

**SONOMA STATE
UNIVERSITY**

Sonoma State University

Department of Counseling

School Counseling

**SUPERVISED FIELD EXPERIENCE
IN SCHOOL COUNSELING
MANUAL**

Fall 2025

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INTRODUCTION

The 515A and 515B Supervised Field Experience in School Counseling courses are your culminating School Counselor training experiences. They have been designed to allow you to integrate counseling theory and experiential activities, learned and carried out in your counseling coursework, with the application of your counseling skills learned and practiced at a school site in your 510B Practicum class.

As your culminating experience in the Department of Counseling, you will be given the opportunity to integrate and practice all of the skills learned in the program to date in structured, supervised K-12 school settings. Your on-site supervisors are experienced school counselors, approved by the school counseling faculty at Sonoma State University. Your site supervisors received approval as site supervisors based on their desire to remain current in the field, be open to pre-service school counselors carrying out all of the activities for which they have been trained, and a sincere desire to model and encourage growth in you as a pre-service school counselor.

This *Supervised Field Experience Manual* will provide information on the goals and objectives of your Field Experience course with an overview of the entire year-long experience, a copy of each of the required forms, including the final evaluation forms completed by both your site supervisor and your University supervisor. Your manual contains a copy of each form that is needed during your 515A and 515B courses in class, with the exception of your Time Log. You will be e-mailed a copy of the Field Experience/Internship Time Log.

Malpractice insurance is required for all Department of Counseling students in their 515A and 515B Supervised Field Experience/Internship; typically, you will continue to use the policy started in your 510B Practicum, renewing it as it comes due during the year. You are required to have this insurance coverage in place prior to starting your on-site field experience, along with fingerprinting/current certificate of clearance and an updated TB test (as required by school site).

TO: Students in the School Counseling Master's Program,
Counseling 515A and 515B, and
School Counselor Field Experience/Intern Supervisors

The purpose of this document is outline the general purpose, goals, and expectations of the Field Experience/Internship (Counseling Class 515A/B) required for the Master's Degree in School Counseling and Pupil Personnel Services Credential (PPSC) at Sonoma State University.

The COUN 515A and 515B Supervised Field Experience classes are regarded by the faculty as the culminating experience of the student's degree program; one that is preceded by basic didactic and practicum experiences, and which permits the student to integrate their knowledge and skills in K-12 school settings under competent supervision by a supervisor who is a practicing school counselor with a Master's Degree in counseling, holding a valid PPS credential. The School Counseling program corresponds to the training requirements of the California Commission on Teacher Credentialing (CTC).

The Department of Counseling expectations of Field Experience/Internship activities are identified on the student's "Field Experience/Internship Time Log" (*a sheet that is filled out electronically by the student and signed by the site supervisor at regular intervals*) and the "Site Supervisor Evaluation" completed twice: at the end of Counseling 515A and again at the end of Counseling 515B. Students are required to complete a total of 800 hours of comprehensive experiences, between their two school sites, over the course of an academic year. Students typically spend from 16-24 hours per week at both sites during the site's school calendar year in order to accomplish this requirement.

SUPERVISION

Supervised practice in school counseling helps the student gain confidence in their abilities and acquire proficiency in the skills required to become an entry-level school counselor. It is their opportunity to observe comprehensive counselors in action and to function as a comprehensive counselor themselves, while under supervision. It is at the school site that the knowledge and competencies acquired in the SSU Department of Counseling are experienced and demonstrated. The site supervisor is expected to model how to be a comprehensive school counselor and to help their supervisee gain expertise, as well as to assess the degree to which the graduate student is able to relate with the school staff and students; relate to the particular school setting; and develop the personal traits and professional skills necessary to be an effective school counselor.

Supervision is a joint responsibility between the site supervisor and the faculty supervisor at the University. The students are **required to participate** in a regular seminar on campus with their fellow students. This seminar uses case conceptualization, problem situations, and professional issues that arise during the Field Experience/Internship as a basis for discussion in class. The class becomes the support group for each student as well as a place to receive feedback on issues and conflicts.

