

**Transition Plan for Implementation**

**2019 Pupil Personnel Services Program Standards and Performance Expectations**

**School Social Work**

The transition plan provides demonstration that each Commission approved Pupil Personnel program understands the expectations embodied in the new standards and performance expectations and has/is taking the steps to align the program with the new standards by the effective date of **July 1, 2021**. Further, it requires that each program consult with appropriate personnel within its own educational organization to ensure a successful transition and alignment with the standards. Finally, the transition plan allows the Commission to ensure that appropriate technical assistance is provided to assist programs in transitioning. It is expected that this document is submitted only after important conversations and planning have been done by institutional personnel about how the program will transition to the new standards. For more information about the new standards, see [**PSA-19-09**](https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2019/psa-19-09.pdf?sfvrsn=4)**.**

**Submit Signed Completed Transition Plans to** [**Accreditation@ctc.ca.gov**](mailto:Accreditation@ctc.ca.gov)

**Submission Window– June 1, 2020 to January 31, 2021**

1. **Identify who has been involved in reviewing the new standards and analyzing the current program to identify what will need to be modified.** *Include names and title/roles of the team that have been involved in this process. As a reminder, the Common Standards require collaboration with external stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed).*

| **Transition Team Member** | **Title/Role** |
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1. **Record of Transition Process.** *Key benchmarks are identified in the table below. Please note the dates when that benchmark has or will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided.* ***The order of benchmarks below is not intended to determine the program’s transition process****, however, all programs must be aligned with the new standards by July 1, 2021 or the beginning of the 2021-22 academic year, whichever comes first (see important note in the table below).*

| **Record of Transition Process – Key Benchmarks** | **Date Benchmark Activity Began or**  **Will Begin** | **Date Benchmark Completed or Anticipated Date Benchmark will be completed** |
| --- | --- | --- |
| Initial meeting with transition Team (#1 above) members |  |  |
| Revisions to course syllabi |  |  |
| Revisions to candidate handbooks/websites/other materials |  |  |
| Revisions to fieldwork handbook/materials |  |  |
| Orient faculty and train supervisors to revised program |  |  |
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| First cohort to begin revised program (by beginning of 2021-2022 Academic Year) Enter date institution will begin offering program under the new standards.  **IMPORTANT NOTE REGARDING TRANSITION TIMELINE: Full transition to the new standards is dependent upon approval of revisions to relevant sections of Title 5 regulations. Program completers from programs that operate under the new standards prior to approval of the regulations by the Office of Administrative Law, however, will receive a credential with the *current* credential code that reflects the *current* authorization statement for the credential. The Commission cannot anticipate the date for the approval of the revisions to the regulations but the process can take a year or longer.** |  |  |
| Program **must** be aligned with new standards | **N/A** | **July 1, 2021 or Academic Year 2021-22 whichever comes first** |

1. **Preconditions***. Commission-approved programs are required to meet the adopted Preconditions at all times. In this section of the Transition Plan, please identify how the institution will meet each precondition.*

| **Precondition** | **Documentation that will Confirm that the Program Meets the Precondition** |
| --- | --- |
| 1. **Bachelor’s Degree**   Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.  a. Link to Admissions Requirements on Website, in Handbook or other available materials for potential candidates**.**  b. Briefly describe how the institution ensures that all persons admitted have a minimum of a baccalaureate degree from a regionally accredited college or university. |  |
| 1. **Program Curriculum**   A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows:  A program of study for the **school social work specialization** shall be: Equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.   1. Provide information on how many units *will be (or will likely be)* required for the revised program. |  |
| **3. For Intern Programs**  An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.  a. Provide assurance of the program’s policies regarding completion of sufficient coursework prior to supervised practice in the schools and that the candidate will be supervised and supported by both the employer and the program. |  |

1. **Identification of Program Attributes That Will Need to be Modified to Meet the Revised Program Standards** *The team described in question 1 of this transition plan should review all standards to determine where the program will need to be make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes. Full implementation must be in place by July 1, 2021.*

