



**GUIDE TO THE
SCHOOL SOCIAL WORK
CREDENTIALING PROGRAM**

*Pupil Personnel Services Credentials
in School Social Work and Child Welfare & Attendance*

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Introduction

School social work is one of the fastest growing areas of social work practice. According to the Bureau of Labor Statistics, employment of child, family, and school social workers is expected to grow by 15 percent from 2012 to 2022, faster than the average for all occupations. In schools, more social workers will be needed to respond to rising student enrollments.¹

Berkeley Social Welfare has provided formal credential-directed education in school social work since the 1970s, when the National Association of Social Workers first identified standards for school social work service, specifying both knowledge and skill competencies appropriate to the field.

Berkeley Social Welfare's fully accredited School Social Work Program educates master's-level social workers to assist public schools in achieving their educational and developmental missions. We aim to provide students with the knowledge, skills, and values necessary to be effective public school social workers. MSW students who complete the required academic and field curriculum in school social work are eligible to apply for a recommendation for the Pupil Personnel Services Credentials (PPSC) in School Social Work and Child Welfare and Attendance issued by the California Commission on Teacher Credentialing.

Students in this program learn intervention skills to address the problems of school children and their families. Consistent with the overall mission of the School, academic and field education experiences focus on serving disadvantaged and at-risk pupils and their families in an informed and self-reflective manner. Our graduates understand the services available to vulnerable children and their families through the primary public service systems in the community, in addition

to regular and special education. We emphasize collaborative and interdisciplinary modes of practice that include direct service with school children, their parents and caretakers; collaboration with teachers, administrators and other support personnel; linkage and advocacy with other resource providers; program evaluation; and participation in interdisciplinary educational teams.

PPSC candidates must demonstrate competence in identified areas of knowledge and skill before they are certified for credentialing. MSW students wishing to earn PPSC certification must meet the requirements for both the MSW degree and their particular concentration. They must also complete course work and field education experiences expressly directed to certification standards in school social work and child welfare and attendance services. A post-MSW PPSC program is also available for certain credential seekers who did not complete a school social work credentialing program as part of their regular MSW degree.

This guide – “the PPSC handbook” – has been prepared for current and prospective Berkeley Social Welfare master's students who are interested in becoming eligible to be credentialed as social workers in California K-12 public schools. It is intended to supplement the MSW Program Manual with specific information about the PPSC requirements and credentialing process. The guide covers essential information about the School Social Work program, and the qualifications and requirements for obtaining the Pupil Personnel Services Credentials in School Social Work (PPSC) and Child Welfare and Attendance (CWA).

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Social Workers, available at <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited September 19, 2014).

About the Pupil Personnel Services Credentials

The Pupil Personnel Services Credentials (PPSC) are issued by the **State of California Commission on Teacher Credentialing (aka “the CTC”)**, and authorize individuals to provide school services in grades 12 and below, including preschool, and in classes organized primarily for adults. The PPS credential is usually a requirement for employment as a school social worker in California K-12 public schools. Berkeley Social Welfare’s School Social Work program prepares credential candidates in the PPSC specialization areas of School Social Work, and Child Welfare and Attendance.

The specialization in **School Social Work** authorizes the credential holder to perform the following duties:

- 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 on behalf of students.

The add-on specialization in **Child Welfare and Attendance** authorizes the credential holder to perform the following duties:

- 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.
- Promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

Requirements for the PPSC

To be eligible for the Pupil Personnel Services Credentials, individuals must satisfy **all** of the following requirements mandated by the CTC. Specific information about how to satisfy each of these requirements is included in this handbook.