EVALUATION

Evaluation by the supervisor at the school site should be regarded as a **continuous** process directed toward strengthening the graduate student personally and professionally. It is intended to be a shared experience – evaluation with the student, as well as evaluation of the student – allowing the student to evaluate the experience and its meaning for them. Every reasonable effort should be made to give the student regular feedback from both the school site supervisor and the university supervisor so that the student is aware, at any point, where they stand relative to progress or lack of it. Weekly 1:1 supervision time between the site supervisor and the supervisee is a **mandated requirement**.

ROLE OF THE SCHOOL SITES

Because the individuals (students, teachers, parents) with whom the student will be working are assigned through the school site, it is expected that the day-to-day supervision will be done by the on-site school counselor. It is expected that the site-supervising school counselor will:

1. Have an appropriate California Credential (PPS) and have sufficient experience (a minimum of two years as a school counselor is required) to help the student develop as an effective counselor.
2. Hold regularly scheduled supervisory meetings with the student (one hour total per week is required, up to 3 students may be supervised in a group situation, if you have other interns, etc).
3. Assign students a variety of counseling tasks; appropriate to their level of competence, that are typical of a school counselor in that setting, and that meet required activities on the log sheet.
4. Contact the university supervisor when any questions or concerns arise.
5. Complete a "Site Supervisor Evaluation" at the end of both Coun 515A and Coun 515B.
6. Participate in program sponsored supervisor trainings.

RESPONSIBILITY OF THE FACULTY MEMBER SUPERVISING THE STUDENT

1. Assist students in obtaining Field Experiences/Internships at pre-approved school sites that are on the Department of Counseling approved Field Experience/Internship list.
2. Instruct the students to provide the school site with appropriate information on themselves, including the student's previous experiences, strengths, and limitations.
3. Provide ongoing evaluation to the student.
4. Confer with the school site supervisor(s) on a regular basis; including at least one site visit per year. Engage in ongoing phone and email contacted as needed.
5. Meet with the student in a seminar (class) on the SSU campus.

The methods used in supervision by the faculty will vary, depending upon the students' needs. Class time may consist of a variety of experiences including case conceptualization, presentation of "problem" situations, and a formal case presentation by each student. Students are expected to attend all class meetings, listen respectfully, and actively engage in class discussions.

SPECIFIC TASKS

In addition to carrying out the objectives listed above, students will fulfill the following tasks:

1. Each student will develop a written agreement with the school site spelling out the specific activities and tasks of which the Field Experience/Internship will consist. A copy of this agreement will be given to the University supervisor by the second class meeting, signed, with a second copy to be given to the site supervisor.
2. The student will keep a monthly journal of activities with description, reactions, and comments. In addition, a monthly electronic log, signed off by the site supervisor, is required and will be placed in the student's permanent Department file.
3. The student will make at least one oral presentation and a final written formal case presentation. The final written case study will be given to the faculty supervisor Counseling 515A.

School Counseling Field Experience Guidelines

Using the California Department of Education terminology, a Field Experience student is a pre-service and pre-credential school counselor and an Intern is a graduate student with an Intern credential

CCTC Field Experience/Intern Requirements for Pupil Personnel Services/School Counseling

CCTC Standards 2019 For Field Work

Program Standard 4: Clinical Practice

Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs. The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors. Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. Field experience includes the completion of both practica and fieldwork.

Practica:

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

Fieldwork:

The candidate’s total field experience includes the following:

1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master's degree in counseling or a related field.
2. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
3. The opportunity for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.
4. The opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.
5. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling.
7. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

Qualifications, Training and Responsibilities of Site Supervisors

The program assigns qualified supervisors and provides training based on the program's design. Qualifications for supervisors must include, but are not limited to:

1. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.

2. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
3. Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours. University Supervision Requirements include:
 1. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
 2. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

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CONFIDENTIALITY AGREEMENT

I have discussed in class and I understand the professional concept of confidentiality. I understand that client/pupil case material disclosed as part of the class instructional process is both ethically and legally considered confidential information and is not to be discussed with persons outside of the classroom. Additionally, I also understand that self-disclosures by members of the class and by the instructor are used in the supervision process to facilitate learning and clinical support of clients. Discussing these disclosures outside of this class would undermine the sense of safety that allows therapists in training to hone skills and capacities that clients need. By signing this document, I am acknowledging that I understand the importance of maintaining confidentiality in regard to both client information and class member disclosures. By signing I am also promising to abide by these standards.

