

**EDUCATIONAL COUNSELING PROGRAM**

**A GUIDE FOR SUPERVISORS**

**University *of* La Verne**

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**LaFetra College of Education**

**Master of Science in Educational Counseling  
Pupil Personnel Services Credential with a Specialization  
in School Counseling  
Fall 2019**

## ***A LETTER TO SUPERVISORS***

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Dear School Counselor Supervisor:

Thank you for taking time out of your busy schedule and using your professional expertise to provide supervision for a University of La Verne school counselor trainee. Your commitment to the process of developing a future school counselor is appreciated.

This handbook was designed to familiarize you with the expectations for fieldwork in the Educational Counseling Program and provide information about your role as the On-site Supervisor. The intent is to provide you with information on fieldwork course requirements, suggest ways to ensure solid communication between you and your school counselor trainee, and share information related to professional standards.

Here at the University of La Verne we are dedicated to providing our school counselor trainees with opportunities that are comprehensive and culturally responsive. Our program is accredited through the California Commission on Teacher Credentialing (CCTC) and National Council for Accreditation of Teacher Educators (NCATE). The carefully structured fieldwork component has been designed to meet accreditation standards and provide our school counselor trainees with opportunities to practice the skills they will need when entering the field of counseling.

Every school counselor trainee is assigned a University Faculty Supervisor who will visit the On-site to observe the school counselor trainee. If you have questions or concerns before getting started or between visits do not hesitate to contact the University Faculty Supervisor or me. Thank you, again, for selflessly giving your time and sharing your expertise as you assist us in developing future school counselors. We truly appreciate your dedication to the profession.

Sincerely,



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**The Educational Counseling Fieldwork Director reserves the right to modify the handbook based on program requirements.**

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## ***FIELDWORK OVERVIEW***

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Fieldwork courses are designed to help candidates demonstrate their ability to development deliver, manage and evaluate comprehensive school counseling programs. In this course candidates apply components of the ASCA National Model to address issues related to educational inequities and access, and analyze how comprehensive school counseling programs use data-based decision making to promote student achievement, social emotional wellness, and career readiness.

## ***PROFESSIONAL ETHICAL STANDARDS***

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The Educational Counseling Program requires all school counselor trainees to become familiar with and conduct themselves according to the ethical standards of the American School Counselor Association (ASCA) and American Counseling Association (ACA), and any other professional association applicable to the school counselor trainee's site. When an ethical issue arises during fieldwork, the school counselor trainee must immediately contact their Site and University Faculty Supervisor. Failure to do so may result in disciplinary action and/or possible removal from the program.

### **ASCA Ethical Standards for School Counselors**

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

## ***FIELDWORK PREREQUISITES***

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Before beginning fieldwork, the school counselor trainee will obtain a Certificate of Clearance, issued by the California Commission on Teacher Credentialing, California's Child Abuse Mandated Reporter Training for School Personnel, which satisfies AB 1432, TB clearance, and a professional liability insurance policy. School counselor trainees also complete the following prerequisite coursework before beginning their fieldwork experience: PPS 546 – Introduction to School Counseling; PPS 571 – Individual Counseling Skills; PPS 572 – Group Counseling Skills; PPS 549 – School Counseling Theories.

## ***FIELDWORK REQUIREMENTS BASED ON PROGRAM OPTIONS***

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School counselor trainees will spend approximately fifteen (15) hours per week on site to complete 600 hours within the projected 2½-year program sequence.

1. The Site Supervisor must:
  - i. Meet the supervision requirement listed in the chart below.
  - ii. Provide one hour of supervision each week with the school counselor trainee to offer guidance and discuss progress.
  - iii. Have two years of experience as a school counselor and be currently working in the role of a school counselor.

