



COUN 607: PRACTICUM
COUN 643A: SCHOOL COUNSELING FIELDWORK
COUN 644A: ADVANCED SCHOOL COUNSELING FIELDWORK

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Pupil Personnel Services: School Counseling Performance Expectations

SCPE 1: Foundations of School Counseling Professional Standards

1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
2. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).
4. Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SCPE 2: Professionalism, Ethics, and Legal Mandates

1. Develop and apply an ethical decision-making process.
2. Articulate school counseling philosophy as it pertains to school counselor professional identity.
3. Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
4. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.
5. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
7. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
8. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
9. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.
10. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
11. Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
12. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession

SCPE 3: Student Academic Development

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as providing summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

SCPE 4: Student College and Career Development

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
7. Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.

8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
9. Knowledge and understanding of local and national career and job market trends.
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.
14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

SCPE 5: Social/Emotional Development

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2. Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.
4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventive and proactive in-service education programs for school staff.

12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
15. Articulate and demonstrate the school counselor's responsibility to develop and lead a comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

1. Understanding of theories of individual and family development across the lifespan.
2. Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.
3. Knowledge of systemic and environmental factors affecting human development, function and behavior.
4. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.
5. Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.
6. Understand the needs of diverse learners, including adapting to the dynamics of difference in cross-cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.
7. Review and analyze appropriate state and national evidence-based curriculum for Pre-K12 social/emotional learning.
8. Identify and apply student engagement strategies and pedagogical best practices.
9. Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.
10. Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

1. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.
2. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.
3. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
4. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.

5. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
6. Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.
7. Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
8. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success
9. Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.
10. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
11. Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.

SCPE 8: Program Development

1. Understands the organization and structure of schools as part of district, county, and state educational systems.
2. Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.
3. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.
4. Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.
5. Understand the interrelationships among prevention and intervention strategies within school organization and the community.
6. Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
7. Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs
8. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).

SCPE 9: Research, Program Evaluation, and Technology

1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).

2. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single subject designs.
3. Ability to differentiate between and ability to interpret valid and reliable results.
4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.
5. Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.
6. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.
7. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.
8. Possess knowledge, understanding, and experience with at least one student information system.

School Counseling Practicum

The School Counseling Practicum Course (*COUN 607*) is designed to provide school counseling candidates with their first counselee contact in a closely supervised setting. It is designed to help candidates begin to translate their academic understanding into actual counseling practice. Candidates complete a **minimum of 100 practicum hours** in an approved public school field setting. The 100 hour practicum experience is supervised by an experienced school counselor having a minimum of two years of school counseling experience and by a university practicum faculty supervisor. Additionally, candidates enrolled in COUN 607 meet with their university practicum faculty supervisor for a minimum of **22 hours** of seminar discussion and group supervision and **1.5 hours** of individual supervision per semester. This course is aligned with CTCC requirements for practicum experience.

Grading: A-F

Prerequisites: COUN 506, COUN 513, COUN 515, Certificate of Clearance

Supervision

University Supervisor

Each practicum course section is assigned to a university professor, who has a doctorate in counseling or related field, has advanced credentials, or has experience working as a school counselor in the school setting. The professor oversees your entire practicum experience and conducts **22 hours of group supervision per semester and one and a half hour of individual supervision (site visit and individual meeting) making** certain the course expectations are fulfilled by each candidate.

Professors will conduct two site visits (one in person and the other either virtually, via phone or in person) and make contact with your site supervisor to ensure your development and growth is appropriate. They will also meet with you **individually for 30 minutes**. The university supervisor will work with site supervisors to ensure adequate growth and development is being obtained by the school counselor candidate.

Site Supervisor

The site supervisor will coordinate the practicum experience to the multiple roles of a school counselor, which align with the unique setting, counseling program goals, district procedures, and the state and American School Counselor Association (ASCA) National Model for comprehensive school counseling programs.

Site supervisors should commit to site supervision only if they:

1. Have a PPS *School Counseling* Credential and have had the credential for minimum of two years.
2. Provide your supervisee with the opportunity to engage in a broad range of counseling activities that are consistent with the ASCA National Model for a comprehensive school counseling program.
3. Ensure that your supervisee will have an appropriate space in which to conduct his or her activities.

4. School/district will permit and support audio recording of counseling sessions.
5. Meet with your supervisee on a regular basis. Although schedules will vary, a recommended one (1) hour per week should be spent in individual supervision or two (2) hours per week in group supervision.
6. Assist your supervisee in the development of her or his goals for the semester.
7. Acquaint your supervisee with the school, staff, protocol, and procedures.
8. Complete end of semester evaluations of your supervisee using the forms provided. The purpose of these evaluations is to identify the candidate's strengths and those areas that require more development. The evaluations provide a basis for giving feedback to the candidate as well as a focus for the fieldwork experience.
9. Inform the University Supervisor of problems or concerns that arise.

Candidate Requirements

Practicum candidates are charged to do the following, professionally and accurately:

1. Meet all prerequisites by **November 1st** in order to enroll in COUN 607. This includes:
 - a. Certificate of Clearance on file in the Credential Center
 - b. Completion of COUN 506, COUN 513, COUN 515 by end of Fall semester
 - c. Proof of passing CBEST
2. Complete supervised practicum experiences that total a minimum of **100 clock hours** over a 15 week semester includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or PPS School Counseling 10 group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.
3. Complete at least **40 (of the 100) clock hours** in direct service with actual students that contributes to the development of counseling skills.
4. Download a copy of the Practicum Handbook and Practicum Log of Hours for yourself. Provide your site supervisor with a copy of the Handbook.
5. Meet with your Site Supervisor for a recommended **one (1) hour per week** for individual supervision and/or **two (2) hours per week** for group supervision.
6. Discuss professional goals as well as your goals for your Practicum experience with your site supervisor. Let her or him know what types of activities you are particularly interested in conducting or will need to conduct to complete the required competencies. Your hours on site should reflect collaborative planning between you and your site supervisor. Come to your site organized and prepared, with your own ideas about what you might be able to offer as well as openness to new experiences.
7. Complete all requirements as specified in Appendix C and the syllabus provided by your

University Supervisor. These include: (a) individual and group meetings, (b) oral and written assignments, (c) tapes, and (d) paperwork.

8. Listen to your recorded sessions before submitting them. You will inevitably hear things in a different way from how you heard them during the session. This will also aid you in identifying areas of strength and weakness to discuss during the supervision. You will also need to check that your recordings are audible. If you are having difficulty with this, experiment with the volume and placement of your phone or recorder. Erase all recorded sessions by the end of the semester.
9. Keep your University Supervisor informed of problems or issues that arise.
10. Retain copies of all documents that you submit to your University Supervisor.
11. Do not enter any confidential information in the Practicum Handbook.

Approved Practicum Activities

For the Practicum (COUN 607) requirement, counseling interns must have a total of **100** clock hours. These hours include a minimum of **40** hours of direct service with students (individual counseling, instruction, advising, and group counseling). NOTE: While the minimum number of direct service hours has been removed due to COVID-19, we encourage candidates to get as much direct service experience as possible in the areas of individual counseling, instruction, advising, and group counseling. The counseling candidate is required to have a minimum of **three** students for individual counseling. Group counseling must be co-facilitated with the school counselor at the site. Indirect hours may include individual/group site supervision, case write ups, contact with parents, guardians, or families, peer consultation, and required paperwork as well as other experiences that familiarize the counseling candidate with the culture and procedures of their setting. University supervision is not included in your 100 hours.