Signature of Practicum/Field Experience Student

Student Printed Name

Date

ASCA and Child Abuse Position Statements/Links

ASCA Ethical Standards

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

ASCA Mindsets and Behaviors

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

ASCA Mindsets and Behaviors Program Planning Tool

[https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Template
s/M-BProgramPlanningTool.pdf](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Template%20s/M-BProgramPlanningTool.pdf)

ASCA Position Statements

You are encouraged to review the ASCA position statements regarding various issue of relevance to the school counselor.

<https://www.schoolcounselor.org/school-counselors-members/publications/position-statements>

California Child Abuse Reporting Form

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?

SITE SUPERVISOR EVALUATION

SCHOOL COUNSELING PROGRAM, SONOMA STATE UNIVERSITY

Pre-Service School Counselor: _____ Semester _____ Year _____

Field Placement: District: _____ School(s): _____

Field Supervisor: _____ University Supervisor: _____

	Needs Improvement	Emerging Competency	Performs Adequately	Possesses Well-Developed Skills	Not Observed
Law & Ethics of School Counseling					
Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, & the legal responsibilities w/in school counseling.					
Understands and applies ethical and legal obligations to students, parents, administrators and teachers					
Maintains professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines					
Displays knowledge of empirically validated practices and programs, and applies these practices and programs in an ethical manner					
Classroom Guidance					
Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans					
Identifies and applies student engagement strategies and pedagogical best practices					
Develops, implements, and monitors prevention, education, and intervention programs					

	Needs Improvement	Emerging Competency	Performs Adequately	Possesses Well-Developed Skills	Not Observed
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Working with Students					
Models and demonstrates essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement					
Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc.					
Understands and applies approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students					
Demonstrates cultural competency and skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns					
Assists pupils in identifying short and long-term goals; set realistic and achievable goals; and developing a plan for successfully achieving those goals					
Demonstrates knowledge/skill in applying theories of counseling as they pertain to counseling pupils in schools					
Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs					
Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site					
Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement					

	Needs Improvement	Emerging Competency	Performs Adequately	Possesses Well-Developed Skills	Not Observed
Working with Groups					
Demonstrates knowledge of group theory, group dynamics, and types of groups relevant to working in school					
Models and demonstrates essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.					
Consultation					
Understands the organization of the school, dynamics of change and the roles of individuals within the school setting					
Demonstrates knowledge/skill in facilitating teams and committee meetings of individuals working on education related tasks (e.g., SST meetings)					
Demonstrates knowledge/ skill in working with parents on parenting skills, difficulties with their child/ adolescent					
Demonstrates knowledge/skills related to the methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community					
Demonstrates knowledge/ skills in consulting with teachers regarding classroom management, difficulties with individual students					
Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment.					
High School Competencies					
Shows knowledge of state and local graduation requirements, and provisions for marginalized population					
Demonstrates comprehensive understanding of college counseling					

process and college admission procedures					
	Needs Improvement	Emerging Competency	Performs Adequately	Possesses Well-Developed Skills	Not Observed
Shows the ability to identify college entrance and curriculum performance exams including PSAT, SAT, ACT, AP Test, International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.					
Demonstrates knowledge of financial aid planning for higher education					
Can examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges					
Demonstrates ability to develop four and six-year academic and post-secondary planning					
Demonstrates knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion					
Other Competencies					
Possesses knowledge, understanding, and experience with at least one student information system					
Demonstrated ability to collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions)					
Personal Traits and Attitudes					
Demonstrates strong organizational skills.					
Shows respect and sensitivity for cultural differences.					
Display professional dispositions related to conduct, communication, demeanor, and presentation					
Makes decisions appropriate to level of responsibility. Exhibits sound and accurate judgment. Includes appropriate people in the decision making process. Keeps supervisors and coworkers adequately informed					
Clearly expresses ideas and thoughts both verbally and in writing.					
Takes initiative and assumes appropriate level of responsibility.					

GUIDELINES FOR 515A CASE PRESENTATION – PPS

Note: This may be a study of an individual, a group, consultation, classroom guidance, a program, or some other phenomenon at one of your school sites. You will present a preliminary overview of your case in class, followed by a written analysis due at the end of the semester. Avoid using identifying information.

Oral Presentation: You will likely not have all the information on your case when you present to class. The format will be that of a group consultation/discussion, with you at the helm. A week prior to your class presentation, provide your instructor with a research article that informs your work on this case. These articles will be shared with the class to enhance the discussion and bolster student ability to integrate research and practice.