<p><b>Master's Degree- No Credential</b></p>	<p><u>Fieldwork Hours:</u> 400 hours</p> <ul style="list-style-type: none"> <li>• PPS 583A- 200 hours</li> <li>• PPS 583B- 200 hours</li> </ul> <p><u>Location:</u></p> <ul style="list-style-type: none"> <li>• 2 Settings Traditional or Alternate</li> </ul> <p><u>Supervision:</u> Select a supervisor with a Master's Degree in a behavioral science field</p>
<p><b>Master's Degree- PPS Credential</b></p> <p><b>OR</b></p> <p><b>Master's Degree- PPS Credential with the Spanish Bilingual Bicultural Counseling (SBBC) concentration</b></p> <p><b>Master's Degree- PPS Credential with the School &amp; Family Based Counseling (SFBC) concentration</b> *SFBC candidates will take PPS 584-Clinical Practicum in lieu of PPS 583C</p>	<p><u>Fieldwork Hours:</u> 600 hours</p> <ul style="list-style-type: none"> <li>• PPS 583A- 200 hours</li> <li>• PPS 583B- 200 hours</li> <li>• PPS 583C- 200 hours*</li> </ul> <p><u>Location:</u></p> <ul style="list-style-type: none"> <li>• 2 Traditional Settings at different K-12 levels (Elementary, Middle, High School)</li> <li>• 1 Traditional or Alternate Settings</li> </ul> <p><u>Supervision:</u> Select a supervisor with a valid PPS credential for the 2 Traditional Settings.</p>

**SCHOOL SITE GUIDELINES**

It is recommended that school counselor trainees' complete fieldwork at sites that provide a comprehensive school counseling program and meet the following guidelines.

1. Comprehensive Field Experience:
  - i. Opportunities to develop, implement, and evaluate program components for ALL\* students in the school. (Tier 1)
  - ii. Opportunities to deliver direct student services that address the needs of ALL\* students as they explore academic, social and emotional challenges; career aspirations; and post-secondary options. (Tier 1)
  - iii. Opportunities to deliver targeted, data driven interventions for students that have not responded to direct student services. (Tier 2)
  - iv. Opportunities to deliver intensive interventions designed to stabilize short-term trauma or crisis events until the issue is resolved or a referral is made. (Tier 3)

\*ALL- Direct student services provided to 100% of the students at the site (school counseling core curriculum, individual student planning, school-wide events).

2. Diversity:
  - i. A diverse population may include, but is not limited to race, ethnicity, socioeconomic status, urban/rural locations, ability/disability status, sexual orientation, country of origin, immigrant/citizenship status, and faith or religious belief. (All candidates must meet CCTC diversity requirements)
3. Facilities:
  - i. Office space that ensures privacy and confidentiality.
4. Site visitation and observation:
  - i. The University Faculty Supervisor needs to be allowed to make site visits to discuss your progress and/or observe you in action.

### ***SCHOOL COUNSELOR TRAINEE RESPONSIBILITIES***

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1. **Site Schedule:** School counselor trainees are responsible for establishing a schedule at the placement site that is compatible with the Site Supervisor's schedule and assures that the school counselor trainee will be able to acquire a minimum of 200 hours with approximately 160 hours of direct student contact. Please be aware that some fieldwork sites may require a commitment of one semester or academic year.
2. **Orientation:** The first few visits to a fieldwork site should be spent getting to know the staff, organizing your schedule, and identifying learning objectives. This relationship-building time is crucial to establishing yourself as part of the school system. As a school counselor trainee, you are required to operate within the procedures and policies of the school/district or agency.
3. **Release Time:** Arranging release time from work to complete the fieldwork requirement is the responsibility of the school counselor trainee.
4. **Communicating Expectations to Site Supervisors:** School counselor trainees are responsible for providing the Site Supervisor with a copy of the *University of La Verne's Educational Counseling Program: A Guide for Site Supervisors*.
5. **Seeking Assistance:** School counselor trainees are responsible for seeking assistance from their Site Supervisor and/or University Faculty Supervisor when dealing with an unfamiliar, difficult, high-risk situation or case.
6. **Abide by Ethical Standards for the profession:** School counselor trainees have a responsibility to carry out their fieldwork in a manner that is consistent with ethical guidelines for the profession. Throughout fieldwork, school counselor trainees must demonstrate their ability to recognize, evaluate and act in situations where ethical conflicts arise within the institution or among stakeholders as they work with minors in a school setting.
7. **Supervision:** School counselor trainees must participate in regularly scheduled

supervision conducted by the Site Supervisor and University Faculty Supervisor for the entire duration of the field experience.

