

School-based Experience Log Required for Postgraduate ESA Certification

Candidates for residency-level School Social Worker ESA certification in Washington State who have already completed their MSW without a school-based practicum are required to provide evidence that they have completed 300 paid or volunteer school-based P-12 experience in consultation with an ESA certified school social worker.

The candidate is required to maintain a log of the 300 hours. The log must be annotated to correlate with residency-level benchmarks required for certification. A copy of those benchmarks is included in this document. Although the candidate is not required to address every aspect of each standard in their brief school experience, the candidate is encouraged to intentionally address their areas of least experience as much as possible.

The completed log is required to be signed by the building administrator as well as the supervising staff person and consulting ESA School Social Worker.

A sample log is attached, and available on the Washington Association of School Social Workers website: www.wassw.org. Candidates are encouraged to tailor the format to fit their needs, while maintaining the benchmark annotation and signatures.

Candidates are welcome to contact Ann Pulkkinen, UW School Social Work course instructor at annpulk@u.washington.edu if further information is needed *after thoroughly reviewing available documents*.

Postgraduate School-based Experience Sample Log

Certification candidate name: _____

School: _____ School District: _____

Address: _____

Beginning and end dates of service: _____

Names and contact phone numbers

Building administrator: _____

Direct supervisor: _____

Consulting ESA School Social Worker: _____

Date	Time	Hours	Activity	Residency-level certification standard addressed								
				1	2	3	4	5	6	7	8	9
9-7-07	9-3:00	6.0	KG First Day	x	x	x	x	x	x			x
Total Hours:												

Signatures / Dates

Building administrator: _____

Direct supervisor: _____

Consulting ESA School Social Worker: _____

Residency-Level Benchmarks for School Social Workers

(October 11, 2004)

Standards reflected in WAC 180-78A-270 (a) (9)

STANDARD 1: Core Concepts and Professional Practice Foundations

The certified school social worker understands and applies the core concepts, tools of inquiry, theories, and skills and values of the general field of social work to the educational System; relates these core concepts to the Washington State Learning Goals, Essential Academic Learning Requirement (EALRS), Revised Code of Washington (RCW), Washington Administrative Code (WAC) and the Individuals with Disabilities Education Act (IDEA); and utilizes these constructs to facilitate the educational, social and emotional development of students by working towards reducing the impact of non-academic barriers to academic success.

The certified school social worker demonstrates knowledge and understanding of:

1. Theories of normal and exceptional development of early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
2. The “person-in-environment” context of social work.
3. Effects of biological, family, social, health, economic, and cultural factors on human development and social functioning.
4. Systems theories as they relate to classrooms, schools, families, and community.
5. Methods of practice, including counseling, crisis intervention, case work, as well as individual, group, and family therapies.
6. Washington State Learning Goals, Essential Academic Learning Requirements (EALRs), Revised Code of Washington (RCW), Washington Administrative Code (WAC), and Individuals with Disabilities Education Act (IDEA).

STANDARD 2: Planning, Ecological Assessment and Evaluation

The certified school social worker understands and knows how to apply various formal and informal assessment tools to identify student, family, school and community needs using a strengths and systems perspective; engage students (individually or in groups), families, school staff and/or the larger community in designing interventions and developing programs, which bolsters the strengths and meets the needs identified; best practices in evaluation criteria are used to monitor the success of the intervention; revisions to the intervention plan are based on systematic data collection and to utilize the principles of research design and program evaluation to improve student learning outcomes.

The certified school social worker demonstrates knowledge and understanding of:

1. Strength-based assessments and practices that support healthy growth and development.
2. Various types of research, measurement theory and concepts of validity, reliability, bias, scoring and interpretation of results.
3. Multiple assessment techniques, such as observation, structured/clinical interview, and standardized assessments, their purposes, characteristics and limitations.
4. How to conduct formal and informal assessment of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional health.
5. Components of case study evaluation.
6. Documentation of assessment and evaluation results.

STANDARD 3: Prevention/Intervention Services

The certified school social worker has the knowledge and the ability to provide prevention education and skill building in such areas as violence, mediation, bullying, substance misuse and abuse, conflict resolution/management, and stress management; provide direct intervention services to students through crisis management, case management, counseling, skill building, behavior management, teaching of psycho educational curriculums, personal development skills and classroom presentations; and provide both prevention and intervention services to students individually, in small group or classroom settings as well as with students' families.

