

California Lutheran University

Graduate School of Education
Department of Counselor Education

PUPIL PERSONNEL SERVICES CHILD WELFARE & ATTENDANCE FIELDWORK HANDBOOK EDCG 540

California Lutheran University's Mission Statement: “To educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.”

Graduate School of Education's Vision Statement: “Our vision is guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities.”

Department of Counselor Education's Mission Statement: “Through a critically reflective curriculum rooted in social change and community engagement, the Department of Counselor Education prepares ethical, socially responsible counselors and leaders to be advocates for access, equity, and inclusion in educational institutions.”

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**CALIFORNIA LUTHERAN UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION**

PUPIL PERSONNEL SERVICES CREDENTIAL

INTRODUCTION

This handbook is to be used as a guide by candidates for the Pupil Personnel Services credential earning the Child Welfare and Attendance Authorization as they are carrying out their field experiences, by their site supervisors, and by the University supervisor.

Requirements

Each of these field experiences shall be required of all candidates, and shall consist of a minimum of the following:

1. Field practice in the knowledge and skills provided in objectives in the following section.
2. Practicum (EDCG 528) shall be one hundred (100) clock hours at a diverse K-12 public school, college/university, or agency setting, and may include both observation and direct counseling experiences. Supervision by an appropriately licensed or credentialed professional is required. (In a K-12 public school setting, the site supervisor must hold a PPS credential for more than two years. In a higher education setting, a site supervisor must hold at least a Masters degree for more than two years. In an agency setting, the site supervisor must hold an appropriate license.)
3. Field practices (EDCG 533 and EDCG 534) shall be a minimum of eight hundred (800) clock hours in diverse public school settings that includes direct contact with pupils.
4. Field practice by credential candidates shall be under the supervision of an appropriate and experienced certificated personnel (i.e. PPS credential holder), approved jointly by the University and school district administration.
5. The field practice (EDCG 533 and EDCG 534) assignments shall be provided in at least two of three settings: elementary, middle, and/or high school, and shall include a minimum of three hundred (300) clock hours, and a maximum of five hundred (500) clock hours in each setting.
6. At least one hundred (100) clock hours of field practice must be completed in each of the following areas: Social/Emotional, College/Career, and Academic between EDCG 533 and 534. At least one hundred fifty (150) clock hours of field practice must be spent in direct contact with students of diverse backgrounds including socioeconomic disadvantages, English learners, homeless youth, foster youth, students with disabilities, students experiencing suspension and expulsion from school, LGBTQ+ students, and racially minoritized students between EDCG 533 and 534.
7. The Child Welfare and Attendance Authorization requires at least one hundred fifty (150) clock hours of field practice divided accordingly in EDCG 540: A minimum of ninety (90) clock hours must be in a school setting in direct contact with pupils. A minimum of thirty (30) clock hours must be in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child

protective services, and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the University supervisor.

PROGRAM DESCRIPTION

The Master of Science in Counseling and Pupil Personnel (PPS) with PPS School Counseling Credential program at California Lutheran University is designed to prepare candidates to serve as future school counselors who are prepared to be leaders and advocates for student success in multicultural and pluralistic educational settings.

Upon completion of the PPS program, candidates will display the ability to:

- Design, implement, and evaluate standards-driven, comprehensive counseling and guidance programs in K-12 schools that are needs-based
- Consult and collaborate with instructors and other professionals in order to support student success
- Advise students about their educational plans
- Advise students about their career plans
- Counsel students individually about their personal and social development through a multicultural and pluralistic lens
- Counsel students in groups about their personal/social and/or academic development through a multicultural and pluralistic lens
- Understand factors contributing to and methods and programs for supporting student retention and success
- Serve as an advocate for equity, inclusion, and social justice

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PUPIL PERSONNEL SERVICES CREDENTIAL

GUIDELINES FOR WORKING IN SCHOOLS

As you begin the school counseling Practicum and Field Studies placements, it is important to keep in mind that you are being given this opportunity by dedicated professionals. These counselors are faced with heavy caseloads and they need your full cooperation and maximum effort. As a Practicum or Field Studies student, you should think of yourself as a member of the school staff. You should strive to become as involved in school activities as possible. Your placement this year is an opportunity to not only increase your technical skills as a counselor, but to also become familiar with school policies and procedures. With this in mind, please remember the following expectations/issues throughout your placement:

1. You represent yourself, California Lutheran University, your professors, and your site supervisor. Please respect the trust being placed in you to conduct yourself in an honest, ethical manner. You should abide by professional ethical codes at all times.
2. Your site supervisor, in particular, is placing a great deal of trust in you. Please show respect for them, by seeking their input and listening to their direction and advice.
3. Make a schedule with your site supervisor and keep it.
4. Respect the fact that the primary function of schools is to teach. Your role is to support teachers so that they can provide a better learning experience for students.
5. Contact parents/legal guardians (by phone or home visit) only after discussion with your site supervisor.
6. Familiarize yourself with the school emergency plan and procedures to follow in a physical or psychological crisis. Ask your site supervisor what you are to do if a student expresses suicidal thoughts.
7. Meet with the school principal. Introduce yourself and inquire about their expectations and hopes for your work as a counseling Practicum/Field Studies student.
8. Follow all appropriate procedures for looking at information in students' cumulative folders. Do not look at folders on your own unless cleared by your site supervisor.
9. When in doubt, wait and get advice from your site supervisor, your University Supervisor, or at your supervision (Practicum/Field Studies) seminar. Most things can wait a few days without creating a problem. In emergency situations, follow appropriate school procedures.

