



**Commission on Teacher Credentialing (CTC)
and
Council on Social Work Education
Educational Policy Standards and
Accreditation Standards (CSWE-EPAS)**

Standards Crosswalk

June 2013

California Commission on Teacher Credentialing (CTC) State School Social Work and
Council on Social Work Education-Educational Policy Standard/Accreditation Standard (CSWE EPSA) National Standards Alignment Matrix

An institution that is offering a nationally accredited Pupil Personnel Services: School Social Work educator preparation program may elect to use CSWE EPAS standards for California accreditation activities. Please see pages 31-32 of this alignment matrix for the California program standards that MUST be addressed by the program in addition to the CSWE EPAS Standards. The seven nonaligned SSW standards are also included as **highlighted** text within the crosswalk document for easy accessibility.

Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
Generic Standards			
1. Program Design, Rationale, and Coordination	(a) the program is coordinated with a cohesive design	EPAS 1.0	Educational Policy 1.0—Program Mission and Goals 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).
	(b) the program has a cogent rationale	AS M2.0.5	Accreditation Standard M2.0.5 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).
	(c) the program’s foundation courses precede advanced	EPAS 3.4	Educational Policy 3.4—Administrative Structure 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. Educational Policy 2.0—The Social Work Curriculum and Professional Practice 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.

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Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy M2.2—Advanced Practice 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> <p>Accreditation Standard M2.0—Curriculum 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 & 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>EPAS 2.1.4</p> <p>EPAS 2.1.7</p> <p>AS 3.1.2</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice. 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"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants.

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Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. 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"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Accreditation Standard 3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. 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"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice
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</p>	<p>EPAS 2.1.4</p> <p>AS 3.1.1</p> <p>AS 3.1.2</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the <i>human experience</i> 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>

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	<p><u>pupils and families</u></p> <p>(c) candidates have an appreciation for diversity</p> <p>(d) candidates serve diverse and changing communities</p> <p>(e) candidates have an understanding of the development of culturally congruent polices, programs and practices</p>	<p>AS 3.1.3</p>	<ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Accreditation Standard 3.1—Diversity Accreditation Standard 3.1.1 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>Accreditation Standard 3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p>Accreditation Standard 3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</p> <p>Educational Policy 2.1.9—Respond to contexts that shape practice. 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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
4. Assessment	(a) candidates engage in data-based decision	EPAS 2.1.6	<p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. 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>making</p> <p>(b) candidates understand, evaluate and promote positive <u>pupil</u> performance, program outcomes, and school climate influence of multiple factors in <u>pupil</u> achievement</p>	<p>EPAS 2.1.7</p> <p>EPAS 2.1.9</p> <p>EPAS 2.1.10 (a-d)</p>	<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"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. 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"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. 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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and

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			<ul style="list-style-type: none"> • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret <i>client</i> data; • assess <i>client</i> strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance <i>client</i> capacities; • help <i>clients</i> resolve problems; • negotiate, mediate, and advocate for <i>clients</i>; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation 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</p>	<p>EPAS’ s 2.1.10 (a-c)</p>	<p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p>

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	<p>and early intervention strategies</p> <p>(d) candidates understand classroom, school, family and community factors that support <i>pupil learning</i></p> <p>(e) candidates demonstrate skills to assist <i>pupils</i> with learning difficulties</p>		<ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance <i>client capacities</i>; • help <i>clients</i> resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Not addressed by the CSWE EPAS.</p> <p>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.</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</p>	EPAS 2.1.2	<p>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. 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"> • recognize and manage personal values in a way that allows professional values to guide practice; • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² 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 • tolerate ambiguity in resolving ethical conflicts; and

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	matters		<ul style="list-style-type: none"> • apply strategies of ethical reasoning to arrive at principled decisions.
7. Family-School Collaboration	<p>(a) candidates understand ways in which pupil development, well being and learning are enhanced by family school collaboration</p> <p>(b) candidates foster respectful and productive family school collaboration</p>	<p>EPAS 2.1.7</p> <p>EPAS 2.1.8</p>	<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. 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"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 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>

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			<ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Not addressed by the CSWE EPAS.</p> <p>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.</p>
8. Self-Esteem and Personal and Social Responsibility	<p>(a) candidates assess their own self esteem</p> <p>(b) candidates demonstrate principles of building self esteem, personal and social responsibility and lifelong learning</p>	<p>EPAS 1.1</p> <p>EPAS 2.1.1</p>	<p>Educational Policy 1.1—Values 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.</p> <p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. 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"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation
9. School Safety and Violence	(a) candidates understand ways to enhance safety and well	EPAS 2.1.5	<p>Educational Policy 2.1.5—Advance human rights and social and economic justice. 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</p>