### ***SITE SUPERVISOR RESPONSIBILITIES***

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1. **Orientation:** Site Supervisors will provide school counselor trainees with a thorough orientation to the school site, personnel, administrative policies, and practices.
2. **Placement:** Site supervisors assure that they have the time to supervise the school counselor trainee for a minimum of 200 hours with approximately 160 hours of direct student contact. Site supervisors may require a commitment of one semester or academic year.
3. **Assistance in Developing Objectives:** Site Supervisors will provide opportunities for school counselor trainees to develop a broad and diverse role, including development of leadership, advocacy, counseling skills, facilitation and consultation skills, and gaining experience in data-based decision making for the purpose of program design and evaluation. They will ensure that the school counselor trainee's role and responsibilities are appropriate for the level of training received and are communicated to the appropriate staff.
4. **Dual Relationships:** Site Supervisors must ensure there is no personal or professional relationship with the school counselor trainee (e.g., a principal who regularly evaluates the school counselor trainee as a teacher).
5. **Supervision:** Site Supervisors will hold the appropriate credential, have a minimum of two years of experience as a school counselor, and be officially serving in the role of a school counselor before providing supervision.
6. **Evaluation:** Site Supervisors will provide on-going feedback to the school counselor trainee and communicate issues of overall performance during weekly supervision meetings. They will provide a final written performance evaluation at the end of the field experience.

### ***UNIVERSITY FACULTY SUPERVISOR RESPONSIBILITIES***

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1. **Orientation to Fieldwork Course:** The University Faculty Supervisor will provide information on fieldwork processes, documentation requirements, and evaluation procedures.
2. **Supervision Classes:** The University Faculty Supervisor will facilitate fieldwork supervision classes; meeting with school counselor trainees on a regular basis during the semester/term to provide on-going feedback.

3. **Fieldwork Eligibility Determination:** The University Faculty Supervisor will ensure that the school counselor trainee is eligible for fieldwork only after obtaining professional liability insurance.
4. **Site Visitation:** The University Faculty Supervisor will make fieldwork site visits to each placement site to discuss the school counselor trainee's progress and complete an observation of the school counselor trainee.

### ***CANCELLATION OF FIELDWORK PLACEMENT***

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Most issues arising at the placement site will be handled directly by the Site Supervisor. Serious or on-going challenges should be brought promptly to the attention of the University Faculty Supervisor.

Site personnel may cancel the fieldwork placement at any time with or without cause. It is preferable that the action and reason for cancellation be discussed with the University Faculty Supervisor and communicated to the school counselor trainee in advance of the cancellation, but it is not required.

The University Faculty Supervisor may withhold or cancel any fieldwork placement without cause. The action and reason for withholding/canceling should be discussed with the appropriate school/district/agency personnel and communicated to the school counselor trainee.

### ***FIELDWORK HOURS AT CANDIDATE'S PLACE OF EMPLOYMENT***

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It is recommended that school counselor trainees' complete fieldwork at a site where they are not employed. It is oftentimes difficult to keep clear boundaries between the job you are currently performing and the field experience. While you may feel you are able to keep clear boundaries, others may have trouble differentiating between the two experiences and blur the boundaries. This has a propensity to cause issues for the school counselor trainee and the profession overall. As a school counselor trainee, you are working to build your skills and knowledge around the profession of school counseling, and the graduate level training that leads to a specialized credential.

In order to help you clarify boundaries, you must do the following before committing to fieldwork at your place of employment:

1. Arrange release time with your site and district administrators.
2. Be able to perform the duties ***outside the scope of your current job responsibilities***. For example, if you work in an advising capacity or teacher on special assignment at XYZ high school and want to complete your school counseling hours at that site, your activities must be different and separate from your day-to-day responsibilities.



