A Guide for On-Site Supervision of Counselor Trainees

University of La Verne’s School Counselor Preparation Program

SUMMER 2010

Kathy Elderson, M.S., PPS
Coordinator of Fieldwork
Internship Director
# TABLE OF CONTENTS

An Open Letter to the On-Site Supervisor ................................................................. 3  
Responsibilities of the University ............................................................................ 4  
Responsibilities of the Counselor Trainee ............................................................... 5  
Responsibilities of the On-Site Supervisor .............................................................. 6  
Cancellation of Field Experience Placement.......................................................... 7  
Requirements for M.S. in Educational Counseling ............................................... 8  
Standards of Program Quality and Effectiveness................................................... 9  
Continuum of Fieldwork Activities ........................................................................ 10  
Documentation Guidelines ...................................................................................... 12  

## APPENDICES

A. Field Experience Agreement  
B. Field Experience Planned Activities Document  
C. Sample Verification of Hours Letter  
D. Evaluation of Counselor Trainee by On-Site Supervisor  
E. Evaluation of On-Site Supervisor by Counselor Trainee  
F. California State Standards for Professional School Counselors
AN OPEN LETTER TO ON-SITE SUPERVISORS

Thank you for providing your professional time and expertise to act as an on-site supervisor for a University of La Verne counselor trainee during the Supervised Fieldwork component of the School Counselor Preparation Program. Your commitment to the development of competent professional counselors is appreciated.

This handbook is designed to provide you with information about the program, state requirements, your responsibilities as an on-site supervisor as well as the responsibilities of the counselor trainee, and the university supervisor.

The field experience component is designed to integrate the counselor trainee’s academic learning with applied practical expertise under the direction and supervision of a professional counselor. Prior to beginning Supervised Fieldwork counselor trainees will have had the following courses and completed 100 practica hours, as required by the California Commission on Teacher Credentialing.

Fieldwork Prerequisites:

- Individual Counseling Skills
- Group Counseling Skills
- Introduction to School Counseling & Guidance
- School Counseling Theories
- Career Development

Note: Career Development can be taken concurrently with fieldwork; however practica hours must be complete prior to starting fieldwork hours.

In addition to the prerequisites, each counselor trainee is required to obtain a California Certificate of Clearance, professional liability insurance, and any additional documentation required by the school and/or district in order to perform the duties of counselor trainee within the selected school.

The University Supervisor will visit you and your counselor trainee at the site. If you have questions or concerns between visits do not hesitate to contact the University Supervisor or me, kelderson@laverne.edu or (909) 593-3511, ext. 4715. Thank you again for your time, expertise, and dedication to the youth of California and the development of Professional School Counselors to serve them.

Kathy Elderson, M.S., PPS
Coordinator of Fieldwork
Director of Internship Program
School Counselor Preparation Program
RESPONSIBILITIES OF THE UNIVERSITY

1. The UNIVERSITY shall designate a faculty member to serve as liaison to the FIELDWORK SITE.

2. The UNIVERSITY will assure that the student shall be eligible for fieldwork only after satisfactory completion of all required courses and practica hours.

3. The UNIVERSITY will assure that the student shall be eligible for fieldwork only after the counselor trainee has obtained the required Certificate of Clearance and personal professional liability insurance.

4. The UNIVERSITY will complete periodic evaluations of the student regarding his/her performance at the FIELDWORK SITE.

5. The UNIVERSITY will conduct regular supervision meetings with the counselor trainee.

6. The UNIVERSITY will provide assistance and support to the counselor trainee in maintaining appropriate documentation.
RESPONSIBILITIES OF THE COUNSELOR TRAINEE

1. The counselor trainee shall accept responsibility for identifying appropriate field experience activities which meet his/her interests as well as the university’s program and state credential requirements.

2. The counselor trainee, in collaboration with the field work site supervisor, will set the hours, length of time, and location for the fieldwork experience.