1. Complete a **baccalaureate degree** or higher (except in professional education) from a regionally-accredited college or university.
2. Complete **post-baccalaureate degree** study consisting of a minimum of 45 semester units in an approved professional preparation program specializing in school social work, including a practicum with school-aged children. Candidates pursuing the add-on specialization in Child Welfare and Attendance must complete additional study in school child welfare and attendance services, consisting of a minimum of nine semester units, including a practicum with school-aged children.
3. Complete the **LiveScan fingerprinting and background check** process, and obtain a **Certificate of Clearance** issued by CTC.
4. Satisfy the **Basic Skills Requirement**. This is most frequently done by taking and passing the CBEST (California Basic Education Skills Test).
5. Obtain the **recommendation of a California college or university** with a CTC-approved Pupil Personnel Services program specializing in school social work. This process results in Berkeley Social Welfare submitting the recommendation to CTC Online on your behalf.

6. Submit an **online application to CTC** and pay the application processing fee once the online recommendation for your credential has been submitted by Berkeley Social Welfare.

Academic Requirements

Berkeley Social Welfare's MSW program is fully accredited by the Council on Social Work Education (CSWE), and the advanced curriculum in school social work practice is recognized as a CTC-approved Pupil Personnel Services program specializing in school social work.

In addition to successfully completing all core and concentration requirements for the MSW degree, students seeking the PPS credentials must take two specific credential program courses:

- **SOC WEL 232: Social Work and Education Policy**
This course examines the intersection between social work practice and the educational system. It focuses on the school as a social system and the current policy context of education. It presents current topics in educational policy and critically analyzes them from a social work perspective. A focus is placed on the potential roles played not only by school social workers, but the social work profession in general, in actively collaborating with educational systems to support optimal developmental pathways for children and adolescents.
 - **SOC WEL 250T: Social Work Practice in School Settings**
This course (1) provides students with an understanding of how current educational policies and practices impact the day-to-day lives of academically and socially vulnerable students; (2) builds student skills in identifying and selecting the multiple points of intervention relevant to social work practice in schools, including individual intervention with children, family intervention, building links between families and school staff, advocacy, classroom-based intervention, and collaboration with teachers; and (3) presents assessment and intervention strategies guided by an ecosystemic and resilience perspective which focus on student and family strengths and suggests multiple intervention options.
- Both SOC WEL 232 and SOC WEL 250T may also satisfy other MSW concentration or elective requirements.
- Because these are required credential program courses, **transfer credit is not accepted, nor are course waivers granted, for either course.** There are no exceptions to this policy.

Field Experience Requirements

PPSC candidates demonstrate competence in school social work practice by successfully completing 1000 clock hours of field experience. Berkeley Social Welfare MSW students satisfy this requirement through a combination of both first and second year MSW field placements.

MSW students pursuing the PPS credentials will typically need to have a **second year field placement in a school-based setting**. This arrangement is most meaningful in terms of synchronizing required academic course work with field experiences.

Field Requirements for the Specialization in School Social Work:

- ☑ At least 450 clock hours in a school-based practice setting supervised by a credentialed practitioner
- ☑ At least 100 hours with 10 pupils of an ethnic background different from your own
- ☑ At least 100 hours **in each of two** age-group settings (preschool, elementary, middle, high school)

Field Requirements for the Add-on Specialization in Child Welfare & Attendance:

- ☑ 150 additional clock hours of field experience under the supervision of a PPSC holder
- ☑ At least 30 of these hours completed in a setting outside the field of education (such as law

enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, community based organizations, etc.)

PPSC Field Placement Supervision

Field Instructors need to be able to provide opportunities that meet both the concentration and credential requirements. They must have both an MSW degree and a valid PPSC. Occasionally there may be a Field Instructor with an MSW and a PPSC supervisor from another field such as Counseling or Psychology who will both provide oversight and instruction to the student. Such exceptions require pre-approval, and both the Field Instructor and the PPSC Supervisor will need to sign and approve of all Learning Agreements and Field Evaluations.

PPSC Field Placement Learning Agreements

Students seeking the PPS credentials also have additional specific requirements for their field placement Learning Agreements.

