

The Framework for PK-12 School Social Worker Educational Specialist Preparation Program Guidelines

July 2020



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Why a School Social Worker Educational Specialist is Important

Background

School social workers have historically served as the bridge between the home and school by assisting families in their environments and educating school personnel to support students' academic and social success. The work has evolved to providing crisis and mental health services to students, participating as a pupil personnel team member, and supporting students with special needs through Individual Education Programs (IEPs). Although school social workers are master's level educated and hold a Pennsylvania License through the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, the Pennsylvania Department of Education (PDE) has not created a pathway toward education certification for school social workers.

PDE requires an education certification for all professional positions in public schools. Teachers, school counselors, nurses, school psychologists, and administrators all hold a PDE professional certification in their specific area of expertise or subject matter. This ensures that Pennsylvania students are being educated by the highest quality of professionals that have successfully completed higher education course work, a supervised practicum, and passed a state issued exam.

School social workers are highly qualified professionals as they hold a master's degree in social work and are licensed through the state as licensed social workers (LSW) or licensed clinical social workers (LCSW). However, general social work education typically does not include those areas that are necessary when working in a school such as school law, special education, organization and structure of the school system, curriculum development, and learning theories/models. The unique position of a school social worker requires them to have knowledge and expertise in both social work and education theory and practice. Requiring education certification would blend the best of these two worlds.

The Role of School Social Workers

School social workers are viewed as experts about community resources. They develop relationships with agencies albeit mental health services, food programs, or government resources and know the paperwork process to fully assist families. Many school social workers meet with families in their homes to not only assess and assist but also to build the relationship between the school and home.

School social workers are trained mental health professionals who are well suited to provide mental health services in schools. In fact, Governor Wolf's Reach Out PA initiative (2020) specifically identified that "School social workers play a unique role in addressing mental health by providing holistic services and supports in the school setting, such as crisis management, mental health treatment, and engaging the school, family, and community in enhancing existing student support structures that ensure the success of all students" (para. 10). School social workers actively assist districts in the compliance of Act 71 (2014), which requires districts to

develop and implement policies and procedures in an effort to prevent suicide, including training staff about suicide prevention and Act 18 (2019) which is more comprehensive and requires districts to train school personnel to be able to identify the signs and impact of trauma in students, provide supports to students in need, requires each district to establish threat assessment teams, and a process to respond to Safe2Say Something reports. Many school social workers are members of district threat assessment teams and are critical links in the Safe2Say response chain. They also provide individual and group therapy and are often direct services providers in social emotional learning programs.

The Individual with Disabilities Education Act [IDEA] (1990), provides funding for 'related services' which include counseling services that are "...provided by qualified social workers, psychologists, guidance counselors, and other qualified personnel". As a result, many school social workers are written into IEPs as a related service for counseling. They are essential special education team members that enhance student success.

Collaboration is a value that social workers seek with other professionals, families, clients, and the community. As such, school social workers appreciate their role in pupil personnel services and multi-tiered system of support. They are an asset to the team and provide a unique perspective while working alongside school counselors, school psychologists, and nurses because they bring a sociological viewpoint that includes the home and community as variables to the assessment and programming for students experiencing barriers to learning.

Need for Education Certification

Certification of school social workers in Pennsylvania would create a clear standard as to who can provide social work services in Pennsylvania's schools. This will assure that our children are provided with social work support of the highest quality by a staff that is efficiently managed by their employers and in a manner that is clearly accountable to students, parents, stakeholders, and the greater community.

Certification would also correct various anomalies in the PA school code and clarify the status of school social workers. School social workers want to be fully aligned with their educationally certified counterparts. In many ways school social workers are employed and treated the same as other school staff, but the lack of certification creates a gap which sometimes results in a circumspect attitude. Certification would add school social workers to the professions accountable under the PA Educators Code of Conduct and the Professional Educator Discipline Act. In addition, school social workers would have to acquire Act 48 credits, the same as other educationally certified staff.

Certification would bring Pennsylvania in line with most other states and the federal government with respect to the role and status of school social workers. This is not merely an issue of conformity but would help Pennsylvania leverage federal funding for student support services such as special education, Every Student Succeeds Act, Title 1 and IV-A, and Medical Assistance reimbursement. Social workers are often an asset to a district in order to receive funding; however, due to the absence of certification it is impossible to ascertain how many school social workers are employed in Pennsylvania's schools. Schools report employee data to

PDE yearly and 'school social worker' is an option within the database. However, because many districts do not call their school social workers by their rightful and lawful title, they go unreported to PDE.

Social workers in schools cannot advance within the administrative structure as they are not certified. If advancement were possible, as it is with certified educators in Pennsylvania and a career structure would exist, then schools would be more likely to attract high quality staff and retain them for longer during the employees most effective years. Social workers have exceptional leadership skills and are often in the role of providing consultation and professional development in the areas of student behavior, truancy, family systems, mental health, social emotional program, among others. Certification would create a pathway for school social workers to be included in leadership structures.

