

# California Lutheran University

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**Graduate School of Education**  
Department of Counselor Education

## PUPIL PERSONNEL SERVICES FIELDWORK HANDBOOK EDCG 528, EDCG 533 & EDCG 534

*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 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.

**CALIFORNIA LUTHERAN UNIVERSITY  
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**PUPIL PERSONNEL SERVICES CREDENTIAL**

**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. 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.

### **Site Supervisor**

The site supervisor, who must be an appropriately licensed/credentialed professional for Practicum and an experienced holder of the Pupil Personnel Services in School Counseling credential (for at least two years) for Field Studies (EDCG 533 and 534) 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 on their Field Log Overview form.

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."

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**EDCG 528 PRACTICUM**

**COURSE DESCRIPTION**

Supervised field placement in a school, postsecondary setting or community agency, with one hundred (100) field hours required. Each candidate will be involved in on-site experiences and observations, which include the application of theory to practice. Candidates must be supervised by professionals with licenses/credentials appropriate to their setting (as discussed earlier in this handbook).

**SEMINARS**

Weekly 90 minute online seminars will be held to enhance candidates' practical skills and knowledge and to:

1. Monitor candidates' progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss Practicum experiences, assignments, and candidates' successes and concerns.

**FIELD EXPERIENCES**

Candidates will be visited at least once by the University supervisor to evaluate the candidate's progress in the field. The following field experiences are to be completed to the satisfaction of the site supervisor and the University supervisor.

**A. Orientation to Pupil Personnel Services Program**

1. Interview counseling staff members to ascertain their role and function.
2. Gain knowledge of the institution's policies, purpose, and procedures regarding the counseling program.
3. Gain knowledge of specific needs of the population served by the site.
4. Develop familiarity with special programs at the site.
5. Develop familiarity with community resources.

**B. Counseling Services**

1. Interview and counsel students individually regarding academic, career and personal/social issues.
2. Participate in a career awareness exploration, or career decision making event.

**C. Assessment**

1. Select, administer, and/or interpret appropriate unbiased academic or career assessment instruments.
2. Apply professional standards when using assessment instruments.

#### **D. Consultation Services**

1. Provide consultation to teachers, administrators, parents, and others regarding counseling practices and programs.
2. Consult and collaborate with faculty, administrators, and/or parents about individual students.
3. Involve the community in the counseling program.

#### **E. Psychological Education**

1. Consult with teachers and others about design of affective curriculum.
2. Prepare/present an education/training program to small groups of students and/or in classrooms. The program should focus on areas such as self-esteem, social skills, conflict resolution, problem solving, communication skills, cross-cultural communication, career development, decision making, peer counseling, etc.

#### **F. Legal and Ethical Aspects**

1. Utilize procedures for implementing relevant California Education Code and federal laws.
2. Apply the American Counseling Association and American School Counselor Association code of ethics to specific counseling situations.

### **ASSIGNMENTS FOR EDCG 528**

#### **1. Assignment 1: Site Supervisor Interview**

Interview site supervisor to obtain knowledge of counseling, agency, or college program's purpose and policies for implementation; counseling philosophy; staff procedures for using and storing student records; confidentiality; student information systems; crisis intervention and links with community agencies or organizations. Discuss your school counseling philosophy and how it pertains to your professional identity. Summarize your findings and reactions in a brief 2 to 3 page report. Written using APA format.

#### **2. Assignment 2: Case Report**

Write a brief case report of the plan you have used for individual counseling with one of your students. Include if this was a mandatory or self-referral, the reason for the session, counseling goals, and the theoretical foundation and techniques that informed your plan. Written using APA format.

#### **3. Assignment 3: Community Agency Report**

Visit (research online/interview staff virtually due to COVID) at least 3 community agencies available to students and their families at your site. Write a 2 to 3 page paper reflecting on the usefulness of this agency. It should include the name for each resource, a contact name, a telephone number, a web address (if appropriate), and a brief description of services offered and any eligibility requirements. When meeting with a staff member, determine ways this agency/resource might be able to work more closely with the school. Written using APA format.

#### **4. Assignment 4: Lesson Plan**

Design a lesson plan, aligned with ASCA Mindsets & Behavior Standards, on an educational topic appropriate to the needs of your population (e.g. social skills, conflict resolution, bullying, self-esteem, etc.). Include method(s) for evaluating the impact of this lesson. Implement this workshop and lesson plan with a small group of students or in a class and write a brief summary of the results. This should be 3-5 pages and include a lesson plan. You must include your evaluation and specific results. Written using APA format.

**Completed hour logs, the site visit form, 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 visit must be completed by the last seminar.)**

### **EVALUATION**

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 100 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.