3. The counselor trainee will inform the UNIVERSITY of any change in the on-site schedule.

4. The counselor trainee, in collaboration with the fieldwork site supervisor and the UNIVERSITY liaison, will plan activities in each area included in the Field Experience Planned Activities Document.

5. The counselor trainee shall take responsibility for initiating meetings with the on-site supervisor, completing necessary paperwork, and documenting hours and activities.

6. The counselor trainee shall conform to, and operate within, the standards, procedures, and policies of the school/district/agency.

7. The counselor trainee will provide the fieldwork site supervisor with a copy of the Site Supervisor Handbook.

8. The counselor trainee will demonstrate and document a wide variety of competencies, as required for the school counseling credential.

9. The counselor trainee will identify him/her self to the public as a "School Counseling Student" or "School Counseling Trainee."

10. The counselor trainee will seek assistance from on-site supervisors and/or university supervisor when dealing with unfamiliar, difficult, or high-risk situations or cases.

11. The counselor trainee will participate in regularly-scheduled University seminar meetings.

12. The counselor trainee will conduct her/him self in a professional manner and adhere to the code of ethics of the counseling profession.
RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

1. The FIELDWORK SITE supervisor will hold a current Pupil Personnel Services Credential and have a minimum of two years experience counseling students in a school setting. EXCEPTION: For 200 of the 600 hours, the on-site supervisor may be a person not holding a PPS credential (for example, if the student is working in a parochial school or a community agency), however, it is required that the supervisor does possess a master’s degree in a counseling related field.

2. The FIELDWORK SITE will ensure that there is no personal or professional relationship with the counselor trainee, which would cause a conflict of interest (for example, a principal who regularly evaluates the counselor trainee as a teacher).

3. The FIELDWORK SITE will provide opportunities for the student to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, and consultation.

4. The FIELDWORK SITE will provide the student with a thorough orientation to the FIELDWORK SITE administrative policies, standards, and practices.

5. The FIELDWORK SITE will provide opportunities for the student to develop professional competencies with a broad range of programs and populations, including but not limited to: regular education, special education, bilingual education, age, disability, and culture.

6. The FIELDWORK SITE will schedule regular meetings with the counselor trainee to offer guidance and discuss progress. **On-site supervision contact must occur no less than once a week, daily contact is highly desirable.**

7. The FIELDWORK SITE will ensure that the counselor trainee’s role and responsibilities at the site are appropriate for the level of training received, and are communicated to the appropriate staff.

8. The FIELDWORK SITE will communicate counselor trainee problems/concerns to the university supervisor.

9. The FIELDWORK SITE supervisor will provide a written evaluation of student competencies and discuss the evaluation with the counselor trainee.

10. The FIELDWORK SITE may notify the UNIVERSITY in writing as to the desire to terminate or cancel fieldwork for any student whose performance is unsatisfactory, whose personal characteristics prevent relationships within the FIELDWORK SITE, or whose health status is a detriment to his/her successful completion of the fieldwork. Prior to cancellation or termination, the FIELDWORK SITE and the UNIVERSITY may consult about the proposed action.
CANCELATION OF FIELD EXPERIENCE PLACEMENT

Most problems at the fieldwork site will be handled directly by the on-site supervisor. Serious or on-going problems should be brought promptly to the attention of the university supervisor.

Site personnel may cancel the field experience placement with cause. The action and reason for cancellation should be discussed with the university supervisor and communicated to the counselor trainee in advance of the cancellation.

The university supervisor may withhold or cancel any field experience placement for cause. The action and reason for withholding/canceling will be discussed with the appropriate school/district/agency personnel and communicated to the counselor trainee.
### REQUIREMENTS FOR M.S., EDUCATIONAL COUNSELING
### PUPIL PERSONNEL SERVICES CREDENTIAL CANDIDATES

The following minimum requirements are set forth by the CCTC for a Pupil Personnel Service Credential with specialization in School Counseling. Each counselor trainee is required to complete a Field Experience Agreement for each site, designating the number of hours to be collected at that site.