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PUPIL PERSONNEL SERVICES CREDENTIAL

DEFINITION OF ROLES

The following roles are assigned to the field candidate, the site supervisor, and the University supervisor:

Field Candidate

For each field work course (Practicum and Field Studies), the candidate will:

1. Meet with your advisor to discuss readiness for field work.
2. Meet with the Counseling and Guidance Field Work Coordinator to discuss opportunities for site placement.
3. Meet with a potential site supervisor to discuss and develop a written fieldwork plan. The Field Experience Planning Form is to be submitted electronically to the University Supervisor after approval from the Site Supervisor and Candidate.
4. Submit a completed fieldwork application online by the application deadline. Your application is not complete until it has been electronically signed and submitted by your site supervisor to the Fieldwork Coordinator.
5. Once the application has been approved, enroll in the appropriate Practicum or Field Studies course after receiving an email clearing you to register.
6. Attend all regularly scheduled seminars conducted by the University supervisor. Missing more than 2 seminars may result in a no credit in the course.
7. Carry out the activities at the site as described in the Pupil Personnel Services Credential handbook.
8. Arrange for the University supervisor to meet the site supervisor during the site visit for Practicum, and during the first site visit for both Field Studies.
9. Arrange for appropriate observations for the University supervisor when visits are scheduled.
10. Keep an electronic log of field hours for both Practicum and Field Studies in Toggl. A report of your hour log will be attached to the Field Log Overview form and submitted for review and electronic signature by the site supervisor and the University supervisor when field hours have been completed.
11. Have the fieldwork formative and summative evaluation for Practicum and Field Studies completed and electronically signed by the site supervisor. After the site supervisor has signed the evaluation, the candidate and University supervisor will review and electronically sign the evaluation. The formative evaluation should be submitted once you have completed half of the required hours at your site. The summative evaluation should be submitted once you have

completed all of the required hours at your site. Your site supervisor will not be able to complete your summative evaluation until you submit your Field Log Overview form and hour log.

Site Supervisor

The site supervisor, who must be an experienced holder of the Pupil Personnel Services in School Counseling credential (for at least two years) for Field Studies (EDCG 540*), will:

1. Meet with the candidate, review the list of required activities, assist the candidate in developing a written individualized training plan to be submitted on the Field Experience Planning Form, and signify willingness to supervise the candidate by approving and electronically signing the fieldwork application form.
2. Meet the site supervision training requirement outlined by Cal Lutheran with the California Commission on Teacher Credentialing, which includes one of three options: (1) completing a four asynchronous online training modules offered by Cal Lutheran's Department of Counselor Education, which is valid for three years; (2) attending an in-person or virtual synchronous training session offered by Cal Lutheran's Department of Counselor Education, which is valid for three years; or (3) participating in CASC's supervision certificate program, which is valid for five years.
3. Meet or speak with the University supervisor as necessary during field experience.
4. **Supervise the candidate (at least one hour per week face to face individually OR at least ninety minutes per week face to face as a group with multiple interns) and continually evaluate the candidate's progress, reviewing hour log reports on a regular basis.**
5. Contact the University supervisor during the semester to design a remediation plan for any candidate who is not performing adequately.
6. A mid-semester Formative Evaluation is required for all candidates and will be submitted online. The candidate will email a link to you after they have completed half of the required hours in their placement.
7. Complete the online Summative Evaluation form at the end of the candidate's field experience and verify the number of field hours the candidate has completed. You will not be able to complete the Summative Evaluation until the candidate has submitted their Field Log Overview form for your review and electronic signature.

*** For candidates seeking employment in LAUSD with their CWA specialization, your EDCG 540 site supervisor should also hold that specialization.**

Please note: as per regulations from the California Commission on Teacher Credentialing, supervisors are not allowed to supervise more than 4 interns at any one time. Cal Lutheran's Department of Counselor Education **strongly recommends** that site supervisors do not supervise more than three interns at any one time given the time and energy that is needed to provide direct supervision to graduate interns in the field.

In the case that a site supervisor fails to provide direct, developmentally appropriate, and ethical supervision and/or meaningful learning opportunities that are aligned with the specified assignments and objectives for intern candidates in this handbook, the University has the right to suspend site supervisors

from their role and remove a candidate from their placement site. Suspended site supervisors will not be approved to supervise Cal Lutheran PPS candidates in the future.

University Supervisor

The University supervisor of Practicum and Field Studies will:

1. Review and electronically sign the site supervisor's mid-semester Formative Evaluation, and develop a plan with the site supervisor and candidate to remediate deficits.
2. Visit the site at least once during Practicum, and twice during each Field Studies, to observe the candidate carrying out assigned activities.
3. Hold fifteen (15) seminars for Practicum, Field Studies, and the CWA course each semester to discuss field experiences, assignments, and common interests and concerns of the group.
4. Verify all logs, reports, and evaluations have been submitted online at the end of each field experience course. Electronically sign all documents requiring your review.
5. Decide whether or not the candidate has successfully completed his/her field experience and assign a grade of "Pass" or "No Credit."

