

# 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**

The following are requirements set by the State of California for Pupil Personnel Services credential field experiences.

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 six hundred (600) 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. P.P.S. 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 two hundred (200) clock hours, and a maximum of four hundred (400) clock hours in each setting.
6. At least one hundred and fifty (150) clock hours of field practice (EDCG 533 and EDCG 534) shall be devoted to issues of diversity through direct contact or program development/implementation. At least fifty (50) clock hours of field practice must be spent with at least ten (10) pupils of racial and ethnic background different from that of the candidate.

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**PUPIL PERSONNEL SERVICES CREDENTIAL**

**PROGRAM DESCRIPTION**

The Pupil Personnel Services School Counseling Specialization credential program at California Lutheran University is designed to prepare field candidates to function as proactive professional school counselors whose role is to assist students to achieve academic success.

Overall, this credential program seeks to prepare school counselors who display the ability to:

1. Be supportive, available, and responsible to students.
2. Help students overcome barriers that are impediments to learning.
3. Enhance students' multicultural understanding, self-understanding, and self-esteem.
4. Provide timely and regular counseling services to assist students in developing and implementing an appropriate educational and career plan.
5. Facilitate a learning environment where all students feel welcome and valued.
6. Encourage and assist all students to pursue an educational path aimed at high goals.
7. Participate in the development and implementation of a guidance curriculum designed to help students acquire and use social skills.
8. Collaborate with school and community to develop successful attendance and prevention programs based on early identification of students at risk for dropping out of school.
9. Allocate and utilize resources, including time, to the advantage of students.
10. Assist teachers and other professionals in formulating instructional programs which ensure equal access and opportunities for all students.
11. Supervise interns, students, peer counselors, and other non-credentialed persons who provide students services.
12. Advocate for students through student study team approaches.
13. Provide leadership in developing crisis counseling services and school safety plans.
14. Use assessment to enhance student academic progress.

15. Adhere to ethical and legal guidelines and mandates in carrying out their professional role.
16. Display leadership in establishing a school-wide planning process to develop priorities for the guidance and counseling needs of students.
17. Provide systems of support for students through coordination, collaboration, and consultation with parents, professionals, and people in the community.
18. Articulate the counseling and guidance program verbally and in writing so that it is clearly detailed and widely known.
19. Evaluate counseling and guidance programs based on student outcomes.
20. Use technology to enhance service delivery, data analysis, and program presentation.

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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 him/her, by seeking his/her input and listening to his/her 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 his/her expectations and hopes for your work as a counseling Practicum/Field Studies student.
8. Follow all appropriate procedures for looking at information in students' cum folders. Do not look at cum 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.

**CALIFORNIA LUTHERAN UNIVERSITY**  
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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 fieldwork course (Practicum and Field Studies), the candidate will:

1. Meet with your advisor to discuss readiness for fieldwork.
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.
6. **Attend *all* regularly scheduled seminars conducted by the University supervisor. Missing a seminar 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 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. 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.

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 eight (8) seminars for Practicum and four (4) seminars for Field Studies 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 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**

Eight 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, Agency, or College Student Personnel Program**

1. Interview staff members to ascertain their role and function.
2. Gain knowledge of the institutions' policies, purpose, and procedures regarding the counseling or college student personnel program.
3. Gain knowledge of specific needs of the population served by the site (including demographics and discipline procedures).
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 or college student personnel programs.
2. Consult and collaborate with faculty, administrators, and/or parents about individual students.
3. Involve the community in the counseling/college student personnel 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 laws and regulations.
2. Apply the American Counseling Association and American School Counselor Association code of ethics to specific counseling situations.

## **ASSIGNMENTS FOR EDCG 528**

### **1. Due at Seminar 2**

Interview site supervisor to obtain knowledge of counseling, agency, or college program's purpose and policies for implementation; staff procedures for using and storing student records; and links with community agencies or organizations. Summarize your findings and reactions in a brief 2 to 3 page report.

### **2. Due at Seminar 4**

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.

### **3. Due at Seminar 6**

Design a lesson plan 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 with lessons 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.

### **4. Due at Seminar 8**

Visit 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.

**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 "incomplete" to finish the required hours, all assignments and the site visit must be completed by the last seminar.)**

## **EVALUATION**

1. Attendance and participation in ALL seminar sessions.
2. Completion of assigned written reports.
3. Satisfactory demonstration of counseling skills during class and site visits.
4. Logged and verified completion of a minimum of 100 hours, including observation and direct services at the site.
5. Demonstrated mastery of competencies as signified on 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 200-400 field hours required.

**SEMINARS**

Four seminars will be held during the semester to:

1. Monitor candidates' progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss field 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. Due at Seminar 2

Meet with a group of parents about an issue of importance to them, e.g. parenting, discipline, fostering children's self-esteem, homework, etc. 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. Due at Seminar 3

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. Due at Seminar 4

A. You must attend at least one IEP meeting and be prepared to debrief that experience during the 4<sup>th</sup> seminar.

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.

C. 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 "incomplete" to finish the required hours, all assignments and the site visits must be completed by the last seminar.)**

## EVALUATION

1. Attendance and participation in ALL 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 200 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.