1. A total of six hundred (600) clock hours of supervised field experience is required.
2. A minimum of four hundred (400) clock hours must be within public school settings with K-12 students.
3. Of those 400 hours, a **minimum** of two hundred (200) clock hours must be completed in **each** of two of the following three levels:
   - Elementary
   - Intermediate/Middle/Junior High
   - High School
4. Counselor trainees must be supervised by an on-site supervisor who holds a California Pupil Personnel Services Credential and has 2 years experience counseling students in a California K-12 public school setting.
5. Two hundred (200) of the six hundred (600) clock hours may be completed in other than K-12 public schools (e.g., adult schools, community colleges, and public or private community service agencies). The placement site must provide an experienced professional, with a master’s degree in a counseling related field, to serve as the on-site supervisor.
6. A minimum of one hundred fifty (150) clock hours shall be devoted to issues of diversity. This requirement may be met by:
   - Up to one hundred (100) clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues
   - AND
   - At least fifty (50) clock hours working with at least ten (10) students (individually or in a group) of a racial or ethnic background different from that of the counselor trainee.
   - OR
   - All one hundred fifty (150) clock hours working with students of a racial or ethnic background different from that of the counselor trainee.
7. A maximum of forty-five (45) clock hours may be met through university supervisor-approved attendance at professional seminars, workshops, or conferences. These hours will be entered in the Field Experience Activity Log under the appropriate standards.
The University of La Verne has taken the 32 CCTC Standards required for Professional School Counselors ([Appendix](#)) and developed 9 Categories of experience into which students are required to log their weekly fieldwork hours. Students must have a minimum of 10 hours in each of the 9 Categories.

<table>
<thead>
<tr>
<th>ULV Categories Number (1-9) and Title</th>
<th>Corresponding California State Standard Number and Title (For a detailed description see Appendix J)</th>
</tr>
</thead>
</table>
| 1. Personal/Social                   | 3. Socio-Cultural Competence  
8. Self-Esteem and Personal and Social Responsibility  
14. Human Relations  
21. Personal and Social Development  
25. Individual Counseling  
26. Group Counseling and Facilitation |
| 2. Career                            | 20. Career Development  |
| 3. Academic                          | 2. Growth and Development  
5. Comprehensive Prevention and Early Intervention for Achievement  
11. Learning Theory and Educational Psychology  
19. Academic Development  
24. Learning, Achievement, and Instruction  
29. Prevention Education and Training |
| 4. Assessment                        | 4. Assessment  |
| 5. Family/School Interactions        | 7. Family-School Collaboration  
10. Consultation  |
13. Collaboration and Coordination of Pupil Support Systems  
16. Supervision and Mentoring  
17. Foundations of the School Counseling Profession  
22. Leadership  
27. Collaboration, Coordination, and Team Building |
| 8. Advocacy, Ethics, Legal Mandates  | 6. Professional Ethics and Legal Mandates  
18. Professionalism, Ethics, and Legal Mandates  
23. Advocacy  |
15. Technological Literacy  
28. Organizational and System Development  
30. Research, Program Evaluation, and Technology |
CONTINUUM OF FIELDWORK ACTIVITIES FOR THE COUNSELOR TRAINEE

The specific duties of the counselor trainee will vary depending on the unique qualities of each trainee, supervisor, and school site. Ideas for the trainee’s experience may include many of the following activities. Activities labeled as “observations” should transition into participation upon the readiness of the trainee and discretion of the on-site supervisor.