Research shows that certified employees serve students better because certification raises the standard of employee work as they are clearer about what is expected of them and can be held to those high standards. Certification also helps to assure the quality of candidates by establishing an appropriate level of competence and the level of commitment by the candidate. Finally, this background and education also correlates with higher levels of staff retention. Maintaining educated, knowledgeable staff is to the benefit of schools, students, and families that they serve.

Preparing Highly Effective Pennsylvania Educational Specialist Certificates for Social Workers in a Standards Aligned Instruction System

The standards-aligned system defines six core elements of Pennsylvania's emerging instructional system: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Together, these system components are intended to produce strong results for students. For this to happen, the work encompassed in each component —such as instruction—must build capacity for the activities captured by the other five components. In the case of school social worker preparation programs and their contribution to *(1) instruction*, all programs are expected to align their course content with *(2) state standards*. All school social worker preparation programs are expected to provide all candidates with the knowledge and skills to deliver *(3) standards-based curriculum* effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use *(4) materials and resources for instruction, intervention, and programming* (including technology) to meet the needs of each student in their individual, small group, and classroom guidance activities. Each school social worker certification preparation program is expected to give attention to helping candidates acquire and use *(5) assessment skills*, enabling them to understand and respond to pupil results on standardized tests (Pennsylvania System of School Assessment, Keystones and others), local school or district assessments, and individualized assessments of the achievements and challenges of each student. Taken together, this set of knowledge and teaching skills must enable every candidate for the school social worker profession in the

commonwealth to implement (6) *appropriate interventions* to improve student learning. School Social Worker certification preparation programs and the new candidates who complete them will be judged, in part, according to their success in achieving the six key goals described above.

Candidates for the Educational Specialist Certificate for School Social Worker should spend extensive time in school settings, beginning early in their preparation program sequence, guided by university faculty and appropriately prepared PreK-12 mentor social workers.

Introduction

The Professional Core courses, competencies, and experiences for School Social Worker preparation programs should be designed to address a broad set of issues, knowledge, and competencies that are relevant to student learning and support. The School Social Worker preparation program must prepare professional School Social Workers who will be able to support the academic, career, and personal-social development needs of all students through the development of programs that meet Pennsylvania Code requirements and support the Standards Aligned System.

These guidelines discuss the School Social Worker program design, professional core rationale, candidate competencies, Pennsylvania Standards, assessments in a standards aligned system, faculty, field experiences and student internships, new School Social Worker support, and appendices with design examples and course content information. Each content area for the School Social Worker certification program corresponds with specific competencies that must be included in the preparation program design.

Program Design

All coursework along with clinical and field experiences required for the certificate must have been initiated or completed in an approved and accredited Council of Social Work Education (CSWE) master's degree social work program. CSWE is the national association representing social work education in the United States (*About CSWE*, 2020). The CSWE uses Educational Policy and Accreditation Standards (EPAS) to accredit master's degree social work programs and establish professional competence (CSWE, 2015). The master's degree social work program consists of coursework designed to meet all of competencies and field education/internship experiences that will prepare candidates to be certified as a School Social Worker Educational Specialist in accordance with the legal and compliance issues in the Pennsylvania School Code and IEP development and service delivery models.

The design of the School Social Worker preparation program focuses on the competencies to be achieved by the candidates. These competencies are derived from the National Association of Social Workers (NASW) Specialty Certification Program Core Knowledge and Skills areas that include: social work ethics, program development and management skills, social work modalities and procedures, theories of human behaviors and development, characteristics of student populations, methods of school social work practice, multidisciplinary and interdisciplinary activities, and public education and federal and state laws (NASW Information

Booklet with Application and Reference: Forms Certified School Social Work Specialist ([C-SSWS], 2020).

Programs are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, skills, and values essential for successful school social work practice. The program design must clearly describe how the relevant set of knowledge, skills, and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, values, and competencies.

Programs have the flexibility in how they address adaptations and accommodations for diverse learners and meeting the needs of English Learners (EL) in their respective curriculum concentrated on school social work preparation. Field experiences/internships education component must be completed in an approved school setting.

Programs need to be comprehensive and delivered through a combination of university classroom and school-based settings. While some online courses may be a component of the program, programs that are delivered completely online will not be approved.

Program Delivery

The PDE believes that PreK-12 Certificate Preparation programs should be comprehensive and delivered through a combination of university classroom and school settings. While some online courses may be a component of the program, programs that are delivered completely online will not be approved.

Candidate Competencies

The candidate for certification must have completed a master's degree in social work from an accredited CSWE master's degree social work program of study that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills stipulated in these guidelines.