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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 200-400 field hours required. Total Field Studies (I & II) must equal 600 field hours.

The school level must differ from that in EDCG 533.

**SEMINARS**

Four seminars will be held during the semester to:

1. Monitor candidates' progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss field 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 with students regarding academic and personal issues.
2. Counsel and assist students in developing appropriate academic and career plans.

**C. Assessment**

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

**D. 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.

**E. 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.

**F. 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.

**G. 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. Due at Seminar 2

Develop a plan for an activity/program for students at-risk for 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. Due at Seminar 3

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. Due at Seminar 4

A. Option 1: Develop and implement a counseling and guidance program on college and career readiness to be presented in a classroom guidance session or workshop(s) that will address the needs of students at the school. Include the resources needed to implement the program, the specific national counseling and guidance standard(s) that the program addresses, and an evaluation component. Write a brief summary describing the program and its outcome.

B. 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 of the group. Include your conclusions about the group's movement through specific stages. (Minimum of 6 sessions.)

If you were unable to complete this 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 EDCG 533 or EDCG 534.

**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 "incomplete" to finish the required hours, all assignments and the site visits must be completed by the last seminar.)**

## EVALUATION

1. Attendance and participation in ALL 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 at least 200 hours of counseling and guidance services at the site, with hours devoted to diversity issues noted (a total of 150 from EDCG 533 and 534 combined). Total number of combined hours for EDCG 533 and 534 must be a minimum of 600 hours.
6. Demonstrated mastery of competencies as signified on 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. 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.

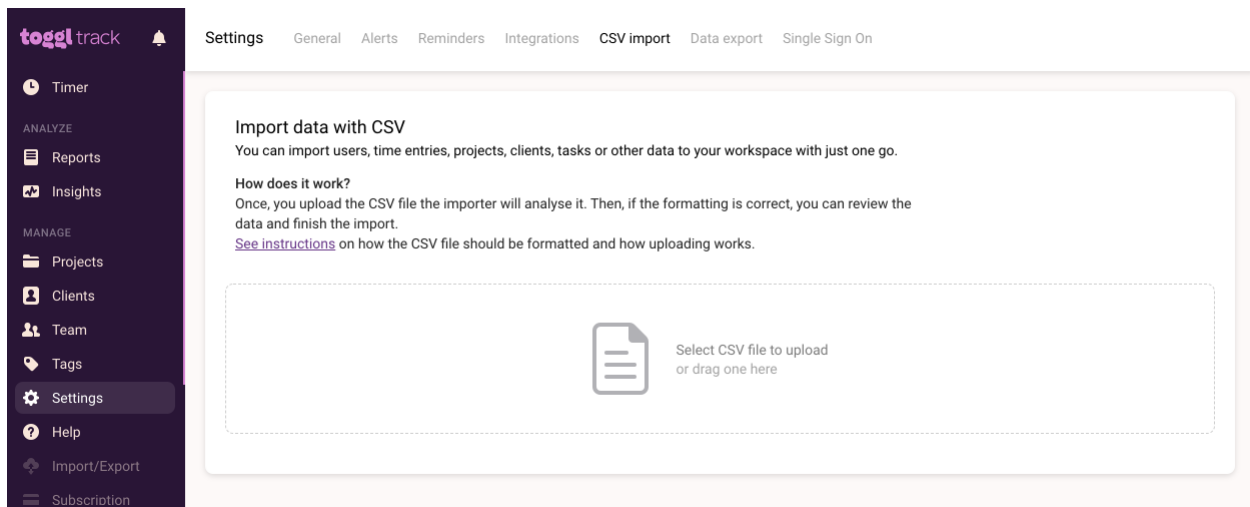
### **Fieldwork Hour Log Account Creation**

Field Work hours will be tracked electronically through Toggl Track. Toggl Track is a time tracking application that allows you to track time right from a browser, computer or a smartphone. Upon completion of your Field Work hours, Toggl will generate a report 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 setting up a Toggl account and importing the project categories to which your hours can be assigned. You will only have to complete this process once as the same project titles are used in your future Field Work courses.