**CALIFORNIA LUTHERAN UNIVERSITY  
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**EDCG 533 FIELD STUDIES IN SCHOOL COUNSELING I**

**COURSE DESCRIPTION**

Supervised field experience in a public-school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle, or high school, with 300-500 field hours required. Field Studies I and II combined must equal at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics.

**SEMINARS**

Weekly 90 minute online seminars will be held to enhance candidates' practical skills and knowledge and to:

1. Monitor candidates' progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss Practicum experiences, assignments, and candidates' successes and concerns.

**FIELD EXPERIENCES**

Candidates will be visited at least twice by the University supervisor to evaluate the candidate's progress in the field. The following field experiences are to be completed to the satisfaction of the site supervisor and the University supervisor.

**A. Orientation to Pupil Personnel Services Program**

1. Interview counseling staff members to ascertain their role and function.
2. Gain knowledge of the institution's policies, purpose, and procedures regarding the counseling program.
3. Develop familiarity with materials, forms, tests, handbooks, and pupil records.
4. Gain knowledge of curriculum standards and high school graduation requirements.
5. Gain knowledge of specific needs of the population served by the site.
6. Develop familiarity with special programs at the site.

7. Develop familiarity with community resources.

**B. Counseling Services**

1. Interview and counsel students regarding academic and personal/social issues. Counsel at least two students who have been identified as exceptional.
2. Counsel and assist students, at least two of whom have been identified as exceptional, in developing appropriate educational and career plans. Involve parents in the process.
3. Lead or co-lead an on-going group for a minimum of six sessions.

**C. Assessment**

1. Select appropriate unbiased academic and other assessment instruments.
2. Administer a variety of academic and/or other assessment instruments.
3. Interpret test results to teachers and/or parents.

**D. Consultation Services**

1. Provide consultation to teachers and/or other school staff regarding guidance and counseling practices and programs.
2. Conduct an in-service training session for the school staff about an issue related to counseling and guidance. Conduct a needs assessment to determine the topic of the session and collect evaluation data following the session.
3. Consult with staff and parents about individual students.
4. Plan and implement a parent meeting about an issue of importance to parents about their children.
5. Participate in student study teams, case conferences, and/or IEP meetings.
6. Refer students and/or parents to community agencies that support student academic, personal, social, and career growth and development. Consult with the referral agency to coordinate services with the school.

**E. Legal and Ethical Aspects**

1. Utilize procedures for implementing relevant California Education Code and federal laws.
2. Apply the American Counseling Association and American School Counselor Association code of ethics to specific counseling situations.
3. Apply professional standards and relevant laws and regulation when using assessment instruments.

## ASSIGNMENTS FOR EDCG 533

### 1. Assignment 1: Parent Workshop

#### **Signature Assignment - Please upload to both Blackboard & Canvas**

Meet with a group of parents about an issue of importance to them (e.g., parenting, discipline, fostering children's self-esteem, homework). Include in your preparation a review of community/agency resources available to parents and students at your school. Write a brief report about the meeting, including a list of the resources.

### 2. Assignment 2: Staff Inservice

Design and implement one staff (administrative support, counselors, para-professionals) in-service training program about an issue related to the counseling and guidance program at your site. Write a summary about the program, including your needs assessment and the staff's evaluation of the program.

### 3. Assignment 3: IEP Debrief & Counseling Group/Career Development Activity

A. You must attend at least one IEP meeting and be prepared to debrief that experience during the week 11 seminar AND complete one of the following options:

B. Option 1: Write a summary report of a counseling group you have led or co-led, including the purpose of the group and its composition, screening procedures, time and place of meetings, and what occurred during each session of the group. Include your conclusions about the group's movement through specific stages (minimum of 6 sessions).

If there are no on-going groups offered at your setting, you may select Option 2 to complete instead. Please be aware that if you are unable to lead a group and complete this assignment at your EDCG 533 site, you will be required to lead a group and complete the assignment at your EDCG 534 site. The group assignment must be completed in EDCG 533 or EDCG 534.

Option 2: Design a career development activity that is age/stage appropriate at your site. Implement the program/activity that is based on at least one of the vocational development theories learned in your EDCG 527 class and include an evaluation of its effectiveness along with a reflection on the results. Attach evaluation data.

**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.)**

## EVALUATION

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 300 hours of counseling and guidance services at the site with the hours devoted to diversity issues noted. Field Studies I and II combined must equal at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics.
6. Demonstrated mastery of competencies as signified on the Summative Evaluation form completed by the site supervisor and the University supervisor.

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**EDCG 534 FIELD STUDIES IN SCHOOL COUNSELING II**

**COURSE DESCRIPTION**

Supervised field experience in a public-school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle, or high school, with 300-500 field hours required. The school level must differ from that in EDCG 533. Field Studies I and II combined must equal at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics.