***Major Revisions:*** *Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.*

***Minor Revisions:*** *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.*

***No Changes:*** *This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.*

***COMMON PRINCIPALS, VALUES, AND GOALS OF ALL PUPIL PERSONNEL SERVICES PREPARATION PROGRAMS***

*The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS specialty areas, and they apply to all PPS credential candidates.*

| **Common Principals, Values, and Goals**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students. |  |  |  |
| PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to: |  |  |  |
| * address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments. |  |  |  |
| * recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school. |  |  |  |
| * promote understanding that students need individualized opportunities, services, and supports to address life’s challenges, and gain personal success and achieve academically. |  |  |  |
| PPS credential programs support candidate’s understandings that:   * establish educational opportunities of equity and culturally responsive practices to promote each student’s academic success and well-being. |  |  |  |
| * recognize, respect, and utilize each student’s strengths, experiences, and background as assets for teaching and learning. |  |  |  |
| * confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations. |  |  |  |
| * provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success. |  |  |  |
| * increase awareness of mental health programs and services to address barriers. |  |  |  |
| * a positive school culture and climate can enhance the safety and well-being of all students. |  |  |  |
| PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions. |  |  |  |
| Through the use of a cultural humility framework PPS programs support candidate’s understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement. |  |  |  |
| PPS Programs support candidate’s growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students. |  |  |  |

***SCHOOL SOCIAL WORK*** *The statements below identify the standards that all School Social Work programs must incorporate to prepare candidates to effectively provide services to California students.*

| **Standard 1: Program Design, Rationale, Organization and Context**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| Pupil Personnel Services School Social Work programs prepare candidates to develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers for all students. |  |  |  |
| The program offers candidates a program that is consistent with the [*Common Principles, Values and Goals*](file:///C:\Users\rpurdue\Desktop\PPS\pps-school-psychology-standards.docx#PrinciplesValueGoals) of Pupil Personnel Services Programs. (Above) |  |  |  |
| Programs provide candidates the opportunity to develop and practice skills related to the understanding of the laws, policies, procedures, and unique service environment of the California public school system. |  |  |  |
| Programs include a developmental interrelated set of courses and practical learning experiences that are aligned to the mission and goals of each school social work program, address the profession’s purpose, are grounded in core professional values, and are informed by program context. |  |  |  |
| Programs are further influenced by their communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local and regional contexts. |  |  |  |
| Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future school social work education, practice, and research. |  |  |  |

| **Standard 2: Preparing Candidates for Mastery School Social Work *Performance Expectations* (SSWPEs)**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| The School Social Work Performance Expectations (SSWPEs) describe the set of professional knowledge, skill, and abilities expected of beginning level practitioner in order to effectively support all students. |  |  |  |
| The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each of the School Social Work-Performance Expectations. |  |  |  |
| As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. |  |  |  |
| The scope of assignments address (a) the SSWPEs as they apply to the areas to be authorized by the credential and (b) program-based assessments. |  |  |  |

| **Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering SSWPEs. |  |  |  |
| The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement, and to help candidates develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers. |  |  |  |
| Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. |  |  |  |
| The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school social workers. |  |  |  |
| The school social work program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences. |  |  |  |