1. Observe a parent conference
2. Visit a special education class or a special program
3. Observe in the Resource Specialist Program
4. Attend a faculty meeting, school board meeting, PTA meeting, school site council meeting, curriculum meeting, etc.
5. Observe or work in a career development class/center/program
6. Interview other school professionals to learn about their job, programs, populations served (Race/Human Relations Facilitators, Teacher/Counselors, CPS worker, School Nurse, School Psychologist, Principal, Reading Specialist, Speech Language Specialist, etc.)
7. Learn about special placements (home instruction, alternative schools, private schools, mainstreamed special education students, etc.)
8. Learn about community agencies and possible referral sources
9. Start a growth group or preventive group
10. Observe a team consultation meeting, IEP meeting, staffing
11. Learn about scheduling, advising, college planning
12. Review grade level expectations, group testing instruments, and procedures
13. Visit the Instructional Media Center
14. Review guidance films, videos, books, etc., that are available at the site or through the district resource library
15. Read several cumulative records
16. Practice classroom observation techniques
17. Observe at lunch, on the playground or courtyard, at school functions (games, dances, assemblies, clubs, etc.)
18. Learn about the home community of the students
19. Observe a counselor’s home visit
20. Observe a conference in which a translator is used
21. Observe the counselor in crisis intervention, conflict resolution, etc.
22. Develop a thorough case study for a child
23. Develop an intervention plan for a student
24. Learn about the school’s discipline plan, guidance plan, school site objectives, etc.
25. Learn about the demographics of the student body
DOCUMENTATION GUIDELINES

It is the responsibility of the counselor trainee to initiate and collect all documentation required to verify successful completion of each field experience. The list of required documentation is included as a reference. Documents are available for download at: http://sites.laverne.edu/school-counseling/supervised-fieldwork-resources/

Required Documentation:

1. Field Experience Agreement
2. Field Experience Planned Activities Document
3. Weekly Field Experience Activity Log
4. Summary of Field Experience Hours
5. Sample Verification of Hours Letter
6. Evaluation of Counselor Trainee by On-Site Supervisor
7. Evaluation of On-Site Supervisor by Counselor Trainee
8. Evaluation of Counselor Trainee by the University
Appendix A
Field Experience Agreement

This is a formal agreement between all parties at each site that designates the number of hours to be collected and length of time to be spent at a site. The Field Experience Agreement is to be completed prior to starting work at the fieldwork site.

This form can be found and downloaded from the ULV PPS website.

http://sites.laverne.edu/school-counseling/supervised-fieldwork-resources/
University of La Verne  
School Counselor Preparation Program  
Field Experience Agreement

THIS AGREEMENT, entered into on _________________, 2010, by and between the University of La Verne, Educational Counseling Program, hereinafter called the "UNIVERSITY," and ________________________________, hereinafter called "FIELDWORK SITE."

RESPONSIBILITIES OF THE UNIVERSITY

1. The UNIVERSITY shall designate a faculty member to serve as liaison to the FIELDWORK SITE.

2. The UNIVERSITY will assure that the student shall be eligible for fieldwork only after satisfactory completion of all required courses and practica hours.

3. The UNIVERSITY will assure that the student shall be eligible for fieldwork only after the counselor trainee has obtained the required Certificate of Clearance and personal professional liability insurance.

4. The UNIVERSITY will complete periodic evaluations of the student regarding his/her performance at the FIELDWORK SITE.

RESPONSIBILITY OF THE COUNSELOR TRAINEE

1. The counselor trainee shall accept responsibility for identifying appropriate field experience activities which meet his/her interests as well as the university’s program and state credential requirements.

2. The counselor trainee, in collaboration with the field work site supervisor, will set the time and location for the fieldwork experience.

3. The counselor trainee will inform the UNIVERSITY of any change in the on-site schedule.

4. The counselor trainee, in collaboration with the fieldwork site supervisor and the UNIVERSITY liaison, will plan activities in each area included in the Field Experience Planned Activities Document.

5. The counselor trainee shall take responsibility for initiating meetings with the on-site supervisor, completing necessary paperwork, and documenting hours and activities.

6. The counselor trainee shall conform to, and operate within, the standards, procedures, and policies of the school/district/agency.
7. The counselor trainee will provide the fieldwork site supervisor with a copy of the Site Supervisor Handbook.

8. The counselor trainee will demonstrate and document a wide variety of competencies, as required for the school counseling credential.

9. The counselor trainee will identify him/her self to the public as a "School Counseling Student" or "School Counseling Trainee."