3. Make sure the site can provide a Site Supervisor who works under the required PPS credential or BBS license (PPS 584-Clinical Practicum).
4. Make sure the Site Supervisor is NOT responsible for any aspect of the school counselor trainee’s employment, which include but are not limited to salary, evaluation, and scheduling.
  - i. The Site Supervisor and employment supervisor duties and responsibility for the trainee may not overlap.
  - ii. The school counselor trainee must be aware of ethics involving conflict of interest and dual relationships.
5. The University Faculty Supervisor must work closely with the school counselor trainee to identify objectives that will extend the candidates learning and align with the goals of fieldwork.

Following these guidelines will establish clear boundaries and assist the University Faculty Supervisor and school counselor trainee in facilitating an educationally strong experience.

**This does not apply to school counselor trainees working under a CCTC internship Credential at a paid internship assignment.**

**APPENDICES**

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**APPENDIX A- Required Course Assignments**

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<b>PPS 583A</b>	<b>PPS 583B</b>	<b>PPS 583C</b>
<ul style="list-style-type: none"> <li>• Participation in In-Class Group Supervision</li> <li>• Data Infographic</li> <li>• Documentation of Fieldwork Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in In-Class Group Supervision</li> <li>• Data Infographic</li> <li>• Case Study</li> <li>• Documentation of Fieldwork Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in In-Class Group Supervision</li> <li>• Data Infographic</li> <li>• Case Study</li> <li>• Documentation of Fieldwork Hours</li> </ul>

**SC PROFILE (SC PRO) INFOGRAPHIC**

Description of Activity:

The SC PRO infographic is a visual representation of the school counselor trainee's work at the fieldwork site. Collecting and evaluating data enables the school counselor trainee to communicate their effectiveness and inform future school counselor program development decisions. It is a collaboration between school counseling graduate students and PPS site

supervisors and the school counseling program's commitment to continuous improvement. The SC PRO is an advocacy tool showing the school counseling program's impact in a format designed to be visually appealing, straightforward, and easily accessible.

#### What the Student Will Do:

1. Sign up for a free account on [Piktochart.com](http://Piktochart.com)
2. Complete an ASCA Small Group, SC Core Curriculum or Closing the Gap Results Report to guide the work that will be reported in the SC Pro.
3. Following the guidelines in the SC Pro Checklist develop and present an infographic to be scored by your peers. Examples of SC PROs developed and published by school counseling programs throughout California may be reviewed at the California Association of School Counselor (CASC) website link at: <http://www.schoolcounselor-ca.org/sc-profiles> (CASC, 2018)
4. Piktocharts meeting the minimum requirements outlined in the SC Pro Checklist may be submitted to your instructor for publication on the CASC website. The 2020-2021 checklist can be downloaded at: <https://www.schoolcounselor-ca.org/sc%20profiles%20overview>

### CASE STUDY

#### Description of Activity:

The ability to collect descriptive data and present it in a concise manner is an important skill for school counselors. For this assignment you will prepare a case presentation. The case study will be delivered to your peers during class.

#### What the Student Will Do:

1. Select a student that is having challenges affecting their educational trajectory.
2. Complete an ASCA Smart Goal Template
3. Prepare a brief 1-2 page write-up of the case to share with their peers. The presentation should include the following information (if applicable) and include the challenge(s) that you have identified.

#### ***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. Student's strengths
5. Presenting challenges(s)- related to or influencing educational outcomes
6. Number of meetings to date
7. Classroom observation information
8. Summary of progress

#### ***Case Conceptualization/Theoretical Observation***

1. As the school counselor, how do you explain what is going on with this student?

2. What counseling, educational and/ or development theories provide the basis for your conceptualization of this case and your work with this student?
3. Include information about how the school counselor and student's cultural lens may influence their perspectives of the presenting issues.

***Help Needed***

1. What feedback do you need/want from your peers?
2. What specific questions do you have for your peers?

\*\*To comply with FERPA guidelines, names and specific locations for case studies will NOT be used. A fictitious name will help make the case study more relatable, the grade level you are work at is important for understanding. Specific identifying information must NOT be included to protect the possibility of identification.