CALIFORNIA LUTHERAN UNIVERSITY DEPARTMENT OF COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

EDCG 540 CHILD WELFARE AND ATTENDANCE SEMINAR

COURSE DESCRIPTION

An emphasis on school, home, and community factors contributing to school attendance, related laws, and intervention programs designed to enhance attendance and school safety. One hundred and fifty (150) clock hours of field work at a school site is required under the supervision of an experienced Pupil Personnel Services credential holder who oversees attendance (site supervisor must hold the credential for more than two years). **CWA candidates who wish to intern or eventually work in LAUSD must be supervised by a PSA Counselor who holds the CWA specialization.** For students who obtained their Pupil Personnel Services credential at California Lutheran University, fifty (50) attendance-related clock field hours may be accumulated during Field Studies I and II, with a maximum of twenty-five (25) clock hours accumulated in Field Studies I, and a maximum of twenty-five (25) clock hours accumulated in Field Studies II.

The one hundred and fifty (150) clock hours must be divided accordingly: A minimum of ninety (90) clock hours must be in a school setting in direct contact with pupils. A minimum of thirty (30) clock hours must be in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the University supervisor.

COURSE OBJECTIVES

- A. Upon successful completion of the course, the candidate will demonstrate knowledge of:

1. The effect of personal, cultural, social and environmental factors upon school attendance.
2. The importance of parenting skills that are related to school attendance.
3. Factors, including schools, parents and the community, involved in positive school engagement, as well as in truancy and dropout, and methods and prevention programs designed to remediate problem areas.
4. The basic California compulsory education law, legal variances, and attendance accounting procedures.
5. California and Federal child labor laws and their relationship to compulsory school attendance in California.
6. Child custody laws as they relate to educational rights of parents and guardians.
7. The laws and responsibilities related to school records, including confidentiality, access, and transfer.
8. The laws and regulations related to safe and orderly school environments.
9. The laws related to severance of school attendance, appropriateness of use, and due process.
10. The ability to assess symptoms related to poor school attendance and

B. Upon completion of this course, students will have satisfactorily completed one hundred and fifty (150) clock hours of a broad variety of field experiences at a school site that are related to attendance and the rights of minors, under the supervision of an experienced Pupil Personnel Services credential holder.

ASSIGNMENTS

Assignment 1: Community Resource List

Students will research services available both on-campus and off-campus which may be useful to students and families experiencing Child Welfare and/or Attendance-related difficulties. Students will develop a comprehensive list of resources and present the list in an organized, user-friendly format. This will allow each student to increase their knowledge and access to additional resources. Topics may include afterschool programs, tutoring services, counseling resources, alternative education, intimate partner violence, homeless shelters, food banks, parenting classes etc.

Assignment 2: School Climate Analysis

Signature Assignment - Please upload to both Canvas & Taskstream

School climate can affect and impact student attendance, for better or for worse. Observe aspects of school climate at your school and write a one to two page analysis. Your analysis should highlight factors that you believe contribute to positive school climate and explain why. Your analysis should also include a discussion of factors that negatively affect school climate and explain why.

Assignment 3: Case Presentation

As a Child Welfare & Attendance Advocate, you will need to be able to present coherently the facts of a case with respect to excessive absences and attendance intervention. Select one actual student you have been working with because of an attendance problem. Write 2-3 paragraphs that briefly summarize the key assessment points, describe the presenting problem, family context, academic strengths and weaknesses, and your attempts at intervention. In class, you will have 10 – 15 minutes to present your

case to the Instructor and fellow students. The class will discuss the case. *Make sure you do not include any identifying information about your student.

Assignment 4: Role Play/Mock Parent Conference

Students will read vignettes about students and families and be selected to participate in role playing situations to increase their critical thinking, awareness and counseling skills. Students will take turns role- playing the CWA Professional and the parent in each vignette to practice and improve effective communication and counseling skills with respect to CWA issues. Role-playing is a great way to gain insight into yourself and others. It can help students become more sensitive to the positions of others and help you understand how others see you as well as improve your confidence. Role-playing can be a groundbreaking tool in realizing ones strengths and weaknesses in the field of counseling. Students will have an opportunity to hear feedback from classmates and instructor. This can be an uncomfortable task at times but helpful for growth. The instructor will challenge the students to evaluate their skills.

Assignment 5: SARB Reflection

Attend a SARB meeting and be prepared to observe the dynamics and take notes. Write a reflection as follows: Begin with a one paragraph summary of the case. Describe who the student(s) is/are and why the case was brought to SARB. (Remember, do not include identifying information about any students). Describe what took place at SARB. Describe how the student and family members reacted to SARB panel comments and questions. Based upon their response at SARB, including verbal and nonverbal information as you observed it, do you think the SARB intervention was effective? Why or why not? Finally, reflect on your experience as an observer. What thoughts went through your head and what questions remain for you? What feelings came up for you and how did you handle those?

Assignment 6: Field Placement Reflection

Compose a one-page written reflection of how your experience as a CWA intern contributed to your career development. Identify areas where you believe you still need to strengthen your skills as a child welfare and attendance advocate.

COURSE REQUIREMENTS

1. Regular attendance and active participation in class discussion (missing a class meeting may result in a no credit in the course).
2. Satisfactory completion of one hundred and fifty (150) clock hours of field work involving school attendance and the rights of minors at an elementary, middle, or high school as verified by logs and evaluation by the site supervisor. A minimum of ninety (90) clock hours must be in a school setting in direct contact with pupils. A minimum of thirty (30) clock hours must be in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the University supervisor.

EVALUATION

Evaluation to be based on:

1. Attendance and participation in seminar sessions.
2. Completion of assigned written reports.
3. Demonstration of remediation of mid-semester weaknesses identified on formative evaluation.

