**CAL POLY HUMBOLDT**

**Department of Social Work**

**Pupil Personnel Services Credential in School Social Work Program**

**FINAL FIELD EVALUATION & VERIFICATION OF STANDARDS**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Today’s Date**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Name Student Humboldt ID#**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address Contact Phone Number**

**FIELD PLACEMENT HOURS VERIFICATION:**

## **Students must work in multiple public school levels. The distribution of hours should be decided in collaboration with the candidate, field supervisor, and faculty liaison/PPSC-SSW coordinator. Please indicate the number of hours worked in each level below.**

## **All candidates must complete a total of 450 school based hours from two different levels (pre-school, elementary, middle, or high school) .**

|  |  |  |
| --- | --- | --- |
| **School Site/Placement Setting** | **Grade Level** | **Placement Dates** |
| **Total Hours** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Please note if these hours were completed during the applicant’s:**

**\_\_\_\_\_\_MSW program \_\_\_\_\_\_post-MSW employment**

**Please note where the applicant’s remaining placement hours (CTC total 1000 required) took place (either an MSW internship or additional employment hours):**

**Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Name & Contact Info: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Population served:**

Please indicate the approximate percentages of students served by the PPSC-SSW candidate who can be identified as follows (the total percentage may be higher than 100% due to students with multiple qualifications)

|  |  |
| --- | --- |
| \_\_\_ Eligible for Free and Reduced Meals | \_\_\_ Eligible for ADA Section 504 Services |
| \_\_\_ English Language Learners | \_\_\_ Expelled from School |
| \_\_\_Qualified for McKinney –Vento Funds | \_\_\_ Identifies as LGBTQ+ |
| \_\_\_ In Foster Care or a Juvenile Detention  Facility | \_\_\_ Provided with mental health services through EPSDT MediCal |
| \_\_\_ Has an Individualized Education Program (IEP) | \_\_\_ Identified as chronically truant or absent |
| \_\_\_ Qualifies as Emotionally Disturbed or for ERMHS |  |

## **Field Instructor/PPSC-SSW Supervisor**

Please indicate below the MSW Field Instructor/PPSC-SSW Supervisor (or employment supervisor if applicable) who is verifying your field experience by completing this evaluation form. Please list each supervisor’s credential(s).

**Field Instructor/PPSC-SSW Supervisor Name & credentials Primary School Site**

**PPSC Supervisor’s Email Address Supervisor’s Contact Phone #**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Secondary Field Instructor Name & credentials (if applicable) Email Address & Phone #**

**University Faculty Liaison Name (if applicable) Email Address & Phone #**

**How to Complete This Evaluation:**

Sup[ervisor(s): Assign a rating from 1 to 5 for EACH of the social work competencies listed below, and enter the number for your rating in the box provided for each competency. Ratings should be based on your and others’ observations of the student’s performance. Please provide comments for each section in the space provided.

Rating guidance is provided for each competency on the following scale points:

### 1=Not competent; 3=Beginning MSW Level; 5 =Advanced/High Skill Level

\*Please note: Generally we would like students to achieve an average “3” rating midway through their field placement and then somewhat higher than that by completion of their internship. Since a rating of “5” would indicate a skill level commensurate with a seasoned school social worker, we do not expect any of our students to achieve that rating. So, please only assign that rating sparingly and with substantial justification.

Conversely, if any competency is rated as “1” please provide in the “Observed behaviors and Comments” box a separate detailed description of the area(s) needing improvement. A “1” rating in any section may indicate that the student has not demonstrated sufficient competence required for the credential.

Half point rating increments are acceptable. (1.5, 2.5, etc.)

**Since these competencies are reflective of the CTC’s requirements for the PPSC-SSW there should be NO “Not Applicable” ratings.**

If there are areas of the student’s performance that are not reflected in the listed competencies or if you need more room to write in any section please provide that information in the “Additional Comments” section. Additional pages may be attached.