**SEMINARS**

Weekly 90 minute online seminars will be held to enhance candidates' practical skills and knowledge and to:

1. Monitor candidates' progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss Practicum experiences, assignments, and candidates' successes and concerns.

**FIELD EXPERIENCES**

Candidates will be visited at least twice by the University supervisor to evaluate the candidate's progress in the field. The following field experiences are to be completed to the satisfaction of the site supervisor and the University supervisor.

**A. Orientation to Pupil Personnel Services Program**

1. Interview counseling staff members to ascertain their role and function.
2. Gain knowledge of the institution's policies, purpose, and procedures regarding the counseling program.
3. Develop familiarity with materials, forms, tests, handbooks, and pupil records.
4. Gain knowledge of curriculum standards and high school graduation requirements.
5. Gain knowledge of specific needs of the population served by the site.
6. Develop familiarity with special programs at the site.
7. Develop familiarity with community resources.

## **1. Counseling Services**

1. Interview and counsel with students regarding academic and personal issues.
2. Counsel and assist students in developing appropriate academic and career plans.

## **2. Assessment**

1. Interpret to students, teachers, administrators, parents, and others the results of assessments.

## **3. Consultation Services**

1. Provide consultation to teachers, administrators, parents regarding guidance and counseling practices and programs.
2. Consult with staff and parents about individual students.

## **4. Program Development and Evaluation**

1. Conduct a needs assessment at the site; use the findings of the needs assessment to plan, develop, and implement a counseling/guidance program.
2. Design and implement an evaluation of a counseling program including the collection of data and the preparation of an evaluation report.

## **5. Program Coordination and Supervision**

1. Participate in a counseling staff meeting.
2. Supervise one or more individuals or groups involved in the counseling and guidance program. The supervision could be for teacher-advisors, intern counselors, peer counselors, volunteers, or counselor paraprofessionals, as approved by the site supervisor.
3. Provide a public relations activity in support of the counseling and guidance program.
4. Coordinate guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision-making.

## **6. Ethical and Legal Aspects**

1. Utilize procedures for implementing relevant laws and regulations.
2. Apply American Counseling Association and American School Counselor Association codes of ethics to specific counseling situations.

## ASSIGNMENTS FOR EDCG 534

### 1. Assignment 1: Vulnerable Student Intervention Paper

#### Signature Assignment - Please upload to both Blackboard & Canvas

Develop a plan for an activity/program for vulnerable students dealing with academic failure. Include in your plan 4 data sources such as attendance, suspensions, counseling referrals, GPAs, etc. that support the justification for the program. Include how you would conduct training, and supervision of student peers and/or other volunteers. Describe the ways in which your plan aligns with one of the resiliency models you have learned (i.e. Resiliency Wheel, 40 Developmental Assets, R.T.I.). Write a brief report about your plan.

### 2. Assignment 2: Cultural Proficiency Paper

Conduct a Cultural Proficiency Audit (Using Chapter 4 in the Culturally Proficient Inquiry book by Randall B. Lindsey, Stephanie Graham, R. Chris Westphal Jr., Cynthia Jew). Follow the steps on pages 57 through 59. Write a report on what you find and what your steps you would take to address the findings.

### 3. Assignment 3: Counseling Program or Counseling Group

NOTE: If you were unable to complete the Counseling Group assignment at your EDCG 533 site, you are required to lead a group and complete the assignment at your EDCG 534 site. The group assignment must be completed in either EDCG 533 or EDCG 534.

Option 1: Develop and implement a counseling and guidance program (academic, personal/social, or career domain) that will address the needs of students at the school. Include the resources needed (budget) to implement the program, the specific national counseling and guidance standard(s) that the program addresses, and an evaluation component. Write a brief summary (4-6 pages) describing the program and its outcome.

Option 2: Write a summary report of a counseling group you have led or co-led, including the purpose of the group and its composition, screening procedures, time and place of meetings, and what occurred during each session (can be formatted as session plan) of the group. Include your conclusions about the group's movement through specific stages. (Minimum of 6 sessions.)

**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.)**

## EVALUATION

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 300-500 hours of counseling and guidance services at the site with the hours devoted to diversity issues noted. Field Studies

I and II combined must equal at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics.

6. Demonstrated mastery of competencies as signified on the Summative Evaluation form completed by the site supervisor and the University supervisor.