4. Satisfactory demonstration of counseling skills during site visits by the University supervisor.
5. Logged and verified completion of a minimum of 150 hours of counseling and guidance services at the site with the hours devoted to diversity issues noted.
6. Demonstrated mastery of competencies as signified on the Summative Evaluation form completed by the site supervisor and the University supervisor.

This course is graded pass/fail. Students' who complete all assignments, attend class sessions, fully participate and receive satisfactory site evaluations plus complete their required hours will pass. Students' are required to attend class on time. If a student misses more than two classes, the student will receive a mark of **No Credit** (unless prior arrangements have been made with instructor).

Completed hour logs, the site visit forms, and the site supervisor's formative and summative evaluations are to be electronically signed and submitted by the last seminar. (While it is permissible to take an "in progress" to finish the required hours, all assignments and the site visits must be completed by the last seminar.)

ELECTRONIC FORMS OVERVIEW

Fieldwork Application

Upon completing your portion of the CWA online application, the site supervisor indicated on your application will receive an email requesting additional information and their electronic signature. Upon site supervisor approval, your application will be sent to the Field Work Coordinator for approval and you will receive an email allowing you to save or print a copy of the application for your records. In order to submit an application for fieldwork you are required to have professional liability insurance. Please be prepared to upload evidence of your proof of coverage prior to beginning your application. When you are ready to begin your application, visit the [Student Resources](#) webpage, locate the PPS, Child Welfare & Attendance section, click the "Application for Fieldwork" link, sign in when directed to your MyCLU account, and complete the student portion of the CWA Application for Fieldwork. You will receive an email after your site supervisor has signed your application and after the Fieldwork Coordinator has approved your application. Please note that the PPS Fieldwork Coordinator will not approve your application until your Site Supervisor has completed the required supervisor training. You can log in to view your [Pending Forms](#) at any time to check the status of your application or send a reminder email to your Site Supervisor for their signature and approval of your application. If your Site Supervisor changes after your application has been approved, please submit a new application.

Field Experience Planning Form

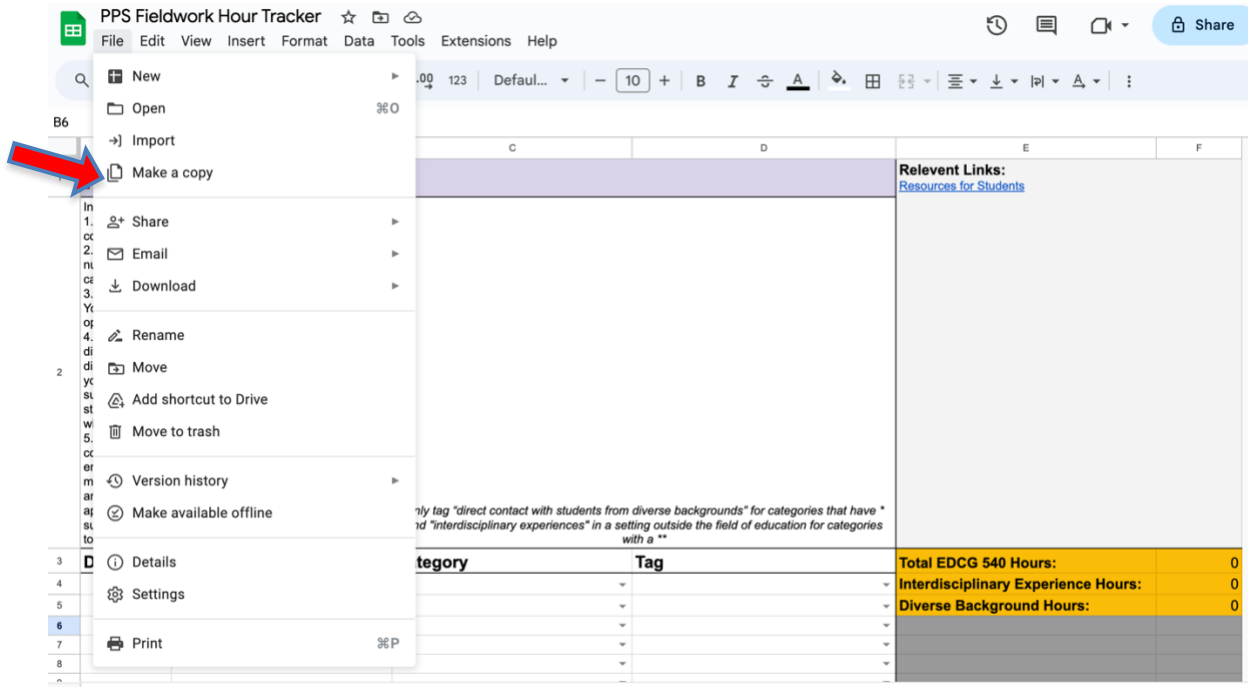
Prior to completing this document, the candidate and Site Supervisor will review the Fieldwork Handbook, paying particular attention to the "Definition of Roles". It is important to review the field experiences the program expects the candidate to gain during their internship and the evaluations that the Site Supervisor will complete to assess the candidate's progress and competency. This information will provide guidance as you create a plan for this field experience. Please review the CWA Field Experience Planning Form under Sample Documents at the end of this handbook so you are aware of the information needed to complete this form. After reviewing this information with your Site Supervisor, please visit the [Student Resources](#) webpage, click the "CWA Field Experience Planning Form", and complete and submit the CWA Field Experience Planning Form in Dynamic Forms. After you submit the form it will be sent to your Site Supervisor for review and approval, after which it will be submitted to your University Supervisor. You will receive an email after each person has signed the form.