10. The counselor trainee will seek assistance from on-site supervisors and/or university supervisor when dealing with unfamiliar, difficult, or high-risk situations or cases.

11. The counselor trainee will participate in regularly-scheduled University seminar meetings.

12. The counselor trainee will conduct her/him self in a professional manner and adhere to the code of ethics of the counseling profession.

RESPONSIBILITIES OF THE FIELDWORK SITE

1. The FIELDWORK SITE supervisor will hold a current Pupil Personnel Services Credential and have a minimum of two years experience counseling students in a school setting. EXCEPTION: For 200 of the 600 hours, the on-site supervisor may be a person not holding a PPS credential (for example, if the student is working in a parochial school or a community agency), however, it is required that the supervisor does possess a master’s degree in a counseling related field.

2. The FIELDWORK SITE will ensure that there is no personal or professional relationship with the counselor trainee, which would cause a conflict of interest (for example, a principal who regularly evaluates the counselor trainee as a teacher).

3. The FIELDWORK SITE will provide opportunities for the student to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, and consultation.

4. The FIELDWORK SITE will provide the student with a thorough orientation to the FIELDWORK SITE administrative policies, standards, and practices.

5. The FIELDWORK SITE will provide opportunities for the student to develop professional competencies with a broad range of programs and populations, including but not limited to: regular education, special education, bilingual education, age, disability, or culture.

6. The FIELDWORK SITE will schedule regular meetings with the counselor trainee to offer guidance and discuss progress. **On-site supervision contact must occur no less than once a week, daily contact is highly desirable.**

7. The FIELDWORK SITE will ensure that the counselor trainee’s role and responsibilities at the site are appropriate for the level of training received, and are communicated to the appropriate staff.
8. The FIELDWORK SITE will communicate counselor trainee problems/concerns to the university supervisor.

9. The FIELDWORK SITE supervisor will provide a written evaluation of student competencies and discuss the evaluation with the counselor trainee.

10. The FIELDWORK SITE may notify in writing to the UNIVERSITY, the desire to terminate or cancel any student whose performance is unsatisfactory, whose personal characteristics prevent relationships within the FIELDWORK SITE, or whose health status is a detriment to his/her successful completion of the fieldwork. Prior to cancellation or termination, the FIELDWORK SITE and the UNIVERSITY will consult about the proposed action.

TERM AND TERMINATION OF AGREEMENT

THE TERM of this agreement shall extend from __________, 20__ through __________, 20__.

This experience is to be at least __________ day(s) per week (specify days and times): __________

THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE.

THIS AGREEMENT is to be signed by authorized representatives of the University and School District or Agency.

FOR THE SCHOOL DISTRICT/AGENCY

<table>
<thead>
<tr>
<th>Fieldwork Site Supervisor</th>
<th>Participating School Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>School</td>
</tr>
<tr>
<td>Name (print)</td>
<td>Address</td>
</tr>
<tr>
<td>Date</td>
<td>Phone</td>
</tr>
<tr>
<td>Best Address for Communication:</td>
<td>Principal or Designee</td>
</tr>
<tr>
<td></td>
<td>Signature</td>
</tr>
<tr>
<td>Best Phone(s)</td>
<td>Name (print)</td>
</tr>
<tr>
<td>E-Mail</td>
<td>Date</td>
</tr>
</tbody>
</table>

Participants School District: __________________________________________________________

Administrative Representative/Director of Services (if required by School District):

Signature __________________________________________________________ Date ___________
FOR UNIVERSITY OF LA VERNE

Student Signature ____________________________________________________________

Name (Print) ___________________________ Date ____________________________

School Counseling Program

________________________________________________________________________

University Supervisor and Liaison ___________________________ Date ____________
Appendix B
Field Experience Planned Activities Document

This document is to be completed in the *first weeks* of field placement with the assistance of the on-site supervisor.