## **ELECTRONIC FORMS OVERVIEW**

### **Fieldwork Application**

Upon completing your portion of the 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 section, click the “Application for Fieldwork” link, sign in when directed to your MyCLU account, and complete the student portion of the 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**

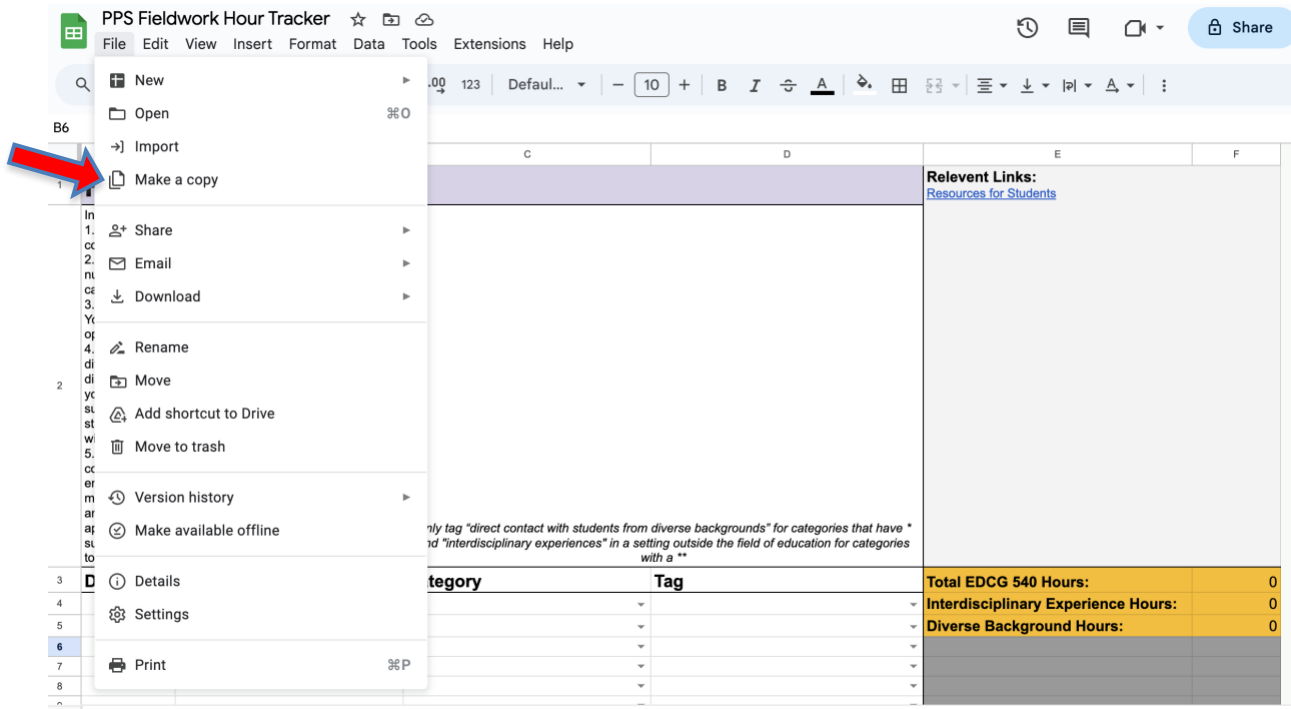
Prior to completing this document, the candidate and Site Supervisor will review the Fieldwork Handbook, paying particular attention to the “Definition of Roles”. It is important to review the field experiences the program expects the candidate to gain during their internship and the evaluations that 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 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 “PPS Field Experience Planning Form”, and complete and submit the 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**

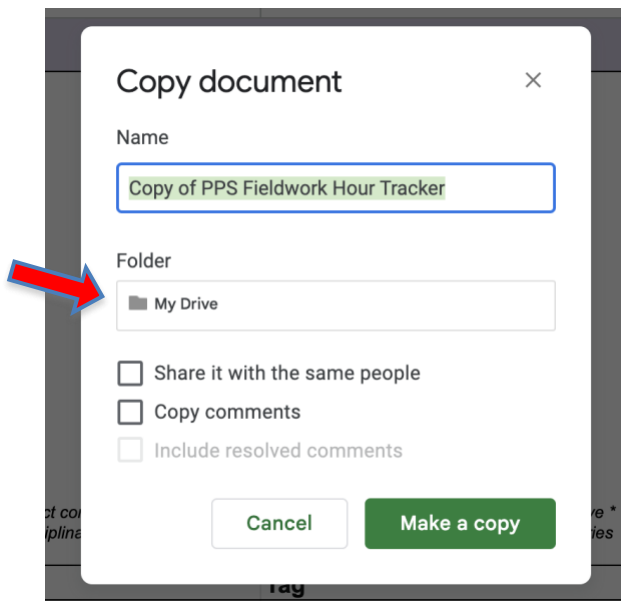
Fieldwork hours will be tracked electronically in your hour log which can be accessed through your CLU Google Drive. Upon completion of your Field Work hours, you will download a report from your Google Drive that will be submitted to your Site Supervisor for review and approval before final submission 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. You will only have to complete

this process once as there are tabs for each of your future fieldwork courses along the bottom of the Google sheet.