Fieldwork Hour Log Tracking & Reporting

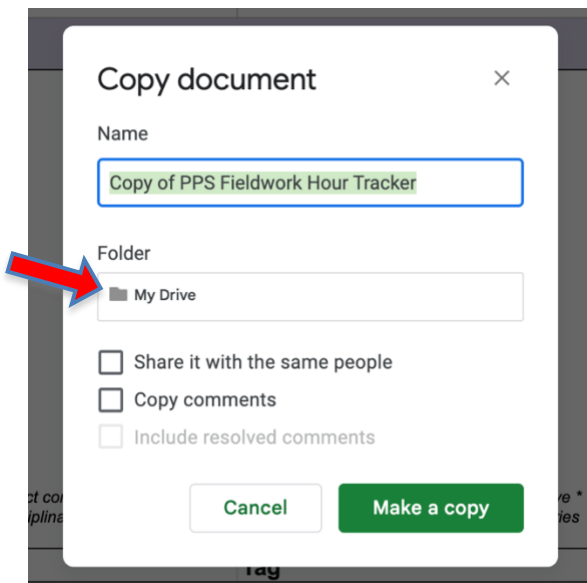
Fieldwork hours will be tracked electronically in your hour log which can be accessed through your CLU Google Drive. Upon completion of your Field Work hours, you will download a report from your

Google Drive that will be submitted to your Site Supervisor for review and approval before final submission to your University Supervisor. The following steps will assist you in making a copy of the Fieldwork Hour Log which will be saved in your CLU Google Drive, so you are able to update it as you complete your hours. If you have already made a copy of this form to track hours in your Practicum or Field Studies courses, you do not need to make a new copy of the form as there is a CWA tab along the bottom of the Google sheet already. If you are returning to the program to complete the CWA course and need a copy of the Hour Log please follow the steps below.

- Log into your MyCLU account, click on the Google Doc link shared with you via email by the Department of Counselor Education to open the PSS Fieldwork Hour Tracker document.
- At the top of the document, click “File” and select “Make a Copy”



- The box below will appear on your screen allowing you to make your own copy of the hour log for your personal use.



- You can change the name of the document if you would like to.
- Make sure folder selected is “My Drive”.
- Other boxes should NOT be checked.
- Click “Make a copy”.
- Your personal copy of the PPS Fieldwork Hour Tracker will open on your computer screen and you can now begin logging your completed hours.

- Make sure the CWA fieldwork course tab is selected at the bottom of the document.
- **To log hours for your CWA course** please enter the date you completed the hours and the total number of hours for a particular category. You will then click the category dropdown arrow to select the area these hours should be tracked in. For hours including “direct contact with students from diverse backgrounds” in a category area that has an * after it, you will click the dropdown arrow in the “Tag” column and select the appropriate tag. For hours including “interdisciplinary experiences” in a category area that has a ** after it, you will click the dropdown arrow in the “Tag” column and select the appropriate tag.
- As you add hours to the document, your hour totals will change (see yellow boxes) so you always have a current tally of your completed hours.

The screenshot shows a Google Sheet titled "PPS Fieldwork Hour Tracker" with the following content:

Fieldwork Tracker - CWA

Instructions:

1. Make a copy of this sheet by clicking File > Make a copy
2. Hours should be logged continuously. Add the date and number of hours you have worked at your site. Multiple categories can be added on the same date.
3. Choose the category that your hours counted towards. You may only choose categories from the dropdown options.
4. Select the tag "direct contact with students from diverse backgrounds" (includes socioeconomic disadvantages, English learners, homeless youth, foster youth, students with disabilities, students experiencing suspension and expulsion from school, LGBTQ+ students, and racially minoritized students) for categories with an *
5. Select the tag "interdisciplinary experiences" for hours completed in a setting outside of the school, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations, that would have application to attendance-related issues and work to support vulnerable students for categories with a **. A total of 30 interdisciplinary experience hours are required.

*Only tag "direct contact with students from diverse backgrounds" for categories that have * and "interdisciplinary experiences" in a setting outside the field of education for categories with a ***

3	Date	Total Hours	Category	Tag	Total EDCG 540 Hours:	0
4					Interdisciplinary Experience Hours:	0
5					Diverse Background Hours:	0
6						
7						
8						
9						

At the bottom, the sheet tabs are: Practicum, FieldStudiesI, FieldStudiesII, and **CWA**.

- The hour totals for the CWA include additional hour total categories to assist you in making sure you complete the required CWA requirements. This includes 30 interdisciplinary experience hours.

PPS Fieldwork Hour Tracker

File Edit View Insert Format Data Tools Extensions Help

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D4

Fieldwork Tracker - CWA

Relevant Links:
[Resources for Students](#)

Instructions:
 1. Make a copy of this sheet by clicking File > Make a copy
 2. Hours should be logged continuously. Add the date and number of hours you have worked at your site. Multiple categories can be added on the same date.
 3. Choose the category that your hours counted towards. You may only choose categories from the dropdown options.
 4. Select the tag "direct contact with students from diverse backgrounds" (includes socioeconomic disadvantages, English learners, homeless youth, foster youth, students with disabilities, students experiencing suspension and expulsion from school, LGBTQ+ students, and racially minoritized students) for categories with an *
 5. Select the tag "interdisciplinary experiences" for hours completed in a setting outside of the school, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations, that would have application to attendance-related issues and work to support vulnerable students for categories with a **. A total of 30 interdisciplinary experience hours are required.