# **1) Engagement with Clients**

# **CTC SSW PE 6. Engage with Students, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Is afraid of and/or avoids clients. Has poor ability to build rapport. Escalates clients in crisis. | | Can get most clients to come in and engage in counseling. Establishes warm, empathic working relations. Can cope with crises calmly and confidently. | Uses a variety of creative techniques to successfully engage even the most hostile and resistant clients. Develops very good therapeutic rapport with clients. Can diffuse and calm crisis situations in a therapeutic manner. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

**2) Consultation with Teachers/Staff, Parents/Caregivers, and Other Stakeholders**

# **CTC SSW PE 6. Engage with Students, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not ever consult with teachers, parents/caregivers , and/or other community providers regarding students’ needs.  Does not recognize ways that the system can impact student engagement.  Develops conflictual relationships with consultees and/or displays excessive anxiety in those relationships. | | Recognizes need for consultation and consults with teachers, parents/caregivers, and/or other community providers most times when it is appropriate or necessary.  Recognizes that systemic factors can impact student engagement.  Is comfortable, confident, and professional in consultee relations. | Consults with teachers, other school staff, parents/caregivers, and/or other community providers on a regular basis and develops a collaborative relationship with them to address students’ needs, appropriate to the developmental level and needs of the students. Identifies systemic factors that would enhance positive student engagement (including truancy).  Demonstrates professional self-assurance and is sought out by others for help and support. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

**3) Assessment of Clients**

# **CTC SSW-PE 7.  Assess Students, Families, Groups, Organizations, and Communities**

# **CTC SSW-PE 10. Growth and Development**

# **CTC SSW-PE 2. Engage Diversity and Difference in Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not use any sources of information about development or cultural history. Fails to consider culturally and developmentally appropriate assessment tools.  Ignores the impact of systemic oppression and racism on students and the community.  Ignores significant risk factors and protective factors. | | Has some knowledge of culturally and developmentally appropriate assessment tools and integrates them in most of the time.  Considers protective factors.  Considers the impact of systemic oppression and historical racism as part of assessing the needs of students and others in the school community.  Assesses risk of harm to self or others accurately in most appropriate situations. | Uses a wide range of information sources and culturally and developmentally appropriate assessment tools. Demonstrates an understanding of typical and atypical growth and development including the way trauma and various environmental factors intersect on assessment. Actively reflects on cultural and developmental considerations, systemic oppression and historical racism and integrates them into practice. Assesses strengths and integrates protective factors into a comprehensive assessment. Accurately assesses risk of harm to self or others from a culturally informed lens in all appropriate situations. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

**4) Treatment Planning with Clients**

* **CTC SSW-PE 4. Engage In Practice-informed Research and Research-informed Practice including*“Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.”***

# **CTC SSW-PE 8. Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

# **CTC SSW-PE 10. Growth and Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not understand how to establish goals and match interventions accordingly.  Does not understand how to utilize evidence informed approaches.  Does not apply an understanding of student strengths and developmental needs to intervention plans | | Establishes measurable goals and objectives for clients and other customers and can identify effective interventions to achieve them.  Identifies evidence-informed approaches that could be used to address goals and objectives.  Identifies students strengths and developmental needs to develop intervention plans | Establishes measurable and achievable, solution focused goals and either: a) prioritize them for implementation in a school setting; b) demonstrate the ability to implement meaningful interventions linked to them; or c) coordinate/case-manage other interventions as needed.  Researches, identifies and employs evidence informed interventions related to goals and objectives  Applies intervention appropriately based on an understating of students’ strengths and needs in relation to their current level of development. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