- 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 correct fieldwork course tab is selected at the bottom of the document.
- **To log hours for your Practicum 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. If your hours include “direct contact with students from diverse backgrounds” and your category area has an \* after it, then 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.

PPS Fieldwork Hour Tracker

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Fieldwork Tracker - Practicum				Relevant Links: <a href="#">Resources for Students</a>	
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 count 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)					
<i>Only tag "direct contact with students from diverse backgrounds" for categories that have *</i>				<b>Total Hours:</b>	0
				<b>Diverse Background Hours:</b>	0
Date	Total Hours	Category	Tag		

+ ≡ Practicum FieldStudiesI FieldStudiesII CWA

- **To log hours for your Field Studies courses**, make sure the correct tab is selected at the bottom of the document. 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. If your hours include “direct contact with students from diverse backgrounds” and your category area has an \* after it, then 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 hour totals for Field Studies I and II include additional hour total categories to assist you in making sure you complete the required PPS credential requirements in EDCG 533 and EDCG 534. This includes 150 hours spent in direct contact with students of diverse backgrounds and 100 hours in each of the following areas: Social/Emotional, College/Career, and Academic between Field Studies I and Field Studies II.

- For those planning on completing the CWA course, we have also included an “Attendance Activities Hour” category (see yellow boxes) as 25 attendance related hours from EDCG 533 and 25 from EDCG 534 can be counted towards your CWA hours but must be logged during your Field Studies courses.

PPS Fieldwork Hour Tracker

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**Fieldwork Tracker - Field Studies I**

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 count 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)

*Only tag "direct contact with students from diverse backgrounds" for categories with an \*. 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*

**Relevant Links:**  
[Resources for Students](#)

Date	Total Hours	Category	Tag	Total Hours:	
				Attendance Activities Hours:	0
				Diverse Background Hours:	0
				College/Career Counseling Hours:	0
				Academic Counseling Hours:	0
				Social/Emotional Counseling 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

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

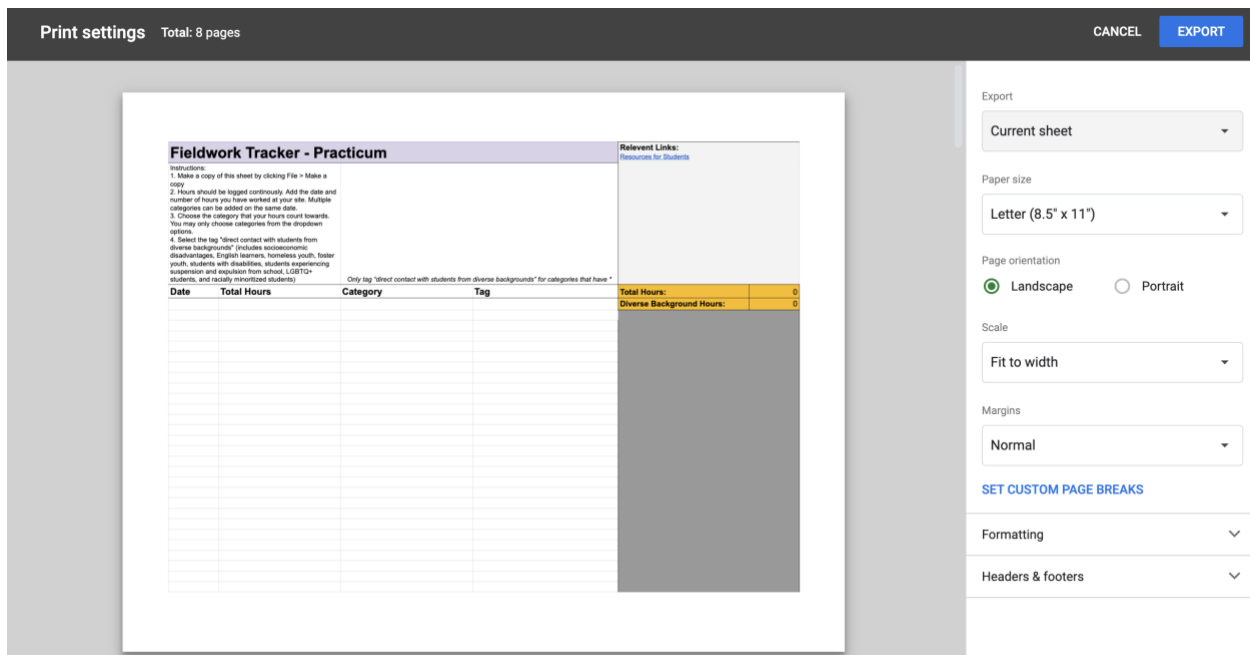
B6 |

**Fieldwork Tracker - Field Studies I**

**Relevant Links:**  
[Resources for Students](#)

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





Logs are to be completed and electronically submitted to your University Supervisor through submission of the 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.**

### Field Log Overview

After completing your required hours in the field, please visit the [Student Resources](#) webpage, click “PPS Candidate Field Log Overview”, complete the form and upload the PDF file of your hour log report. Instructions on how to download your hour log report can be found above under Fieldwork Hour Log Tracking & Reporting. You will receive email notifications after the site supervisor has signed your 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 Field Log Overview.