The School Counseling Handbook is a resource to practicum candidates and their site supervisor of activities to consider for hour accumulation. Only based on the examples provided can you and your site supervisor agree on whether or not activities are counted as direct or indirect hours.

Examples of non-counseling duties that do not meet the requirement for direct or indirect hours include:

1. Making disciplinary decisions or imposing disciplinary actions
2. Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty etc.
3. Substitute teaching of a class
4. Non-counseling related clerical work
5. Scheduling or test coordination/proctoring
6. Other duties that do not foster the development of a professional school counselor

For candidates seeking to complete practicum hours at a school where they are employed, approval from the School Counseling department faculty is needed. Evidence must be submitted to faculty that a shift in roles has occurred and that the practicum experience is qualitatively different from the candidate's occupational responsibilities. In order to avoid dual relationships, the candidate is not allowed to counsel the students they teach. The counselor education faculty reserves the right to deny

or discontinue the internship placement if dual relationship concerns or other issues arise that affect the provision of quality counseling services.

Audio recording

In accordance with CACREP standards for counseling supervision, practicum and fieldwork candidates must have opportunities to regularly audio record counseling contact with students. This involves audiotaping individual counseling. Students are responsible for meeting the audiotaping expectations established by practicum and fieldwork instructors.

Professional and Ethical Guidelines

As school counselors, your behavior, attire and attitude reflect upon the department, university, and the school counseling profession in general. Consequently, it is important to maintain a professional image for the community, K-12 students, peers, and professors. There are several things you can do to enhance the image you project, including, but not limited to:

- Dressing appropriately and professionally when seeing students' and their parents
- NEVER discussing cases outside of supervision class or outside the setting of your site supervision meetings

Professional Liability Insurance

Professional Liability Insurance is required. All candidates enrolled in COUN 607, COUN 643A, and COUN 644A are provided professional liability insurance through the CSULB Insurance Program. Fees for this insurance are included in your course fee. The Student Professional Liability Insurance Program (SPLIP) is designed to protect candidates from claims arising out of actual or alleged incidents when the loss results from the practice of the candidate's profession during an internship program. More information about SPLIP and coverage limits can be found on the [website](#).

School Counseling Fieldwork

School Counseling Fieldwork (*COUN 643A & COUN 644A*) provides school counseling candidates with the opportunity to apply knowledge and skills under supervision at a school site. Fieldwork is required for the Pupil Personnel Services Credential and the Master of Science in Counseling degree. This course is aligned with the most recent CTCC guidance for fieldwork experience in light of COVID.

1. A minimum of **800 total fieldwork hours (400 per semester)** in approved public school field settings.
2. The 800 hour fieldwork experience must be completed at a minimum of two school levels (elementary, middle, or high) across the academic year.
3. Candidates must be supervised by a school counselor with a minimum of two years of school counseling experience and by a university practicum faculty supervisor.
4. Two hundred (**200**) hours of the eight hundred (800) clock hours **may be completed in other areas related to schools and/or counseling**, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field.
5. A minimum of four hundred (**240**) **direct contact hours** (approximately 150 per semester) are required. Direct contact is defined as “live” face-to-face contact with a student through in-person or virtual service delivery.
6. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic ([see SCPEs #3, #4, and #5 for specific activities](#)).
7. At least one hundred (**150**) clock hours of field practice with at least ten (10) pupils (individually and/or in a group) of a different diverse background from the candidate and can consist of any of the following: ability, ethnicity, race, religion, sexual orientation, socioeconomic status/class, geographical/regional background, or language.
8. A minimum of **25 hours** of group counseling.
9. A maximum of **10 hours** per semester may be spent attending professional development conferences/trainings.
10. A maximum of **60 hours** may be carried over from COUN 643A to COUN 644A. **You must complete a minimum of 400 hours to successfully complete COUN 643A.**

The 800 hours that comprise the two semesters of Fieldwork must be completed while enrolled in COUN 643A or COUN 644A, under the supervision of both a University Supervisor and a PPS Counseling credentialed counselor (Site Supervisor). *Previous experience and/or fieldwork completed for other Master’s degree program options are not acceptable.* In addition, Fieldwork hours may not be completed during the summer.

GRADING: Credit/No Credit

PREREQUISITES

COUN 643A: COUN 607, COUN 638, Department consent required.

COUN 644A: COUN 606, COUN 643A; Department consent required. EDP, 536, EDP 596 (must be taken concurrently with either COUN 643A or COUN 644A).

DEADLINES

Fieldwork Application for Fall semester is due **March 1st** of the previous term.

Fieldwork Application for Spring semester is due October **1st** of the previous term.

Applications for fieldwork are available in the College of Education Graduate Office (ED1-7).

Fieldwork Site Selection

Candidates are responsible for finding **two** school sites (at different levels) to complete fieldwork hours. The fieldwork site experiences will be conducted simultaneously for the entire academic year. The purpose of year-long fieldwork experience is to provide candidates with the opportunity to learn the various roles and responsibilities of a school counselor during an entire academic year. It also allows the candidate to develop a strong relationship with their fieldwork site, including their supervisor and students.

All fieldwork sites must be approved by the Fieldwork Program Coordinator. All fieldwork activities are to be conducted in accordance with the laws of the State of California, the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA), and the highest standards of professional behavior. The deadline to submit your fieldwork site request to the Program Coordinator is **April 2nd**. Please complete the following steps to secure your fieldwork site:

1. OPTION 1: Select a pre-approved site from the [CSULB School Counseling Fieldwork Site List](#). All program fieldwork must be completed in a district in which the university has an approved Affiliation Agreement. All school sites listed on the CSULB School Counseling Fieldwork Site List are in districts that have approved Affiliation Agreements on file with the university.

OPTION 2: If you are interested in a site not on the list, it must be approved by the Fieldwork Coordinator prior to starting your fieldwork. You will need to submit a complete [Fieldwork Site Application](#). After reviewing, you will be notified if it is approved (within 2 weeks). Please keep in mind, submitting a [Fieldwork Site Application](#) does not guarantee approval.

2. In determining a school site for Fieldwork, consider the following components:
 - a. The site supervisor has been trained in supervision, the SCPEs, and program fieldwork requirements and shares responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence. **The supervisor can provide proof of verification of formal training in supervisions.** (ex. CASC supervision certificate).

- b. Candidates must meet with their supervisor for one **(1) hour of individual** or one-and-one-half **(1.5) hours of small group** (limit 8 candidates per group) supervision per week.
- c. The site can provide opportunities to complete all required hours and competencies; as well as activities aligned with the American School Counselor Association (ASCA) National Model for school counseling programs.
- d. The site has office space for you to conduct confidential counseling activities.
- e. The site allows for audio and/or video recording of individual counseling for supervision purposes. Sites that do not allow for audiotaping must be able to provide direct observation of individual counseling sessions.
- f. The site has available opportunities to meet all Fieldwork requirements and to experience activities consistent with a comprehensive school counseling program (e.g., ASCA National Model, RAMP Recognized, Multi-tiered Systems of Support, Linked Learning, Restorative Practices).
- g. The site includes grade levels and demographics of students you are interested in working with.
- h. The site provides a good supervisory fit between you and the school counseling site supervisor.
- i. The site's Proximity to CSULB and/or where you live.