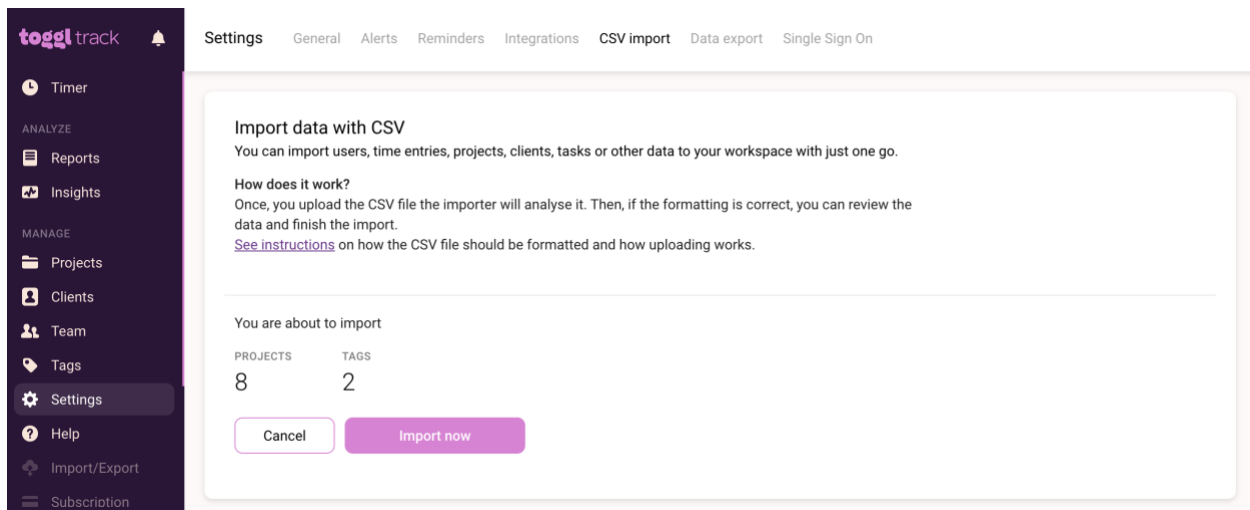
From a Desktop Computer:

1. Open the “PPS Toggl Projects.csv” File on the Student resources webpage
2. When the file opens, save the document to your computer (make sure to keep it a csv file when you save it)

3. Go to [www.Toggl.com/track](http://www.Toggl.com/track)
4. Click “Get Started for Free” and either create a new account by entering your email address and a password or click “Sign up via Google” or “Sign up via Apple” if you prefer to use a previously created account
5. Click “Submit”
6. When you are logged in, click on the “Show more” link from the purple menu bar on the left side of your screen and select “Import/Export”
7. Click “Select CSV file to upload”



8. Locate the “PPS Toggl Projects.csv” file that you saved to your computer and click “open”
9. Click “Import now”



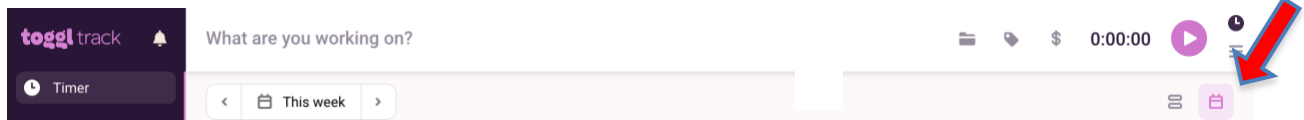
10. After creating your account and uploading the project areas from the csv file on your desktop computer, you can download the “Toggl Track” app if you prefer to track hours on a tablet or smartphone.

### Fieldwork Hour Log Tracking & Reporting

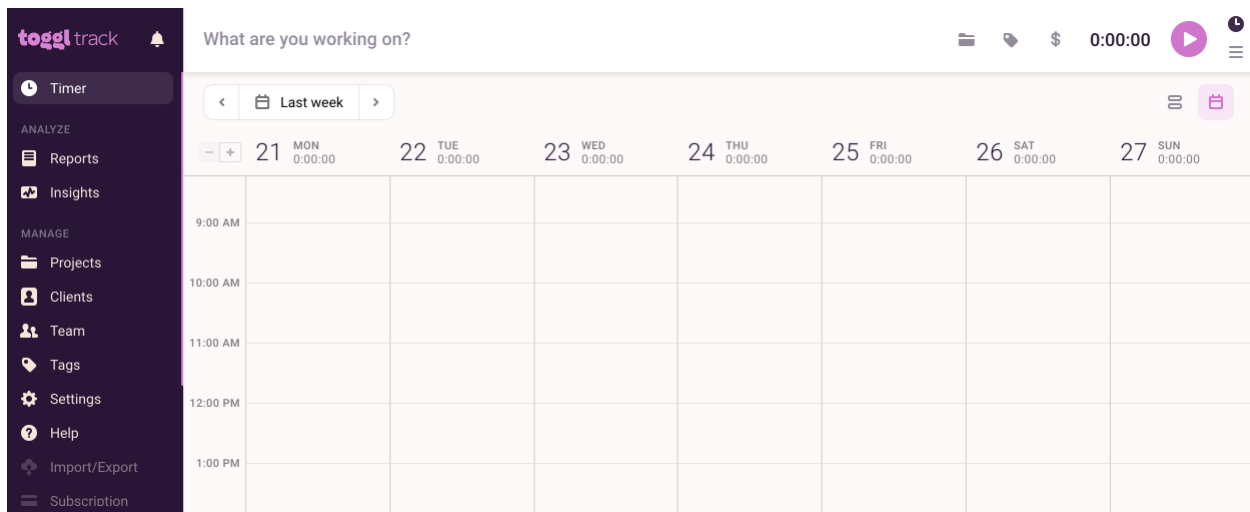
1. The candidate is to indicate the number of hours spent on assigned activities on their electronic field log in Toggl.
2. Hours should be logged in Toggl on an ongoing basis and will be reviewed by the University Supervisor upon request.