Many of the activities performed at a school site are multi-faceted and can fit into more than one of the nine categories. When completing this document, the CCTC standards (*Appendix F*) should help you determine appropriate placement of activities. Sites are not required to provide activities in all categories.

The Field Experience Planned Activities Document can be found and downloaded from the ULV PPS website.

http://sites.laverne.edu/school-counseling/supervised-fieldwork-resources/
Counselor Trainee (Print Name):

School or Agency: __________________________ Grade Level: __________________________

From: ___________ to ___________ Hours to be completed at site: __________________________

Competencies to be developed:

<table>
<thead>
<tr>
<th>Standard of Practice</th>
<th>Description of Activity (Please list activities you are planning in order to gain experience in each area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal/Social</td>
<td></td>
</tr>
<tr>
<td>2. Career</td>
<td></td>
</tr>
<tr>
<td>3. Academic</td>
<td></td>
</tr>
<tr>
<td>4. Assessment</td>
<td></td>
</tr>
<tr>
<td>5. Family/School Interactions</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>6. Pupil Support Systems, Team Building, Professional Leadership</td>
<td></td>
</tr>
<tr>
<td>7. School Safety and Violence Prevention</td>
<td></td>
</tr>
<tr>
<td>8. Advocacy, Ethics, Legal Mandates</td>
<td></td>
</tr>
<tr>
<td>9. Research, Program Design &amp; Evaluation, Technology</td>
<td></td>
</tr>
</tbody>
</table>

Counselor Trainee ________________________________ Date __________

On-Site Supervisor ________________________________ Date __________

University Supervisor ________________________________ Date __________
Appendix C

Sample Verification of Hours Letter

An example of the letter content that is needed by the University is printed below. The letter can be directly copied by the on-site supervisor, with the appropriate information included, and should be printed on the site’s official letterhead.

Date:

To: University of La Verne  
Fr: (Site Supervisor)  
Re: Verification of Hours

This letter is to verify that (Counselor trainee name) has completed (number of hours) hours of service as a counselor trainee for (Site name) in the (District name) School District. This field experience was conducted under my direct supervision.

(Name, Signature, and Title of Site Supervisor)
Appendix D

Evaluation of Counselor Trainee’s Demonstrated Skills by the On-Site Supervisor

After the PPS candidate completes the site hours, candidates must have their on-site fieldwork supervisor fill out an evaluation form. Once the on-site supervisor has completed and discussed the evaluation, please provide a copy of the form so it can be included with the required paperwork.

This form can be found and downloaded from the ULV PPS website.

http://sites.laverne.edu/school-counseling/supervised-fieldwork-resources/
University of La Verne  
School Counselor Preparation Program  
Evaluation of Counselor Trainee’s Demonstrated Skills by On-Site Supervisor

Counselor Trainee: ___________________________  Grade Level/Age Group Counseled: _____________

Site Name: ___________________________  District/Agency: ___________________________

Signature of On-Site Supervisor: ___________________________  Date: ________________

Please rate this counselor trainee’s level of competency in each of the following skill areas. A rating of 3 or 4 in each area indicates that the counselor trainee is fully competent to perform as a beginning professional counselor in the public schools or in an agency. N/O indicates that there was no opportunity for the counselor trainee to demonstrate this skill during the placement.

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>Not Present</th>
<th>Emerging</th>
<th>Competent</th>
<th>Exceptional</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is committed to the welfare of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>2. Is sensitive to others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>3. Is empathic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>4. Respects individuality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>5. Believes in the positive potential of people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>6. Is self-aware and self-accepting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>7. Has a high tolerance for stress and frustration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>8. Respects freedom of choice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>9. Communicates effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>10. Is creative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>11. Possesses a sense of humor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>12. Maintains objectivity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>13. Exercises self-discipline.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>Not Present</td>
<td>Emerging</td>
<td>Competent</td>
<td>Exceptional</td>
<td>N/O</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
<td>-----</td>
</tr>
<tr>
<td>14.</td>
<td>Is committed to professional growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>Recognizes and responds appropriately to his/her personal and professional abilities and limitations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>Is committed to and upholds professional ethics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Individual Counseling**

