

Home and School Visitor

I. Knowing the Content

The professional education program provides evidence that Home and School Visitor certification candidates complete a clearly articulated program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in coordinating and implementing social services for school aged children (K-12) including:

I.A. The role and function of the Home and School Visitor in working with students, families, schools and community organizations including:

- child advocacy,
- case management and record keeping,
- assessment, diagnosis, monitoring, evaluation and termination,
- interviewing and communicating with groups and individuals,
- consultation and collaboration with school personnel and community services,
- prevention and intervention in social and educational problems

I.B. The educational system as it relates to models of social work and intervention in the areas of:

- school-community-pupil relations model,
- clinical model,
- social interaction model

I.C. Theories of human behavior and development and their implications for the child's participation in the learning process:

- human growth and development,
- learning theory,
- systems theory,
- communications theory,
- social learning theory,
- behavioral theory

I.D. The characteristics of pupil populations and how they impact student behavior in the school including:

- racial, ethnic, religious, and gender identification, peer influences,
- handicapping conditions, stress, disability, and health problems,
- school age pregnancy and adolescent parents,
- substance abuse, suicide, and violence,
- dropouts, underachievers, and truants,
- abused and neglected children, divorce and separation

I.E. Contemporary issues in public education, legislation, case law, and due process affecting the educational adjustment of children:

- Section 504 of the Rehabilitation Act of 1973 Handicapped Persons' Rights Under Federal PL 99-457, Education of the Handicapped Amendments of 1986 (Early Intervention Programs for Infants and Toddlers),
- Due process procedures under case law,
- PL 93-380 Family Educational Rights and Privacy Act (Buckley Amendment) 1974,
- Policies regarding student discipline, suspension, and expulsion,
- PL 100-77, Urgent Relief for the Homeless Act (Homeless Assistance Act),
- PL 100-297, School Improvement Act of 1997 (Hawkins-Stafford ESEA Amendments),
- The Education of the Handicapped Act Amendments of 1997 (Individuals with Disabilities Education Act (IDEA)),
- Americans with Disabilities Act (1990)

II. Performances

The professional education program provides evidence that Home and School Visitor certification candidates demonstrate knowledge and competence in the content areas in coursework and a minimum of 360 hours of field experiences and a required practicum. The field experiences and practicum must be in diverse settings and require the candidates to demonstrate the exit criteria and competencies while working with students at different educational levels under the supervision of a certified home and school visitor.

III. Professionalism

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Collaborating school colleagues and other social service providers to improve student learning

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students