#### To track your hours from a computer, log into your Toggl account

- Click “Timer” on the purple menu bar on the left side of your screen
- Select “calendar view” by clicking the calendar icon. Calendar view is recommended as it is easier to record and track time spent at your placement.



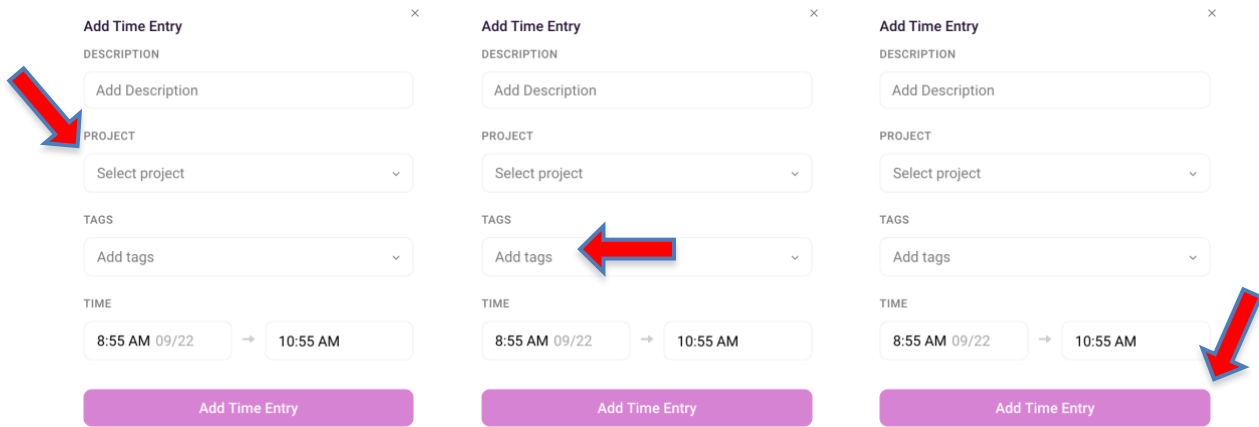
- When you are ready to track your time, click and drag your cursor over the calendar on the appropriate day and time.



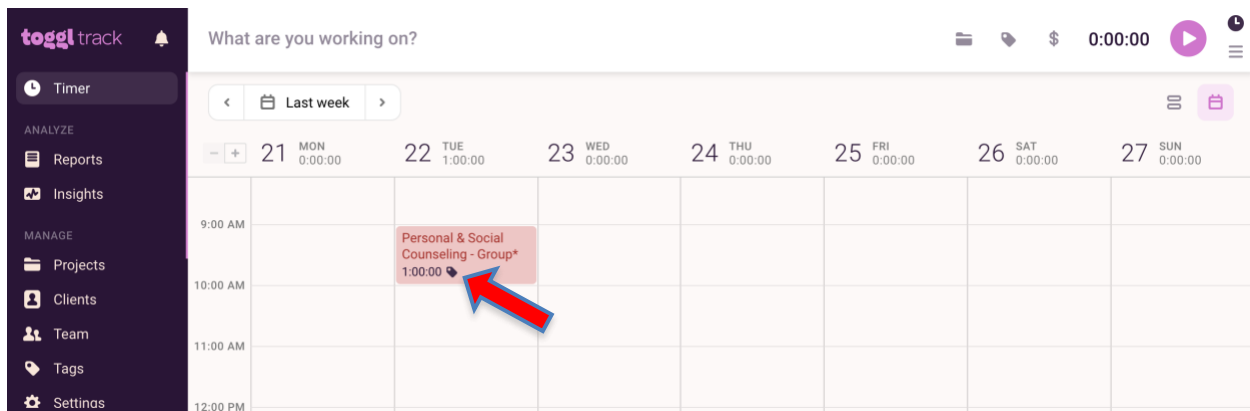
- Click “Select project” to select what project area your work falls under. You **do not** need to add a description of your work as we are only tracking what project area your work falls under.

For projects with an \* after the title, click “Add tags” to indicate that they are “other ethnicity” or diversity hours. Then click “Add Time Entry” when you are ready to submit your entry.





Example: Here is an entry showing that a candidate ran a personal & social counseling group with students for 1 hour. You can also see that the candidate tagged this hour because they were working with students from a racial/ethnic background different from their own. You only will only tag “other ethnicity” hours for projects that have an \*. Tagged hours can be seen in calendar view by noting the tag icon.



- When your fieldwork hours are complete, you will fill out the “Field Log Overview” form and indicate the total “other ethnicity” hours, total attendance hours, and total overall hours you have worked. Please upload a PDF of your hour log summary report, hour log detailed report, and “other ethnicity” hour log detailed report from Toggl before submitting it to your Site Supervisor for an electronic signature.

