

**CTC-School Social Work and  
Council on Social Work Education Standards Crosswalk  
Professional Services Division  
June 2013**

**Overview of this Report**

This agenda item reports on an alignment study and the data collected from the stakeholder survey comparing California's adopted program standards for the **Pupil Personnel Services-School Social Work Standards (PPS-SSW) 2001** with the national professional association's adopted standards for School Social Work--**Council on Social Work Education Educational Policy and Accreditation Standards (CSWE-EPAS) 2008**.

**Background**

CTC staff has received numerous requests from School Social Work (SSW) programs for an alignment matrix that would allow the program to submit the approval granted by the nationally approved accrediting body, Council on Social Work Education-Educational Policy and Accreditation Standards (CSWE-EPAS), as partial fulfillment of the CTC School Social Work Standards. The Commission has adopted School Social Work Standards housed within Pupil Personnel Services (PPS) which can be viewed at the following location: <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

According to California Education Code one of the responsibilities noted for COA is to determine comparability of standards between the national standards and California's adopted program standards. Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. The ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework* (<http://www.ctc.ca.gov/educator-prep/accred-alignment.html>). Where there is alignment, the national program standards may be used in California's accreditation activities in lieu of the state's adopted program standards. Nationally accredited credential programs participate in the unit accreditation process. If the national standards are aligned in some areas, but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards plus address the identified portions of California's adopted program standards. Currently CTC has two approved PPS crosswalks that are aligned with the national standards: (1) Council for Accreditation of Counseling and Related Educational Programs (CACREP), and (2) National Association of School Psychologists (NASP). The crosswalks for School Counseling and School Psychology have assisted in eliminating duplicate processes for programs that have received national accreditation.

Information from the Council on Social Work Education (CSWE) website is included below to inform the Committee's understanding of the details provided in the crosswalk:

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and masters-level social work

programs. EPAS supports academic excellence by establishing thresholds for professional competence.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program.

Institutions that qualify to use the crosswalk by virtue of their national approval will address all additional components of the accreditation approval process as required for their specific submission (i.e., Common Standards, Preconditions). Information from the PPS-SSW standards is included below to inform the Committee's understanding of the details provided in the crosswalk.

Pupil Personnel Services (PPS) credentials encompass a set of Generic Standards and four areas of specialization: School Counselor, School Psychologist, and School Social Worker with an option to add the Child Welfare and Attendance specialization which must be attached to one of the three other Pupil Personnel Services Specialization Programs. Institutions submitting a request for the SSW credential are required to address all generic standards plus the respective SSW specialization standards in the development of their programs. The generic core, standards 1-16, gives emphasis to the common PPS concepts, terminology, methods and interdisciplinary support. The SSW Specialization, standards 17-25, highlights three overarching areas that include Core Knowledge Base and Foundation, Professional Skills and Training, and Field Experience. SSW Intern standards are not included in the crosswalk and would require an additional response from institutions planning to offer the SSW Intern option. At the current time, no institutions have requested approval for the SSW Intern Credential. This agenda item will focus only on the standards for the PPS-School Social Work Credential (PPS-SSW).

Writing to the national CSWE-EPAS standards will not lessen the requirements for program approval. However, as indicated by those in the SSW field, it will combine the efforts and time required for preparing the submission and documentation. Any institution electing to utilize the option of submitting their CSWE-EPAS approval will also respond to the additional sections of the SSW standards that were not addressed in the CSWE-EPAS standards crosswalk.

The School Social Work crosswalk is presented as a possible option for those programs that have participated successfully in the national accreditation process. During Program Assessment the nationally approved programs would only respond to one set of program standards, the CSWE-EPAS standards, plus any CTC PPS-SSW standards or portion of a standard that was not identified as addressed in the CSWE-EPAS standards. The full CSWE-EPAS standards are available for review at the following location: <http://www.cswe.org/File.aspx?id=13780>

The SSW/CSWE Crosswalk was presented in August 2012 to the COA at which time staff was granted permission to create a survey to collect stakeholder feedback on the alignment crosswalk. The survey was posted in March 2013 and data collected through April 2013.

