

Form 3: School-Based Internship Learning Agreement and Evaluation

**Humboldt State University
Department of Social Work
*School-Based Internship Learning Agreement and Evaluation***

Intern Name: _____ Date: _____

Field Instructor Name: _____ Credential: _____

Off-site Supervisor (if relevant): _____ Credential: _____

Faculty Liaison: _____

Instructions for completing the verification of hours and populations served, school-based field placement learning agreement, and end of the year evaluation:

1. Answer the questions in Part I to verify school-based field placement hours and populations served.
2. Use Part II to describe how the intern's field experiences demonstrate the California Commission on Teacher Credentialing (CCTC) Pupil Personnel Services (PPS) Generic Standards and Specialized Standards for School Social Work.
3. Use the embedded evaluation tool to assess the intern's overall performance and demonstration of knowledge and skill during both semesters in the school placement.

Part I.

Generalist Year Field Placement: _____

Total Hours: _____

Advanced Year Field Placement: _____

Total Hours: _____ Total Combined Hours: _____

Primary School Placement

School: _____

Supervisor: _____

Off Site Supervisor (if appropriate): _____

Contact Info: _____

Dates of Placement: _____

Pre-School Elementary Middle School High School Total Hours: _____

Secondary School Placement

School: _____

Supervisor: _____

Off Site Supervisor (if appropriate): _____

Contact Info: _____

Dates of Placement: _____

Pre-School Elementary Middle School High School Total Hours: _____

Work with students of an ethnic background different from the intern.

Intern's ethnic background: _____

Total number of students with different ethnic background served: _____

Total hours of service to students with different ethnic background served: _____

Part II

Rating	Criteria
Great Extent	The student demonstrates the practice behavior 90 to 100% of the time and does so with a high degree of competence reflective of generalist/advanced generalist level social work practice.
Considerable Extent	The student demonstrates the practice behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as a generalist/advanced generalist level social worker.
Some Extent	The student demonstrates the practice behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.
Little or no Extent	The student demonstrates the practice behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with Faculty Liaison.

Scores in the "little to no extent" range are of concern and should be discussed with the Faculty Liaison as soon as possible.

Honesty and accuracy in assessment is critical for meaningful professional development. We encourage both the student and field instructor to use these ratings to accurately capture where the student is in her/his development.

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 theories, research, 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 status, and (f) factors of resiliency on pupil development.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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 for 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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___
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Standard 4 Assessment

The program provides candidates with the 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 educational programs.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Standard 13 Collaboration and Coordination of Pupil Support Systems

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.
Student to demonstrate knowledge and skills by:
Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.
Student to demonstrate knowledge and skills by:
Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Specialized 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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Specialized Standard 18 Professional Ethics

Candidate demonstrates the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidate demonstrates the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Specialized Standard 19 Wellness and Resiliency Promotion

<p>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 promotional outcomes.</p>
<p>Student to demonstrate knowledge and skills by:</p>
<p>Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___</p>

Specialized Standard 20 Direct Learning Support Services

<p>Candidates demonstrate the ability to perform culturally competent, bio-psychological assessments of pupils, their families, and their social and school environments. 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.</p>
<p>Student to demonstrate knowledge and skills by:</p>
<p>Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___</p>

Specialized 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.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Specialized 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 provides to enhance pupil's ability to define, work toward and reach their full academic and personal potential.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Specialized 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 results upon which the conclusions are based. Candidates demonstrate the ability to assess and critically analyze research related to schools and communities.

Student to demonstrate knowledge and skills by:

Little to no Extent ___ Some Extent ___ Considerable Extent ___ Great Extent ___

Specialized 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.

A review of the candidate’s field experience documentation verifies that the candidate has:

- a. completed 1000 hours of field experience ___yes ___no
- b. at least 450 clock hours were from a school-based practice and supervised by a credentialed supervisor ___yes ___no
- c. 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate ___yes ___no
- d. 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 ___yes ___no

Comments:

Overall Comments:

Signatures:

Student Signature: _____ Date _____

Field Supervisor Signature: _____ Date _____

Second Field Supervisor Signature (if relevant): _____ Date _____

Faculty Liaison Signature _____ Date _____