| **Standard 4: Field Practice Experience**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| Candidates will complete a minimum of 1000 hours of field experience including at least 450 hours in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. |  |  |  |
| Candidates must work in multiple public school levels and the distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor. |  |  |  |
| The school social work program assigns qualified field supervisors. |  |  |  |
| PPS School Social Work (PPS/SSW) candidates should have a broad base of experiences including but not limited to: families and students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 plans, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental health needs. |  |  |  |
| The program should provide the candidate with direct contact with students and families that is sufficient to demonstrate competency in the School Social Work Performance Expectations. |  |  |  |
| ***Field Education Requirements must include:***   1. Program faculty have contact with the candidate and site field supervisor at least twice during the academic year to assess the candidate’s progress and to provide additional support and training as needed. |  |  |  |
| 1. The program provides preparation and continuing education for field experience supervisors/instructors on program requirements, models of supervision, and the SSW PEs, in collaboration with site supervisors/field instructors. Site Supervisors/field instructors share responsibility for the quality of field experience, design of field experiences, quality of progress, and written evaluation and verification of candidate competence. |  |  |  |
| ***Qualifications, Training and Responsibilities of Site Field Supervisors/Field Instructors***  The program assigns qualified supervisors/field instructors and provides field experience based on the program’s design. Supervisor/field instructor qualifications, training and responsibilities must include, but are not limited to the following: |  |  |  |
| 1. A PPS/SSW candidate must be supervised by someone who holds a PPS credential in School Social Work, or an MSW with another PPS credential, and a minimum of two years post MSW experience. In those instances where the supervisor of record does not have a PPS/SSW credential in School Social Work, the approved university program will ensure that the SSW Performance Expectations are reinforced and incorporated into the field experience. In addition, a valid CWA authorization is required in those settings where the candidate will accrue hours and experience toward the CWA authorization. |  |  |  |
| 1. The field supervisor/field instructor is responsible to complete field instructor training which includes models of supervision, the SSW Performance Expectations, and program fieldwork requirements. Both, the university and the field supervisor/instructor share responsibility for the quality of field experience, the design of field experiences, evaluation of the candidate, and verification of candidate competence. |  |  |  |
| 1. Candidates must meet with their field supervisor for a minimum of one (1) hour of individual supervision per week. The field supervisor/field instructor must be accessible to the candidate at all times while the candidate is accruing fieldwork hours. The field experience requires 450 clock hours in a public Pre-K-12 school, and candidates must be supervised by a professional who holds a valid PPS SSW credential. |  |  |  |
| Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA Authorization)  If a candidate seeks to obtain the CWA authorization, a minimum of 150 clock hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. |  |  |  |

| **Standard 5: Determination of Candidate Competence**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| The school social work program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SSWPEs), and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training. |  |  |  |
| Prior to recommending candidates for the School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. |  |  |  |
| Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education. |  |  |  |

**Transition Plan Submission Requirements**:

*In addition to the completion of the previous pages of this transition plan, the following must also be submitted to complete the transition plan process. It is important to note that preparation of these documents for this transition plan will assist your program during Program Review as the updated versions of these documents will be required for Program Review during your institution’s regularly scheduled accreditation activities.*

1. Program Summary– (2-4 pages). A program summary or draft of a program summary that provides a brief overview of the structure, course of study, and assessment of candidates for the revised program. It should provide a clear description of how the program is designed.
2. Course Sequence Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.
3. Course Matrix addressing the Performance Expectations (see [Pupil Personnel Services](https://www.ctc.ca.gov/educator-prep/pupil-personnel-services) for course matrix)**. Only the “I” for Introduced needs to be identified in this course matrix and linked to syllabi.** The “P” for practice and “A” for assessed will be addressed when your program completes Program Review during your institution’s regularly scheduled Program Review year (Year 5 of the cycle).
4. Fieldwork and Clinical Practice – include the following:
   1. A document/table that denotes the number of hours that each candidate will be required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences that meets Standard 4: Clinical Practice.
   2. Draft Training Materials that will be used to train veteran practitioners (supervisors/instructors/faculty) serving in support and/or supervisory roles.
   3. Draft Manuals or Handbooks or Advising Materials (links) that will provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment beginning in the 2021-22 year.
   4. Draft syllabi for supervised clinical experiences. The syllabi should include information regarding how the candidate will be assessed during clinical practice.
   5. Brief descriptions of the planned assessment instruments for field experiences.
   6. For Child Welfare and Attendance –The theoretical content for CWA is already embedded in the PEs. For candidates who complete the specified 150 hours of clinical practice, your institution will recommend the candidates for the CWA authorization. Briefly describe how your institution is approaching the revised CWA requirements.

**PPS School Social Work Plan Transmittal Page**

**Date of Submission of Transition Plan to Commission:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify the date by which your institution will fully transition to the new standards beginning with the cohort that enrolls:**

List Date *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*I hereby signify my approval to transmit this plan to transition to the California Commission on Teacher Credentialing.*

**Program Director and Contact** Name/Title (print or type) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit Lead** (*Dean*): Name and Title (print or type) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Transition Plans must be submitted to** [**Accreditation@ctc.ca.gov**](mailto:Accrediation@ctc.ca.gov) **by January 31, 2021**

**Plans that do not include required signatures will not be accepted.**