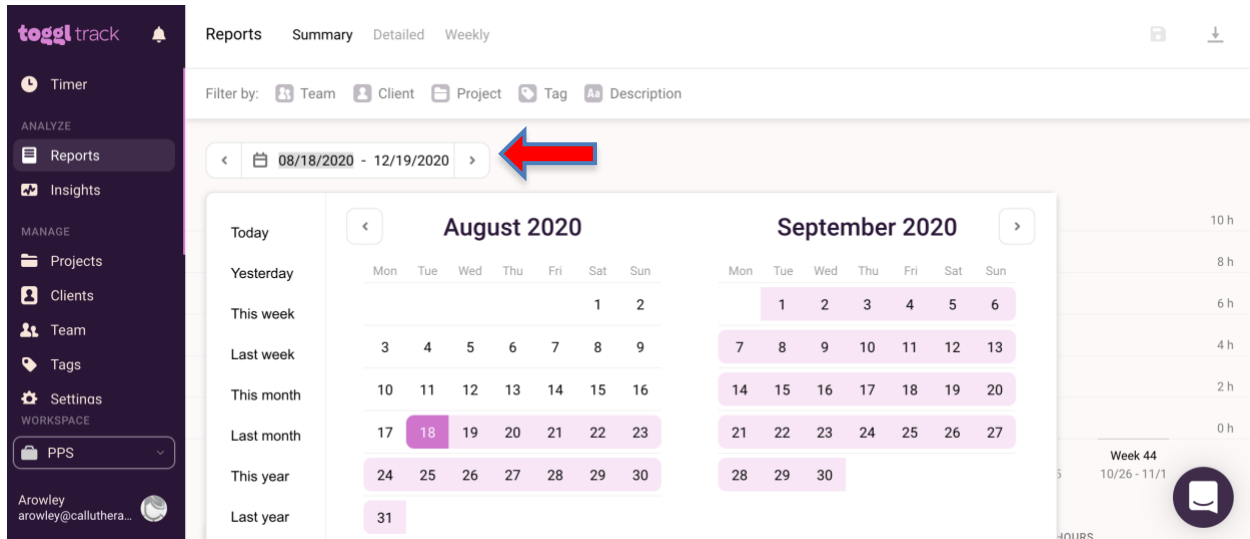
**To generate your Hour Log Reports from a computer, log into your Toggl account**

- An Hour Log Summary Report can be viewed on your handheld device at any time. You will need to use a computer to export a PDF of the three reports that need to be uploaded to your “Field Log Overview” form when you have completed all of your hours.

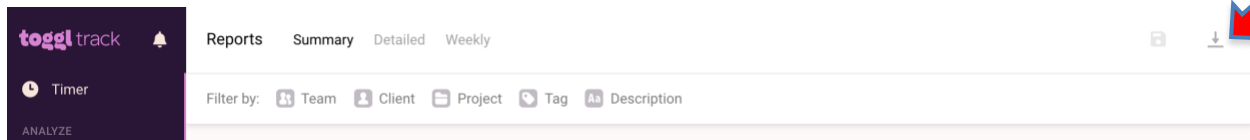
**Hour Log Summary Report**

- Select “Reports” from the purple side bar menu, click “Summary” at the top of your screen, then change the date range to the start and end date of your placement by clicking the calendar icon and then selecting the start and end date of your placement on the calendar. The date range for your total hours will be highlighted in purple and

will appear at the top of the report after you click on the screen off of the calendar pop up box. If you are enrolled in both EDCG 534 and EDCG 540 at the same time, you will click the “Project” tab and check the boxes for categories that do not begin with CWA to capture hours for your Field Studies II Toggl report. When you run your CWA reports you will check the CWA boxes.



- Click the download icon, select “Download PDF”, save the file to your computer and attach it to your “Field Log Overview” form under “Hour Log Summary Report”



### Hour Log Detailed Report

- Select “Reports” from the purple side bar menu, click “Detailed” at the top of your screen, then change the date range to the start and end date of your placement by clicking the calendar icon and then selecting the start and end date of your placement on the calendar. The date range for your total hours will be highlighted in purple and will appear at the top of the report after you click on the screen off of the calendar pop up box.
- Click the download icon, select “Download PDF”, save the file to your computer and attach it to your “Field Log Overview” form under “Hour Log Detailed Report”

### “Other Ethnicity” Hour Log Detailed Report

- Select “Reports” from the purple side bar menu, click “Detailed” at the top of your screen, then change the date range to the start and end date of your placement by clicking the calendar icon and then selecting the start and end date of your placement on the calendar. The date range for your total hours will be highlighted in purple and will appear at the top of the report after you click on the screen off of the calendar pop up box.

- Locate the “Filter by:” section at the top of your screen and click “Tag”. Check the box that says Tag other ethnicity hours and diversity hours for projects with an \*
  - Click the screen off of the tag pop up box.
  - Click the download icon, select “Download PDF”, save the file to your computer and upload it to your “Field Log Overview” form under “Other Ethnicity Hour Log Detailed Report”
4. Logs are to be completed and electronically submitted to your University Supervisor by the last seminar. Please keep in mind that you need to allow time for your Site Supervisor to review and approve your logs prior to the last seminar. 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 three required hour log reports: Hour Log Summary Report, Hour Log Detailed Report, and “Other Ethnicity” Hour Log Detailed Report. 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 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 Evaluations section, click the “Formative Evaluation Form” for the course you are enrolled in and complete the form. After your Site Supervisor complete and submits their portion of the Formative Evaluation, it will be sent to you for your review and approval, after which it will be submitted to your University Supervisor.