The NASW is the social work professional organization that "...works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies" (*About NASW*, 2020, para. 1). The NASW offers a specialty certification preparing students to work as school social workers and provides eight competencies to demonstrate the professional knowledge, skills, and values to practice situations necessary to promote the academic success, career planning, and personal/social development of all PreK- 12 students. According to Sabatino, Alvarez, and Anderson-Ketchmark (2011), the eight competencies for school social work services in an educational setting build upon the NASW Standards for School Social Work Services (2012). The *NASW Certified School Social Work Specialist* ([C-SSWS], 2020) denotes the competencies of the specialty certificate integrates the NASW Standards for School Social Work Services (2012) and Code of Ethics (2002, revised 2017). It also aligns with the Commonwealth

of Pennsylvania Certification Staffing Policy Guidelines (CSPG #201) for School Social Workers (2011).

Since the competencies specified in the NASW School Social Work Certificate is what guides school social worker specialization, it has been adopted here to guide the preparation of school social workers outlined herein. School social work programs must provide evidence that student learning has occurred and skills are developed in the following core areas (competencies).

School Social Work Program Core Competencies

1. **Social Work Ethics** – Commitment to the values and ethics of the social work profession and use of NASW’s professional school social work standards and Code of Ethics as a guide to ethical decision making.
2. **Professional Development and Management Skills** – Appropriate priorities for service delivery. Systematic needs in accordance with the expectations of the system, the demands of the program, time limits, and professional skills.
3. **Social Work Modalities and Procedures** – Understanding of the following social work modalities: individual, group, and family therapy, casework/case management, conflict mediation and resolution, crisis intervention, group work, community organization, advocacy, consultation, effective educational strategies, and system record keeping.
4. **Theories of Human Behavior and Development** – Knowledge and understanding basic to the social work profession, specialization knowledge and understanding, and theories of human development.
5. **Characteristics of Student Populations** – Knowledge of and sensitivity to cultural, racial, gender, and ethnic diversity. Understanding of needs of at-risk children, gifted children, and children with disabilities. Knowledge of biological and societal stressors that affect children’s ability to function effective in school.
6. **Methods of School Social Work Practice** – Diagnostic assessment as well as skills for effective service to children, families, and personnel of local education agencies and the community. Models of school social work practice should be developmental, not static; should use an ecological perspective; and focus on the child, his/her family strengths with an emphasis on using preventive and/or problem-solving tools.
7. **Multidisciplinary and Interdisciplinary Activities** – Work collaboratively to mobilize resources of the local education agencies and the community to meet the needs of children and families. Initiate ad support activities to overcome institutional barriers, to promote school safety, and to identify and remediate gaps in services. Demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination that facilitate the achievement of the objectives of the interdisciplinary team.

8. **Public Education and Federal and State Laws** – Knowledge of and compliance with federal, state, and local legislations, regulations and policies.

Alignment with Pennsylvania’s Academic Standards and Assessment Anchor Content Standards

Candidates must be able to demonstrate their awareness of standards for the earlier and later grades to ensure that there is a continuum of PK-12 student academic growth. This knowledge will enable the candidate to address the needs of students who have not met the standards including students with disabilities or English language learners in inclusive settings.

Candidates must demonstrate mastery beyond superficial levels in order to be able to prepare students to be successful on state and local assessments. This mastery will allow the candidate to guide and assist the public school student in achieving proficiency on all state assessments. The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced state assessment used to measure a student’s attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 is assessed in writing. Every Pennsylvania student in grades 4 and 8 is assessed in science.

The preparation program requirements must function together so that candidates understand and make effective use of the academic standards, have the skills to develop and implement appropriate interventions to improve student learning, have the content and pedagogical knowledge to teach the curriculum effectively, understand and make regular use of standardized and curriculum-based assessment data, and use the instructional materials and resources necessary to support standards-based instructional practices. Preparing institutions must provide evidence that there is an alignment of the candidates’ course work, clinical experiences, and assessments with the standards adopted by the Commonwealth. Collaboration among “professional educator faculty and faculty from liberal arts and other academic disciplines in program planning and evaluation of all facets of the curriculum” is essential to facilitating deep understanding of the standards by candidates (as regulated by 22 Pa. Code §354.26(a) (1)).

Faculty

School Social Worker Certification preparation programs submitted for review to the PDE will include the qualifications of faculty assigned to teach each course within the professional core of the program. Faculty who teach in the professional core must have demonstrated expertise in School Social Work as well as advanced degrees in disciplines appropriate to teaching in the program. Additionally, program proposals will be expected to include evidence of successful alignment and evidence of significant collaboration between current practicing School Social Workers with the training program faculty.

Field Experiences

Council of Social Work Education (CSWE) uses Educational Policy and Accreditation Standards (EPAS) to provide the framework through which accreditation of master's degree social work program ensure students are meeting minimum academic standards as outlined in the policies. Educational Policy 2.2 – Signature Pedagogy: Field Education explains:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (CSWE, 2015, p. 12). Access the [CSWE Manual](#) or visit the [CSWE website](#) for any updates.