3. Contact the site

- a. Review the [CSULB School Counseling Fieldwork Site List](#) and follow the directions for initial contact. Some districts will require that you contact the district lead and others will allow you to contact the site directly. Please pay careful attention to this and follow the instructions accordingly.
- b. It is important that you communicate in a professional manner at all times, as you are representing CSULB, the School Counseling Program, and the profession of school counseling.
- c. Arrange to meet the potential site supervisor to determine if the site is a good fit for you. To determine if the site is a good fit for you:
 - i. Review the following documents with the potential site supervisor: (1) CSULB School Counseling Program Handbook, (2) CSULB School Counseling Program Fieldwork Hours Log. Confirm that all Fieldwork requirements can be met by the site.
- d. After meeting with the potential site supervisor, determining that all Fieldwork requirements can be met, and receiving confirmation from the potential site supervisor that you can complete your Fieldwork experience at the school, have the site supervisor complete the [Fieldwork Site Application](#).
- e. Determine and complete the necessary paperwork with the district in order to participate in Fieldwork (application, fingerprinting, TB Test, etc.). Necessary documents will be listed on the [CSULB School Counseling Fieldwork Site List](#).

Approved Fieldwork Activities

The School Counseling Handbook is a resource to fieldwork candidates and their site supervisor of activities to consider for hour accumulation. Only based on the examples provided can you and your site supervisor agree on whether activities are counted as direct or indirect hours.

Examples of non-counseling duties that *do not* meet the requirement for direct or indirect hours include:

1. Making disciplinary decisions or imposing disciplinary actions
2. Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty etc.
3. Substitute teaching of a class
4. Non-counseling related clerical work
5. Scheduling or test coordination/proctoring
6. Other duties that do not foster the development of a professional school counselor

For candidates seeking to complete fieldwork hours at a school where they are employed, approval from the School Counseling department faculty is needed. Evidence must be submitted to faculty that a shift in roles has occurred and that the fieldwork experience is qualitatively different from the candidate's occupational responsibilities. In order to avoid dual relationships, the candidate is not allowed to counsel the students they teach. The counselor education faculty reserves the right to deny or discontinue the fieldwork placement if dual relationship concerns or other issues arise that affect the provision of quality counseling services.

Diversity Hours

At least one hundred (**150**) clock hours of field practice with at least ten (10) pupils (individually and/or in a group) of a different diverse background from the candidate and can consist of any of the following: socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.

Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic ([see SCPEs #3, #4, and #5 for specific activities](#)).

Audio recording

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly audio record counseling contact with students. This involves audiotaping individual counseling. Students are responsible for meeting the audiotaping expectations established by fieldwork instructors. Site placements that do not allow for audiotaping must be able to provide direct observation of individual counseling sessions and complete the feedback form (Appendix I).

Professional and Ethical Guidelines

Candidates are expected to conduct their work in an ethical, legal, and professional manner, adhering to the [ACA Code of Ethics](#) (American Counseling Association, 2014), and [ASCA Ethical Standards for School Counselors](#) (American School Counseling Association, 2016). As school counselors, your behavior, attire and attitude reflect upon the department, university, and the school counseling profession in general. Consequently, it is important to maintain a professional image for the community, K-12 students, peers, and professors. There are several things you can do to enhance the image you project, including, but not limited to:

- Dressing appropriately and professionally when seeing students' and their parents
- NEVER discussing cases outside of class or outside the setting of your site supervision meetings

Professional Liability Insurance

Professional Liability Insurance is required. All candidates enrolled in COUN 607, COUN 643A, and COUN 644A are provided professional liability insurance through the CSULB Insurance Program. Fees for this insurance are included in your course fee. The Student Professional Liability Insurance Program (SPLIP) is designed to protect candidates from claims arising out of actual or alleged incidents when the loss results from the practice of the candidate's profession during an internship program. More information about SPLIP and coverage limits can be found on the [website](#).

Fieldwork - Candidate Responsibilities

1. Complete fieldwork application for **each** semester of fieldwork prior to the deadline.
2. Download a copy of the Fieldwork Handbook for yourself. Share your Fieldwork Handbook and Log of Hours ([Appendix J](#)) with your Site Supervisor.
3. Discuss professional goals as well as your goals for your fieldwork experience with your site supervisor. Let her or him know what types of activities you are particularly interested in conducting or will need to conduct to complete the required competencies. Your hours on site should reflect collaborative planning between you and your site supervisor. Come to your site organized and prepared, with your own ideas about what you might be able to offer as well as openness to new experiences.
4. Complete all requirements as specified in [Appendix D](#) and the syllabus provided by your University Supervisor. These include: (a) individual and group meetings, (b) oral and written assignments, (c) recordings, and (d) paperwork.
5. Listen to your recorded sessions before submitting them. You will inevitably hear things in a different way from how you heard them during the session. This will also aid you in identifying areas of strength and weakness to discuss during the supervision. You will also need to check that your recordings are audible. If you are having difficulty with this, experiment with the volume and placement of your phone or recorder. Erase all recorded sessions by the end of the semester.
6. Meet with your Site Supervisor for a recommended one (1) hour per week for individual supervision and/or two (2) hours per week for group supervision.
7. Keep your University Supervisor informed of problems or issues that arise.
8. Retain copies of all documents that you submit to your University Supervisor.
9. **Do not enter any confidential information in the Fieldwork Handbook.**

Site Supervisor Responsibilities

Practicum/Fieldwork

1. Commit to being a Site Supervisor only if:
 - a. You have a PPS *School Counseling* Credential and have had the credential for a minimum of two years.
 - b. You can provide verification of formal training in supervisions (ex. CASC supervision certificate).
 - c. You can provide your supervisee with the opportunity to engage in a broad range of counseling and guidance activities.
 - d. You can ensure that your supervisee will have an appropriate space in which to conduct his or her activities.
 - e. Your school will permit and support audio recording of counseling sessions.
2. Meet with your supervisee on a regular basis. Although schedules will vary, a recommended one (1) hour per week should be spent in individual supervision or two (1.5) hours per week in group supervision.
3. Assist your supervisee in the development of her or his goals for the semester.
4. Acquaint your supervisee with the school, staff, protocol, and procedures.
5. [Fieldwork only] Complete end of semester evaluations of your supervisee using the forms provided ([Appendix M](#)). The purpose of these evaluations is to identify the candidate's strengths and those areas that require more development. The evaluations provide a basis for giving feedback to the candidate as well as a focus for the fieldwork experience.
6. Inform the University Supervisor of problems or concerns that arise.