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Prevention	<p>being of pupils</p> <p>(b) candidates have knowledge and models of systematic school safety planning</p> <p>(c) candidates are 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>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</p> <ul style="list-style-type: none"> • understand the forms and mechanisms of oppression and discrimination; • advocate for human rights and social and economic justice; and • engage in practices that advance social and economic justice. <p>Not addressed by the CSWE EPAS.</p> <p>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.</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</u></p>	<p>EPAS 2.1.1</p> <p>EPAS 2.1.10 (a-d)</p>	<p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</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"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation.

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	<i>and others</i> when consulting and collaborating, SP identify problem areas, collect and analyze information, make decisions about, and evaluate service delivery		<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with <u><i>individuals, families, groups, organizations, communities, and colleagues.</i></u> <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies <p>Educational Policy 2.1.10(c)—Intervention</p>

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			<p>Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation 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>Not addressed by the CSWE EPAS.</p> <p>Generic Standard 11: Learning Theory and Educational Psychology. 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</p>	<p>EPAS 2.1.9</p> <p>EPAS 2.1.10</p>	<p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve

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	agents		<p>the quality of social services.</p> <p>Educational Policy 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>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 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.</p>
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>EPAS 2.1.8</p> <p>EPAS 2.1.9</p>	<p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>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"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(c)—Intervention</p> <p>Social workers</p>

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Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy M2.2—Advanced Practice 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>
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>EPAS 2.1.3</p> <p>EPAS 2.1.4</p> <p>EPAS 2.1 10 (a-d)</p> <p>EPAS B2.2</p>	<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.4—Engage diversity and difference in practice. 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</p>

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Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>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"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems;

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Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy B2.2—Generalist Practice 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	EPAS 1.2	<p>Educational Policy 1.2—Program Context 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>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

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Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. 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"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. 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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies
16. Supervision and	(a) candidates are provided opportunities and experiences to	EPAS 2.1.1	<p>Not addressed by the CSWE EPAS.</p> <p>Generic Standard 16: Supervision and Mentoring. All approved CSWE programs must address</p>

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Standards	Components	EPAS and/or AS Text	
Mentoring	demonstrate knowledge of models of supervision used to mentor pre – professionals in practical and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.		this standard in its entirety.
School Social Work Specialization Standards			
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’</p>	<p>EPAS 2.0</p> <p>AS M2.0</p> <p>AS 2.1.7</p> <p>EPAS “Purpose Statement”</p>	<p>Educational Policy 2.0—The Social Work Curriculum and Professional Practice</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>Accreditation Standard M2.0—Curriculum</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>Accreditation Standard 2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>

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Standards	Components	EPAS and/or AS Text	
	success		<p>CSWE Purpose statement can be found in the following web-link: http://www.cswe.org/File.aspx?id=13780</p> <p>Not addressed by the CSWE EPAS.</p> <p>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.</p>
18. Professional Ethics	<p>a) Candidates demonstrate the ability to practice according to <u>ethical standards</u> 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 <u>dilemmas that emerge in the practice of school social work.</u></p>	<p>EPAS 1.1</p> <p>EPAS 2.1.2</p>	<p>Educational Policy 1.1—Values 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>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in <u>ethical decision-making</u>. 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"> • recognize and manage personal values in a way that allows professional values to guide practice; • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² 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 • <u>tolerate ambiguity in resolving ethical conflicts</u>; and • apply strategies of ethical reasoning to arrive at principled decisions.
19. Wellness and Resiliency	a) Candidates demonstrate the ability to promote healthy	EPAS B2.2	<p>Educational Policy B2.2—Generalist Practice 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</p>

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Standards	Components	EPAS and/or AS Text	
Promotion	<p>emotional development and resiliency of pupils by designing, implementing and evaluating services and Programs at the individual, group, and 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>EPAS 2.1.10 a-d</p>	<p>intervention methods in their practice with individuals, <u>families, groups, organizations, and communities</u>. 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> <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation</p>

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Standards	Components	EPAS and/or AS Text	
			Social workers critically analyze, monitor, and evaluate interventions.
20. Direct Learning Support Services	<p>a) Candidates demonstrate the ability to perform culturally competent, biopsychosocial assessments of pupils, 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 <u>maximize positive academic</u>, 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</p>	<p>EPAS 1.2</p> <p>EPAS 2.1.3</p> <p>EPAS 2.1.4</p> <p>EPAS 2.1.7</p> <p>EPAS 2.1.10 a-d</p> <p>EPAS M2.2</p>	<p>Educational Policy 1.2—Program Context 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>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.4—Engage diversity and difference in practice. 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"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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Standards	Components	EPAS and/or AS Text	
	intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.		<ul style="list-style-type: none"> • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. 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"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies.