### **Summative Evaluation**

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

**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 --	Year	*
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

#### Supervisor's Evaluation and Comments

Candidate First Name  Candidate Last Name

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- ▾
Being sensitive to the effect of the candidate's own values and biases on manner of providing services to students from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾
<b>Counseling Services</b>	
Applying individual counseling methods and techniques to differing groups	* -- Choose -- ▾
Applying leadership in counseling and guidance groups	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Training for personal and social growth and development	* -- Choose -- ▾
Assisting pupils with appropriate course selection for post-secondary education and training courses	* -- Choose -- ▾
Provide pupils with post-secondary institution information and financial aid information	* -- Choose -- ▾
Utilizing remedial, developmental and special programs and resources available to pupils in the school and community	* -- Choose -- ▾
<b>Educational Assessment</b>	
Carrying out non-testing procedures (e.g. observation, anecdotal records, questionnaires, case studies, and student records)	* -- Choose -- ▾
Selecting and administrating unbiased assessment instruments and procedures	* -- Choose -- ▾
Interpreting assessment results to students, teachers, administrators, and/or parents	* -- Choose -- ▾
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- ▾
<b>Consultation</b>	
Consulting with teachers, administrators, and parents (for school age children) in support of students achieving educational success	* -- Choose -- ▾
Utilizing community agencies and resources	* -- Choose -- ▾
Communicating effectively with parents	* -- Choose -- ▾
<b>Legal Aspects and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance or college student personnel programs, pupils, and staff (e.g. confidentiality, child abuse, reporting, pupil records, etc.)	* -- Choose -- ▾
Applying ACA and ASCA ethical standards and practices to specific counseling situations	* -- Choose -- ▾

**Please describe the candidate's strengths:**



Please describe the candidate's areas for continued growth:

---

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

---

**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 SUMMATIVE EVALUATION

#### Supervisor's Evaluation and Comments

Candidate First Name  Candidate Last Name

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- <input type="button" value="v"/>
Being sensitive to the effect of the candidate's own values and biases on manner of providing services to students from differing backgrounds	* -- Choose -- <input type="button" value="v"/>
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- <input type="button" value="v"/>
<b>Counseling Services</b>	
Applying individual counseling methods and techniques to differing groups	* -- Choose -- <input type="button" value="v"/>
Applying leadership in counseling and guidance groups	* -- Choose -- <input type="button" value="v"/>
Applying conflict resolution techniques	* -- Choose -- <input type="button" value="v"/>
Training for personal and social growth and development	* -- Choose -- <input type="button" value="v"/>
Assisting pupils with appropriate course selection for post-secondary education and training courses	* -- Choose -- <input type="button" value="v"/>
Provide pupils with post-secondary institution information and financial aid information	* -- Choose -- <input type="button" value="v"/>
Utilizing remedial, developmental and special programs and resources available to pupils in the school and community	* -- Choose -- <input type="button" value="v"/>
<b>Educational Assessment</b>	
Carrying out non-testing procedures (e.g. observation, anecdotal records, questionnaires, case studies, and student records)	* -- Choose -- <input type="button" value="v"/>
Selecting and administrating unbiased assessment instruments and procedures	* -- Choose -- <input type="button" value="v"/>
Interpreting assessment results to students, teachers, administrators, and/or parents	* -- Choose -- <input type="button" value="v"/>
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- <input type="button" value="v"/>
<b>Consultation</b>	
Consulting with teachers, administrators, and parents (for school age children) in support of students achieving educational success	* -- Choose -- <input type="button" value="v"/>
Utilizing community agencies and resources	* -- Choose -- <input type="button" value="v"/>
Communicating effectively with parents	* -- Choose -- <input type="button" value="v"/>
<b>Legal Aspects and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance or college student personnel programs, pupils, and staff (e.g. confidentiality, child abuse, reporting, pupil records, etc.)	* -- Choose -- <input type="button" value="v"/>
Applying ACA and ASCA ethical standards and practices to specific counseling situations	* -- Choose -- <input type="button" value="v"/>

**Please describe the candidate's strengths:**

Please describe the candidate's areas for continued growth:

Total Verified Completed Hours

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

**University Official Use Section**

CLU ID  First  Last   
Course Grade

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-533 FIELD STUDIES I FORMATIVE EVALUATION