Only tag "direct contact with students from diverse backgrounds" for categories that have * and "interdisciplinary experiences" in a setting outside the field of education for categories with a **

Date	Total Hours	Category	Tag	Total EDCG 540 Hours:	0
				Interdisciplinary Experience Hours:	0
				Diverse Background Hours:	0

Practicum | FieldStudiesI | FieldStudiesII | CWA

To download a copy of your completed hours, click “File”, select “Download”, and then click “PDF” from the dropdown menu. Make sure to select “Current Sheet” before clicking the export button and saving the document to your computer.

PPS Fieldwork Hour Tracker

File Edit View Insert Format Data Tools Extensions Help

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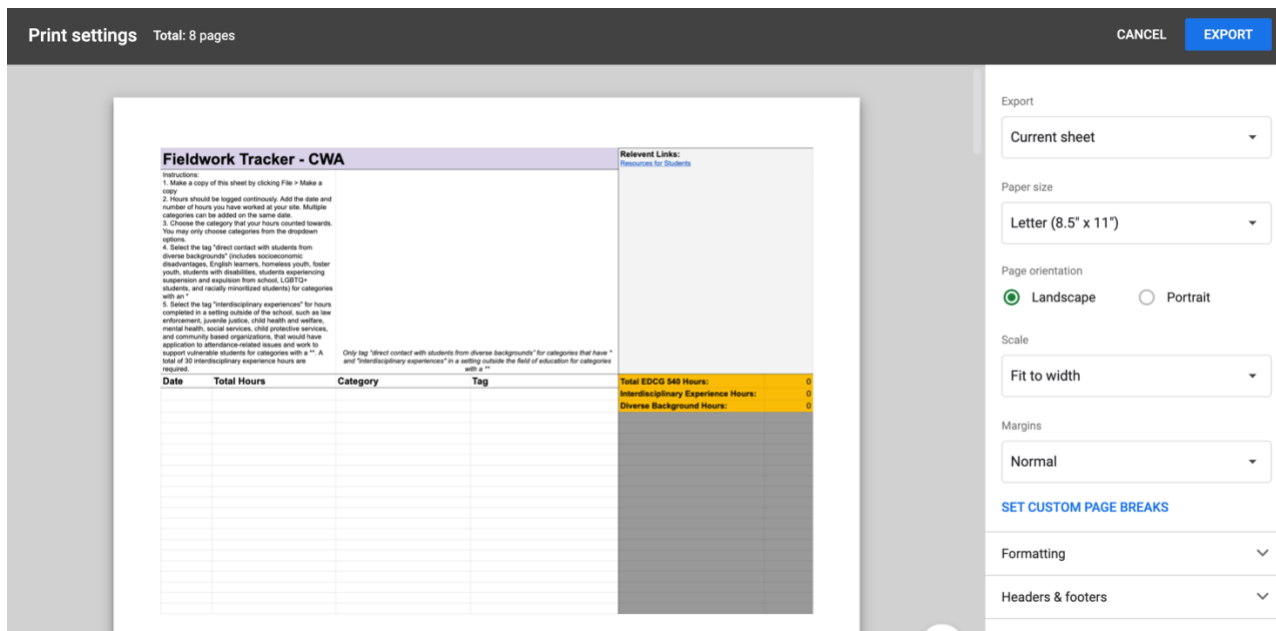
File menu options:
 New
 Open
 Import
 Make a copy
 Share
 Email
 Download
 Rename
 Move
 Add shortcut to Drive
 Move to trash
 Version history
 Make available offline
 Details
 Settings
 Print

Relevant Links:
[Resources for Students](#)

Instructions:
 1. Make a copy of this sheet by clicking File > Make a copy
 2. Hours should be logged continuously. Add the date and number of hours you have worked at your site. Multiple categories can be added on the same date.
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Only tag "direct contact with students from diverse backgrounds" for categories that have * and "interdisciplinary experiences" in a setting outside the field of education for categories with a **

Date	Total Hours	Category	Tag	Total EDCG 540 Hours:	0
				Interdisciplinary Experience Hours:	0
				Diverse Background Hours:	0



Logs are to be completed and electronically submitted to your University Supervisor through submission of the CWA Field Log Overview form by the last seminar. Please keep in mind that you need to allow time for your Site Supervisor to review and approve your logs. Upon approval by your Site Supervisor, they will be electronically submitted to your University Supervisor. You will receive email notification after your Site Supervisor and University Supervisor have approved your hour logs. They will be kept on file by the University and will not be returned to the candidate. **Please save a copy for your own records.**

CWA Field Log Overview

After completing your required hours in the field, please visit the [Student Resources](#) webpage, click “CWA Candidate Field Log Overview”, complete the form and upload the required hour log reports. Instructions on how to run these reports can be found above under Fieldwork Hour Log Tracking & Reporting. You will receive email notifications after the site supervisor has signed your CWA Field Log Overview and after the University Supervisor has approved your hour logs. You can log in to view your [Pending Forms](#) at any time to see if your hour log has been signed or send a reminder email to your Site Supervisor for their signature and approval of your CWA Field Log Overview.