There were 5 responders who completed the SSW/CSWE Crosswalk Survey with only 4 participants answering all of the questions. The minimal response could be a result of the limited number of institutions that offer the SSW credential. In the state of California there are only nine school social work programs that offer the SSW credential.

### **Staff Recommendation**

Staff is requesting that the COA review the final alignment crosswalk for possible adoption. If finalized and approved by the COA the School Social Work Crosswalk would be available for use by institutions that have received national accreditation from CSWE-EPAS. If adopted, approved California programs which elect to use the CSWE-EPAS standards would need to address the standards identified below in addition to the Council on Social Work Education-Educational Policy and Accreditation Standards (CSWE-EPAS).

Staff recommends that the Committee on Accreditation take action to adopt the School Social Work standards crosswalk with the following conditions:

### **All CTC School Social Work Standards are met by CSWE EPAS with the following exceptions:**

#### **Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement.**

(a) The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning.

**Generic Standard 7: Family-School Collaboration.** (a) The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration.

**Generic Standard 9: School Safety and Violence Prevention.** (b) The program provides candidates with the knowledge and models of systematic school safety planning. (d)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. (e) Candidates provided 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 11: Learning Theory and Educational Psychology.** All approved CSWE programs must address this standard in its entirety.

**Generic Standard 16: Supervision and Mentoring.** (a) 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.

**Specialization Standard 17: Social Work Foundations** (b) 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 24: Field Experience.** All approved CSWE programs must address this standard in its entirety.

The draft CSWE-EPAS/SSW crosswalk has been included as Appendix A for your discussion and analysis.

### **Next Steps**

If the COA adopts the proposed crosswalk, staff will inform the field via a Program Sponsor Alert and provide information about the crosswalk on the Commissions website.

# **Appendix A**

**Commission on Teacher Credentialing (CTC) Pupil  
Personnel Services Program/School Social Work**

**and**

**Council on Social Work Education/Educational Policy  
and Accreditation Standards**

**Standards Crosswalk**

### School Social Work Crosswalk

<b>CSWE EPA Standard's Terminology</b>	<b>CTC: PPS/SSW Standard's Terminology</b>	<b>Pertains to Standard(s)/EPAS</b>
Human experience	Pupils and families	3b. (EPAS 2.1.4)
People, client	Pupils	4b. (EPAS 2.1.7, 2.1.10b, 2.1.10c)
Client capacities	Pupil learning	5. (EPAS 2.1.10c)
Individuals, families, groups, organizations, communities, and colleagues	teachers, administrators, parents and others	10b. (EPAS 2.1.3)
ethical decision-making	ethical standards	18a. (EPAS 2.1.2)
tolerate ambiguity in resolving ethical conflicts	dilemmas that emerge in the practice of school social work	18b. (EPAS 2.1.2)
individuals, families, groups, organizations, and communities	pupils, staff, families, and communities	19b. (EPAS B2.2)
enhance client capacities	maximize positive academic	20b. (EPAS 2.1.10c)
locales, populations	school, school district and community	21b. (EPAS 2.1.9)
Client	Pupils, families, faculty and staff and the community	22a. (EPAS 2.1.8)
Individuals, families, groups	Pupils, families, faculty and staff and the community	22a. (EPAS 2.1.10a; 2.1.10c)
Practice	Schools and Communities	23b. (EPAS 2.1.6)
Field Education	District Supervisor	25b (EPAS 2.1.5); (EPAS 2.3)
Field Liaison	Institutional Supervisor	25b. (EPAS 2.1.5)

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
Generic Standards			
<p>1. Program Design, Rationale, and Coordination</p>	<p>(a) the program is coordinated with a cohesive design</p> <p>(b) the program has a cogent rationale</p> <p>(c) the program’s foundation courses precede advanced</p>	<p><b>EPAS 1.0</b></p> <p><b>AS M2.0.5</b></p> <p><b>EPAS 3.4</b></p>	<p><b>Educational Policy 1.0—Program Mission and Goals</b> The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).</p> <p><b>Accreditation Standard M2.0.5</b> Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</p> <p><b>Educational Policy 3.4—Administrative Structure</b> Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.</p> <p><b>Educational Policy 2.0—The Social Work Curriculum and Professional Practice</b> The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p><b>Educational Policy M2.2—Advanced Practice</b> Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action</p>