### 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 PPS 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 PPS 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.

**Timer** ⓘ  
 44:50  
\* = required field

## California Lutheran University

### PUPIL PERSONNEL SERVICES CREDENTIAL CANDIDATES APPLICATION FOR FIELD WORK

PPS <input checked="" type="checkbox"/>	* -- Choose --		
CLU Email		Field Work Semester	* -- Choose --
First Name *		Last Name *	CLU ID *
Home Address *		City *	Zip *
Primary phone *		Type * -- Choose --	Alternate phone

#### PREREQUISITES FOR FIELD WORK

Note: be sure to select a program (CSP OR PPS) at the top of this form before completing this section

- I am a candidate for the Pupil Personnel Services credential
- I have completed all of the prerequisite courses: EDCG 504, 521, 523, 524, 526, 527, and 529 (529 may be taken concurrently)
- I hold a current teaching credential **OR**
- I have a current Certificate of Clearance **AND** I have shown evidence of having taken the CBEST to the Graduate School of Education Credential Analyst

#### PREVIOUS PRACTICUM WORK

#### REQUEST FOR FIELD SITE ASSIGNMENT

Site Supervisor Name \*  School Site \*

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

Supervisor Phone Number	<input type="text"/>	Supervisor Email Address	<input type="text"/>
School Site Address	<input type="text"/>	City	<input type="text"/>
		Zip	<input type="text"/>
Department	<input type="text"/>	Job Title	<input type="text"/>
Degree/Credential	-- Choose --	Degree Title	<input type="text"/>
		Year Earned	<input type="text"/>
Degree/Credential	-- Choose --	Degree Title	<input type="text"/>
		Year Earned	<input type="text"/>

(Public school counselor supervisors must hold a P.P.S. credential for more than 2 years; college supervisors must hold a Masters Degree or higher for more than 2 years)

#### 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

No file selected.

Files over 25 Mb will not be accepted

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 --

# 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"/>
<b>TOTAL "Other Ethnicity" Hours</b>	<input type="text"/>
<b>TOTAL Attendance Hours</b>	<input type="text"/>
<b>GRAND TOTAL Hours</b>	<input type="text"/>

This form is a summary of your fieldwork placement and requires you to attach three files. Attachment file 1 is your Hour Log Summary Report. Attachment file 2 is your Hour Log Detailed Report. Attachment file 3 is your "Other Ethnicity" Hour Log Detailed Report. Specific instructions on how to generate these reports can be found in the PPS 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.**

(File 1) Hour Log Summary Report

(File 2) Hour Log Detailed Report

(File 3) "Other Ethnicity" Hour Log Detailed Report

**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.

# California Lutheran University

## GRADUATE SCHOOL OF EDUCATION

### M.S. COUNSELING AND PUPIL PERSONNEL SERVICES

#### EDCG-528 PRACTICUM FORMATIVE EVALUATION

<b>Candidate First Name</b>	<b>Candidate Last Name</b>	<b>Candidate Email Address</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Site Supervisor Information**

<input type="text"/>	<input type="text"/>	<input type="text"/>
Site Supervisor First Name	Site Supervisor Last Name	Site Supervisor Email

**University Supervisor Information (EDCG 528 Professor)**

<input type="text"/>	<input type="text"/>	<input type="text"/>
University Supervisor First Name	University Supervisor Last Name	University Supervisor Email

**Candidate:** Scroll to the bottom of the form and click **NEXT** to send your request for an evaluation to your site supervisor.

**Supervisor's Evaluation and Comments**

- 4**                    **Met with excellence**
- 3**                    **Met**
- 2**                    **Needs Improvement**
- 1**                    **Not Met**
- N/A**                **Not applicable**

*(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)*

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

Counseling	Rating
1. Demonstrates appropriate individual counseling skills to assist students and their mental health needs. (SCPE 5)	-- Choose --
2. Models and demonstrates essential group counseling facilitation skills. (SCPE 5)	-- Choose --
3. Demonstrates knowledge and use of Tier 1, 2, and 3 of the Multi-Tiered Systems of Support (MTSS) for students' academic, college/career, and social/emotional needs. (SCPE 3)	-- Choose --
4. Has familiarity with parents' rights and processes regarding students with disabilities. (SCPE 3)	-- Choose --
5. Has knowledge of the role of school counselors in responding to crisis and post-crisis plans. (SCPE 5)	-- Choose --
6. Articulates and demonstrates knowledge of trauma-informed practices in educational settings. (SCPE 5)	-- Choose --

