Collaborative Development of Field Evaluation

- UC Berkeley School of Social Welfare
- San Francisco Unified School District

American Council for School Social Work,
New Orleans, LA
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Opportunity

- Rapid growth of school social work services in SFUSD
  - 5 school social workers in 2001
  - 100+ school social workers now
  - Property Tax Initiative to fund children services (Prop. H)
- SFUSD emphasis on mezzo/collaborative methods of providing services

Ayasse, R.H; Stone, S.I, (2015)

Research

- UC Berkeley outreach
- Collaborated with SFUSD to study the effectiveness of their school social work services
- Study of school social work services in of schools SFUSD found significant impact on school achievement

- Stone, S., Shields, J. P., Hilinski, A., & Sanford, V. (2013)
- Ayasse, R.H; Stone, S.I, (2015)

Focus on Measurable Outcomes for SW Education

- CA Commission on Teacher Credentialing (CTC) - Pupil Personnel Services Credential (PPSC)
  - 33 Standards – require evidence of candidate achievement
- CSWE
  - 10 Core Competencies
  - – "outcome performance approach" requiring "measurable practice behaviors"

Learn What Skills?

- CSWE?
- CA CTC?
- Agency tasks?
- Those taught in University?

Need for More and Better Skilled School Social Workers

☐ SFUSD unable to retain Counselors with MA (MFT in CA) due to poor fit between training and professional preparation and job duties

☐ SFUSD reluctant to hire new MSW's due to lack of experience in mezzo/collaborative methods

☐ School Social Work MSW field placements' emphasis on providing individual and small group counseling

Collaborative Task

☐ Convene group of experienced School Social Workers / Field Instructors

☐ Goal:

UC Berkeley MSW PPSC holder to be prepared to work in any school social work position in SFUSD upon graduation from our program.

Collaborative Process

☐ Focus Groups:

    ☐ Identify Important skills for School Social Workers

    ☐ Match with CSWE competencies

    ☐ Identify observable behaviors indicating "excellence" and "lack of competence" in each area

    ☐ Apply tool

    ☐ Refine it

Questions to SFUSD SSW's:

☐ WHAT skills and knowledge does a person need in order to be an effective school social worker in SFUSD?

☐ HOW do we prepare an MSW student to fill that role?

   ☐ Scaffolding activities

   ☐ Micro, Mezzo , and Macro practice opportunities

Evaluation of Candidate

- HOW will we KNOW if the candidate has acquired the necessary skills?

- Who determines what is necessary?
    - UCB Field Competencies
    - CSWE Competencies
    - SFUSD SW's list of skills
    - PPSC Standards

- Scales of Observable behavior generated by SFUSD SSW's

UCB and CSWE Field Competencies

☐ **Ability to form professional relationships with a range of individuals, groups, and communities**

Become proficient in forming professional relationships with a broad range of clients and their caregivers and/or families, forming professional relationships with a variety of colleagues, professionals, and community groups, and in interacting effectively with collaborative treatment planning

☐ **CSWE: Educational Policy 2.1.10(a)–(d)**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**.**

Outcome Measure of Competence Scale:
0= Not competent
5= Beginning MSW level
10 = Advanced - High level skill

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2) Consultation with teachers/staff
CTC Standard 10 – Consultation

(Developed scale)
0= Does not ever consult with teachers regarding students' needs

5= Recognizes need for consultation and consults with teachers most times when it is appropriate or necessary

10= Consults with teachers and other school staff on a regular basis and develops a collaborative relationship with them to address students needs, appropriate to the developmental level and needs of the students.

Revised After Pilot Phase

Consultation with teachers/staff, parents, or other collaterals

CTC Standard 10 – Consultation; and Standard 7 – Family-School Collaboration

0= Does not ever consult with teachers, parents/caregivers, and/or other community providers regarding students' needs. **Develops conflictual relationships with consultees and/or displays excessive anxiety in those relationships.**

5= Recognizes need for consultation and consults with teachers, parents/caregivers, and/or other community providers most times when it is appropriate or necessary. **Is comfortable, confident, and professional in consultee relations**

10= Consults with teachers, other school staff, parents/caregivers, and/or other community providers on a regular basis and develops a collaborative relationship with them to address students needs, appropriate to the developmental level and needs of the students. **Demonstrates professional self assurance and is sought out by others for help and support**

Formative vs Summative Evaluation

☐ Formative:

Monitor student learning and provide ongoing feedback

Used by instructors to improve their teaching and by students to improve their learning

☐ Summative:

Evaluate student learning at the end of an instructional period (Grades)

Compared to a standard or benchmark

Kealy (2010)

Formative and Summative Values

- Formative:
  - The criteria for perfect "10" provided a vision to be strived for and an incentive for ongoing professional development.

- Summative:
  - The criteria for "0" provided some clarity about what would be grounds for failing a student. (A Grade of "Unsatisfactory")

Data: School Years 12-13 and 13-14

PPSC Evaluation Standard	School Year 2012-13 Item Average Score, N=15	School Year 2013-14 Item Average Score, N=24
1) Engagement with clients	6.60	8.08
2) Consultation with teachers/staff	6.53	7.92
3) Assessment of clients	6.47	7.68
4) Treatment planning with clients	6.20	7.43
5) School-wide intervention planning	5.86	7.72
6) Evaluation of services provided to clients	6.47	7.90
7) Evaluation of mezzo and/or school-wide intervention efforts	5.92	7.31
8) Termination and transition skills	6.00	7.15
9) Oral and Written communication skills	7.03	8.42
10) Collaboration and coordination skills	6.40	8.18
11) Professional conduct	7.60	8.65
12) Self- reflective practice	8.13	8.60
Average Score across Competencies	6.65	7.92

Students' Self-Ratings on CTC Standards

☐ 2012-13 School Year the students' cumulative average score of their achievement

= **5.4 of 7**.

☐ In 2013-14 their cumulative average score

= **6.8 of 7**.

Preliminary Conclusions

- Measures are perceived as valid by a wide variety of School Social Workers across districts

- Did not remove "Halo Effect"

- May have led to early identification of lack of competency

- Observable trends and needs for attention

- Inter –rater variations

Formative Value for Field Instructors

- Creating specific and observable rating criteria helped to assess their students' performance and to structure learning activities in the field

- Assigning the interns tasks that would more properly prepare them for their post MSW careers required a new level of thought and creativity

Value and Enhanced Validity of Evaluation Tool

- Developed a shared definition of what we are measuring

- Incorporated multiple perspectives of the role of a social worker

- Engaged the gatekeepers of the profession in the process of co-creation and execution of the evaluation process

Continuous Collaboration and Expansion

- Reviewed evaluation tool's content and process with each student and Field Instructor

- Engaged other districts and field sites in utilization of tool

- Expanded process to other SW specialties in the University

Next Steps

- Re- Assess School Social Worker Tasks and Most Frequent and/or Time Intensive Student Needs

- Identify Desired Specific and Measurable Outcomes

- Evaluate which Tasks and Interventions lead to those Outcomes

- Refine Process for Teaching and Evaluating Targeted Intervention Skills

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