In accordance with CSWE, the master's degree social work program consists of courses designed to meet all of competencies including field education/practicum experiences that will prepare candidates to be certified as a School Social Worker Educational Specialist.

Verification of Experience with Students PreK-21

Candidates for the Educational Specialist Certificate for Social Worker must have demonstrated experience in assessment and intervention with student populations in PreK-21 and from culturally/linguistically diverse backgrounds. Experience must indicate that the candidate meets competencies in this document and provide verification of the experience.

Internship

The Educational Policy and Accreditation Standards (EPAS) (CSWE, 2015) outline specific academic standards for Accreditation Standard 2.2 Field Education in the policies that ensures that students are meeting the minimum requirements as outlined in the policy. All School Social Work Certification preparation programs must provide opportunities for candidates to demonstrate their ability to design and implement School Social Worker services at various grade levels. Candidates should use school data to drive and evaluate at least a portion of their work. Internships should include individual and group supervision, and periodic, regularly scheduled evaluations of the candidate's performance. In accordance with the CSWE, the master's degree school social work program consists of courses designed to meet all of competencies including field education/practicum experiences that will prepare candidates to be certified as a School Social Worker Educational Specialist.

New School Social Worker Support

According to Chapter 49.12 (Pa. Code), all school entities (local education agencies [LEAs]) must submit a plan for the induction experience for first-year teachers, which includes first-year School Social Worker. This plan is submitted as part of the LEA's strategic plan written every six years as required by Chapter 4. Preparing institutions have a role in School Social Worker induction experience. The preparing institution shall provide, "...ongoing support for novice educators with local education agencies during their induction period, including observation, consultation and assessment." (22 Pa. Code Chapter 49.14(4)(ix)). New School Social Workers are to receive supervision from experienced School Social Workers who are the most qualified persons to facilitate first-year School Social Worker capacity to fulfill the unique role school counselors assume in promoting students' academic, career, and socio-emotional development.

Requirements for PreK-12 School Social Worker Educational Specialist Certificate

School Social Worker Certification candidates must satisfy the following:

- Hold a master's degree in social work from an accredited Council of Social Work Education (CSWE) program or an equivalent foreign qualification recognized by the CSWE Office of Social Work Accreditation (OSWA). [CSWE International Social Work Degree Recognition program](#).
- Hold a current Licensed Social Worker (LSW).
- OR
- Hold a current Licensed Clinical Social Work (LCSW).

Note: The LSW and LCSW are social work licensures issued by the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs. [Licensure requirements for social workers](#).

Application Process

Programs wishing to be approved for the new program must submit an Initial Application to the Division of Professional Education and Teacher Quality.

Appendix A: Competencies - Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting Adapted for SW Certificate (Required per Chapter 49 for All Programs)

(9 Credits OR 270 Hours)

Reviews of Institutions of Higher Education applications including the Accommodations and Adaptations for Diverse Learners and ELs will accept appropriate interpretations of the competencies if they resemble the examples within this document.

I. Types of Disabilities and Implications for Learning Candidates will be able to:

Regulation Language	Activities that relate to the work of the School Social Worker
<p>A. Demonstrate an understanding of the type, identification, and characteristics of different types of disabilities and plan accordingly for effective, evidence-based instructional practices and adaptations.</p>	<p>Demonstrate an understanding of the type, identification, and characteristics of different types of disabilities and plan accordingly for effective, evidence-based interventions and adaptations.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Develop positive behavioral interventions for exceptional students with social or emotional needs. • Participate on IEP, IST, SAP teams, as well as with 504 plans. • Conduct trainings and consult with parents, staff, teachers, regarding learning styles, brain-based research, test-taking skills. • Conduct classroom, individual, group counseling and guidance activities related to targets.
<p>B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to Special Education referral and evaluation and the rights and procedural safeguards that students are guaranteed.</p>	<p>Demonstrate an understanding of the legal rights and responsibilities of the school social worker related to Special Education referral and evaluation and the rights and procedural safeguards that students are guaranteed.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention. • Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations.

Regulation Language	Activities that relate to the work of the School Social Worker
	<ul style="list-style-type: none"> • Provide consultation with teachers and staff and interact with related personnel regarding legal issues. • Utilize a school social work advisory team to effect communication and pertinent individual/group counseling.
<p>C. Demonstrate an understanding of possible causes and implications of overrepresentation of minorities in Special Education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use data to establish goals and activities to close the achievement-, opportunity-, and information- gaps among different groups of students, especially minority students. • Develop, implement, consult with school and related community regarding brain-based research, especially dealing with issues related to learning styles and issues of diversity.