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			<p>to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p><b>Accreditation Standard M2.0—Curriculum</b> The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>
2. Growth and Development	<p>(a) candidates understand typical &amp; atypical growth</p> <p>(b) candidates understand theories and research on pupil strengths and weaknesses that affect learning and those which have effects on health and developmental factors, language, cultural variables, diversity, SES, and resiliency on development</p>	<p><b>EPAS 2.1.4</b></p> <p><b>EPAS 2.1.7</b></p> <p><b>AS 3.1.2</b></p>	<p><b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul> <p><b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p>

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			<ul style="list-style-type: none"> <li>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</li> <li>• critique and apply knowledge to understand person and environment.</li> </ul> <p><b>Accreditation Standard 3.1.2</b> The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p><b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> <li>• use practice experience to inform scientific inquiry and</li> <li>• use research evidence to inform practice</li> </ul>
3. Socio-Cultural Competence	<p>(a) candidates understand ethnic, cultural, SES, and environmental factors influences learning and achievement</p> <p>(b) candidates work effectively with diverse <b><u>pupils and families</u></b></p> <p>(c) candidates have an appreciation for diversity</p> <p>(d) candidates serve</p>	<p><b>EPAS 2.1.4</b></p> <p><b>AS 3.1.1</b></p> <p><b>AS 3.1.2</b></p> <p><b>AS 3.1.3</b></p>	<p><b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the <b><u>human experience</u></b> and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the importance of difference in shaping life</li> </ul>

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	<p>diverse and changing communities</p> <p>(e) candidates have an understanding of the development of culturally congruent policies, programs and practices</p>		<p>experiences; and</p> <ul style="list-style-type: none"> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul> <p><b>Accreditation Standard 3.1—Diversity</b>  <b>Accreditation Standard 3.1.1</b> The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.</p> <p><b>Accreditation Standard 3.1.2</b> The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p><b>Accreditation Standard 3.1.3</b> The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</p> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b>            Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>
4. Assessment	<p>(a) candidates engage in data-based decision making</p> <p>(b) candidates understand, evaluate and promote positive <u>pupil</u> performance, program outcomes, and</p>	<p><b>EPAS 2.1.6</b></p> <p><b>EPAS 2.1.7</b></p> <p><b>EPAS 2.1.9</b></p>	<p><b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b>            Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> <li>• use practice experience to inform scientific inquiry and</li> <li>• use research evidence to inform practice.</li> </ul> <p><b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b></p>

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Standards	Components	EPAS and/or AS Text	
	school climate influence of multiple factors in <u>pupil</u> achievement	<p><b>EPAS 2.1.10 (a-d)</b></p>	<p>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which <u>people</u> live; and the ways social systems promote or deter <u>people</u> in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> <li>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</li> <li>• critique and apply knowledge to understand person and environment.</li> </ul> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret <u>client</u> data;</li> <li>• assess <u>client</u> strengths and limitations;</li> </ul>

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			<ul style="list-style-type: none"> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance <i>client</i> capacities;</li> <li>• help <i>clients</i> resolve problems;</li> <li>• negotiate, mediate, and advocate for <i>clients</i>; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p>
5. Comprehensive Prevention and Early Intervention for Achievement	<p>(a) candidates understand factors that contribute to successful learning</p> <p>(b) candidates identify and address problems in early stages</p> <p>(c) candidates implement prevention and early intervention strategies</p> <p>(d) candidates understand classroom, school, family and community factors that</p>	<p><b>EPAS' s 2.1.10 (a-c)</b></p>	<p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b></p>