**5) Intervention Implementation and Evaluation of Services Provided to Clients**

* **CTC SSW-PE 2. Engage Diversity and Difference in Practice**
* **CTC SSW-PE 9. Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**
* **CTC SSW-PE 10. Growth and Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not implement interventions or does so in a very rigid manner.  Does not gather any data or feedback from anyone on the effectiveness of interventions for pupils/clients.  Does not modify the approach when interventions are ineffective. | | Selects intervention methods that fit the person, situation and/or context and balances structure with flexibility.  Gathers data and/or feedback from pupils/clients or customers (teachers) on most occasions.  Modifies approach with feedback. | Selects the best available and most relevant activities and/or intervention methods; sequences and guides the process in a patient, flexible and structured manner.  Regularly utilizes pupil/client and/or customer (teachers, caregivers, or other providers) feedback to evaluate outcomes from a culturally and developmentally informed lens and modifies approach accordingly. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

1. **School-wide and/or Systemic Intervention Planning**

#### **CTC SSW-PE 3. Promote Social Justice and Equity**

# **CTC SSW-PE 6. Engage with Students, Families, Groups, Organizations, and Communities**

# **CTC SSW-PE 5. Engage in Policy Practice**

# **CTC SSW-PE 7.  Assess Students, Families, Groups, Organizations, and Communities**

# **CTC SSW-PE 8. Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not participate or demonstrate interest in school-wide events to improve school climate.  Does not recognize the need for school wide interventions or school climate issues. Unaware of how and when to utilize pupil support systems (referral processes, SST’s. IEP’s, etc.) | | Attends school-wide events and plays a visible role in school climate issues as they impact socially just and equitable practices.  Understands when and how to utilize pupil support systems and make appropriate referrals. | Utilizes existing assessments of school- wide needs and plans interventions to fill gaps where identified.  Collaborates and actively participates with school and community partners to effectively implement school wide prevention and intervention programs aimed at social justice and equity.  Skillfully identifies, utilizes, and plans for pupil support systems such as, 504 plans, SST’s, IEP’s, attendance meetings, School Climate, Manifestation Hearings, Restorative Justice Circles, and Coordination of Services Teams in all appropriate circumstances. |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

**7) Evaluation of Mezzo and/or School-wide Intervention Efforts**

# **CTC SSW-PE 4. Engage In Practice-informed Research and Research-informed Practice**

# **CTC SSW-PE 9. Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not gather any data or feedback on the effectiveness of mezzo and/or school-wide interventions.  Does not reflect on how school-wide data can be used to modify practice. | | Sometimes gathers client and/or school staff feedback and/or objective data to evaluate the outcomes of mezzo and school-wide prevention and intervention efforts.  Understands how disproportionate disciplinary practices have impacted groups of students.  Modifies approaches as appropriate as a result of feedback. | Identifies national, statewide, and school-wide trends in student needs  Regularly uses client and/or school staff feedback and/or objective data to evaluate mezzo and school-wide outcomes of mezzo and school-wide prevention and intervention efforts including disciplinary practices and disproportional differences between gender and race in implementation. Modifies approaches as appropriate in response to feedback and data and can use the data to inform school administrators |
| **Rating:**  **\_\_\_\_\_\_\_\_** | **Observed Behavior and Comments:** | | |

### 8) Professional Communication and Coordination Skills

# **CTC SSW-PE 8. Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Does not participate in any coordinated service team (CST, SST, IEP, etc.) meetings and/or does not know how to utilize school or agency resources on behalf of clients. | | Occasionally attends coordinated service team meetings and can contribute information on how to utilize resources for services. | Is an active participant in coordinating service team meetings and routinely reaches out to appropriate staff members  and community resources to access services for clients. |
| **Rating:** | **Observed Behavior and Comments:** | | |