University Supervisor Responsibilities

1. Develop a current syllabus for COUN 607, COUN 643A and/or COUN 644A based on the approved course outlines. Clearly delineate course requirements and provide necessary paperwork to candidates.
2. Meet with all supervisees early in the semester to distribute course syllabi, clarify course requirements, and schedule remaining sessions.
3. Conduct individual and/or group meetings as scheduled.
4. Establish contact with each candidate's Site Supervisor and maintain communication as needed. A visit to each site is required at least once each semester.
5. Provide appropriate feedback to supervisees regarding tapes and other completed assignments.
6. Respond appropriately to problems identified by candidates and/or site supervisors.
7. Complete an end-of-semester assessment of each supervisee ([Appendix L](#)).
8. Complete a formal evaluation of each supervisee based upon completion of course requirements, feedback from the Site Supervisor, and completion of necessary paperwork. Assign and submit appropriate grades for courses. Submit each candidate's FW Handbook and Log of Hours to the FW Coordinator.
9. Instruct your supervisees to turn in [Appendix N](#) (Supplementary Course Evaluation) to the School Counseling Program Coordinator rather than to you. Your candidates' identities are protected to encourage honest responses.

APPENDIX A

SCHOOL COUNSELING PRACTICUM PAPERWORK CHECKLIST

The following is a checklist of the documents you will need to submit to your university supervisor during the semester. Your instructor will provide you with specific dates/deadlines. This list does not include any assignments they may assign in their course. At the end of the semester, once your supervisor has reviewed all documents for completeness, this checklist along with these documents will be scanned into a PDF and submitted to your university supervisor at the end of the semester.

Candidate Name:	
-----------------	--

- Appendix A:** Checklist
- Appendix C:** Practicum Requirements
- Appendix E:** Practicum Site Information Form
- Appendix J:** Log of Hours
- Appendix L:** Rating of Candidate Practicum/FW Performance by
University Supervisor
- Appendix N:** Supplementary Course Evaluation (submitted online)
- Appendix O:** Candidate Evaluation of Practicum Placement (submitted online)

APPENDIX B

SCHOOL COUNSELING FIELDWORK PAPERWORK CHECKLIST

The following is a checklist of the documents you will need to submit to your university supervisor during the semester. Your instructor will provide you with specific dates/deadlines. This list does not include any assignments they may assign in their course. At the end of the semester, once your supervisor has reviewed all documents for completeness, this checklist along with these documents will be scanned into a PDF and submitted to your supervisor at the end of the semester.

Candidate name:	
------------------------	--

COUN 643A

COUN 644A

- Appendix B:** Fieldwork Paperwork Checklist
- Appendix D:** Fieldwork Requirements
- Appendix E:** Fieldwork Site Information Form
- Appendix J:** Log of Hours
- Appendix K:** School Counseling Fieldwork Competencies
- Appendix L:** Rating of Candidate Practicum/FW Performance by
University Supervisor
- Appendix M:** Rating of Candidate Fieldwork Performance by
Site Supervisor
- Appendix N:** Supplementary Course Evaluation (submitted online)
- Appendix O:** Student Evaluation of Fieldwork Placement (submitted online)

APPENDIX C

SCHOOL COUNSELING PRACTICUM REQUIREMENTS

During practicum, the following requirements must be met by candidates in the Master of Science in Counseling (School) and/or PPS School Counseling Credential Programs:

1. Develop and present to the university supervisor a written statement of individual learning goals (3-5 goals) for the practicum experience.
2. Coordinate and, if requested, participate in the required site visit by the university supervisor with the site supervisor.
3. Schedule and attend weekly supervision meetings with the site supervisor (recommended one hour per week).
4. Meet with the university supervisor for **all** required supervision sessions. Missed session must be made up as per arrangement with the university supervisor. **Missing two (2) supervision sessions will result in one letter grade reduction and any additional missed supervision will result in additional reduction of grade.**
5. Submit a minimum of **two** audio recordings of an individual counseling session for review and critique by the university supervisor. For each recording submitted, complete and submit a written analysis of the session along with the recording (use the review form provided in Appendix H). **All recordings must be erased at the end of the semester.**
7. Maintain a weekly log of hours (see Appendix J).
8. Complete a candidate evaluation of practicum placement (Appendix O) and the supplementary course evaluation for fieldwork (Appendix N).
9. Accrue a minimum of **40 direct client contact hours**.

Candidate Name: _____

Candidate Signature: _____ Date: _____

APPENDIX D

SCHOOL COUNSELING FIELDWORK REQUIREMENTS

During each semester of fieldwork, the following requirements must be met by candidates in the Master of Science in Counseling (School) and/or PPS School Counseling Credential Programs:

1. Develop and present to the university supervisor a written statement of individual learning goals (3-5 goals) for the fieldwork experience.
2. Coordinate and, if requested, participate in the required site visit by the university supervisor with the site supervisor. **Note: During the Fall semester, site visits will occur via Zoom.**
3. Schedule and attend weekly supervision meetings with the site supervisor (recommended one hour per week).
4. Meet with the university supervisor for all required supervision sessions. Missed sessions must be made up as per arrangement with the university supervisor. **Missing one (1) or more supervision sessions will result in a NC for the course.**
5. Submit a minimum of **two** audio recordings (COUN 644A) of an individual counseling session for review and critique by the university supervisor. For each recording submitted, complete and submit a written analysis of the session along with the recording (use the review form provided in [Appendix H](#)). **All recordings must be erased at the end of the semester.** If a site does not allow for audio recording, your university supervisor will provide an alternative assignment.
6. Maintain a weekly log of hours (see [Appendix J](#)).
7. Complete a candidate evaluation of fieldwork placement ([Appendix O](#)).
8. Complete a minimum of 400 clock hours for the semester. Of the 400 clock hours, 240 should be direct contact hours.
9. Each semester, fieldwork students should complete at least seventy-five (75) clock hours of field practice with at least five (5) pupils (individually and/or in a group) of a different diverse background from the candidate and can consist of any of the following: ability, ethnicity, race, religion, sexual orientation, socioeconomic status/class, geographical/regional background, or language.

COUN 643A COUN 644A

Candidate Name: _____

Candidate Signature: _____ Date: _____

APPENDIX E

PRACTICUM/FIELDWORK SITE INFORMATION FORM

Candidate Information

Name:
Home Address (including city, state, zip code):
Primary Email Address:

Site 1 Information (enter the lower level site here)

Site Supervisor Name:	
School Name:	District:
School Address:	
Phone number:	Email:

Site 2 Information (enter higher level site here)

Site Supervisor Name:	
School Name:	District:
School Address:	
Phone number:	Email:

Schedule (by hours, e.g., 8am - 2pm) at Sites:

SITE 1	M:	T:	W:	TR:	F:
SITE 2	M:	T:	W:	TR:	F:

APPENDIX F.1

COUNSELING CONSENT FORM

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Advanced Studies in Education and Counseling
College of Education

**Master of Science in Counseling (School Counseling Option) and
Pupil Personnel Services School Counseling Credential Programs**

I give my permission for a counseling intern in the School Counseling program at California State University, Long Beach to counsel my child. I understand that the counseling intern has completed the necessary Masters coursework in counseling to work with K-12 students. The counseling intern will be supervised by _____ a faculty member at California State University, Long Beach and by _____, a site supervisor. Information gathered in counseling will be held strictly confidential according to the American School Counselor Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the child or to others.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

_____	_____	____/____/____
Student name	Student signature	Date
_____	_____	____/____/____
Parent name	Parent signature	Date
_____	_____	____/____/____
Practicum/ Fieldwork intern name	Practicum/ Fieldwork intern Signature	Date

Thank you for assisting in the education of our School Counseling students.