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	support <u>pupil learning</u>  (e) candidates demonstrate skills to assist <u>pupils</u> with learning difficulties		<p>Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance <u>client capacities</u>;</li> <li>• help <u>clients</u> resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Not addressed by the CSWE EPA's.</b></p> <p><b>Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement.</b> (a) The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning.</p>
6. Professional Ethics and Legal Mandates	<p>(a) candidates understand professional codes of ethics and current legal mandates</p> <p>(b) candidates understand a range of legal issues</p> <p>(c) candidates are able to access information about legal and ethical matters</p>	<b>EPAS 2.1.2</b>	<p><b>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</b></p> <p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers</p> <ul style="list-style-type: none"> <li>• recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3</li> <li>• tolerate ambiguity in resolving ethical conflicts; and</li> <li>• apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>
7. Family-School Collaboration	(a) candidates understand ways in which pupil development, well being and learning are	<p><b>EPAS 2.1.7</b></p> <p><b>EPAS 2.1.8</b></p>	<p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b></p> <p>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p>

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	<p><b>enhanced by family school collaboration</b></p> <p>(b) candidates foster respectful and productive family school collaboration</p>	<ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul> <p><b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> <li>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</li> <li>• critique and apply knowledge to understand person and environment.</li> </ul> <p><b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers</p> <ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>• collaborate with colleagues and clients for effective policy action.</li> </ul> <p><b>Not addressed by the CSWE EPA’s.</b></p> <p><b>Generic Standard 7: Family-School Collaboration.</b> (a) The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil</p>	

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			development, wellbeing, and learning are enhanced by family-school collaboration.
8. Self-Esteem and Personal and Social Responsibility	(a) candidates assess their own self esteem  (b) candidates demonstrate principles of building self esteem, personal and social responsibility and lifelong learning	<b>EPAS 1.1</b>  <b>EPAS 2.1.1</b>	<b>Educational Policy 1.1—Values</b> Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, 1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.  <b>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</b> Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers <ul style="list-style-type: none"> <li>• advocate for client access to the services of social work;</li> <li>• practice personal reflection and self-correction to assure continual professional development;</li> <li>• attend to professional roles and boundaries;</li> <li>• demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>• engage in career-long learning; and</li> <li>• use supervision and consultation</li> </ul>
9. School Safety and Violence Prevention	(a) candidates understand ways to enhance safety and well being of pupils  (b) candidates have knowledge and models of systematic school safety planning  (c) candidates are	<b>EPAS 2.1.5</b>	<b>Educational Policy 2.1.5—Advance human rights and social and economic justice.</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers <ul style="list-style-type: none"> <li>• understand the forms and mechanisms of oppression and discrimination;</li> <li>• advocate for human rights and social and economic justice; and</li> <li>• engage in practices that advance social and economic justice.</li> </ul>

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	<p>knowledgeable about plans for crisis response, prevention, intervention and treatment</p> <p>(d) candidates have knowledge and skills to reduce school violence</p> <p>(e) candidates address needs of witnesses, victims and perpetrators of violence</p>		<p><b>Not</b> addressed by the CSWE EPA's.</p> <p><b>Generic Standard 9: School Safety and Violence Prevention.</b> (b) The program provides candidates with the knowledge and models of systematic school safety planning. (d)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. (e) Candidates provided 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.</p>
10. Consultation	<p>(a) candidates know and apply theories, models and processes of consultation</p> <p>(b) candidates use communication, interpersonal and problem solving skills in consultation with <u>teachers, administrators, parents and others</u> when consulting and collaborating, SP identify problem areas, collect and analyze information, make decisions about, and</p>	<p><b>EPAS 2.1.1</b></p> <p><b>EPAS 2.1.10 (a-d)</b></p>	<p><b>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</b></p> <p>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers</p> <ul style="list-style-type: none"> <li>• advocate for client access to the services of social work;</li> <li>• practice personal reflection and self-correction to assure continual professional development;</li> <li>• attend to professional roles and boundaries;</li> <li>• demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>• engage in career-long learning; and</li> <li>• use supervision and consultation.</li> </ul> <p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b></p> <p>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	evaluate service delivery		<ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with <b><u>individuals, families, groups, organizations, communities, and colleagues.</u></b></li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p>
11. Learning Theory and Educational Psychology	<p>(a) candidates understand learning theories and factors influence learning and teaching (e.g., cognition, memory, cultural and linguistic differences)</p> <p>(b) candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits</p>	<p>EPAS 2.1.7</p> <p>EPAS 2.1.10 (b-d)</p>	<p><b>Not addressed by the CSWE EPA’s.</b></p> <p><b>Generic Standard 11: Learning Theory and Educational Psychology.</b> All approved CSWE programs must address this standard in its entirety.</p>
12. Professional Leadership Development	<p>(a) candidates understand the importance of leadership</p> <p>(b) candidates operate as systems change agents</p>	<p>EPAS 2.1.9</p> <p>EPAS 2.1.10</p>	<p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b> Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to</p>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
13. Collaboration and Coordination of Pupil Support Systems	<p>(a) candidates collaborate effectively with community based organization, agencies and others</p> <p>(b) candidates demonstrate knowledge of programs and models within comprehensive systems designed to promote high expectations and increase pupil achievement</p>	<p><b>EPAS 2.1.8</b></p> <p><b>EPAS 2.1.9</b></p>	<p><b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>• collaborate with colleagues and clients for effective policy action.</li> </ul> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy M2.2—Advanced Practice</b></p>

