

## 6.6.1 Clinical Practice Assessment Instruments


*Note: The Clinical Practice Assessment Instruments below reflect previous CTC standards. The new SCPE CTC standards will be built into the documents below by 2023-2024 when the cohort begins fieldwork in fall of 2023.*

### **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:	
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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:	
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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 300 clock hours for the semester. Of the 300 clock hours, 120 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 1/2	M:	T:	W:	TR:	F:
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**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                                  Studentsignature                                  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.**

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**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.

## Appendix F.2

### Virtual 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 Program

I give my permission for \_\_\_\_\_, counseling intern in the School Counseling program at California State University, Long Beach to counsel my child \_\_\_\_\_.

I understand that participation in counseling is strictly voluntary and consent may be withdrawn by the student's parent(s)/guardian(s) at any time (or by an eligible student).

**Counseling Intern:** 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.

**Confidentiality:** I understand that information gathered in virtual 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.

**Virtual counseling:** I understand virtual counseling will be the method utilized while the school is closed. Virtual counseling usually consists of live Zoom or Google Meet video conferencing through a personal computer with a webcam. There are potential risks and limitations of virtual counseling such as disruptions or delays in the service and quality of technology used that differ from in-person sessions. Due to the nature of the service, full confidentiality cannot be guaranteed considering the makeup of online communication and/or lack of control over end-user security. Platforms like Google Meet and Zoom are encrypted services. They are both very secure platforms, but confidentiality cannot be guaranteed with 100% certainty. I understand the student will need to use a webcam or smartphone during a virtual session. It is important to be in a quiet, private space that is free of distractions (including cell phone or other devices) during the session. It is recommended to use a secure internet connection rather than public/free Wi-Fi.

**Communication Plan:** The counseling intern will develop a back-up plan (e.g., phone number where the student can be reached) to restart the session or to reschedule it, in the event of technical problems. You must identify on your informed consent form (below) a person who can be contacted in the event that the counselor believes the student's safety is at risk.

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

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Parent name    Parent Signature    Date

Back-up Phone Number where student can be reached: \_\_\_\_\_



Emergency Adult Contact (Name and Phone Number): \_\_\_\_\_

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## Virtual Counseling Consent Form (SPANISH)

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 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

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## **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.*  
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**Consentimiento Para Grabar Audio**

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

*Advanced Studies in Education and Counseling College of Education*

**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.*

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## **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) provide 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.***

	<b>None/Not Yet</b>	<b>Emergent</b> (Start to show or apply the skills)	<b>Developing</b> (Adequately and appropriately show or apply the skills)	<b>Consistent</b> (Skillfully, consistently, and timely demonstrate the skills)
<b>1. Rapport with client</b> (trust, respect, warmth, empathy, genuineness)	0	1	2	3
<b>2. Pacing of the session</b> (concise questions and responses)	0	1	2	3
<b>3. Attending and listening skills</b> (eye contact, gestures, body position, use of minimal encouragers)	0	1	2	3
<b>4. Probes</b> (open or closed-ended questions to elicit information)	0	1	2	3

<b>5. Restatement or summary</b> (e.g., sharing highlights)	0	1	2	3
<b>6. Reflection of feelings</b>	0	1	2	3
<b>7. Challenging remarks</b>	0	1	2	3
<b>8. Problem identification</b> (i.e., overall understanding of the case and key issues)	0	1	2	3
<b>9. Exploring possibilities for a better future</b> (exploring new goals or behaviors, exploring or discussing possible strategies)	0	1	2	3
<b>10. Demonstration of at least one of the following skills:</b> a) Immediacy b) Multicultural awareness/sensitivity c) Self-disclosure d) Silence	0	1	2	3
<b>Total Points:</b>				

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:**

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## 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 the 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)
<b>Group Counseling:</b> The candidate has completed a minimum of twenty five (25) clock hours of group counseling in a school setting.					
<b>Issues of Diversity:</b> 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.					
<b>Direct Pupil Contact:</b> The candidate has completed a minimum of three hundred (240) clock hours in a K-12 school setting in direct contact with pupils.					
<b>Fieldwork Setting:</b> The candidate has completed 600 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 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 skill 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:

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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:

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COUN 643A  COUN 644A  Fall  Spring Year: \_\_\_\_\_

University Supervisor's Name:

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Directions: The rating scale below provides space to evaluate the candidate's 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:
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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

	<b>Exceeds Expectations 4 Points</b>	<b>Meets Expectations 3 Points</b>	<b>Meets Some Expectations 2 Points</b>	<b>Does Not Meet Expectations 1 Point</b>	<b>Unable to Score 0 Points</b>	<b>Score</b>

<p><b>Individual Counseling</b></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</p> <p>____ Site Sup</p>
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<p><b>Group Counseling</b></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</p> <p>____ Site Sup</p>
<p><b>Classroom Guidance</b></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</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</p> <p>____ Site Sup</p>

		school goals.				
<b>Collaboration</b>	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	<p>____ Self Eval</p> <p>____ Site Sup</p>

<p><b>Advocacy</b></p>	<p>In addition to requirements for "Meets", uses data to guide and demonstrate efficacy of advocacy efforts</p>	<p>Demonstrates adequate knowledge of systems that impede the education attainment of pupils. Adequately advocates for high academic expectations and learning success for all pupils.</p>	<p>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.</p>	<p>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.</p>	<p>Does not advocate for high academic expectations and learning success for all pupils.</p>	<p>____ Self Eval</p> <p>____ Site Sup</p>
<p><b>Ethics</b></p>	<p>In addition to requirements for "Meets", utilizes resources from professional organizations to help guide ethical practice.</p>	<p>Appropriately applies State and Federal legal requirements, constraints and regulations impacting school counselors and pupils. Appropriately applies ASCA ethical standards.</p>	<p>Applies some State and Federal legal requirements, constraints and regulations impacting school counselors and pupils or does not adequately apply ASCA ethical standards.</p>	<p>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.</p>	<p>Does not possess knowledge of legal requirements and ethical standards as they apply to school counseling.</p>	<p>____ Self Eval</p> <p>____ Site Sup</p>

<b>Leadership</b>	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
				<b>Total Site Supervisor Score</b>		____ ____

College of Education  
Assessment Scale  
Equivalent

		Exceeds Expectations
		Meets Expectations
		Meets Some Expectations
		Does Not Meet Expectations
		Cannot Be Scored

Comments from the Site Supervisor:

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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.