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

Regulation Language	Activities that relate to the work of the School Social Worker
<p>A. Cognitive – Delineate how individuals acquire and process information.</p> <p>1. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.</p>	<p>Cognitive – Delineate how individuals acquire and process information.</p> <p>Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use evidence-based practices to develop positive and safe school climates. • Use evidence-based practices and individual/group counseling. • Utilize a school social work advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets.
<p>2. Describe the developmental patterns of change in physical, cognitive, and psychosocial areas that have been identified for each stage of development.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Ensure understanding of cognitive and psychosocial development through trainings with staff.

Regulation Language	Activities that relate to the work of the School Social Worker
	<ul style="list-style-type: none"> • Conduct related counseling activities with individual students, groups, and classroom activities—for example, using prosocial skill-streaming. • Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling and consultation with parents and school personnel.
<p>3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success. • Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel. • Develop and implement strategies that inform and apply concepts in trainings that emphasize.
<p>4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.</p>	<p>Specify the experiences children need from birth to age eight to prepare them to learn (remove “read”) and succeed in school.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Same as above, plus implementation of modular training programs that clearly provide skill development in a “hierarchical” developmental manner. • Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning. • Collaborate with parents and community groups to increase parents’ understanding of the home conditions that facilitate academic, career, and socio-emotional development.
<p>5. Identify early interactions with adults and peers, the early childhood education</p>	<p>Identify early interactions with adults and peers, the early childhood counseling methods, and</p>

Regulation Language	Activities that relate to the work of the School Social Worker
<p>teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.</p>	<p>interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions. • Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management. • Younger student efforts focus on emotional “labeling”, whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation.
<p>B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.</p>	<p>Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and consult for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention. • Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual. • Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development.
<p>C. Social – Initiate, maintain, and manage positive social relationships with a range of people in a range of contexts.</p> <ol style="list-style-type: none"> 1. Recognize areas of development for students with disabilities, identify attachment models and their effects on 	<p>Social –</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide

Regulation Language	Activities that relate to the work of the School Social Worker
<p>learning, and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling).</p>	<p>information about effective practices for caregivers/instructors.</p> <ul style="list-style-type: none"> • Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions. • Facilitate the implementation of a guidance curriculum that promotes students' social development. • Incorporate school counseling activities, such as prosocial skill streaming strategies, etc., as well as school social work advisory and work groups to interact successfully with all constituents impacting those children.
<p>2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed. • Use theories of socio-emotional to promote the social skills acquisition. • Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations. • Promote and develop school-wide prosocial programs that target mental health and a reduction of aggressive/bullying behaviors as they affect learning.
<p>D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.</p>	<p>Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive interventions or modeling of appropriate behaviors that facilitate learning.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Work with caregivers and teachers by recommending appropriate support and intervention strategies making sure to discuss factors such as teaching/parenting styles, positive classroom environment and student cultural background that can affect student learning.

Regulation Language	Activities that relate to the work of the School Social Worker
	<ul style="list-style-type: none"> • Use of role plays that evidence more effective responses to challenging situations. • Incorporate awareness-building activities, e.g., students with “normal” vision acuity are blindfolded (BRIEFLY!) to experience the effects of a visual impairment.
<p>E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child’s ability to read.</p> <p>1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology, and semantics.</p>	<p>Language – Understand reading predictors and how to analyze the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child’s ability to read.</p> <p>Identify principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology, and semantics.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use knowledge of language development in order to actively contribute ideas for effective intervention plans while serving as a team (Rtl, IEP) member.
<p>2. Apply and teach skills of spoken language as a precursor of reading and academic development.</p>	<p>Understand how spoken language is a precursor of reading and academic and social development.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify and refer students with both expressive and pragmatic language delay to appropriate support services, e.g., speech pathologist.
<p>F. Positive Environments for Learning for Students with Disabilities</p> <p>1. Define the scientific principles influencing academic and social behavior.</p>	<p>Positive Environments for Learning for Students with Disabilities</p> <p>Define the developmental theories influencing academic and social behavior.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • As they relate to classroom guidance lessons and individual and group counseling sessions. • Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs.
<p>2. Implement positive behavioral interventions based on a functional analysis of behavior.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Collaborate with other school personnel in the construction and implementation of positive

Regulation Language	Activities that relate to the work of the School Social Worker
	<p>behavioral interventions based on a functional analysis of behavior.</p> <ul style="list-style-type: none"> • Use individual counseling and consultation with parents to determine factors that are likely to enhance the success of positive behavioral intentions, including involving the student in the process and identifying reinforcers that will be attractive to the student.
<p>3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Develop/Implement Functional Behavior Assessment. • Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting.
<p>G. Collaboration and Communication 1. Identify effective co-planning and co-teaching strategies</p>	<p>Collaboration and Communication</p> <p>Identify effective collaboration and consultative strategies.</p>
<p>2. Identify collaborative consultative skills and models (e.g., understanding role on the IEP team, teaming, parallel teaching).</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • School Social Workers are active and collaborative members of IEP, RtI, SAP, transition, etc., teams. • Lead/coordinate such teams. • Apply consensus-building process to foster agreement in a group. • Contribute expertise in understanding of students' career and socio-emotional development and facilitate the connection between the school and family environment. • Utilize a school social work advisory committee for consultation, including members from teaching and administrative staffs, as well as parents and community agencies. • Actively work with state, local, and national organizations—especially those that embrace NASW Code of Ethics and standards for school social work services for best practices.
<p>3. Identify instructional levels of students through collaboration with members of the IEP team.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Collaborate as team members on IEP and RtI teams and understand assessment data distributed during these meetings.