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Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
14. Human Relations	<p>(a) candidates demonstrate self awareness, sensitivity to others in skillfulness in relating to individuals and groups</p> <p>(b) candidates understand socio-psychological concepts of various group relations</p> <p>(c) candidates are able to facilitate group process and mediate conflict</p>	<p><b>EPAS 2.1.3</b></p> <p><b>EPAS 2.1.4</b></p> <p><b>EPAS 2.1 10 (a-d)</b></p> <p><b>EPAS B2.2</b></p>	<p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul> <p><b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in</li> </ul>

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Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>working with diverse groups;</p> <ul style="list-style-type: none"> <li>• recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p> <p><b>Educational Policy B2.2—Generalist Practice</b></p>

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Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p>
15. Technological Literacy	(a) candidates have skill in current technology for communication, and collecting, organizing, distributing and analyzing data	<p><b>EPAS 1.2</b></p>	<p><b>Educational Policy 1.2—Program Context</b> Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.</p> <p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul> <p><b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social</p>

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			<p>service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> <li>• use practice experience to inform scientific inquiry and</li> <li>• use research evidence to inform practice.</li> </ul> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies</li> </ul>
16. Supervision and Mentoring	(a) candidates are provided opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre – professionals in practical and field experience placements. Candidates recognize the important	EPAS 2.1.1	<p><b>Not addressed by the CSWE EPA's.</b></p> <p><b>Generic Standard 16: Supervision and Mentoring.</b> All approved CSWE programs must address this standard in its entirety.</p>

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Standards	Components	EPAS and/or AS Text	
	role that field-site supervisors play in pre-professional training of future pupil personnel service providers.		
<b>School Social Work Specialization Standards</b>			
17. Social Work Foundations	<p>a) candidates have a strong foundation in the knowledge base of social work.</p> <p>b) a special emphasis is placed 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</p>	<p><b>EPAS 2.0</b></p> <p><b>AS M2.0</b></p> <p><b>AS 2.1.7</b></p> <p><b>EPAS "Purpose Statement"</b></p>	<p><b>Educational Policy 2.0—The Social Work Curriculum and Professional Practice</b></p> <p>The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p><b>Accreditation Standard M2.0—Curriculum</b></p> <p>The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p> <p><b>Accreditation Standard 2.1.7</b> Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p> <p><b>CSWE Purpose statement can be found in the following web-link:</b>  <a href="http://www.cswe.org/File.aspx?id=13780">http://www.cswe.org/File.aspx?id=13780</a></p> <p><b>Not addressed by the CSWE EPA's.</b></p> <p><b>Specialization Standard 17: Social Work Foundations</b> (b) There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of</p>