In addition to meeting the core field competencies required of all Berkeley Social Welfare MSW students, candidates for the PPS credentials must satisfactorily address the CTC's *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials* in their school-based field placements. These standards are included in this guide (see pp. 16-20). Those pursuing a School Social Work (SSW) credential must meet all Generic and School Social Work Specialization standards. Those who also wish to earn the add-on Child Welfare and Attendance (CWA) Specialization credential must add the CWA standards to their learning activities.

Field Instructors, PPSC Supervisors and MSW students should develop Learning Agreements that are tailored to the individual needs of and tasks provided by the particular field placement setting. CTC standards not covered in field education Learning Agreements are addressed in other areas of the curriculum.

LiveScan Fingerprinting

Per the California Education Code fingerprint clearance through both the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required from every applicant prior to the CTC's issuance of any credential, permit, certificate, or waiver.

PPSC Program students complete the fingerprint clearance process as part of applying for and obtaining the required Certificate of Clearance. Before you apply for the Certificate of Clearance, you will need to submit verification that you have had your fingerprints taken electronically using the specific form required by CTC. **Please note this means you must complete the LiveScan process specifically for the PPSC, even if you have already done it for another agency.**

- You **MUST** use the CTC's *Request for LiveScan Service Form 41-LS*, available online at <http://www.ctc.ca.gov/credentials/leaflets/41-ls.pdf>.
- Print out and take **THREE COPIES** with you to the LiveScan service site.

You will be required to pay a processing fee to the Live Scan operator for your prints to be scanned. Be sure to check both the "DOJ" and "FBI" boxes on the LiveScan Form for the Level of Service. Your fingerprints will be electronically forwarded directly to CTC.

- Keep one copy of the LiveScan form for your personal records and submit the 3rd copy to the School of Social Welfare Graduate Student Services Office in 120 Haviland Hall. **In order to submit your online credential recommendation, we MUST have a copy of your LiveScan form on file.**

You can take the LiveScan form to your local police department or an approved commercial LiveScan Operator; there are a number of locations near campus. A **current listing of LiveScan electronic fingerprint service sites** is available on the California Attorney General's website at <http://ag.ca.gov/fingerprints/publications/contact.php>. Police Departments and other LiveScan locations can be booked up to 60 days in advance so call as soon as possible for an appointment time. **Be sure to call the LiveScan agency to verify fees before you go!**

Certificate of Clearance

Before beginning any school-based field placement that will be used to satisfy PPSC field requirements, credential-seeking students must obtain a Certificate of Clearance (or hold another valid certificate or permit) issued by the CTC. The Certificate of Clearance is a document issued to an individual who has completed the required fingerprint and background check process.

- **You should obtain the Certificate of Clearance prior to beginning any school-based field placement hours you wish to have count towards the PPSC field experience requirement.**

Individuals who have received fingerprint clearance from a school district, other California state agencies, or in other states are NOT exempt from this requirement. However, an individual who has already completed the fingerprint process and has been issued a valid document by the CTC is not required to obtain another Certificate of Clearance. Certificates of Clearance are valid for five years.

- **Obtaining a Certificate of Clearance is a TWO-STEP PROCESS:** FIRST you complete LiveScan fingerprinting as described above, and THEN you apply for the Certificate online through the CTC's Online Services for Educators (<http://www.ctc.ca.gov>).
- **Quick Tips for Using the Web Application Process to Apply for Clearance:** <http://www.ctc.ca.gov/credentials/online-services/pdf/web-app-tips.pdf>

Once you have completed the online application and submitted the processing fee (currently \$35.00) for the Certificate of Clearance, an email will be sent informing you that the document has been granted and can be viewed in 48 hours using your "Educator Page" on the CTC Online website (<http://www.ctc.ca.gov/credentials/online-services/default.html>). The Certificate of Clearance fee becomes a credit that will be applied when you complete the payment process for the credential recommendation submitted online by the School of Social Welfare.

- Details about the Certificate of Clearance are on the CTC web site at <http://www.ctc.ca.gov/help/application/cert-of-clear.html>.