Regulation Language	Activities that relate to the work of the School Social Worker
	<ul style="list-style-type: none"> Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.
<p>4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).</p>	<p>Understand the role of the school social worker as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> This role is used throughout the day as one interacts with teachers, administrators and parents. This role is also used on the various teams school social workers participate on— IEP, IST and SAP. Conduct guidance lessons that address students’ socio-emotional, career and academic needs at transitional points. Collaborate with school personnel in coordinating transitional planning to address students’ socio- emotional, career and academic needs. Provide individual and group counseling and guidance lessons for students with disabilities to promote their successful entry into the work of work.
<p>5. Demonstrate an understanding of the meaningful roles that parents, and students play in the development of the student’s education program.</p>	<p><i>Examples</i></p> <ul style="list-style-type: none"> Conduct needs assessments and follow-up on outputs and outcomes using evaluative instruments to assess counseling program effectiveness. Use individual counseling to help students understand their disability, strengths, need to compensate for information processing weaknesses, and education program. Promote parent involvement in the process of identifying their student’s needs and constructing and implementing the student’s education program. Communicate with caregivers and students about a student’s education program and extend invitations to caregivers and students to attend meetings that focus on a student’s education program.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents to meetings, meet with parents in their homes, and secure interpreters at meetings. • Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families. • Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.
<p>7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student’s educational program.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Implement procedural goals at various stages of problem solving in relation to pre-referral interventions and IEP development. • Work to counteract the barriers and challenges involved with Home-School collaboration. • Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of identifying students with disabilities. • Creating the students’ educational program.
<p>8. Work collaboratively with all members of the student’s instructional team including parents and non-educational agency personnel.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies.

III. Assessments

Regulation Language	Activities that relate to the work of the School Social Worker
<p>Candidates will be able to:</p> <p>A. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.</p>	<p>Candidates will be able to:</p> <p>Identify, administer, interpret, collaborate and plan instruction or interventions based on each of the following assessment components in a standards aligned system.</p>

Regulation Language	Activities that relate to the work of the School Social Worker
<p>1. Authentic –A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.</p>	<p>Authentic –</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Academic and group counseling. • Guidance lessons. • Help students improve or develop specific social skills and/or anger/frustration management skills that help reduce academic barriers. • To assess the outcome of an intervention, a student is often observed in the classroom or other settings.
<p>2. Screening - Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).</p>	<p>Screening –</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Determining level of need for behavioral or social- emotional interventions. • Administer, interpret, and provide a formal report of the KBIT, PPVT, or WJ (assessment measures used by school to screen cognitive abilities—often used to screen for gifted).
<p>3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's; Running Records; GRADE; GMADE).</p>	<p>Diagnostic –</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Review diagnostic data prior to implementing individual or whole class instruction. • Working as a member of an IEP team. • Differentiating individual and group counseling services in accordance with the strengths and weaknesses.

4. **Formative - Pennsylvania defines formative assessments as classroom-based assessments that allow teachers** to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape **teaching and learning**. **Black and William (1998) define formative assessments broadly to include instructional formats that teachers** utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When **teachers** know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective **teachers** seamlessly integrate formative

Formative - Formative assessments allow school social workers to monitor and adjust their instructional practice **and interventions** in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape **teaching, learning, consultation, and counseling, and therapeutic interventions**. **Formative assessments include instructional formats that teachers and school social workers** utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers and **school social workers** with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers and **school social workers** know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers and school social workers seamlessly integrate formative assessment strategies into their (remove "daily") instructional routines.

Examples:

- Monitor and record progress/behavior during individual and group counseling sessions.
- Assess students' mastery of objectives in individual and group counseling.
- Modifying interventions to promote students' achievement of objectives.

