

## Exhibit 5.1: SSW Course Matrix

### Pupil Personnel Services School Social Work Program Standards

In the matrix below denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	SW 212: HBSE	SW 213: Diversity	SW 220: Found. Practice	SW 221: Found. Practice II	SW 224: Individuals	SW 225: Groups	SW 227:Couples & Families	SW 246: Organizations	SW 247: Communities	SW 274: Practice in Schools	SW 275: Practice Schools II	SWrk 280: Field I	SWrk 281: Field II	SW282: Adv. Field I	SWrk 283: Adv. Field II
		<b>Generic Standards (G.S.)</b>														
2	Candidates demonstrate an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments.															
	Candidates demonstrate an understanding of the effects of the following on pupil development:															
	health and developmental factors															
	language															
	cultural variables															
	diversity															
	socioeconomic status															
factors of resiliency																

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3	Candidates display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.															
	Candidates demonstrate the skills needed to work effectively with pupils and their families from diverse backgrounds.															
	Candidates demonstrate cultural competence to effectively serve diverse and changing communities.															
	Candidates demonstrate an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.															
4	Candidates demonstrate knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.															
	Candidates demonstrate an understanding of the influence of multiple factors on pupil achievement.															
	Candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.															

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5	Candidates display an understanding of the factors that contribute to successful learning.			I		I A	I				I I I A	I A			P <sup>1</sup> P <sup>2</sup> P <sup>3</sup> A	P <sup>1</sup> P <sup>2</sup> P <sup>3</sup> A <sup>1</sup> A <sup>2</sup> A <sup>3</sup>	
	Candidates demonstrate how to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.																
	Candidates demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.																
6	Candidates demonstrate an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services.																
	Candidates demonstrate the ability to access information about legal and ethical matters.																
7	Candidates demonstrate an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration.					I		I			I A	I A			P <sup>1</sup> P <sup>2</sup> A	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup> A <sup>3</sup>	

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	Candidates demonstrate their ability to work with parents to foster respectful and productive family-school collaboration.															
8	Candidates demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.															
9	Candidates demonstrate an understanding of the ways in which school environments can enhance the safety and well-being of all pupils.															
	Candidates demonstrate knowledge of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.								I		I A				P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	Candidates demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.								I		I A				P <sup>1</sup> P <sup>2</sup> A	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	Candidates demonstrate 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.			I				I		I I	I			P <sup>1</sup> P <sup>2</sup> A	P A	
10	Candidates demonstrate knowledge and application of theories, models, and processes of consultation.															
	Candidates use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.															

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	Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.															
11	Candidates demonstrate an understanding of learning theories and factors influencing learning and teaching such as:															
cognition	I										I <sup>1</sup> I <sup>2</sup>			P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	
memory	I										I <sup>1</sup> I <sup>2</sup>			P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	
attention skills	I										I <sup>1</sup> I <sup>2</sup>			P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	
perceptual-sensory processes	I										I <sup>1</sup> I <sup>2</sup>			P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	

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	emotional state	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	motivation	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	organizational skills	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	gender	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	cultural differences	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	linguistic differences	I									I <sup>1</sup> I <sup>2</sup>				P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
	Candidates evaluate the congruence between instructional strategies and pupil learning assets and deficits.										I <sup>1</sup> I <sup>2</sup>				P A	P A

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12	Candidates display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.																
	Candidates demonstrate an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.																
13	Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.																
14	Candidates demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.																
	Candidates demonstrate an understanding the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict.																
	Candidates demonstrate an ability to facilitate group process and mediate conflict.																
15	Candidates demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.																
16	Candidates demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.			I					I				P P <sup>2</sup>	P P A	P A		
	Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.																

**School Social Work Specialization Standards (SSW)**

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17	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.										I A	I A			P	P A
18	Candidates demonstrate the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.															
19	Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level.															
20	Candidates demonstrate the ability to perform culturally competent, bio-psychosocial assessments of pupils, their families, and their social and school environments. Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members. Candidates understand and use the basic methods of social work intervention, which may include:															
	counseling															
	crisis intervention															
	casework															



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	group work															
	community organizing															
	consultation															
	case management															
	family therapy															
	effective educational strategies															
<b>21</b>	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 based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.															
<b>22</b>	Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community.															
	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.															
<b>23</b>	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.															

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	Candidates demonstrate the ability to access and critically analyze research related to schools and communities.															
24	Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 hours are school-based practice supervised by a credentialed practitioner, of which a minimum of 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.												I P A	I P A	I P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	I P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>