- The CWA Field Hours total on the form should match the hour total on your CWA Hour Log
- The Grand Total Hours should include your Field Studies I & II Attendance Hours (up to 25 hours each) and your CWA Field Hours Total
- The Interdisciplinary Experience Hours total on the form should match your Interdisciplinary Experience Hours total on your CWA Hour Log

Site Visit

The University Supervisor will complete a Site Visit form when they observe you in the field. You will receive an email asking you to review and electronically sign the Site Visit form after your University Supervisor has submitted it.

Formative Evaluation

After completing half of the required hours in the field for your course, please visit the [Student Resources](#) webpage, locate the CWA Candidate Evaluation section, click the “Formative Evaluation Form” for the course you are enrolled in and complete your portion of the form before sending it to your Site Supervisor. You will need the name and email address of your Site Supervisor and professor to complete this form. After your Site Supervisor completes and submits the Formative Evaluation, it will

be sent to you for your review and approval, after which it will be submitted to your University Supervisor for their signature.

Summative Evaluation

After completing your required hours in the field, please visit the [Student Resources](#) webpage, locate the CWA Candidate Evaluation section, click the “Summative Evaluation Form” for the course you are enrolled in and complete your portion of the form before sending it to your Site Supervisor. You will need the name and email address of your Site Supervisor and professor to complete this form. After your Site Supervisor completes and submits the Summative Evaluation, it will be sent to you for your review and approval, after which it will be submitted to your University Supervisor for their signature.

California Lutheran University

PUPIL PERSONNEL SERVICES CREDENTIAL CANDIDATES EDCG 540 CWA APPLICATION FOR FIELD WORK

Cohort Location: * -- Choose -- ▾

CLU Email Field Work Semester * -- Choose -- ▾ Year

First Name Last Name CLU ID

Home Address * City Zip

Primary phone Type * -- Choose -- ▾ Alternate phone

P.P.S. CREDENTIAL INFORMATION

- I have completed Practicum (EDCG 528) and Field Studies I (EDCG 533)
- I have either completed or I am concurrently enrolled in Field Studies II (EDCG 534)
- I hold a current P.P.S. credential

REQUEST FOR FIELD SITE ASSIGNMENT

Site Supervisor Name School Site

Site Supervisor Information *(to be completed by the Site Supervisor)*

Supervisor Phone Number Supervisor Email Address

School Site Address City Zip

Department Job Title

Degree/Credential * -- Choose -- ▾ Degree Title Year Earned

Degree/Credential * -- Choose -- ▾ Degree Title Year Earned

Site Supervisor must hold a P.P.S. credential for more than 2 years and work with attendance issues

CANDIDATE AGREEMENT

I have reviewed the guidelines for working in schools and understand what is expected of me as a field work candidate. Additionally, I have discussed the number of hours I must complete, the list of field experiences, and my assignments with my site supervisor. I understand that if I am not able to complete my assignments or the minimum number of field hours required, I will receive a "no credit" for the course and I will have to repeat the course and field hours.

Candidate Approval * -- Choose -- ▾

Liability Insurance

Liability insurance is required for all students applying for Field Work. Proof of liability coverage is required in order to submit your Field Work Application. Please upload a copy of your Certificate of Insurance, showing evidence of insurance coverage. Use the Browse Button to locate a copy of your Liability Insurance and then click Upload to add the document to this form.

SITE SUPERVISOR AGREEMENT

I agree to sponsor and direct the candidate's fieldwork as indicated in the list of field experiences for the course. I have reviewed what is expected of me as a site supervisor as well as the assignments the candidate is expected to complete; I will be able to adequately supervise this candidate and the candidate will be able to complete the assignments at this site. Additionally I understand that the candidate will observe me counseling and guiding students, and that the candidate, once acclimated, will work directly with students at this site. Although the candidate may perform many of the functions of a school counselor, I recognize that she/he is a counselor-in-training who requires regular supervision. Furthermore, I understand the number of field hours the candidate must complete while at this site. Finally, I understand that I must be available to meet with the University Supervisor during the semester to discuss the candidate's progress and that I will contact that supervisor if I have concerns about the candidate's performance.

Site Supervisor Approval * -- Choose -- ▾

To be completed by Field Work Coordinator

Field Work Coordinator Approval * -- Choose -- ▾

California Lutheran University

Department of COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND PUPIL PERSONNEL SERVICES FIELD EXPERIENCE PLANNING FORM

Candidate First Name Candidate Last Name

Course

School Site

Site Supervisor

Planned Schedule (Days/Times)

Prior to completing this document, the Candidate and the Site Supervisor will review the Fieldwork Handbook, paying particular attention to the "Definition of Roles". It is important to review the field experiences the program expects the Candidate to gain during their internship and the evaluations that the Site Supervisor will complete to assess the Candidate's progress and competency. This information will provide guidance as you create a plan for this field experience.

Please list the primary responsibilities, activities, meetings, events, etc. that the Candidate will participate in during their internship:

Supervision should include at least one hour of face-to-face (individual or group) supervision and feedback per week. How will this Supervision be structured at this site?

The University Supervisor will conduct one site visit for candidates enrolled in Practicum and two site visits for candidates enrolled in Field Studies during the course of the semester. At that time, they will meet with the Site Supervisor to secure feedback about the Candidate's performance and any challenges they might be having that require remediation.