1. Demonstrated knowledge and skills of concepts / processes contributing to effective individual counseling related to personal / social academic / career development. | 1 | 2 | 3 | 4 | N/O |
2. Affected positive changes in counselees’ attendance, behavior, and peer relationships. | 1 | 2 | 3 | 4 | N/O |
3. Affected positive changes in academic achievement. | 1 | 2 | 3 | 4 | N/O |

**Group Counseling and Facilitation**

1. Demonstrated knowledge and skills of group counseling processes. | 1 | 2 | 3 | 4 | N/O |
2. Demonstrated knowledge and skills in developing positive human relations. | 1 | 2 | 3 | 4 | N/O |
3. Developed socio-cultural competence in group members. | 1 | 2 | 3 | 4 | N/O |
4. Acted as a facilitator in problem-solving, group change processes, and decision-making. | 1 | 2 | 3 | 4 | N/O |

**Family-School Collaboration**

**Consultation**

1. Demonstrated knowledge and skill in the consultation processes/programs in which pupils/teachers/administrators/parents/community members collaborate with the counselor on ways to address pupil needs. | 1 | 2 | 3 | 4 | N/O |
2. Demonstrated knowledge of available school/community resources offering services to address educational needs of pupils. | 1 | 2 | 3 | 4 | N/O |
<table>
<thead>
<tr>
<th></th>
<th>Not Present</th>
<th>Emerging</th>
<th>Competent</th>
<th>Exceptional</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Demonstrated knowledge and skills in consulting with families in the areas of academic, personal-social, and career development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Successfully worked with families in the areas of growth and development, learning, achievement and instruction, early intervention, and socio-cultural awareness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Served as an advocate for students and their parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Served as a member of a Student Study Team, IEP Team, and/or School Attendance Review Board.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrated skill in assessment through the selection/administration/interpretation of a wide variety of assessment procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Provided opportunities for families and the school to work together in comprehensive prevention and early intervention for achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Provided opportunities for families and the school to work together in school safety and violence prevention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Provided opportunities for families and the school to work together in developing self-esteem and personal and social responsibility.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Provided prevention education and training to families and staff members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Provided diversity programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Collaboration and Coordination of Pupil Support Systems Collaboration, Coordination, and Team Building**

<table>
<thead>
<tr>
<th></th>
<th>Not Present</th>
<th>Emerging</th>
<th>Competent</th>
<th>Exceptional</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Accepted counseling responsibilities commensurate with increasing knowledge and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Present</td>
<td>Emerging</td>
<td>Competent</td>
<td>Exceptional</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>2.</td>
<td>Participated in programs for school safety and violence prevention and prevention education and training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Coordinated activities related to learning theory and educational psychology.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Participated in research, program education, and technology.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrated skills in working effectively with on-site and university supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrated an understanding of the development, improvement, and evaluation of programs that support effective pupil learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrated knowledge and skills in building effective working teams for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrated knowledge and understanding the history, philosophy, and trends in school counseling; state and national standards; models of comprehensive school counseling and guidance programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrated knowledge of the theoretical bases for counseling practices in schools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrated knowledge of state requirements for academic progress.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrated knowledge of state requirements for high school graduation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrated knowledge of California/Federal laws and regulations affecting pupils.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrated knowledge of and skill in applying ethical standards and practices to specific counseling situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
For any area marked **Emerging or Not Present**, please specify counselor trainee’s weaknesses and suggestions for improvement.

Comments regarding counselor trainee’s overall competence as a school counselor and readiness for employment:

PLEASE DISCUSS YOUR EVALUATION WITH THE COUNSELOR TRAINEE
Appendix E

Evaluation of On-Site Supervisor by Counselor Trainee

After completing the course, PPS candidates are asked to complete an on-line evaluation of their on-site supervisor.