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			their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.
18. Professional Ethics	<p>a) Candidates demonstrate the ability to practice according to <b><u>ethical standards</u></b> including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services.</p> <p>b) Candidates demonstrate the ability to analyze and resolve ethical <b><u>dilemmas that emerge in the practice of school social work.</u></b></p>	<p><b>EPAS 1.1</b></p> <p><b>EPAS 2.1.2</b></p>	<p><b>Educational Policy 1.1—Values</b> Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.</p> <p><b>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</b> Social workers have an obligation to conduct themselves ethically and to engage in <b><u>ethical decision-making</u></b>. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</p> <ul style="list-style-type: none"> <li>• recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3</li> <li>• <b><u>tolerate ambiguity in resolving ethical conflicts</u></b>; and</li> <li>• apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>
19. Wellness and Resiliency Promotion	<p>a) 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</p>	<p><b>EPAS B2.2</b></p> <p><b>EPAS 2.1.10 a-d</b></p>	<p><b>Educational Policy B2.2—Generalist Practice</b> Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, <b><u>families, groups, organizations, and communities</u></b>. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p>

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Standards	Components	EPAS and/or AS Text	
	<p>institutional level.</p> <p>b) Programs and services are designed for <u>pupils, staff, families, and communities</u> to maximize Educational, social and emotional outcomes.</p>		<p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p>
20. Direct Learning Support Services	a) Candidates demonstrate the ability to perform culturally competent, biopsychosocial assessments of pupils,	<p><b>EPAS 1.2</b></p> <p><b>EPAS 2.1.3</b></p>	<p><b>Educational Policy 1.2—Program Context</b> Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.</p>

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Standards	Components	EPAS and/or AS Text	
	<p>their families, and their social and school environments.</p> <p>b) Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to <b><u>maximize positive academic</u></b>, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members.</p> <p>c) 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><b>EPAS 2.1.4</b></p> <p><b>EPAS 2.1.7</b></p> <p><b>EPAS 2.1.10 a-d</b></p> <p><b>EPAS M2.2</b></p>	<p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul> <p><b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul> <p><b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b></p>

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Standards	Components	EPAS and/or AS Text	
			<p>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> <li>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</li> <li>• critique and apply knowledge to understand person and environment.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that <b><i>enhance client capacities</i></b>;</li> <li>• help clients resolve problems;</li> </ul>

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Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p> <p><b>Educational Policy M2.2—Advanced Practice</b> Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>
21. System Level Learning Support Services	<p>a) 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.</p> <p>b) Activities are based on knowledge of the mission and function of the <u><i>school, school district and community</i></u>, and how these systemic</p>	<p><b>EPAS 2.1.4</b></p> <p><b>EPAS 2.1.6</b></p> <p><b>EPAS 2.1.8</b></p> <p><b>EPAS 2.1.9</b></p> <p><b>EPAS 2.1.10 a-d</b></p>	<p><b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	factors contribute to learning outcomes in both positive and negative ways.		<p><b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> <li>• use practice experience to inform scientific inquiry and</li> <li>• use research evidence to inform practice.</li> </ul> <p><b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>• collaborate with colleagues and clients for effective policy action.</li> </ul> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to <i>changing locales, populations</i>, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups,</li> </ul>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>organizations, and communities;</p> <ul style="list-style-type: none"> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p>
22. Pupil, Family, Faculty and Community Linkages and Partnerships	<p>a) Candidates demonstrate the skills to create and maintain linkages and partnerships with <b><u>pupils, families, faculty and staff and the community</u></b></p> <p>b) Candidates</p>	<p>EPAS <b><u>“Purpo se Statem ent”</u></b></p> <p>EPAS <b>2.1.8</b></p> <p>EPAS</p>	<p><b>CSWE Purpose statement can be found in the following web-link:</b> <a href="http://www.cswe.org/File.aspx?id=13780">http://www.cswe.org/File.aspx?id=13780</a></p> <p><b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for policies that advance social well-being; and</li> </ul>