#### Supervisor's Evaluation and Comments

Candidate First Name \*  Candidate Last Name \*

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>Counseling</b>	
Applying individual counseling methods and techniques	* -- Choose -- <input type="button" value="v"/>
Applying conflict resolution techniques	* -- Choose -- <input type="button" value="v"/>
Advising students in personal growth and development	* -- Choose -- <input type="button" value="v"/>
Advising students about academic concerns	* -- Choose -- <input type="button" value="v"/>
Assisting students with appropriate educational and career planning	* -- Choose -- <input type="button" value="v"/>
Utilizing special programs and resources available to students	* -- Choose -- <input type="button" value="v"/>
Applying leadership in counseling and guidance groups	* -- Choose -- <input type="button" value="v"/>
<b>Consulting</b>	
Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students	* -- Choose -- <input type="button" value="v"/>
Recognizing and using expertise of others	* -- Choose -- <input type="button" value="v"/>
Understanding classroom instructional practices	* -- Choose -- <input type="button" value="v"/>
Consulting with parents	* -- Choose -- <input type="button" value="v"/>
Collaborating with school and outside professionals to meet students' needs	* -- Choose -- <input type="button" value="v"/>
<b>Program Development and Evaluation</b>	
Assessing students' needs	* -- Choose -- <input type="button" value="v"/>
Collecting and analyzing student data	* -- Choose -- <input type="button" value="v"/>
Designing student programs based on student needs	* -- Choose -- <input type="button" value="v"/>
Identify and understanding various evaluation strategies	* -- Choose -- <input type="button" value="v"/>
Providing public relations activities to support school guidance programs	* -- Choose -- <input type="button" value="v"/>
<b>Education Assessment</b>	
Interpreting assessment results to pupils, teachers, administrators, parents, and others	* -- Choose -- <input type="button" value="v"/>
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- <input type="button" value="v"/>
Using a variety of assessment strategies to identify students at-risk	* -- Choose -- <input type="button" value="v"/>
<b>Personal Integrity and Professional Ethics</b>	
Recognizing and accepting the ethical consequences of personal and professional behavior	* -- Choose -- <input type="button" value="v"/>
Adhering to ethical standards and practices of the ACA and the ASCA in specific counseling situations	* -- Choose -- <input type="button" value="v"/>
Being sensitive to the effect of one's own values and biases on the manner of providing services to students from differing backgrounds	* -- Choose -- <input type="button" value="v"/>
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- <input type="button" value="v"/>
Seeking/creating desirable social change	* -- Choose -- <input type="button" value="v"/>
Exercising perseverance and follow through	* -- Choose -- <input type="button" value="v"/>

Please describe the candidate's strengths:

Please identify any area's where the candidate is not performing adequately:

Please provide recommendations about how the candidate might remediate areas needing improvement:

---

Site Supervisor	<input type="text"/>	Department (if applicable)	<input type="text"/>
Position	<input type="text"/>		
School Site	<input type="text"/>		
Site Address	<input type="text"/>	City	<input type="text"/>
		Zip	<input type="text"/>

---

**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-533 FIELD STUDIES I SUMMATIVE EVALUATION

#### Supervisor's Evaluation and Comments

Candidate First Name \*  Candidate Last Name \*

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>Counseling</b>	
Applying individual counseling methods and techniques	* -- Choose -- <input type="button" value="v"/>
Applying conflict resolution techniques	* -- Choose -- <input type="button" value="v"/>
Advising students in personal growth and development	* -- Choose -- <input type="button" value="v"/>
Advising students about academic concerns	* -- Choose -- <input type="button" value="v"/>
Assisting students with appropriate educational and career planning	* -- Choose -- <input type="button" value="v"/>
Utilizing special programs and resources available to students	* -- Choose -- <input type="button" value="v"/>
Applying leadership in counseling and guidance groups	* -- Choose -- <input type="button" value="v"/>
<b>Consulting</b>	
Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students	* -- Choose -- <input type="button" value="v"/>
Recognizing and using expertise of others	* -- Choose -- <input type="button" value="v"/>
Understanding classroom instructional practices	* -- Choose -- <input type="button" value="v"/>
Consulting with parents	* -- Choose -- <input type="button" value="v"/>
Collaborating with school and outside professionals to meet students' needs	* -- Choose -- <input type="button" value="v"/>
<b>Program Development and Evaluation</b>	
Assessing students' needs	* -- Choose -- <input type="button" value="v"/>
Collecting and analyzing student data	* -- Choose -- <input type="button" value="v"/>
Designing student programs based on student needs	* -- Choose -- <input type="button" value="v"/>
Identify and understanding various evaluation strategies	* -- Choose -- <input type="button" value="v"/>
Providing public relations activities to support school guidance programs	* -- Choose -- <input type="button" value="v"/>
<b>Education Assessment</b>	
Interpreting assessment results to pupils, teachers, administrators, parents, and others	* -- Choose -- <input type="button" value="v"/>
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- <input type="button" value="v"/>
Using a variety of assessment strategies to identify students at-risk	* -- Choose -- <input type="button" value="v"/>
<b>Personal Integrity and Professional Ethics</b>	
Recognizing and accepting the ethical consequences of personal and professional behavior	* -- Choose -- <input type="button" value="v"/>
Adhering to ethical standards and practices of the ACA and the ASCA in specific counseling situations	* -- Choose -- <input type="button" value="v"/>
Being sensitive to the effect of one's own values and biases on the manner of providing services to students from differing backgrounds	* -- Choose -- <input type="button" value="v"/>
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- <input type="button" value="v"/>
Seeking/creating desirable social change	* -- Choose -- <input type="button" value="v"/>
Exercising perseverance and follow through	* -- Choose -- <input type="button" value="v"/>

Please describe the candidate's strengths:

Please describe the candidate's areas for continued growth:

Total Verified Completed Hours:

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

**University Official Use Section**

CLU ID:  First  Last   
Course Grade

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# California Lutheran University