The evaluation is located at www.Taskstream.com
# Evaluation of On-Site Supervisor by Counselor Trainee

Counselor Trainee Name__________________________________ Date__________
Site Name __________________________ Semester_________ 583A or 583B
On-Site Supervisor____________________________ Grade level(s) Counseled_________________

Please respond to the questions: To what degree did the Site Supervisor assist you with in the following categories?
Circle the appropriate number:  
4 = Maximum Degree  
3 = Average Degree  
2 = Minimum Degree  
1 = Did Not Demonstrate  
NA = Not applicable

1. The Site Supervisor was accessible to me.......................................................... 1 2 3 4 NA  
2. The Site Supervisor was supportive in the supervision process............................. 1 2 3 4 NA  
3. The Site Supervisor gave me useful suggestions for improvement.......................... 1 2 3 4 NA  
4. The Site Supervisor enabled me to express my opinions, ask questions, and state concerns about my counseling.......................................................... 1 2 3 4 NA  
5. The Site Supervisor was helpful in critiquing my paper work.................................. 1 2 3 4 NA  
6. The Site Supervisor motivated and encouraged me.............................................. 1 2 3 4 NA  
7. The weekly supervision meetings were helpful.................................................... 1 2 3 4 NA  
8. The overall performance of the Site supervisor was......................................... 1 2 3 4 NA

**Additional comments (please use back of form as needed):**  
Describe how the Site Supervisor was of assistance to you.  
Describe how the Site Supervisor could have been of more help.  
Comment on the Site as a placement facility for your field experience.

---

THANK YOU!  
The results of this survey are used for program evaluation only and all information obtained is considered confidential.
Appendix F

California State Standards for Professional School Counselors

Standard 1
Program Design, Rationale and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designated to be taken prior to more specialized and advanced courses.

Standard 2
Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research and other information related to pupil’s strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socio-economic status, and (f) factors of resiliency on pupil development.

Standard 3
Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with 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.

Standard 4
Assessment

The program provides candidates with the 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. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates 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.
Standard 5

Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Standard 6

Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as statutory, regulatory and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Standard 7

Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Standard 8

Self-Esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate 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.

Standard 9

School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of the witnesses, victims and perpetrators.
of violence as they relate to improved behavior and enhanced teaching and learning.

**Standard 10
Consultation**

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating 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.

**Standard 11
Learning Theory and Educational Psychology**

The program provides candidates with opportunities and experiences to display an understanding of learning theories and 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. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

**Standard 12
Professional Leadership Development**

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

**Standard 13
Collaboration and Coordination of Pupil Support Systems**

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

**Standard 14
Human Relations**

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others and skillfulness in relating to individuals and groups. The program provides
candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

**Standard 15***
**Technological Literacy**

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

**Standard 16***
**Supervision and Mentoring**

The program provides candidates with opportunities and experiences to demonstrate the knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

**School Counselor Specialization Standards**

**Standard 17***
**Foundations of the School Counseling Profession**

The program provides candidates with 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 schools.

**Standard 18***
**Professionalism, Ethics and Legal Mandates**

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.
Standards 19

Academic Development

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are 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.

Standard 20

Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

Standard 21

Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that 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.

Standard 22

Leadership

Candidates know the qualities, principles and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Standard 23

Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
Standard 24  
Learning, Achievement and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development and instructional strategies for teaching counseling and guidance related material.

Standard 25  
Individual Counseling

Candidates demonstrate knowledge of theories of counseling, the stages of the counseling relationship and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate 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. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

Standard 26  
Group Counseling and Facilitation

Candidates understand group dynamics and possess 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.

Standard 27  
Collaboration, Coordination and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess 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.

Standard 28  
Organizational Systems and Program Development

Candidates understand the organization, structure and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive
counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

**Standard 29**  
*Prevention Education and Training*

Candidates know and have skill in the planning, organizing and implementing of educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents and family members to enable them to eliminate barriers to learning and achievement.

**Standard 30**  
*Research, Program Evaluation and Technology*

Candidates are knowledgeable about basic principles of research design, action research and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.