University Official Use Section

CLU ID: First: Last:

University Supervisor Name:

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

PPS Candidate Field Log Overview

EDCG Course No.	<input type="text" value="- Choose -"/>
CLU_ID	<input type="text"/>
Candidate First Name	<input type="text"/>
Candidate Last Name	<input type="text"/>
Site Supervisor	<input type="text"/>
Field Placement Site	<input type="text"/>
Department	<input type="text"/>
Semester	<input type="text" value="- Choose -"/>
Year	<input type="text"/>
Field Studies I Attendance Hours	<input type="text"/>
Field Studies II Attendance Hours	<input type="text"/>
EDCG 540 CWA Field Hours	<input type="text"/>
GRAND TOTAL Hours	<input type="text"/>
Interdisciplinary Experience Hours	<input type="text"/>

This form is a summary of your fieldwork placement and requires you to attach applicable files.

Attachment file 1 is your Hour Log Summary Report. Attachment file 2 is your Hour Log Detailed Report. Attachment file 3 is your Interdisciplinary Experience Hour Log Detailed Report. Attachment file 4 and 5 are your Interdisciplinary Experience Certificate or Letter of Completion. Attachments 6-7 are required if you are counting attendance hours from field studies I or II towards your CWA.

Specific instructions on how to generate these reports can be found in the CWA Fieldwork Handbook.

To include a file: 1) Click "Browse" to locate and select a file. 2) Click "Upload File" to include the file in the request.

NOTE: when a file is successfully attached, the "Upload File" button is removed and a "Delete File" button is shown.

- .
- .
- .
- .

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

SITE VISIT

Program:

Candidate First Name

Candidate Last Name

School Site

Visit Date

Department

Site Supervisor Name

University Supervisor

Activity Observed During Site Visit.

Observation:

Supervisor Conference:

University Supervisor Comments (Strengths and Weaknesses/Recommendations):

University Official Use Section

CLU ID:

First

Last

Please click the [Next] button below to electronically sign and submit this form.

540 CWA Formative & Summative Evaluation

General

1. Demonstrates an understanding for comprehensive data-driven school counseling programs. (SCPE 1)
2. Utilizes appropriate counseling theories to serve students and/or their families in TK-12 schools. (SCPE 1)
3. Applies ethical decision-making, including confidentiality, in TK-12 schools. (SCPE 2)
4. Understands federal, state, county and/or district policies affecting historically marginalized populations. (SCPE 2)
5. Maintains counseling and attendance records in line with ethical and legal obligations to all stakeholders.
6. Carries out their responsibilities as a mandated reporter appropriately and ethically. (SCPE 2)

Student Academic Development & Support

1. Knowledge of special programs and resources to support student attendance issues (e.g., School Attendance and Review Boards).
2. Ability to assess family dynamics and its impact on student attendance.
3. Knowledge and awareness of prevention and intervention strategies to support students with attendance-related issues.
4. Understands how to work with historically marginalized student populations effectively.
5. Understand, develop, and encourage collective and student efficacy to increase student achievement.

Counseling

1. Model and demonstrate essential individual social/emotional counseling skills.
2. Demonstrate the ability to provide an initial assessment of a student's mental health and make appropriate referrals.
3. Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention.
4. Understand the role of school counselors in the school crisis and post-crisis plans.

Leadership & Advocacy

1. Demonstrates self-reflection as it relates to their own cultural proficiency and potential biases and stereotypes that may affect their work as school counselors. (SCPE 7)
2. Able to understand and apply cultural and social justice competencies in their work. (SCPE 7)
3. Demonstrates culturally responsive and sensitive counseling to students and their families. (SCPE 7)
4. Advocates for matters of inclusion and equity to address students' needs. (SCPE 7)
5. Understand and demonstrate leadership to support students with attendance issues.
6. Understand and apply processes to equitably support historically underserved students to improve student outcomes.

Administrative Program Development

1. Demonstrates an ability to use and interpret the student information systems attendance reports.

2. Demonstrate the ability to design, develop, and deliver prevention and intervention programs to support students from vulnerable populations.
3. Knowledge of effective school counseling program management.
4. Has familiarity with at least one student information system to review attendance reports.

Dispositional Skills

1. Self-Expression: Expresses self effectively in written and oral communication
2. Listening: Uses active listening techniques to understand others' perspectives and diverse viewpoints
3. Collegiality: Cooperative interaction with others in their shared work and purpose
4. Empathy: Demonstrates care and compassion in their work to recognize, understand, and respond to the feelings, thoughts, and experiences of another
5. Feedback: Able to receive and integrate constructive feedback
6. Respect: Demonstrates respect and unconditional positive regard for others
7. Self-awareness: Awareness of one's own impact on others
8. Conflict: Effectively responds to conflict with and between others
9. Personal Responsibility: Takes personal responsibility for the decisions they make and any needed reflection on mistakes made
10. Ethical: Attitudes and behaviors are professional and align with the ACA Code of Ethics and ASCA Ethical Standards.
11. Work Ethic: Demonstrates ability to meet deadlines, pay attention to detail, navigate ambiguity, and be on time.
12. Motivation: Takes initiative to complete tasks and is an active participant in their own learning.
13. Cultural Proficiency: Demonstrates an ongoing commitment to reflect on their identities and a value of diversity, inclusion, advocacy, and growth as a Culturally Proficient leader
14. Social Justice: Demonstrates attitudes and behaviors that promote equity, access, and inclusion. Understands navigating the dynamics of difference with others.

(required question) Please describe the candidate's strengths: [textbox]

(required question) Please provide recommendations about how the candidate might remediate any areas needing improvement (please indicate N/A if not applicable): [textbox]