## GRADUATE SCHOOL OF EDUCATION

### M.S. COUNSELING AND PUPIL PERSONNEL SERVICES EDCG-534 FIELD STUDIES II FORMATIVE EVALUATION

#### Supervisor's Evaluation and Comments

Candidate First Name  Candidate Last Name

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- ▾
Being sensitive to the effect of one's own values and biases on manner of providing services to pupils from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾
<b>Counseling Services</b>	
Applying individual counseling methods and techniques to different groups	* -- Choose -- ▾
Applying leadership in counseling and guidance groups	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Training pupils for personal and social growth and development	* -- Choose -- ▾
Assisting pupils with appropriate course selection for post-secondary education and training opportunities	* -- Choose -- ▾
Providing pupils with post-secondary institution admission and financial aid information	* -- Choose -- ▾
Utilizing remedial, developmental, and special programs and resources available to pupils in the school community	* -- Choose -- ▾
<b>Education Assessment</b>	
Interpreting assessment results to pupils, teachers, administrators, parents, and others	* -- Choose -- ▾
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- ▾
<b>Consultation</b>	
Consulting with pupils, teachers, administrators, and parents in support of pupils achieving educational success	* -- Choose -- ▾
Utilizing community agencies and resources	* -- Choose -- ▾
Communicating effectively with parents	* -- Choose -- ▾
<b>Program Development and Coordinator</b>	
Planning, developing, and implementing comprehensive guidance programs based on a needs assessment	* -- Choose -- ▾
Designing and implementing an evaluation of a comprehensive counseling and guidance program, including the collection of data and preparation of an evaluation report	* -- Choose -- ▾
Coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision-making	* -- Choose -- ▾
Providing public relations activities to support school guidance programs	* -- Choose -- ▾
<b>Legal Aspects and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils, and staff (e.g. confidentiality, child abuse reporting, pupil records)	* -- Choose -- ▾
Applying American Counseling Association and American School Counselor Association ethical Rev. 10/14 42 standards and practices to specific situations	* -- Choose -- ▾

Please describe the candidate's strengths:



Identify any areas where the candidate is not performing adequately:

Please provide recommendations about how the candidate might remediate areas needing improvement:

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Site Supervisor	<input type="text"/>	Department (if applicable)	<input type="text"/>
Position	<input type="text"/>		
School Site	<input type="text"/>		
Site Address	<input type="text"/>	City	<input type="text"/>
		Zip	<input type="text"/>

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**University Official Use Section**

CLU ID:  First  Last

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# California Lutheran University

## GRADUATE SCHOOL OF EDUCATION

### M.S. COUNSELING AND PUPIL PERSONNEL SERVICES EDCG-534 FIELD STUDIES II SUMMATIVE EVALUATION

#### Supervisor's Evaluation and Comments

Candidate First Name  Candidate Last Name

- 4 Met with excellence**
- 3 Met**
- 2 Met with concerns**
- 1 Not Met**
- NA Not applicable to candidate's experience**

(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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- ▾
Being sensitive to the effect of one's own values and biases on manner of providing services to pupils from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾
<b>Counseling Services</b>	
Applying individual counseling methods and techniques to different groups	* -- Choose -- ▾
Applying leadership in counseling and guidance groups	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Training pupils for personal and social growth and development	* -- Choose -- ▾
Assisting pupils with appropriate course selection for post-secondary education and training opportunities	* -- Choose -- ▾
Providing pupils with post-secondary institution admission and financial aid information	* -- Choose -- ▾
Utilizing remedial, developmental, and special programs and resources available to pupils in the school community	* -- Choose -- ▾
<b>Education Assessment</b>	
Interpreting assessment results to pupils, teachers, administrators, parents, and others	* -- Choose -- ▾
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- ▾
<b>Consultation</b>	
Consulting with pupils, teachers, administrators, and parents in support of pupils achieving educational success	* -- Choose -- ▾
Utilizing community agencies and resources	* -- Choose -- ▾
Communicating effectively with parents	* -- Choose -- ▾
<b>Program Development and Coordinator</b>	
Planning, developing, and implementing comprehensive guidance programs based on a needs assessment	* -- Choose -- ▾
Designing and implementing an evaluation of a comprehensive counseling and guidance program, including the collection of data and preparation of an evaluation report	* -- Choose -- ▾
Coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision-making	* -- Choose -- ▾
Providing public relations activities to support school guidance programs	* -- Choose -- ▾
<b>Legal Aspects and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils, and staff (e.g. confidentiality, child abuse reporting, pupil records)	* -- Choose -- ▾
Applying American Counseling Association and American School Counselor Association ethical Rev. 10/14 42 standards and practices to specific situations	* -- Choose -- ▾

**Please describe the candidate's strengths:**

Please describe the candidate's areas for continued growth:

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Total Verified Completed Hours:

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Site Supervisor	<input type="text"/>	Department (if applicable)	<input type="text"/>
Position	<input type="text"/>		
School Site	<input type="text"/>		
Site Address	<input type="text"/>	City	<input type="text"/>
		Zip	<input type="text"/>

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Course Grade:

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