College & Career Readiness	Rating
1. Provides appropriate advising and counseling to students about college and/or career processes. (SCPE 4)	-- Choose --
2. Works effectively to meet the needs of students' graduation requirements and post-secondary plans. (SCPE 3)	-- Choose --
3. Provides appropriate financial aid and college affordability planning information. (SCPE 4)	-- Choose --
4. Has had exposure to and/or direct experience in analyzing secondary school transcripts. (SCPE 4)	-- Choose --
5. Uses knowledge of NCAA athletic and academic requirements for counseling student-athletes, if applicable. (SCPE 4)	-- Choose --

Program Development	Rating
1. Is able to identify factors associated with prevention and intervention strategies for student success. (SCPE 3)	-- Choose --
2. Uses knowledge of support systems and transition processes for students in TK-16 schools appropriately. (SCPE 3)	-- Choose --
3. Demonstrates effective presentation skills, either through implementing school counseling lessons and/or in-service presentations. (SCPE 6)	-- Choose --
4. Plans, develops, implements, and evaluates programs and interventions that support a comprehensive school counseling program. (SCPE 8)	-- Choose --
5. Uses data to articulate the impact of programs and interventions of a comprehensive school counseling program. (SCPE 8/9)	-- Choose --
6. Able to use and interpret school accountability data systems to support student success. (SCPE 8/9)	-- Choose --
7. Has familiarity with at least one student information system used at the school site. (SCPE 9)	-- Choose --
Leadership & Advocacy	Rating
1. Understands the role of school counselors in promoting school connectedness and sense of belonging. (SCPE 5)	-- Choose --
2. Demonstrates collegiality and collaboration in addressing student concerns and needs. (SCPE 5)	-- Choose --
3. 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)	-- Choose --
4. Demonstrates culturally responsive and sensitive counseling to students and their families. (SCPE 7)	-- Choose --
5. Advocates for matters of inclusion and equity to address students' needs. (SCPE 7)	-- Choose --
Dispositional Skills	Rating
1. Self-Expression: Expresses self effectively in written and oral communication	-- Choose --
2. Listening: Uses active listening techniques to understand others' perspectives and diverse viewpoints	-- Choose --
3. Collegiality: Cooperative interaction with others in their shared work and purpose	-- Choose --
4. Empathy: Demonstrates care and compassion in their work to recognize, understand, and respond to the feelings, thoughts, and experiences of another	-- Choose --
5. Feedback: Able to receive and integrate constructive feedback	-- Choose --
6. Respect: Demonstrates respect and unconditional positive regard for others	-- Choose --
7. Self-awareness: Awareness of one's own impact on others	-- Choose --
8. Conflict: Effectively responds to conflict with and between others	-- Choose --
9. Personal Responsibility: Takes personal responsibility for the decisions they make and any needed reflection on mistakes made	-- Choose --
10. Ethical: Attitudes and behaviors are professional and align with the ACA Code of Ethics and ASCA Ethical Standards.	-- Choose --
11. Work Ethic: Demonstrates ability to meet deadlines, pay attention to detail, navigate ambiguity, and be on time.	-- Choose --
12. Motivation: Takes initiative to complete tasks and is an active participant in their own learning	-- Choose --
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	-- Choose --
14. Social Justice: Demonstrates attitudes and behaviors that promote equity, access, and inclusion. Understands navigating the dynamics of difference with others.	-- Choose --
<b>Please describe the candidate's strengths:</b>	
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	



[Empty text box with a downward arrow on the right side]

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

[Empty text box with upward and downward arrows on the right side]

---

Site Supervisor \*  Department (if applicable)   
Position \*   
School Site \*   
Site Address \*  City \*  Zip \*

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

Candidate initial Request \_\_\_\_\_ Date: \_\_\_\_\_  
Signature \_\_\_\_\_  
Site Supervisor Signature   
Candidate Signature   
University Supervisor Signature

# California Lutheran University

## GRADUATE SCHOOL OF EDUCATION

### M.S. COUNSELING AND PUPIL PERSONNEL SERVICES

#### EDCG-528 PRACTICUM SUMMATIVE EVALUATION

<b>Candidate First Name</b>	<b>Candidate Last Name</b>	<b>Candidate Email Address</b>
-----------------------------	----------------------------	--------------------------------

**Site Supervisor Information**

Site Supervisor First Name	Site Supervisor Last Name	Site Supervisor Email
----------------------------	---------------------------	-----------------------

**University Supervisor Information (EDCG 528 Professor)**

University Supervisor First Name	University Supervisor Last Name	University Supervisor Email
----------------------------------	---------------------------------	-----------------------------

**Candidate:** Scroll to the bottom of the form and click **NEXT** to send your request for an evaluation to your site supervisor.