The Basic Skills Requirement (CBEST Exam)

In most cases applicants for a credential, certificate, or permit to serve in California public schools must verify basic skills proficiency before the credential, certificate, or permit will be issued. The basic skills requirement may also be required as a condition of employment in some school districts.

The Basic Skills Requirement is most commonly satisfied by successfully passing the **California Basic Education Skills Test (CBEST)**. Alternative options accepted by the CTC include the California Subject Examinations for Teachers (CSET): Multiple Subjects Examination, and the CSU Early Assessment Program or CSU Placement Examinations. The CTC will also accept basic skills examinations from other states, as long as a photocopy of the score report or letter from the testing agency verifying passage of the examination is submitted with the application packet. There is no recency requirement for the date the examination was passed in another state.

- For information on all acceptable options for meeting the basic skills requirement, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>.

CBEST Scores

The purpose of the California Basic Educational Skills Test (CBEST) is to assess and verify acceptable proficiency in the basic reading, writing, and mathematics skills in the English language that are needed and used by all school practitioners. Test scores provide overall indications of adequate proficiency (Pass) and inadequate proficiency (Not Pass) in each of these three areas. To pass you must obtain a minimum scaled score of 41 in each of the three sections. However, a score as low as 37 on an individual section is acceptable if the total scaled score is at least 123.

You only need to pass the CBEST once. Any or all sections can be repeated as many times as necessary to obtain a passing score, but the full registration fee is charged for each test administration.

How to Sign Up for the CBEST Exam

The computer-based CBEST is available by appointment year-round. Registration for computer-based testing is online only – there are no registration deadlines, but you should register as early as possible before your desired test date, as seating is limited. Before registering, you may check real-time seat availability and review test center locations.

- Up-to-date registration and testing information, test preparation materials, and services that enable you to register and obtain your test scores online are available on the CBEST Program web site at <http://www.cbest.nesinc.com>.

Recommendation for Credential from Accredited Program

Upon successful completion of all academic, field and administrative requirements to be eligible for a PPSC recommendation, credential candidates submit a *Request for Online Credential Recommendation Form* to the Social Welfare Graduate Student Services Office in 120 Haviland Hall. This form serves as the verification of standards required by the CTC.

When MSW degrees are posted to transcripts and the verification of standards is complete, the School of Social Welfare submits an online recommendation for your credential to CTC Online Services. Credential candidates must then respond to an automated email from CTC Online with instructions for completing the application process through CTC. At that point both credential candidates and potential employers can view the status of the credential through CTC Online Services. Once CTC issues the credential it is available for retrieval online. It usually takes about 10 business days from the time a recommendation is submitted to get the PPSC.

- **Quick Tips for How to Complete Your Online Recommendation:**
<http://www.ctc.ca.gov/credentials/online-services/pdf/recommend-tips.pdf>

The PPSC Program Application Process and Timeline

To be admitted to the School Social Work/PPSC Credentialing Program, MSW students submit an application and Goal Statement for approval by the School Social Work Steering Committee. Acceptance into the School Social Work credential program is contingent on both a clear statement of interest, **and arranging for field placements that meet the program requirements.** The PPSC Program application cycle is thus timed to the second year field placement process.

Applicant Goal Statements are submitted during the spring semester of the first year in the MSW program, and students then have the second year to complete academic, field and administrative requirements to become eligible for a PPS credential recommendation.

The typical timeline of tasks required for obtaining the PPSC is outlined below:

1st YEAR – FALL SEMESTER:	
Early September	Attend School Social Work & PPSC Orientation Meeting (date and time announced to all students at the start of the semester)
1st YEAR – SPRING SEMESTER:	
March 1	PPSC Program Application and Goal Statement Due Submit to Graduate Student Services Office, 120 Haviland Hall
April 15	Students informed of provisional acceptance into PPSC program Begin CTC-specific LiveScan fingerprinting and Certificate of Clearance process ➔ Get Certificate of Clearance issued by CTC before beginning your school-based field placement Register to take the CBEST Exam in the summer
2nd YEAR – FALL SEMESTER:	
By August 31	Submit completed LiveScan Form to Graduate Student Services Office Submit verification of Certificate of Clearance issuance (copy of receipt or confirmation email from CTC) to Graduate Student Services Office
By December 31	Submit CBEST Score Verification Card to Graduate Student Services Office
2nd YEAR – SPRING SEMESTER:	
May	Complete MSW degree and all PPSC requirements. Graduate!!
By June 30	Complete PPSC Student Online Competency Survey Submit Request for Online Credential Recommendation Form to Graduate Student Services Office
Mid to Late June	Berkeley Social Welfare verifies completion of all requirements and submits recommendation for credential via CTC Online once transcripts with posted degrees are available ➔ CTC issues credential when you respond to e-mail from CTC with instructions on how to complete online application for credential and pay the required application fee

Simultaneous Participation in the Title IV-E Child Welfare Training and PPSC Programs

The Title IV-E Child Welfare Training Program and the PPSC program were each developed to train social workers for work in specialized fields: California public child welfare and public schools, respectively. It is not feasible to train every interested child welfare social worker and school social worker to be proficient and experienced in both systems, but it is important to have a number of social workers with knowledge of the mandates and stressors in each system. This can increase mutual trust and understanding, promote more collaboration, and hopefully, lead to better child outcomes.

As separate specializations, although not mandated by statute or specific credentialing requirements, the field education requirement for each program is usually completed in the second year of the MSW program. Further, there are relatively few settings in which it is possible to meet the rigorous field requirements of both specializations. Under limited circumstances, **it may be possible but not guaranteed for some Title IV-E students to jointly earn the PPS credential.** The circumstances that *could* permit dual enrollment in Title IV-E and PPSC curricula are:

- A) A student with a second year internship that is primarily in a Title IV-E approved state, county or tribal child welfare agency or program that secondarily meets the requirements for the PPSC, or
- B) A student who enters the MSW program with prior experience working in public school settings and understands the educational mission of the public schools, and who has also worked with preschoolers and adults in their parenting roles. This student could complete PPSC field work in the first year placement in school settings that meet both the Title IV-E and PPSC requirements, by adding a minimum of eight (8) field days to the first year placement calendar, or
- C) A student who enters the MSW program with extensive prior case-carrying experience in public child welfare and qualifies to complete the Title IV-E program's public agency field requirement in the first year (as determined by the Title IV-E Project Coordinator). This student could complete PPSC field work in the second year placement in school settings that meet both the Title IV-E and PPSC requirements.

In all of the above circumstances, the Title IV-E student would need to meet the additional course work requirements of the PPSC program.

Frequently Asked Questions about the Pupil Personnel Services Credentials (“PPSC”)

What is the PPSC and why would I want or need it?

Pupil Personnel Services Credentials (PPSC) issued by the California Commission on Teacher Credentialing (aka “the C”) authorize individuals to provide school services as school social workers, and/or school child welfare and attendance regulators. The PPS credential is usually a requirement for employment as a school social worker in California K-12 public schools.

What is the job outlook for school social workers?

Employment of child, family, and school social workers is currently expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. In schools, more social workers will be needed to respond to rising student enrollments. Availability of funding will be a major factor in determining the actual employment growth in schools.

What does it take to earn the PPSC? What classes do I need to take?

In addition to the core and concentration requirements of the MSW program, students seeking the PPSC must complete two additional required credential courses: SOC WEL 250T-Social Work Practice in School Settings, and SOC WEL 232-Social Work and Education Policy.

Do PPSC students have specific field placement requirements?

Yes. PPSC-seeking students typically need to have a second year field placement in a school-based setting. You must successfully complete 1000 clock hours of field experience [combination of both first and second year MSW field placements]. At least 450 clock hours are in school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least 10 pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two of four age groups (preschool, elementary, middle, high school), with a minimum of 100 clock hours at each setting, which can include district services and programs or alternative school settings.