1250 BELLFLOWER BLVD. •LONG BEACH, CA 90840-2201•FAX (562) 985-4534

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Advanced Studies in Education and Counseling
College of Education

**Master of Science in Counseling (School Counseling Option) and
Pupil Personnel Services School Counseling Credential Programs**

Yo, _____ doy permiso para que un Interno/a de Consejería del Programa de Consejería de la Universidad Estatal de Long Beach aconseje a mi hijo/hija. Entiendo que el/la Interno/a ha completado el trabajo de cursos del nivel de Maestría en Consejería para trabajar con estudiantes de los grados K-12. El/la Interno/a será supervisado/a por _____, miembro de la facultad de la Universidad Estatal de Long Beach y por _____ supervisor/a del plantel. La información obtenida en consejería será mantenida en estricta confidencia de acuerdo al Código de Ética de la Asociación Americana de Consejería Escolar. La excepción a esta confidencialidad ocurre solo cuando hay una sospecha de abuso al niño/a o si hay peligro eminente a la criatura u otros.

He leído lo de arriba y entiendo la naturaleza de los procesos de supervisión. Todas mis preguntas han sido contestadas a mi satisfacción.

_____	_____	_____	____/____/____
Nombre del Estudiante	Firma del Estudiante	Fecha	
_____	_____	_____	____/____/____
Nombre del Padre/Tutor	Firma del Padre/Tutor (si necesaria)	Fecha	
_____	_____	_____	____/____/____
Nombre del Interno/a	Firma del Interno/a	Fecha	

Gracias por apoyar en la preparación de nuestros estudiantes de Consejería Escolar.
1250 BELLFLOWER BLVD. •LONG BEACH, CA 90840-2201•FAX (562) 985-453

**Master of Science in Counseling (School Counseling Option) and
Pupil Personnel Services School Counseling Credential Programs**

Yo doy mi permiso para que _____ un Interno/a del Programa de Consejería de la Universidad Estatal de California, Long Beach aconseje a mi hijo/hija _____. Entiendo que la participación en la consejería es estrictamente voluntaria y el consentimiento de participación del estudiante puede ser retirado por el estudiante, padre(s)/ tutor(es) en cualquier momento (o por un estudiante elegible)

Interno de Consejería: Yo entiendo que el/la Interno/a ha completado el trabajo de cursos del nivel de Maestría en Consejería para trabajar con estudiantes de los grados K-12. El/La Interno/a será supervisado por _____, un miembro de la facultad de Consejería de la Universidad Estatal de California, Long Beach y por _____ supervisor/a de sitio.

Confidencialidad: La información obtenida en consejería virtual será mantenida en estricta confidencia de acuerdo al Código de Ética de la Asociación Americana de Consejería Escolar. La excepción a esta confidencialidad ocurre solo cuando hay una sospecha de abuso al niño/a o si hay peligro eminente a la criatura o a otros.

Consejería Virtual: Entiendo que la consejería virtual será el método utilizado mientras la escuela esté cerrada. La Consejería virtual generalmente consiste en videoconferencias de Zoom en vivo o videoconferencias en Google Meet a través de una computadora personal con cámara web. Utilizando este método existen posibles riesgos y limitaciones de la asesoría virtual, como interrupciones o retrasos en el servicio y la calidad de la tecnología utilizada que es diferente a las sesiones en persona. Debido a el método de el servicio, no se puede garantizar la total confidencialidad considerando la composición de la comunicación en línea y/o la falta de control sobre la seguridad del usuario final. Las plataformas como Google Meet y Zoom son servicios encriptados. Ambas son plataformas muy seguras, pero la confidencialidad no se puede garantizar con un 100% de certeza. Entiendo que el estudiante necesitará usar una cámara web o un teléfono inteligente durante una sesión virtual. Es importante estar en un espacio privado y tranquilo que esté libre de distracciones (incluido el teléfono celular u otros dispositivos) durante la sesión. Se recomienda utilizar una conexión a Internet segura en lugar de Wi-Fi público / gratuito.

Plan de Comunicación: El Interno de consejería creará un plan de respaldo (por ejemplo, un número de teléfono donde se puede localizar al estudiante) para reiniciar la sesión o reprogramarla, en caso de problemas técnicos. Debe identificar en su formulario de consentimiento informado (a continuación) a una persona adulta con la que se pueda contactar en caso de que el consejero crea que la seguridad del estudiante está en riesgo.

He leído lo de arriba y entiendo la razón de los procesos de supervisión, confidencialidad y consejería virtual. Todas mis preguntas han sido contestadas a mi satisfacción.

_____/_____/_____
Nombre de Pariente Firma de Pariente Fecha

Número de teléfono de respaldo donde se puede localizar al estudiante: _____

Contacto de Emergencia (Adulto): _____

Nombre		Numero de Telefono						
1250	BELLFLOWER	BLVD.	•LONG	BEACH,	CA	90840-2201•FAX	(562)	985-4534

APPENDIX G

CONSENT FORM FOR AUDIO TAPING ENGLISH

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Advanced Studies in Education and Counseling
College of Education

Master of Science in Counseling (School Counseling Option) and

Pupil Personnel Services School Counseling Credential Programs

I, _____, give my permission for audio taping individual or group counseling sessions in which I/my child participate/s. I understand that:

- a) The counselor with whom I am working in these sessions is a graduate student in the School Counselor Education Program at California State University, Long Beach.
- b) These tapes will only be used in the context of individual and/or group Counseling supervision.
- c) All tapes will be erased following review; and
- d) Recording is requested for educational purposes only.

_____ / /
Student name Student Signature Date

_____ / /
Parent name Parent Signature Date

_____ / /
Practicum/ Fieldwork intern name Practicum/ Fieldwork intern Signature Date

Thank you for assisting in the education of our School Counseling students.
1250 BELLFLOWER BLVD. MS 2201 • LONG BEACH, CA 90840-2201

CONSENTIMIENTO PARA GRABAR AUDIO

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Master of Science in Counseling (School Option) and Pupil Personnel Services School Counseling Credential Programs

Yo, _____, doy permiso para grabar audio de las sesiones individuales o de grupo en las cuales yo o mi hijo/hija participara. Entiendo que:

- a) el consejero con quien estoy trabajando es un estudiante del programa de Educación de Consejeros de California State University, Long Beach.
- b) estas grabaciones serán utilizadas solamente en el contexto de supervisión individual y/o de grupo;
- c) todas las grabaciones serán borradas o destruidas después de ser revisadas; y
- d) la grabación se solicita para los propósitos educativos solamente.