Regulation Language	Activities that relate to the work of the School Social Worker
assessment strategies into their daily instructional routines.	
<p>5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS).</p>	<p>Benchmark – Assessments that are designed to provide feedback to the teacher, school social worker and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Review yearly progress of students across a grade. • Analyze for potential breakdown of learning areas across the grade, by groups or sub-groups which may indicate the need for instructional changes or identify potential needs or deficiencies among students. • Identify students who may need additional services, which may include individual and group counseling.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>6. Summative —Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the ESSA requirements. They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; PASA, and Terra Nova).</p>	<p>Summative</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance. • Collaborate with school personnel in determining students' readiness for grade promotion/retention. • Supervise PSSA testing process within a school.
<p>B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision-making process.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Active members of Rtl teams that use each of the methods of assessment during team meetings to determine educational strategies.
<p>C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for Special Education and related services based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Use summative assessments to modify social work interventions/strategies, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance.
<p>D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Help parents and students better understand test results, e.g., PSAT and SAT testing. • As a member of IEP teams and to communicate with parents.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>E. Demonstrate an understanding of the components of the Individualized Education Program (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Is a member of IEP teams, and to communicate with parents and facilitate communication between students, parents, community-based mental health providers and educational personnel. • Advocate for and explain the inclusion of individualized assessment of the student in their social environment. • Helping to develop measurable goals, specially designed instruction, adaptations accommodations, supplementary aids and services and supports for school personnel. • Coordinate special education services in some schools.
<p>F. Articulate differences between achievement tests, aptitude tests, and observational data used in Special Education placement decisions.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Conference with parents, planning with team members.
<p>G. Create an instructional plan using assessment information related to individual student achievement.</p>	<p>Create an intervention plan using assessment information related to individual student achievement.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Collaborating with the IEP team in creating instructional plans.
<p>H. Analyze and interpret formative assessment (e.g., curriculum-based assessment [CBA]).</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results. • Identify students requiring additional services, which may include individual and group counseling.
<p>I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement.
<p>J. Systematically monitor student performance to identify areas of need.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify students requiring additional services, which may include individual and group counseling.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.</p>	<p>Use evaluative data on an individual, class and district level to identify and implement intervention and/or programmatic revisions for quality improvement.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Review college acceptance rates and graduate employment statistics to determine if there is a need to modify their college/career (transition) planning efforts with students
<p>L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Serve as leaders of 504 planning teams and develop the 504 plan for students.
<p>M. Demonstrate an understanding of ethical practice for assessment.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Abide by ethical practice standard of large scale assessment's administration.
<p>N. Recognized the need to consult with multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments. Analyzing grade level progress or breakdowns in academic areas. Parent conferencing of student's needs or current level.

IV. Literacy Development and Instruction in Core and Intervention Areas

Regulation Language	Activities that relate to the work of the School Social Worker
<p>Candidates will be able to:</p> <p>A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.</p>	<p>Candidates will be able to:</p> <p>Demonstrate an ability to identify instructional research-validated literacy interventions to identified student needs.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Evaluate instructional needs of students when developing guidance lessons in order to match instructional interventions to identified student needs, e.g., use paired-reading to ensure all students understand reading material used in the lesson, review difficult words prior to distributing reading materials.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities: Phonological Awareness & Phonics; Fluency; Vocabulary; Comprehension; Language; and Word Study (investigate & understand patterns in words).</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements.
<p>C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Participate on school-based teams reviewing textbooks and/or curriculum measures that incorporate multicultural and character development concepts within the text.
<p>D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Participate with school-based teams as the teams discuss evidenced-based practices in reading and relate large scale assessment results to the teams.
<p>E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Assist to determine which is primary-behavior or learning needs.
<p>F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities: text production; spelling; and composition for different types of writing.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Evaluate instructional needs of students when developing guidance lessons (i.e. career/college goals) in order to match instructional interventions to identified student needs (i.e., review effective writing skills before assigning a written task).
<p>G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program.
<p>H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Ensure, through team meetings, that student with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program.
<p>I. Demonstrate instructional strategies to enhance comprehension of material.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Be familiar with leading instructional approaches in the teaching of reading.

Regulation Language	Activities that relate to the work of the School Social Worker
J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.	<p><i>Example:</i></p> <ul style="list-style-type: none"> Based on student interviews, provide input to teams on the challenges that students with disabilities face in learning subject area content.
K. Assess the readability of content area reading materials.	<p><i>Example:</i></p> <ul style="list-style-type: none"> Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material.
L. Demonstrate the ability to adapt content area material to the student’s instructional level.	<p><i>Example:</i></p> <ul style="list-style-type: none"> Conducting individual and group sessions and classroom guidance programming.
M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards-based curriculum (core literacy program for students with disabilities).	<p><i>Example:</i></p> <ul style="list-style-type: none"> Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities.
N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> Contribute on Rtl and IEP teams to ensure rigorous instruction of students. Contribute to transition teams that encourage rigor in academic studies to ensure student success in career or in college.
O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.	<p><i>Example:</i></p> <ul style="list-style-type: none"> Work on a team that includes the school social worker, counselor, and teacher(s).