What additional prerequisites are required by the CTC?

The additional program requirements are: 1) LiveScan fingerprinting/background check and Certificate of Clearance issued by the CTC; 2) satisfaction of the Basic Skills Requirement, usually done by taking and passing the CBEST (California Basic Education Skills Test); and 3) verification of meeting required standards, which is done by completing required evaluations.

How much does it cost?

There are no additional fees or tuition imposed by Berkeley Social Welfare for current MSW students in the PPSC program. There is a \$250 program fee charged to participants in the Post-MSW PPSC program. There are fees associated with CTC requirements (fingerprinting and background check; application processing fees payable to CTC; CBEST testing fees, etc.) For current CTC fee information please see the CTC’s Fee Information Leaflet at www.ctc.ca.gov/credentials/leaflets/cl659.pdf.

Who is eligible to apply to the PPSC program?

Current Berkeley Social Welfare MSW students in all concentration areas *except Gerontology* may apply. Students in the Management and Planning (MAP) concentration must have field placements that fulfill the PPSC requirements pre-approved by Field Consultants that oversee both the MAP and PPSC programs.

How and when do I apply? When do I have to decide?

The PPSC Program Application and Goal Statement is due MARCH 1st each year. Acceptance into the PPSC program is contingent on having secured field placements that will allow you to complete the necessary field experience, so you should decide if you wish to pursue the PPSC by the time you accept your second year field placement.

Can students in the Title IV-E Child Welfare Training Program obtain a PPSC?

PPSC students typically do not also participate in the Title IV-E Child Welfare Training Program. Under limited circumstances, however, it may be possible but not guaranteed for some Title IV-E students to jointly earn the PPS credential. These candidates must meet particular eligibility criteria, including a full review and approval by the School Social Work Steering Committee. Consult with the Title IV-E Program Coordinator and the current School Social Work Committee Chair if you are a IV-E program participant interested in the PPSC.

Can student in the MSW/MPH joint degree program obtain a PPSC?

Yes; however, careful planning and consultation with faculty advisors is essential to successfully completing all program requirements.

If I decide not to obtain a PPSC while I am in the MSW program can I get it later?

Yes, you may apply to the Post-MSW PPSC Program Option (see page 13).

What is the Certificate of Clearance and how do I get it?

The Certificate of Clearance is a document issued by the CTC to an individual who has completed the required LiveScan fingerprint and background check process. You get it by applying online with CTC for it once you have completed the LiveScan fingerprinting process. You must obtain the Certificate prior to beginning your school-based field placement.

What if I have a conviction on my record?

When you apply with CTC Online Services for your Certificate of Clearance, you will be asked a series of professional fitness review questions. The CTC will evaluate your fitness to be granted a credential based on your answers to the professional fitness questions and a criminal history review. Failure to disclose any required information may result in the CTC rejecting or denying your application. For more information see “How to Complete the CTC Online Professional Fitness Questions” available online at <http://www.ctc.ca.gov/educator-discipline/files/prof-fitness-instructions.pdf>.

Can I use the fingerprints I provide for the CTC Certificate of Clearance for my internship or other jobs, or vice versa?

No: agencies/organizations requiring fingerprinting and background checks (including school districts, and other California state agencies) require you to follow their specific procedure, and the results are confidential. Agencies requiring background checks may not share the results reported to them with each other or anyone else.

What is the CBEST exam? When should I take it? What is considered passing ?

The California Basic Education Skills Test (CEBEST) is the most common exam used to satisfy the Basic Skills Requirement for the PPSC credentials. We recommend that PPSC candidates take the CEBEST in the summer between the first and second years of the MSW program. We cannot submit your credential recommendation to CTC until you have passed the CEBEST, even if you have completed all other requirements. The passing score on each CEBEST section (Reading, Mathematics, and Writing) is a scaled score of 41; a total score (the sum of Reading, Mathematics, and Writing scaled scores) of 123 is required to pass. The CEBEST may be taken as many times as necessary until a passing score is achieved. For more information, please see <http://www.cbest.nesinc.com/>.