The certified school social worker demonstrates knowledge and understanding of:

1. Characteristics and implications for education of children with academic and/or behavioral challenges.
2. Advocacy, case management, consultation, classroom presentations, small groups, and community organization.
3. Application of social learning theories to identify and develop broad-based prevention and intervention programs.
4. Effects of tobacco, alcohol, and chemical use on student learning and social functioning.

STANDARD 4: Home, School and Community Consultation and Collaboration

The certified school social worker understands and has the ability to develop consultative and collaborative relationships both individually and on a systemic level with students, colleagues, families and the community to support students learning and social/emotional development; assist students and their families in networking with various social support systems in order to benefit student learning; and use their extensive knowledge of community resources to appropriately refer students and families to various community services.

The certified school social worker demonstrates knowledge and understanding of:

1. Principles, practices, and processes of individual and organizational consultation.
2. Collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
3. Importance of audience and purpose when selecting ways to communicate ideas.
4. Interdisciplinary approach to service delivery within the educational environment.
5. Career and academic guidance to students in planning their school to work transition.
6. How service learning and volunteerism promote the development of personal and social responsibility.
7. The connection between needs assessment, referral and resource development.

STANDARD 5: Advocacy and Facilitation

The certified school social worker understands and has the ability to advocate and facilitate changes that empower students, families, educators and others to gain access to and effectively use school and community resources.

The certified school social worker demonstrates knowledge and understanding of:

1. The role of advocacy and facilitation at all systems levels.
2. When and how to make referrals for programs and services at the district, community, and state level.
3. How to identify areas of need and facilitation of access to community resources.
4. Parent/guardian and student rights regarding assessment and evaluation.

STANDARD 6: Diversity and School Climate

The certified school social worker understands how a students learning is influenced and impacted by culture, family dynamics, community values, individual learning styles, talents, gender, sexual orientation, language, prior learning, economics and disabilities; utilize this knowledge to design, implement and evaluate programs that enhance student learning and social interaction in school, family and community settings; and how to create and support a safe, nurturing and secure learning environment by designing and using strategies to prevent or resolve ecological barriers that could limit or diminish the capacity of students to learn and achieve at their highest levels.

The certified school social worker demonstrates knowledge and understanding of:

1. How to help students work cooperatively and productively.
2. Importance of parent participation in fostering positive student development.
3. Importance of mediation and conflict-resolution strategies.
4. Principles of and strategies for organizational development.
5. How students' learning is influenced and impacted by culture, family dynamics, community values, individual experience, talents, gender, sexual orientation, language, prior learning, economics, and disabilities.
6. Areas of exceptionality in learning as defined in the federal and state statutes such as Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and the Washington Administrative Code (WAC).
7. Promoting a safe and secure learning environment.

STANDARD 7: Professional Development

The certified school social worker understands and values the need for professional development and is able to use supervision, consultation, collaboration, continuing education and professional research to evaluate and enhance their practice.

The certified school social worker demonstrates knowledge and understanding of:

1. The importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
2. The impact of personal strengths and needs upon service delivery.
3. Methods of inquiry and frameworks for self-assessment.

4. How to use supervision, consultation, collaboration and continuing education to identify areas for on-going professional development.
5. How to interpret and utilize research to evaluate and guide professional interventions.
6. The use of empirically based practice resources available for intervention and program development.
7. Requirements for certification and renewal.

STANDARD 8: Information Resources and Technology

The certified school social worker uses informational resources and technology to communicate, monitor student progress and evaluate programs; and access, appraise and utilize information sources and technology in ways that safeguard and enhance their quality of services.

The certified school social worker demonstrates knowledge and understanding of:

1. How to integrate and use technology for assessments, interventions, and information management.
2. Use of research and technologies to help students, families, schools, and communities to access resources.

STANDARD 9: Professional Code of Conduct and Ethics

The certified school social worker understands, maintains and applies the professional codes of conduct and ethical practice guidelines embodied in the National Association of Social Work (NASW) code of ethics and School Social Work standards developed for the field of education; and are familiar with district, state and federal laws and policies relevant to the educational setting.

The certified school social worker demonstrates knowledge and understanding of:

1. The professional code of conduct and ethical practice guidelines embodied in professional social work association standards.
2. Federal and state laws and regulations regarding confidentiality, as they pertain to ethical practice.
3. Organization, policies, procedures, and operation of school systems.
4. Importance of active participation and leadership in professional education and social work organizations.