**Form 3: School-Based Internship Learning Agreement and Evaluation**

***School-Based Internship Learning Agreement and Evaluation***

Intern/Applicant Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_

Field Instructor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Credential:\_\_\_\_\_\_\_\_\_\_\_\_

Off-site (MSW/PPSC-SSW) Supervisor (if applicable):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Credential:\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison (if applicable):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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/applicant’s field experiences demonstrate the California Commission on Teacher Credentialing (CCTC) Pupil Personnel Services (PPS) School Social Work Performance Expectations.

**Part I.** Generalist Year Field Placement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Hours:\_\_\_\_\_\_ Advanced Year Field Placement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Hours:\_\_\_\_\_\_ Total Combined Hours:\_\_\_\_\_\_ Primary School Placement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Off Site Supervisor (if applicable):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Info:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-School Elementary Middle School High School (circle)

Total Hours:\_\_\_\_\_\_\_ Secondary School Placement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Off Site Supervisor (if applicable):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Info:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-School Elementary Middle School High School (circle)

Total Hours:\_\_\_\_\_\_\_

**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 the Faculty Liaison.

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 their development.

**School Social Work Performance Expectations**

**SSWPE 1:** *Demonstrate* ***Ethical and Professional Behavior.***

1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.

2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.

3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.

4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

5. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice.

6. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice.

7. Use supervision and consultation to guide professional judgment and behavior consistent with advanced generalist practice.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

**For Office Use Only:** Academic concepts/theory met by: SW 670\_\_\_\_\_ SW 671 \_\_\_\_\_ MSW Curriculum\_\_\_\_\_

**SSWPE 2: *Engage Diversity and Difference****.*

1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.

2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.

3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.

4. Present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice.

5. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 3: *Advance Human Rights and Social, Economic, and Environmental Justice****.*

1. Apply understanding of social, economic, and environmental justice to advocate for and promote human rights, equity, and inclusion, with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.

2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.

3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 4: *Engage in Practice-informed Research and Research-informed Practice****.*

1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.

2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.

3. 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.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 5: *Engage in Policy Practice.***

1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.

2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 6: *Engage with Students, Families, Groups, Organizations, and Communities.***

1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.

2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.

3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.

 4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 7: *Assess Students, Families, Groups, Organizations, and Communities.***

1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.

2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.

3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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

1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.

2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.

3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.

4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.

5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).

6. Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 9: *Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community.***

1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.

2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.

3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

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**SSWPE 10: Growth and Development**

1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other information related to students’ strengths and challenges that affect learning in school, family, and community environments.

2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.

3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

Student to demonstrate knowledge and skills by:

Little to no Extent\_\_\_ Some Extent\_\_\_ Considerable Extent\_\_\_ Great Extent\_\_\_

**For Office Use Only:** Academic concepts/theory met by: SW 670\_\_\_\_\_ SW 671 \_\_\_\_\_ MSW Curriculum\_\_\_\_\_

**Signatures:**

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

MSW/PPSC-SW Supervisor Signature (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison Signature (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_