_____/_____/_____
Nombre del Estudiante Firma del Estudiante Fecha

_____/_____/_____
Nombre del Padre/Tutor Firma del Padre/Tutor (si necesaria) Fecha

_____/_____/_____
Nombre del Interno/a Firma del Interno/a Fecha

Gracias por ayudarnos con la educación de nuestros estudiantes de Consejería Escolar.

1250 BELLFLOWER BLVD. MS 2201 • LONG BEACH, CA 90840-2201 • FAX (562) 985-4534

APPENDIX H

GUIDELINES FOR AUDIO TAPE/CASE PRESENTATION

The audio tape must be a recording of a 20-30-minute **counseling** session. This cannot be a taping of an advising session. In class be prepared to share a 10-minute snippet of the audio. In preparing for your case presentation to your group, select a student/client with whom you are having some difficulty. Include an 1) oral introduction 2) a write-up of the case to share with your group, and 3) brief audio recording/s with the challenge(s) that you have identified. Your presentation should include the following information (if applicable).

Background Information

1. Gender, race/ethnicity, age, grade in school, medical history (if relevant), and other salient identifying characteristics
2. Educational History
3. Family Information (parents, siblings, legal guardian, etc.)
4. Client's Strengths
5. Presenting Problem(s)
6. Number of Sessions to Date
7. Classroom Observation Information
8. Summary of Progress

Case Conceptualization/Theoretical Observation

1. As the counselor, how do you explain what is going on with this client?
2. What counseling theory(ies) provides the basis for your conceptualization of this case and your work with this client?
3. Describe relevant multicultural considerations

Counselor/Student Relationship Dynamic

Describe the current counselor/student relationship

Session Focus

What are/were you trying to accomplish and how? Short-term goals? Long-range goals?

Help Needed

1. What type of feedback do you need/want from your supervision group?
2. What specific questions do you have for the group?
3. Are there specific multicultural issues that you need support with?

APPENDIX I

COUNSELING DIRECT OBSERVATION FEEDBACK

This form may be used by Site Supervisors to provide observation feedback to fieldwork candidates.

Fieldwork Candidate: _____ **Date:** _____

Observer: _____ **Observer Title** _____

Please circle only one number for each item.

	None/Not Yet	Emergent (Start to show or apply the skills)	Developing (Adequately and appropriately show or apply the skills)	Consistent (Skillfully, consistently, and timely demonstrate the skills)
1. Rapport with client (trust, respect, warmth, empathy, genuineness)	0	1	2	3
2. Pacing of the session (concise questions and responses)	0	1	2	3
3. Attending and listening skills (eye contact, gestures, body position, use of minimal encouragers)	0	1	2	3
4. Probes (open or closed-ended questions to elicit information)	0	1	2	3
5. Restatement or summary (e.g., sharing highlights)	0	1	2	3
6. Reflection of feelings	0	1	2	3
7. Challenging remarks	0	1	2	3
8. Problem identification (i.e., overall understanding of the case and key issues)	0	1	2	3
9. Exploring possibilities for a better future (exploring new goals or behaviors, exploring or discussing possible strategies)	0	1	2	3
10. Demonstration of at least one of the following skills: a) Immediacy b) Multicultural awareness/sensitivity c) Self-disclosure d) Silence	0	1	2	3
Total Points:				

Roadblocks to Communication	Used
Negative facial expression	
Distracting behaviors	
Interrupting	
Overuse of questions ("Interrogating")	
Parroting without synthesizing information	
Use of advice	
Other:	

Strengths of counselor (list at least two):

1. _____

2. _____

Areas needing improvement (list at least two):

1. _____

2. _____

Additional Feedback Regarding Case Conceptualization and Strategies for the next session:

Appendix J

Practicum/ Fieldwork Log of Hours

Appendix J is a separate document that is sent at the beginning of the semester. Your Weekly and Summary Log of Hours must be **signed weekly** by your site supervisor and turned in to your University Supervisor at each meeting date. **Note: Site supervisors can sign electronically using DocuSign.**

Fieldwork students: You will keep one excel file per site and use those two files for both semester 1 and semester 2.

- Use the Sunday date for each week as the “Week ending” date (once you fill in the first “week ending” date, the rest should already be prefilled).
- University Supervision hours should be entered only on the Site 1 logs. The hours should be entered as 2.75 hours for the weeks that we have class. You may also add one hour for your site visit.
- Round time to a quarter of an hour (e.g., 1.25 for an hour and 15 minutes).
- Complete logs for every week of the term, even if you are not completing fieldwork hours.
- Diversity hours: log both number of hours AND number of students you worked with for that week.

APPENDIX K

SCHOOL COUNSELING FIELDWORK COMPETENCIES

Candidate name:	<input type="checkbox"/> Fall <input type="checkbox"/> Spring Year: _____
University Supervisor name:	<input type="checkbox"/> COUN 643A <input type="checkbox"/> COUN 644A

Site 1 (enter lower level site here)

Supervisor's Name:	Title:
Year in which Site Supervisor's PPS School Counseling Credential was awarded:	
Site Name:	

Site 2 (enter higher level site here)

Supervisor's Name:	Title:
Year in which Site Supervisor's PPS School Counseling Credential was awarded:	
Site Name:	

Enter the number of hours accumulated for each requirement in the table below.

Requirement	COUN 643A Site 1	COUN 644A Site 1	COUN 643A Site 2	COUN 644A Site 2	Total (Site 1+2)
Group Counseling: The candidate has completed a minimum of twenty five (25) clock hours of group counseling in a school setting.					
Issues of Diversity: The candidate has completed a minimum of one hundred (150) clock hours of field practice with at least ten (10) pupils (individually and/or in a group) of a different diverse background from the candidate.					
Direct Pupil Contact: The candidate has completed a minimum of four hundred (240) clock hours in a K-12 school setting in direct contact with pupils.					
Fieldwork Setting: The candidate has completed 800 clock hours of supervised fieldwork.					

Please Note:

The following competencies must be met over the course of two (2) semesters of Fieldwork. For competencies 1-29, this document will function as a working plan for meeting each competency as well as an assessment of whether the competency was met at the end of each semester of fieldwork. **Candidates are not expected to meet all competencies during their first semester of fieldwork but** should work with both the site supervisor and university supervisor each semester to construct experiences that will facilitate attainment of competencies. Although it is not required to meet each competency at both sites, candidates should attempt to meet all the competencies at each site to maximize their fieldwork experience. Although there is a space for each Site Supervisor to initial for each competency, it is not required that both Site Supervisors initial if the competency was met at only one site.

Please note that the hours individual and group supervision hours count in the area of Consultation.

To the Candidate:

At the end of the term, you will submit only one copy of this completed document and it will have information and evidence of competency completion from both sites. Type your responses, so that you may add to the documents in the second term of fieldwork. Your site supervisor will review and check the box for “**Complete**” and **Initial** only at the end of the semester. When entering evidence from the second semester, italicize the entries so as to differentiate between first semester entries and second semester entries.

IMPORTANT: Second-semester Fieldwork candidates must pass ALL competencies in order to successfully complete Advanced School Counseling Fieldwork.

To the Site Supervisor:

Please review this document once the fieldwork student has completed it. This form should be reviewed periodically with your supervisee during individual supervision sessions to measure progress. If you feel the candidate has met the competency, check the box for “**Complete**” and **Initial** only at the end of each semester. If you feel it is a competency still in progress, **leave it blank**. Please sign the document at the end of the term.