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			<p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that <i>enhance client capacities</i>; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy M2.2—Advanced Practice 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	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>EPAS 2.1.4</p> <p>EPAS 2.1.6</p> <p>EPAS 2.1.8</p> <p>EPAS</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice. 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"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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	<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 factors contribute to learning outcomes in both positive and negative ways.</p>	<p>2.1.9</p> <p>EPAS</p> <p>2.1.10</p> <p>a-d</p>	<ul style="list-style-type: none"> • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</p> <p>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"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>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"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>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"> • continuously discover, appraise, and attend to <u><i>changing locales, populations</i></u>, scientific and

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			<p>technological developments, and emerging societal trends to provide relevant services; and</p> <ul style="list-style-type: none"> • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p>
22. Pupil, Family, Faculty and	a) Candidates demonstrate the skills to create and maintain	EPAS <u>"Purpo</u> <u>se</u>	CSWE Purpose statement can be found in the following web-link: http://www.cswe.org/File.aspx?id=13780

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Community Linkages and Partnerships	<p>linkages and partnerships with <u><i>pupils, families, faculty and staff and the community</i></u></p> <p>b) Candidates 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>	<p><u>Statement</u></p> <p>EPAS 2.1.8</p> <p>EPAS 2.1.9</p> <p>EPAS 2.1.10 a-d</p>	<p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>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"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and <u><i>clients</i></u> for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>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"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement</p> <p>Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment</p> <p>Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and

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			<ul style="list-style-type: none"> • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p>
23. Research	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>EPAS 2.1.3</p> <p>EPAS 2.1.6</p> <p>EPAS 2.1.10 a-d</p> <p>EPAS B2.2</p>	<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. 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"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. 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"> • use <u>practice</u> experience to inform scientific inquiry and • use research evidence to inform <u>practice</u>.

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Standards	Components	EPAS and/or AS Text	
	b) Candidates demonstrate the ability to access and critically analyze research related to <u><i>schools and communities.</i></u>	<p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy B2.2—Generalist Practice 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</p>	

California Commission on Teacher Credentialing (CTC) State School Social Work and
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Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			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.
24. Field Experience	<p>a) Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate.</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</p>	EPAS 2.3	<p>Not addressed by the CSWE EPAS.</p> <p><u>Specialization Standard 24: Field Experience.</u> All approved CSWE programs must address this standard in its entirety.</p>

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Standards	Components	EPAS and/or AS Text	
	hours at each setting, not to exclude district services and programs or alternative school settings.		
25. Determination of Candidate Competence	<p>a) Prior to recommending 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 <i>district supervisor</i> and one <i>institutional supervisor</i>.</p>	<p>EPAS 3.0</p>	<p>Educational Policy 2.3—Signature Pedagogy: Field Education 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 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. <i>Field education</i> is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.</p> <p>Educational Policy 3.0—Implicit Curriculum: The Learning Environment 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>

**California Commission on Teacher Credentialing (CTC) State School Social Work and
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Commission on Teacher Credentialing School Social Work Standards		Council on Social Work Education Educational Policy Standard (EPAS) and Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Accreditation Standard 2.1—Field Education The program discusses how its field education program:</p> <p>2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining <i>field liaison</i> 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.

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 (revised, 2010) and Accreditation Standards (AS) (revised, 2010) (CSWE EPAS) have adequately addressed California’s School Social Work Standards (2001) **except for the seven standards or portion of a standard listed below**. The following School Social Work Standards (2001) are not adequately addressed by the CSWE EPAS (revised, 2010) and AS Standards (revised, 2010).

An institution wishing to use the CSWE EPAS standards for an accreditation activity in California MUST address the seven California program standards listed below in addition to the response to the CSWE EPAS standards.

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.

**California Commission on Teacher Credentialing (CTC) State School Social Work and
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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.

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