizes disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.		

**Performance Expectation 10**  
**Growth and Development**

	<b>Fall</b>	<b>Spring</b>
Candidate understands typical growth and development through a strength-based and ecological perspective. Candidate incorporates relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.		
Candidate understands the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.		
Candidate utilizes this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.		

# Pupil Personnel Services School Social Work Program Standards

## Program Standard 4: Field Practice Experience

**Part I:** Qualifications, Training, and Responsibilities of Site Field Supervisors/Field Instructors

- Supervisor has a PPS Credential in School Social Work or an MSW with another PPS Credential and a minimum of two years post MSW experiences.
- The field supervisor/instructor has completed field instructor training, including models of supervision, the SSW Performance Expectations, and program fieldwork requirements.
- Candidate has met with their field supervisor for at least one hour of individual supervision per week. The field supervisor/instructor has been accessible at all times during the accrual of fieldwork hours.

**Part II:** Candidate Experience Requirements

- Candidate has completed a minimum of 450 hours at multiple (at least two) schooling levels (public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools). The distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor.
- Candidate has had a broad base of experience, including but not limited to: families and students identified for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 Plans, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental health needs.

Settings	Hours
1.	
2.	
3.	
<b>Total</b>	

For Child Welfare Attendance (CWA) Authorization (*Only for candidates who elect to earn a CWA Authorization*)

- Candidate has completed a minimum of 150 clock hours of supervised school-based field experience engaging in practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services.



**Recommendation for Pupil Personnel Services Credential**  
**School Social Work**

Student Name: \_\_\_\_\_

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

\_\_\_\_\_  
PPSC Supervisor, Degree, Credential

\_\_\_\_\_  
Date

**Recommendation for Pupil Personnel Services Credential**  
**Child Welfare and Attendance**

Student Name: \_\_\_\_\_

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

\_\_\_\_\_  
PPSC Supervisor, Degree, and Credential

\_\_\_\_\_  
Date

**California State University, Long Beach**  
**School of Social Work**  
**Pupil Personnel Services Credential**  
**School Social Work and Child Welfare and Attendance**

**Field Placement Activities Checklist**

Credential applicants must gain experience working with multiple (at least two) school-aged populations: pre-K, elementary, middle and high school. The distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor. Of the 600 hours required, **450 hours** must be spent performing School Social Work activities, while the remaining **150 hours** must be spent performing Child Welfare and Attendance activities.

	<b>Diversity Experiences</b>	<b>Check Off</b>
	Candidate has had a broad base of experience, including but not limited to: families and students identified for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 Plans, students who have been expelled from school, sexual minority youth (LGBTQ+), students and families of color, and students with mental health needs.	

**School Social Work Required Activities (450 Hours)**

	<b>Activities</b>	<b>Check Off</b>
1.	Provided individual and family counseling.	
2.	Completed a family assessment.	
3.	Completed at least one home visit.	
4.	Facilitated at least one parent group, workshop and/or classes.	
5.	Created or provided classroom presentations and/or lessons.	
6.	Completed at least one classroom observation.	
7.	Consulted teachers regarding classroom behaviors.	
8.	Observed at least one playground or lunch period.	
9.	Participated in school staff meetings.	
10.	Addressed the needs of pupils by collaborating with administrators, teachers and other support staff.	
11.	Developed at least one behavioral management plan for a pupil.	
12.	Attended vulnerable youth focused (e.g. SST, SART etc.) school intervention team meetings.	
13.	Facilitated at least one student support group.	
14.	Monitored and/or analyzed data from interventions (e.g. PBIS, RTI, etc.).	
15.	Attend at least one Individualized Education Plan (IEP) meeting. <i>[Required for CSULB students and strongly recommended for all other students]</i>	
16.	Researched district, local and state policies impacting or relating to identified student subpopulations including but not limited to: diverse	

	students, low SES, foster youth, camp returnees, homeless youth, LGBTQ and special education.	
17.	Networked within the community by visiting local services, participating in resource mapping, and bringing new services into schools.	
18.	Identified a need for and provided community referrals for children and families.	
19.	Advocated for children and families at the school, district and/or community levels.	

### **Child Welfare and Attendance Activities (150 Hours)**

1.	Attended Student Attendance Review Board (SARB) meeting(s). <i>[Required for CSULB students and strongly recommended for all other students]</i>	
2.	Performed home visits to assess attendance-related issues. Activities include verifying addresses, delivering correspondence, addressing truancy issues, etc.	
3.	Assisted in the development of attendance plans to address attendance-related issues.	
4.	Identified district support and intervention strategies related to attendance issues.	
5.	Analyzed attendance data at the individual school level/district level.	

### **Suggested Additional Activities**

1.	Observed a special education classroom.	
2.	Participated in grant writing.	
3.	Participated in program development.	
4.	Participated in crisis response, threat assessment and/or risk assessment.	
5.	Participated in community coalitions including collaboration with DCFS and other providers. (e.g. DMH, PMRT, homeless coalition)	
6.	Completed Child Abuse, Suicide Prevention, SARB certification and threat assessment training.	
7.	Participated in school-based, evidence-based interventions.	
8.	Attended a PTA meeting.	
9.	Attended a school board meeting.	
10.	Attended a school site council meeting.	
11.	Provided an in-service training to school staff.	
12.	Visited local organizations to identify appropriate resources.	

**For current MSW students:** This form should be submitted for review at the end of the field placement experience.

I certify that I have successfully completed 450 hours of School Social Work activities and 150 hours of Child Welfare and Attendance activities.

\_\_\_\_\_  
Student/Candidate's Signature      Student/Candidate's Name (Print)      Date

I certify that under my supervision, this student/candidate has successfully completed 450 hours of School Social Work activities and 150 hours of Child Welfare and Attendance activities.

\_\_\_\_\_  
Field Instructor's Signature      PPSC Credential Number      Date