1. National Standards for School Counseling Programs

Complete

Site Sup 1 Initial _____

Site Sup 2 Initial _____

The candidate demonstrates knowledge and application of the National Standards for School Counseling Programs, spanning the academic, personal/emotional, and career domains, as articulated by the American School Counseling Association (ASCA).

Evidence of Competency Completion:

2. Growth Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The candidate demonstrates an understanding of the effects of (a) health and development factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Evidence of Competency Completion:

3. Socio-cultural Competence

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement and skills to work effectively with pupils and their families from diverse backgrounds. The candidate demonstrates an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Evidence of Competency Completion:

4. Assessment

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. The candidate demonstrates an understanding of the influence of multiple factors on pupil achievement and an ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Evidence of Competency Completion:

5. Comprehensive Prevention & Early Intervention for Achievement

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of the factors that can contribute to successful learning, and an ability to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The candidate demonstrates knowledge of classroom, school, family, and community factors that support pupil learning and skills to assist pupils who experience learning difficulties.

Evidence of Competency Completion:

6. Professionalism, Professional Ethics & Legal Mandates

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of professional identity, professional codes of ethics (and their application), and current legal mandates. The candidate demonstrates the ability to access information about legal and ethical matters.

Evidence of Competency Completion:

7. Family-School Collaboration

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration and has worked with parents to foster respectful and productive family-school collaboration.

Evidence of Competency Completion:

8. Self-esteem and Personal and Social Responsibility

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an ability to assess his/her own self-esteem and an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Evidence of Competency Completion:

9. School Safety and Violence Protection

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of ways in which school environments can enhance the safety and well-being of all pupils. The candidate also demonstrates an understanding of systematic school safety planning that includes comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.

Evidence of Competency Completion:

10. Consultation

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of theories, models, and processes of consultation and the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. The candidate demonstrates skills using a decision-making process when consulting and collaboration with others to (a) identify problem areas, (b) collect and

analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Evidence of Competency Completion:

11. Learning Theory and Educational Psychology

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate displays an understanding of learning theories, factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences.

Evidence of Competency Completion:

12. Professional Leadership Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate displays an understanding of the development, improvement, and evaluation of programs that support effective pupil learning. The candidate also displays an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Evidence of Competency Completion:

13. Collaboration and Coordination of Pupil Support System

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates the ability to collaborate effectively with community-based organizations, agencies, and other professionals. The candidate demonstrates knowledge of programs and services within a comprehensive model designed to promote high expectations and increase pupil learning and achievement.

Evidence of Competency Completion:

14. Human Relations

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates self-awareness, sensitivity to others, and skill in relating to individuals and groups. The candidate demonstrates an understanding of the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The candidate demonstrates the ability to facilitate group process and mediate conflict.

Evidence of Competency Completion:

15. Technological Literacy

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of technology and skills for communication. This includes collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Evidence of Competency Completion:

16. Supervision and Mentoring

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of models of supervision used to mentor pre-professional in practicum and field experience placements. The candidate recognizes the important role that site supervisors play in pre-professional training of future pupil personnel service providers.

Evidence of Competency Completion:

17. Foundations of the School Counseling Profession

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in school.

Evidence of Competency Completion:

18. Academic Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. The candidate is able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

Evidence of Competency Completion:

19. Career Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of the components of career development programs and the ability to develop, implement and evaluate such programs in schools.

Evidence of Competency Completion:

20. Personal and Emotional Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge and understanding of the theories, concepts, processes, skills and practices required for successful personal and emotional development. The candidate is able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills. These skills help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals and to understand and develop safety and survival skills.

Evidence of Competency Completion:

21. Leadership

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of the qualities, principles, and styles of effective leadership. The candidate also demonstrates the knowledge, skills, and attitudes of effective leadership by acting as an agent of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Evidence of Competency Completion:

22. Advocacy

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates essential advocacy skills and attitudes for the learning and academic success of all pupils. The candidate is able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and is able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Evidence of Competency Completion:

23. Learning, Achievement, and Instruction

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of appropriate classroom management strategies and techniques for assisting teachers with classroom organization.

Evidence of Competency Completion:

24. Individual Counseling

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling as they pertain to the three domains of school counseling. The candidate demonstrates skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. The candidate is able to design and implement programs of wellness promotion, prevention, treatment and intervention services. The candidate understands and possesses skills for evaluating counseling outcomes, including their impact on student learning and achievement. The candidate demonstrates knowledge of community-based mental health referral resources and effective referral practices.

Evidence of Competency Completion:

25. Group Counseling and Facilitation

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate understands group dynamics and possesses skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.

Evidence of Competency Completion:

26. Collaboration, Coordination, and Team Building

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate applies skills of effective collaboration with school staff, parents, individuals, groups, and agencies in the community to meet the developmental needs of pupils and the educational mission of the school. The candidate demonstrates competence in coordinating community member, agency personnel and parent services within a comprehensive school counseling and guidance program. The candidate knows and possesses skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Evidence of Competency Completion:

27. Organizational and System Development

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate understands the organization, structure, and cultural context of schools as educational systems and is able to plan, develop, implement and evaluate systemic and a comprehensive counseling and guidance program that is part of an overall school plan. Student outcomes reflect the impact of counseling and guidance programs on student learning and academic achievement.

Evidence of Competency Completion:

28. Prevention Education and Training

Complete

Site Sup 1 Initial

Site Sup 2 Initial

The candidate demonstrates skills in planning, organizing and implementing educational programs that promote pupil learning/high academic achievement. The candidate demonstrates knowledge and skills in identifying problems and working with the school community to eliminate barriers to learning and achievement.

Evidence of Competency Completion:

By signing below, I verify that the candidate has completed the competencies I have initialed and that the hours reflected on the first page are accurate.

Site 1 Supervisor's Signature: _____ Date: _____

Site 2 Supervisor's Signature: _____ Date: _____

APPENDIX L

RATING OF CANDIDATE PRACTICUM/FIELDWORK PERFORMANCE BY UNIVERSITY SUPERVISOR

Candidate's Name: _____

COUN 643A COUN 644A Fall Spring Year: _____

University Supervisor's Name: _____

Directions: The rating scale below provides space to evaluate the candidates along each competency.

ALERT: Candidates receiving 2's or 1's should have a collaborative meeting with their University Site Supervisor and program faculty on possibility of repeating fieldwork.