**Supervisor's Evaluation and Comments**

- 4**                    **Met with excellence**
- 3**                    **Met**
- 2**                    **Needs Improvement**
- 1**                    **Not Met**
- N/A**                **Not applicable**

*(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)*

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

Counseling	Rating
1. Demonstrates appropriate individual counseling skills to assist students and their mental health needs. (SCPE 5)	-- Choose --
2. Models and demonstrates essential group counseling facilitation skills. (SCPE 5)	-- Choose --
3. Demonstrates knowledge and use of Tier 1, 2, and 3 of the Multi-Tiered Systems of Support (MTSS) for students' academic, college/career, and social/emotional needs. (SCPE 3)	-- Choose --
4. Has familiarity with parents' rights and processes regarding students with disabilities. (SCPE 3)	-- Choose --
5. Has knowledge of the role of school counselors in responding to crisis and post-crisis plans. (SCPE 5)	-- Choose --
6. Articulates and demonstrates knowledge of trauma-informed practices in educational settings. (SCPE 5)	-- Choose --

College & Career Readiness	Rating
1. Provides appropriate advising and counseling to students about college and/or career processes. (SCPE 4)	-- Choose --
2. Works effectively to meet the needs of students' graduation requirements and post-secondary plans. (SCPE 3)	-- Choose --
3. Provides appropriate financial aid and college affordability planning information. (SCPE 4)	-- Choose --
4. Has had exposure to and/or direct experience in analyzing secondary school transcripts. (SCPE 4)	-- Choose --
5. Uses knowledge of NCAA athletic and academic requirements for counseling student-athletes, if applicable. (SCPE 4)	-- Choose --

Program Development	Rating
1. Is able to identify factors associated with prevention and intervention strategies for student success. (SCPE 3)	-- Choose --
2. Uses knowledge of support systems and transition processes for students in TK-16 schools appropriately. (SCPE 3)	-- Choose --
3. Demonstrates effective presentation skills, either through implementing school counseling lessons and/or in-service presentations. (SCPE 6)	-- Choose --
4. Plans, develops, implements, and evaluates programs and interventions that support a comprehensive school counseling program. (SCPE 8)	-- Choose --
5. Uses data to articulate the impact of programs and interventions of a comprehensive school counseling program. (SCPE 8/9)	-- Choose --
6. Able to use and interpret school accountability data systems to support student success. (SCPE 8/9)	-- Choose --
7. Has familiarity with at least one student information system used at the school site. (SCPE 9)	-- Choose --
Leadership & Advocacy	Rating
1. Understands the role of school counselors in promoting school connectedness and sense of belonging. (SCPE 5)	-- Choose --
2. Demonstrates collegiality and collaboration in addressing student concerns and needs. (SCPE 5)	-- Choose --
3. 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)	-- Choose --
4. Demonstrates culturally responsive and sensitive counseling to students and their families. (SCPE 7)	-- Choose --
5. Advocates for matters of inclusion and equity to address students' needs. (SCPE 7)	-- Choose --
Dispositional Skills	Rating
1. Self-Expression: Expresses self effectively in written and oral communication	-- Choose --
2. Listening: Uses active listening techniques to understand others' perspectives and diverse viewpoints	-- Choose --
3. Collegiality: Cooperative interaction with others in their shared work and purpose	-- Choose --
4. Empathy: Demonstrates care and compassion in their work to recognize, understand, and respond to the feelings, thoughts, and experiences of another	-- Choose --
5. Feedback: Able to receive and integrate constructive feedback	-- Choose --
6. Respect: Demonstrates respect and unconditional positive regard for others	-- Choose --
7. Self-awareness: Awareness of one's own impact on others	-- Choose --
8. Conflict: Effectively responds to conflict with and between others	-- Choose --
9. Personal Responsibility: Takes personal responsibility for the decisions they make and any needed reflection on mistakes made	-- Choose --
10. Ethical: Attitudes and behaviors are professional and align with the ACA Code of Ethics and ASCA Ethical Standards.	-- Choose --
11. Work Ethic: Demonstrates ability to meet deadlines, pay attention to detail, navigate ambiguity, and be on time.	-- Choose --
12. Motivation: Takes initiative to complete tasks and is an active participant in their own learning	-- Choose --
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	-- Choose --
14. Social Justice: Demonstrates attitudes and behaviors that promote equity, access, and inclusion. Understands navigating the dynamics of difference with others.	-- Choose --
<b>Please describe the candidate's strengths:</b>	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

[Empty text box]

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

[Empty text box]

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Site Supervisor \*  Department (if applicable)   
Position \*   
School Site \*   
Site Address \*  City \*  Zip \*

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

Candidate initial Request Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Site Supervisor Signature   
Candidate Signature   
University Supervisor Signature