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Regulation Language	Activities that relate to the work of the School Social Worker
<p>Candidates will be able to:</p> <p>A. Identify effective instructional strategies to address areas of need.</p>	<p>Candidates will be able to:</p> <p>Identify effective intervention strategies to address areas of need.</p>

Regulation Language	Activities that relate to the work of the School Social Worker
B. Scaffold instruction to maximize instructional access to all students.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Work with IEP team in developing ways to scaffold instruction.
C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Assess students' achievement of objectives in individual/group counseling.
D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Conducting classroom lessons (group counseling sessions might also come under this section).
E. Strategically align standard based curriculum with effective instructional practices.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Use standards-based curriculum (also evidence-based).
F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Make adaptations to curriculum that are evidence-based and engage students.
G. Analyze performance of all students and make appropriate modifications.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Assess students' achievement of objectives in individual/group counseling.
H. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse needs of students with disabilities.	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Academic and individual counseling.
<p>I. Use research supported methods for academic and non-academic instruction for students with disabilities.</p> <p>J. Develop and implement universally designed instruction.</p> <p>K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).</p> <p>L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.</p>	<p>I.– L.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use a variety of inclusive instructional methods during individual and groups counseling and other related social work services. • Use a variety of technology in the delivery of NASW Code of Ethics and Standards for School Social Work Services. • Modify individual and group counseling services to meet the unique needs of learners.

Appendix B: Meeting the Instructional Needs of English Learners (EL)

(3 Credits OR 90 Hours)

I. Foundations for Pre-service Candidates

Regulation Language	Activities that relate to the work of the School Social Worker
Candidates will be able to: A. Language 1. Demonstrate knowledge of language systems, structures, functions, and variation	Language <i>Example:</i> <ul style="list-style-type: none"> Oversee implementation of ESL and IU services.
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development	<i>Example:</i> <ul style="list-style-type: none"> Understand the normal development of a second language.
3. Identify the differences between academic language and social language	<i>Example:</i> <ul style="list-style-type: none"> Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations.
B. Culture 1. Identify sociocultural characteristics of ELs including educational background and demographics	Culture <i>Examples:</i> <ul style="list-style-type: none"> Use understanding of diverse worldviews and orientations to learning when conducting individual and group counseling, classroom lessons, closing-the-gap action plans, and interventions. Help parents and children negotiate the potential conflict stemming from acculturation.
2. Describe how ELs' cultural communication styles and learning styles affect the learning process.	<i>Example:</i> <ul style="list-style-type: none"> Understand and classroom lessons; and appreciate diverse communication and learning styles in providing individual and group counseling. Assist school personnel in understanding and modifying communication to accommodate diverse communication and learning styles.

Regulation Language	Activities that relate to the work of the School Social Worker
<p>3. Describe how ELs’ cultural values affect their academic achievement and language development.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Incorporate social inclusion practices into guidance curriculum and promote diversity training with students, teachers and other stakeholders. • Assist school personnel to understand different orientations to academic achievement.
<p>4. Identify cultural and linguistic bias in instruction, materials, and assessments.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • On curriculum development teams, ensure that culture bias does not occur. • Inform school personnel of potential bias in instruction materials, and assessments.
<p>5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Collaborate in the implementation of violence and bullying prevention programs to promote respect of cultural differences. • Conduct individual and group counseling and classroom lessons to promote acceptance and appreciation of diverse cultures.
<p>6. Observe culturally and/or linguistically diverse instructional settings.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> • In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms including ELs.

II. Applications for Pre-service Candidates

Regulation Language	Activities that relate to the work of the School Social Worker
<p>A. Standards-based Instruction</p> <p>1. Apply research, concepts, and theories of language acquisition to instruction.</p>	<p>Standards-based Instruction</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Provide input to ensure that students learning English as a second language receive a standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.
<p>2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELs.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Provide input to ensure that students receive evidenced based instructional strategies as part of their instructional program.
<p>3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Learners PreK-12 (ELPS) and PA academic standards.</p>	<p>Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Learners PreK-12 (ELPS) and PA academic standards.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> This understanding would be needed in developing behavioral plans or social emotional counseling.
<p>B. Assessment specific to EL</p> <p>1. Use PA ELPS to design content assessment.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards-based instruction.
<p>2. Identify issues related to standards-based formative and summative assessment for all ELs.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Call to the attention of the school-based team the issues related to formative and summative assessment.
<p>3. Use assessment data to differentiate and modify instruction for optimal student learning.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.
<p>C. Professionalism</p> <p>1. Describe the legal responsibilities related to serving ELs.</p>	<p><i>Example:</i></p> <p>Assist in the coordination of services for ELL students and inform parents and administrators of the school's legal responsibilities concerning EL students.</p>

Regulation Language	Activities that relate to the work of the School Social Worker
2. Demonstrate collaborative, co- teaching models for serving ELs.	<i>Example:</i> Observe and suggest co-teaching and collaborative models for serving students learning a second language.
3. Define common terms associated with English Language Learners	<i>Example:</i> Facilitate use of common terms associated with English Language Learning.
4. Identify professional resources and organizations related to serving ELs.	<i>Example:</i> Assist in the coordination of services for EL students, and provide parents of ELs appropriate referrals to community agencies.

References

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