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Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	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.	<p><b>2.1.9</b></p> <p><b>EPAS 2.1.10 a-d</b></p>	<ul style="list-style-type: none"> <li>• collaborate with colleagues and <u>clients</u> for effective policy action.</li> </ul> <p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> </ul>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p>
23. Research	<p>a) 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.</p> <p>b) Candidates demonstrate the ability to access and critically analyze research related to <u><b>schools and communities</b></u>.</p>	<p><b>EPAS 2.1.3</b></p> <p><b>EPAS 2.1.6</b></p> <p><b>EPAS 2.1.10 a-d</b></p> <p><b>EPAS B2.2</b></p>	<p><b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul> <p><b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> <li>• use <u><b>practice</b></u> experience to inform scientific inquiry and</li> <li>• use research evidence to inform <u><b>practice</b></u>.</li> </ul> <p><b>Educational Policy 2.1.10(a)—Engagement</b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul>

## School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p><b>Educational Policy 2.1.10(b)—Assessment</b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess client strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Educational Policy 2.1.10(c)—Intervention</b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Educational Policy 2.1.10(d)—Evaluation</b> Social workers critically analyze, monitor, and evaluate interventions.</p> <p><b>Educational Policy B2.2—Generalist Practice</b> Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p>
24. Field Experience	a) Candidates demonstrate	EPAS 2.3	Not addressed by the CSWE EPA's.

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Standards	Components	EPAS and/or AS Text	
	<p>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.</p> <p>b) A candidate's 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.</p>		<p><b>Specialization Standard 24: Field Experience.</b> All approved CSWE programs must address this standard in its entirety.</p>
25. Determination of	a) Prior to recommending	EPAS 3.0	<p><b>Educational Policy 2.3—Signature Pedagogy: Field Education</b></p> <p>Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms</p>

## School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
Candidate Competence	<p>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.</p> <p>b) This determination is based on thorough documentation and written verification by at least one <u>district supervisor</u> and one <u>institutional supervisor</u>.</p>		<p>with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. <b><i>Field education</i></b> is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.</p> <p><b>Educational Policy 3.0—Implicit Curriculum: The Learning Environment</b> The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.</p> <p><b>Accreditation Standard 2.1—Field Education</b> The program discusses how its field education program:</p> <p><b>2.1.5</b> Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining <b><i>field liaison</i></b> contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.</p>

Social Workers (as identified in the EPAS and AS) are identified as current student candidates for the CTC.

## School Social Work Crosswalk

**Pending Approval by COA the following statement will be added:**

After a careful review of both sets of standards, the Committee on Accreditation (COA) determined that a California institution that addresses the adopted Council on Social Work Education Educational Policy Standards (EPAS) (revised, 2010) and/or Accreditation Standards (AS) (revised, 2010) have adequately addressed California's School Social Work Standards (2001) except for the 16 statements below. The following School Social Work Standards (2001) are not adequately addressed by the EPAS (revised, 2010) and AS Standards (revised, 2010) and must be addressed by all California institutions responding to the National Standards:

**All CTC School Social Work Standards are met by CSWE EPA's and AS with the following exceptions:**

**Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement.** (a) The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning.

**Generic Standard 7: Family-School Collaboration.** (a) The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration.

**Generic Standard 9: School Safety and Violence Prevention.** (b) The program provides candidates with the knowledge and models of systematic school safety planning. (d)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. (e) Candidates provided 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 11: Learning Theory and Educational Psychology.** All approved CSWE programs must address this standard in its entirety.

**Generic Standard 16: Supervision and Mentoring.** (a) 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.

**Specialization Standard 17: Social Work Foundations** (b) 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 24: Field Experience.** All approved CSWE programs must address this standard in its entirety.

## School Social Work Crosswalk

If you have questions about the CTC/CSWE-EPAS Crosswalk, please contact Katie Croy ([kcroy@ctc.ca.gov](mailto:kcroy@ctc.ca.gov))

## School Social Work Crosswalk

### Appendix B

#### Resources:

CSWE-EPAS 2008 Standards

<http://www.cswe.org/File.aspx?id=13780>

CSWE Accreditation Website Link

<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

CTC/PPS-School Social Work Standards

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

# School Social Work Crosswalk