## DOCUMENTATION OF FIELDWORK HOURS

Description of Activity:

Each course (583A/B/C) requires a minimum of 200 hours of school counseling fieldwork at an approved placement site, conducted under the supervision of a Site Supervisor and a University Faculty Supervisor. It is the responsibility of the school counselor trainee to initiate and collect all documentation required to verify successful completion of fieldwork hours in alignment with course learning objectives. Please refer to the Grading Policy and Documentation of Fieldwork in the *Educational Counseling Program: Student Fieldwork Handbook* for complete information.

Diversity Requirement

The 600 hours must include a minimum of 150 hours devoted to issues of diversity, with at least fifty (50) of these hours spent working with a minimum of ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the school counselor trainee. Per 2001 CTC guidelines, up to 100 of these hours may be satisfied through development, implementation and participation in a school-based diversity program. Candidates will track all diversity hours in the *Fieldwork Weekly Activity Log*.

What the Student Will Do:

1. Before beginning fieldwork, students must present a professional liability insurance certificate and Child Abuse Mandated Reporter Training certificate (Part I & II) to their fieldwork instructor.
2. Complete a site agreement. Located on the Fieldwork website: <https://education.laverne.edu/counseling/fieldwork-resources/>
3. Develop site objectives that are constructed in smart goal format and linked to course learning objectives. Fieldwork website: <https://education.laverne.edu/counseling/fieldwork-resources/>
4. Successfully complete 200 hours of fieldwork aligned with site objectives.
  - a. Prepare a record of logged hours in excel
5. Gather all required documentation for site supervisor signatures.

6. Make an appointment with your Site Supervisor to review and approve final documentation. **Documentation must be turned in within 2 weeks of finishing hours at the fieldwork site.**

#### **APPENDIX B-** **Developing a Plan for Supervision**

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Getting Started:

1. Review university documents with the school counselor trainee
  - a. Site Agreement
  - b. Site Objectives
  - c. Weekly Log
2. Set a schedule for the school counselor trainee
3. Discuss the university and site expectations
4. Work with the school counselor trainee to develop standards-based site goals.
5. Establish a daily or weekly supervision schedule with specifics
6. At the end of the supervision experience, sign paperwork and complete evaluations and provide feedback to the school counselor trainee.

#### **APPENDIX C-** **Resources & Best Practices for Supervisors**

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Best practices for supervision, please view these free webinars from the **American School Counseling Association**.

Supervision Toolbox: How to Effectively Supervise Interns

<https://videos.schoolcounselor.org/supervision-toolbox-how-to-effectively-supervise-interns>

Create Relevant Experiences for Interns

<https://videos.schoolcounselor.org/create-relevant-experiences-for-interns>

Strategies for Site Supervisors

<https://videos.schoolcounselor.org/strategies-for-site-supervisors>

School Counseling Supervisor's Role in Districtwide Program Advocacy & Development

<https://videos.schoolcounselor.org/school-counseling-supervisors-role-in-districtwide-program-advocacy-development>

#### **APPENDIX D-** **CCTC School Counseling Specialization Standards**

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Standards for School Counselors are available through the California Teaching Commission:

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

The California Commission on Teacher Credentialing Standards will serve as a guide to the activities required during fieldwork. For a detailed explanation of each standard, please refer to the following document: Standards of Quality and Effectiveness for Pupil Personnel Services Credentials (2000, October).

<b>SCHOOL COUNSELING SPECIALIZATION STANDARDS</b>
<b>I. Core Knowledge Base and Foundation</b>
17- Foundations of <i>School</i> Counseling Prof.
18- Prof. Ethics, and Legal Mandates
<b>II. Professional Skills and Training</b>
<b>A. Domains of School Counseling/Guidance</b>
19- Academic Development
20- Career Development
21-Personal and Social Development
<b>B. Themes of School Counselor Preparation</b>
22—Leadership
23—Advocacy
24-Learning, Achievement, Instruction
<b>C. Functions of School Counselors</b>
25--Individual Counseling
26 - Group Counseling and Facilitation
27- Team Building Collaboration/Coordination
28—Org. Systems, Program Development
29—Prevention and Training
30—Research/ Program Evaluation /Technology

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THE END