I am having trouble with the CTC Online site. How can I get help?

There are several common, known issues with using CTC Online services, including web browser compatibility and pop-up blockers. If you experience problems using CTC Online, please see the “Technical Help” page at <http://www.ctc.ca.gov/tech-help.html>. For assistance with CTC Online, contact CTCOnline@ctc.ca.gov.

The Post-MSW PPSC Program Option

For social work professionals who already hold the Master's in Social Work (MSW) degree, Berkeley Social Welfare offers a post-master's PPSC program leading to eligibility for the PPS Credentials.

Applicants to this program must have received their MSW degree from a graduate program accredited by the Council on Social Work Education (CSWE), and the degree program must have included documented coursework in social work practice with diverse populations.

Post-MSW PPSC Coursework

Credential-seeking candidates in the Post-MSW PPSC program must satisfy all of the same academic, field experience, and program administrative requirements as the regular PPSC program. The two required courses (see "Academic Requirements" on page 5) **are taken in the summer through Berkeley Summer Sessions.**

- **Berkeley Summer Sessions Information:**
<http://summer.berkeley.edu/>

In certain cases as availability allows, the required courses *may* be taken during the regular fall or spring term through University Extension Concurrent Enrollment. However, as the post-master's PPSC program is primarily a summer program, this option is not guaranteed to be consistently available.

- **University Extension Concurrent Enrollment Information:**
<http://extension.berkeley.edu/static/student-services/concurrent/>

Post-MSW Program Field Experience Options

Post-MSW PPSC candidates must have either completed the necessary field experience requirement for the PPSC while in their MSW program, or after receiving their MSW, *or* be in the process of completing field experience hours through employment in a public school setting that meets the CTC field experience requirements for the PPS credentials as outlined in this handbook.

Important Note: Post-MSW PPSC Program participants are responsible for securing their own internship/field placement to obtain the required field experience. Berkeley Social Welfare does NOT provide field placements, any liaison assistance, oversight, or liability insurance coverage for post-master's students, since these program participants do not register or pay for field practicum credit. Post-MSW PPSC Program participants requiring malpractice liability insurance while completing field requirements may obtain coverage through the National Association of Social Workers (NASW, www.socialworkers.org) or the School Social Work Association of America (www.sswaa.org).

Past field experience hours completed prior to acceptance into the Post-MSW PPSC program may be used, pending verification from the Field Supervisor(s) that the hours meet PPSC requirements. Previous hours will be verified upon acceptance into the Program. Candidates may also begin accruing PPSC-eligible field experience hours upon acceptance into the Post-MSW PPSC Program. **Post-MSW PPSC candidates must complete all field requirements within three years from acceptance into the Program in order to be eligible to request a credential recommendation.**

After completing the all program requirements, post-master's PPSC program credential candidates request a credential recommendation by submitting a Verification of Standards and Request for Credential Recommendation Form and official transcripts documenting successful completion of any additional required course work. Once Berkeley Social Welfare completes final verification and submits an online credential recommendation to the CTC, candidates complete the application process via CTC Online Services and pay the appropriate application processing fee(s).

Post-MSW Program Costs

For the Post-MSW PPSC option there **is a non-refundable program fee of \$250**, payable at the time a complete application package is submitted, to defray costs associated with application processing, transcript evaluation, verifying field experience hours and final evaluation of credential eligibility.

Registration and course enrollment fees are paid through Berkeley Summer Sessions. Please see the Summer Sessions web site for current registration and fee information:

<http://summer.berkeley.edu/registration/fees>.

There are **additional fees associated with CTC program requirements** include the fingerprinting and background check process, CTC application processing fees, and CBEST testing. See the CTC's current Fee Information Leaflet at www.ctc.ca.gov/credentials/leaflets/cl659.pdf.

