

Cal Poly Humboldt
Social Work

Comprehensive Skills Evaluation
Pupil Personnel Services Credential
School Social Work

___ Foundation Year Placement ___ Advanced Year Placement

Student Name: _____

Student Certificate Of Clearance#: _____

Practicum Instructor/PPSC-SSW Supervisor's Name:

PPSC Supervisor's PPSC-SSW#: _____

Agency/School Name: _____

Academic Year: _____

EVALUATION KEY/ “GRADES”

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 letter grade of a U in any category, which does not improve over the course of the academic year, 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 **Grade by Semester/Quarter**

	1 st	2 nd	3 rd
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

	Grade by Semester/Quarter		
	1 st	2 nd	3 rd
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.			
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Performance Expectation 3
Promote Social Justice and Equity

	Grade by Semester/Quarter		
	1 st	2 nd	3 rd
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

	Grade by Semester/Quarter		
	1 st	2 nd	3 rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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

	Grade by Semester/Quarter		
	1st	2nd	3rd
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/Practicum Practice Experience

Part I: Qualifications, Training, and Responsibilities of Site Field Supervisors/Practicum 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.
- ☐ (optional) The field/practicum supervisor/instructor has completed field/practicum instructor training, including models of supervision, the SSW Performance Expectations, and program fieldwork requirements.
- ☐ Candidate has met with their field/practicum supervisor for at least one hour of individual supervision per week. The field/practicum supervisor has been accessible at all times during the accrual of fieldwork hours.

Part II: Candidate Experience Requirements

- ☐ Candidate has completed a minimum of 1000 hours of field/practicum experience, including at least 450 hours between multiple schooling levels (public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools)
**Please note: if this form is being completed during the foundation year placement, then the remaining hours must come from the advanced year and be added to the box below. Otherwise, include hours from both MSW year placements, OR for Advanced Standing candidates, hours completed during their BASW senior year placement.*
- ☐ 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 (include ALL placements towards total) & year completed	Age/Grade range	Hours
1.		
2.		
3.		
Total must be at least 1000 hours:		

Recommendation for Pupil Personnel Services Credential
School Social Work

Student Name: _____

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

PPSC Supervisor, Degree, Credential

Date