**9) Professional Ethics**

# **CTC SSW–PE 1 Ethical and Professional Behavior**

|  |  |  |
| --- | --- | --- |
| **1** | **3** | **5** |
| Has acted in unethical ways on more than on occasion.  Does not understand confidentiality and mandated reporting requirements.  Does not demonstrate understanding of the laws that govern school social work practice  Uses technology in ways that could possibly harm clients. | Is aware of ethical issues and utilizes supervision and/or consultation to resolve them as appropriate.  Understands confidentiality and utilizes good judgment in making mandated reports.  Uses technology in ways that respect confidentiality, boundaries, and in developmentally appropriate ways. | Clearly demonstrates understanding of confidentiality and mandated reporting procedures. Is aware of applicable laws and ethical issues.  Utilizes supervision and/or consultation to resolve them as appropriate.  Advises other school staff in need of consultation on ethical issues as needed.  Demonstrates an understanding of FERPA, HIPAA, Special Ed, and ADA and knows how and to which situations they apply.  Demonstrates an understanding rules and regulations related to the use of technology, including telehealth, in providing services to children and families. |
| **Rating:** | **Observed Behavior and Comments:** | |

**10) Professional Conduct**

# **SSW-PE 1. Ethical and Professional Behavior**

# **SSW-PE 6. Engage with Students, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Demonstrates inappropriate personal boundaries.  Has excessive conflicts with co-workers.  Frequent unexplained absences or lateness. | | Understands the need for professional boundaries and can negotiate them most of the time.  Recognizes when discomfort arises in professional communication/relationships and can address it.  Enjoys good working relations with co-workers. Is consistently on time and responsible with schedule. | Clearly demonstrates understanding of personal boundaries and handles conflict in a comfortable and mature manner.  Is seen as a leader among co-workers.  Manages work time well without excessive overtime |
| **Rating:** | **Observed Behavior and Comments:** | | |

**11) Professional Growth and Development - Self-Reflective Practice**

# **CTC SSW-PE 2. Engage Diversity and Difference in Practice**

# **CTC SSW-PE 3. Promote Social Justice and Equity**

# **CTC SSW-PE 10. Growth and Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | | **3** | **5** |
| Avoids Field Instructor and/or is routinely late and/or unprepared for field instruction.  Does not demonstrate self-reflection and/or is resistant to constructive feedback..  Is unaware of cultural and social values difference between self and others in the service community.  Frequently complains of feeling stressed and/or being overwhelmed but identifies no methods to cope more effectively. | | Attends Field Instruction hours regularly and prepared most of the time.  Demonstrates self-reflection and accepts constructive feedback to improve skills.  Recognizes and respects differences in cultural and social values between self and others in the community  Recognizes feeling stressed and has utilized some methods to successfully cope with it. | Attends all Field instruction meetings regularly, is well prepared with agenda, responds well to constructive feedback, and actively utilizes self-reflection to improve skills.  Employs cultural humility and culturally responsive services to clients and others in the community.  Recognizes conflicts between personal and professional ethical standards and seeks out supervision to address them.  Seeks out additional opportunities for professional and/or personal growth and development including how their implicit bias impacts how they understand student needs.  Is proactive in employing methods of reducing stress through self-care and collective care and can set boundaries and priorities to avoid  burnout. |
| **Rating:** | **Observed Behavior and Comments:** | | |

**Additional Comments:**

**Student Comments:**

**FIELD INSTRUCTOR’S GRADE RECOMMENDATION**

**Please check the appropriate box below:**

**\_\_\_ SATISFACTORY:**

**Student’s overall learning and performance is of passing quality and proceeded at an appropriate rate without apparent problems**

**\_\_\_UNSATISFACTORY:**

**Student’s overall learning and performance is not acceptable or of passing quality**

**ADDITIONAL CONCERNS – please mark a box below as appropriate:**

**\_\_\_ I have additional concerns about this student’s overall learning and performance in one or more competency areas, and I have included these concerns in comments on this evaluation form.**

**\_\_\_I have additional concerns about this student’s overall learning and performance that I would like to discuss further with the assigned Field Consultant.**

**SIGNATURES**

**By signing or affixing your electronic signature you are indicating that you understand this document and its contents are confidential and protected under the Family Educational Right to Privacy Act (FERPA); and that you have read this document and have not altered any sections authored by another party.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**

**Field Instructor Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**

**Student Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_**

**Additional Supervisor Signature (as applicable) Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_**

**Faculty Liaison Signature (if completed during MSW) Date**