Post-MSW Program Application Process

The deadline to submit an application to the Post-MSW PPSC Program is **May 15 each year** prior to the start of Berkeley Summer Sessions, or until the required courses reach their enrollment limit. We encourage applicants to submit materials in plenty of time to be notified of acceptance well in advance of enrollment for Summer Sessions courses, which generally begins in early February each year.

Applicants to the Post-MSW PPSC Program must submit the following in one complete package:

1. A completed **Post-MSW PPSC Program Application and Applicant Goal Statement**. Application forms are available for download from the Berkeley Social Welfare web site at <http://socialwelfare.berkeley.edu/pupil-personnel-services-credentialing-program>.
2. A non-refundable **program fee check for \$250**, made payable to "UC Regents."
3. **If field experience hours HAVE been completed:**
A completed Post-MSW PPSC Program Field Experience Verification and Evaluation Form, submitted by the verifying Field Instructor/PPSC Supervisor. Verification forms are available for download from the Berkeley Social Welfare web site at <http://socialwelfare.berkeley.edu/pupil-personnel-services-credentialing-program>.

Or

If field experience hours have NOT been completed:

Verification that field experience hours are in progress, generally provided in the form of a letter of reference from the PPSC supervisor(s), on agency letterhead.

4. **Transcripts** documenting all completed college and university course work: An official transcript is required for documenting conferral of the MSW degree; an official transcript documenting conferral of a baccalaureate degree is also required if that degree is not noted on the MSW degree transcript. Unofficial transcripts are acceptable for all other coursework.

How and Where to Submit Materials

Email electronic copies of application materials and other documents to socwelf@berkeley.edu.

Submit hard copies and program fee checks by mail to:

Berkeley Social Welfare
ATTN: ACADEMIC COORDINATOR
120 Haviland Hall, #7400
Berkeley, CA 94720-7400

Application forms and other materials may also be dropped off in person at the Social Welfare Dean's Office, 120 Haviland Hall, during regular business hours.

Program Contacts and Resources

Berkeley Social Welfare

120 Haviland Hall Berkeley, CA 94720-7400

<http://socialwelfare@berkeley.edu>

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Robert Teague, MSSW
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bteague@berkeley.edu (510) 642-8535

California Commission on Teacher Credentialing (CTC)

<http://www.ctc.ca.gov/>

Mailing Address:	1900 Capitol Avenue, Sacramento, CA 95811-4213	
Credentialing Questions:	Toll-Free 1-888-921-2682	E-mail: credentials@ctc.ca.gov
Background Clearance:	Toll-Free 1-888-921-268	E-mail: dppinfo@ctc.ca.gov
Testing Policy Questions:	Email: exams@ctc.ca.gov	
CTC Online Help:	Email: CTCOnline@ctc.ca.gov	

School Social Work Professional Resources

California Association of School Social Workers
<http://cassw.net/>

Center for Effective Collaboration and Practice
<http://cecp.air.org/>

Collaborative for Academic, Social, and
Emotional Learning (CASEL)
<http://www.casel.org>

International Network for School Social Work
<http://internationalnetwork-schoolsocialwork.htmlplanet.com/>

National Association of Social Workers
California Chapter (NASW-CA)
<http://www.naswca.org/>

National Association of Social Workers (NASW)
School Social Work
<http://www.naswdc.org/practice/school/default.asp>

Safe Schools Coalition
<http://www.safeschoolscoalition.org/index.html>

School Mental Health Project – UCLA Center for
Mental Health in Schools
<http://smhp.psych.ucla.edu/>

School Social Work Association of America
<http://sswaa.org/>

Standards of Quality and Effectiveness for Pupil Personnel Services Credentials

California Commission on Teacher Credentialing

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

School Social Work & Child Welfare and Attendance

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.

School Social Work Specialization Standards

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 24: 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.

Child Welfare and Attendance Specialization Standards

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.

NASW Standards for School Social Work Services

<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

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 schoolwide 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, schoolwide 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.