		Exceeds Expectation 4 Points	Meets Expectation 3 Points	Meets Some Expectation 2 Points	Does Not Meet Expectation 1 Point	Unable to Score 0 Points
1.	Knowledge (both cognitive and practical) of counseling theories and techniques					
2.	Self-initiative and/or eagerness to learn					
3.	Ability to apply or design data informed interventions					
4.	Cultural sensitivity					
6.	Knowledge and application of legal/ethical practices					
7.	Ability to understand/appropriately respond to criticism					
8.	Demonstrates leadership					

Additional Comments:

Candidate's Initials: _____

Date: ____/____/____

University Supervisor's Signature: _____ Date: ____/____/____

APPENDIX M

RATING OF CANDIDATE FIELDWORK PERFORMANCE BY SITE SUPERVISOR

Candidate name:	
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COUN 643A COUN 644A

Fall Spring

Year: _____

Site Supervisor's Name:	Title:
Site Name:	

Directions for Students:

1. Provide a self-evaluation of your competency development in each area.
2. Discuss your self-evaluation with your field supervisor and obtain sit supervisor's evaluation.
3. **MAKE SURE TO ADD YOUR TOTAL SCORE FOR YOUR SITE SUPERVISOR'S RATINGS**

Directions for Site Supervisor:

1. Rate the trainee in each area in the space designated as "Site Sup".
2. Review the trainee's self-evaluation and discuss with her/him.
3. Provide your evaluation of the trainee's competency development in each area.
4. Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern's self-evaluation

	Exceeds Expectations 4 Points	Meets Expectations 3 Points	Meets Some Expectations 2 Points	Does Not Meet Expectations 1 Point	Unable to Score 0 Points	Score
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Individual Counseling</p>	<p>In addition to requirements of “Meets”, provides services in a timely fashion, is welcoming, is proactive in providing services, and is sought out by students.</p>	<p>Appropriately applies theories of counseling to students in K-12 schools; assists pupils in identifying and expressing feelings and working through emotional conflicts and problems; and assesses students’ emotional and mental problems in order to select appropriate support programs.</p>	<p>Applies some theories of counseling to students in K-12 schools; assists pupils in identifying and expressing feelings and working through emotional conflicts and problems; or assess students’ mental and emotional problems in order to select appropriate support programs.</p>	<p>Does not adequately apply theories of counseling to students in K-12 schools; assist pupils in identifying and expressing feelings and working through emotional conflicts and problems; or assess students’ mental and emotional problems in order to select appropriate support programs.</p>	<p>Does not provide individual counseling to students.</p>	<p>____ Self Eval ____ Site Sup</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Group Counseling</p>	<p>In addition to requirements for “Meets”, demonstrates excellent skills in developing and leading small groups.</p>	<p>Appropriately screens and selects prospective group members. Demonstrates appropriate skills in developing and leading small groups directed toward promoting the academic, personal, social, and career developments of pupils.</p>	<p>Demonstrates some skills on screening or appropriately selecting prospective group members and demonstrates some necessary skills in developing and leading small groups directed towards promoting the academic, personal, social, and career developments of pupils.</p>	<p>Does not screen prospective group members nor demonstrate adequate skills in developing and leading small groups directed towards promoting the academic, personal, social, and career developments of pupils.</p>	<p>Does not provide group counseling services.</p>	<p>____ Self Eval ____ Site Sup</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Classroom Guidance</p>	<p>In addition to requirements for “Meets”, effectively uses a variety of technology in the delivery of guidance curriculum activities.</p>	<p>Demonstrates appropriate classroom management and instructional skills. Develops materials and instructional strategies to meet student needs and school goals.</p>	<p>Demonstrates some appropriate classroom management skills or some skills develop materials/instructional needs to meet student needs and school goals.</p>	<p>Does not demonstrate adequate classroom management skills and does not adequately develop materials/instructional strategies to meet student needs and school goals.</p>	<p>Does not conduct classroom guidance.</p>	<p>____ Self Eval ____ Site Sup</p>

c e						
C o l l a b o r a t i o n	In addition to requirements for “Meets”, is able to build effective and high quality peer helper programs.	Appropriately coordinates the support, roles, and services of school staff, parents, family, community, and agency personnel within the framework of a comprehensive counseling and guidance program.	Partially coordinates the support, roles, and services of school staff, parents, family, community, and agency personnel within the framework of a comprehensive counseling and guidance program.	Does not adequately coordinate the support, roles, and services of school staff, parents, family, community, and agency personnel within the framework of a comprehensive counseling and guidance program	Does not collaborate with others	____ Self Eval ____ Site Sup
A d v o c a c y	In addition to requirements for “Meets”, uses data to guide and demonstrate efficacy of advocacy efforts	Demonstrates adequate knowledge of systems that impede the education attainment of pupils. Adequately advocates for high academic expectations and learning success for all pupils.	Demonstrates some knowledge of systems that impede the educational attainments of pupils or does not appropriately advocate for high academic expectations and learning success for all pupils.	Does not sufficiently demonstrate knowledge of systems that impede the educational attainment of pupils and does not sufficiently advocate for academic expectations and learning success for all pupils.	Does not advocate for high academic expectations and learning success for all pupils.	____ Self Eval ____ Site Sup
E t h i c s	In addition to requirements for “Meets”, utilizes resources from professional organizations to help guide ethical practice.	Appropriately applies State and Federal legal requirements, constraints and regulations impacting school counselors and pupils. Appropriately applies ASCA ethical standards.	Applies some State and Federal legal requirements, constraints and regulations impacting school counselors and pupils or does not adequately apply ASCA ethical standards.	Does not adequately apply State and Federal legal requirements, constraints and regulations impacting school counselors and pupils and does not adequately apply ASCA ethical standards.	Does not possess knowledge of legal requirements and ethical standards as they apply to school counseling.	____ Self Eval ____ Site Sup

L e a d e r s h i p	In addition to requirements for "Meets", provides team leadership to the school and community	Demonstrates adequate leadership in planning, organizing and implementing a counseling program designed to increase student achievement.	Demonstrates some appropriate leadership in planning, organizing and implementing a counseling program designed to increase student achievement and demonstrate some appropriate leadership in planning, organizing and implementing school reform to increase student development	Does not demonstrate appropriate leadership in planning, organizing and implementing a counseling program designed to increase student achievement and does not demonstrate appropriate leadership in planning, organizing and implementing school reform to increase student achievement.	Does not demonstrate leadership.	____ Self Eval ____ Site Sup
	Total Site Supervisor Score					_____

Total Points	College of Education Assessment Scale Equivalent	
25-28	4	Exceeds Expectations
21-24	3	Meets Expectations
19-22	2	Meets Some Expectations
5-18	1	Does Not Meet Expectations
0-4	0	Cannot Be Scored

Comments from the Site Supervisor:

Student's Initials: _____

Date: ____/____/____

Site Supervisor's Signature: _____

Date: ____/____/____

University Supervisor's Initials: _____

Date: ____/____/____

APPENDIX N

SUPPLEMENTARY COURSE EVALUATION

Thank you for taking time to complete and return this supplementary course evaluation and assisting us in our efforts to continually shape the School Counseling Practicum and Fieldwork supervision experiences so that we might best prepare graduates of our program for the field. Please click on the form [Supplementary Course Evaluation](#) and respond to the evaluation form before your last meeting date.

APPENDIX O

CANDIDATE EVALUATION OF PRACTICUM/ FIELDWORK PLACEMENT

Directions: All practicum/fieldwork candidates are required to complete the [Candidate Evaluation of Practicum/Fieldwork Placement Form](#) at the conclusion of the course. This information helps the CSULB School Counseling Program assess the quality and effectiveness of training sites and supervisors so that we may improve practicum/fieldwork opportunities in the future.