For the presentation, come equipped with as much of the information outlined in the written case instructions as possible. Essential elements include basic demographic information, reason for referral/presenting problem, and some initial ideas about what theoretical foundation you will draw on. Let us know why you selected this case to present, what key questions you have, and the sort of feedback you are seeking from the group.

Written Case: Your case study should be a substantial, graduate level analysis of the topic, and should follow APA style. The length of a case study paper is typically 15-20 pages, although individual papers may vary depending on the topic.

I. Articulation of Presenting Problem

A. Statement of the Problem

1. referral source statement; how was the issue/student brought to your attention?
2. "client" statement: what is student's understanding of the problem?

B. Reason for the Case Study

What makes this an important situation or issue? What sort of feedback are you seeking?

II. Initial Assessment: In this section, you are asked to demonstrate your ability to gather relevant information and combine it into an overall assessment of the student/situation. This may include both formal and informal assessment.

A. Student Overall Presentation

1. Physical (facial expression, posture, dress, personal hygiene)
2. Psychological (including anxiety level, cooperation, manner of relating)
3. Emotional (affect, intensity, mood)

B. Student Contextual Factors (Family relationships; social relationships; cultural factors)

C. Related ethical/legal issues

D. Issues in ASCA domains (you may want to consider ASCA Mindsets and Behaviors):

1. Academic Development
2. College and Career Development
3. Social/Emotional Development

E. What is your overall assessment of this student/issue? the key problem areas/issues?

III. Theoretical Conceptualization

In this section, you are asked to demonstrate your ability to use theory to make sense of your information and the presenting issue, and to formulate a conceptualization and goals.

A. Theoretical Conceptualization

Describe in detail the counseling model/theoretical approach you used and why. How does this model explain the presenting issues and the avenue to resolution?

B. Identification of Student and Contextual Strengths and Assets

C. Theory-based Goals and Objectives

IV. Intervention Plan

In this section, you are asked to demonstrate your ability to formulate a theory and evidence based intervention plan.

- A. Strategies used to address goals
- B. Articulation of why these strategies were chosen (evidence-based)

V. Consideration of Systemic Context

In this section, you are asked to demonstrate your role in a system of support. This includes contextual interventions initiated by you and those involving others.

- A. Systemic/Contextual action taken
- B. Referrals/Resources/Collaborations

VI. Evaluation Plan

In this section, you are asked to demonstrate your ability to gather relevant information to assess the efficacy of your work.

- A. How do you know your intervention was/wasn't/will be effective? What evidence can you collect and present? Be specific!

VII. Professionalism Self-Assessment

In this section, you are asked to demonstrate your ability to engage in reflective self-assessment.

- A. Describe in your strengths and weaknesses with regard to this case. Include specific reference to personal impact/professional challenges

**Counseling 515 Case Analysis
Grading Matrix**

Student:	
1. Articulation of Presenting Problem	0 1 2 3
2. Initial Assessment <i>CTC 6.10. Examine and identify factors that impede or limit student development including stereotyping, SES, language development, school climate, and discrimination. Understand, develop and encourage collective and student efficacy to increase student achievement</i>	0 1 2 3 4
3. Theoretical Conceptualization <i>CTC Standard: 1.3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy, Family Systems, Mindfulness-based Stress Reduction, Motivational Interviewing, Person-center Counseling, Rational-Emotive Behavior Therapy, and Solution-Focused Brief Counseling</i> <i>CACREP 3 Practice 3.f. Techniques of personal/social counseling in school settings</i>	0 1 2 3 4
4. Intervention Plan <i>CTC Standard 2.8. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner</i> <i>CTC 3.1 Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc.</i> <i>CTC 3.9. understand and apply approaches that recognize the importance of building student strengths and assets</i> <i>CACREP 5 Counseling Relationships 5.h.; Developmentally relevant counseling treatment or intervention plans; 5.j. Evidence-based counseling strategies and techniques for prevention and intervention</i>	0 1 2 3 4
5. Consideration of Systemic Context <i>CTC 5.10. Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment)</i> <i>CACREP 2 Contextual Dimensions 2.k community resources and referral sources</i>	0 1 2 3
6. Evaluation Plan <i>CACREP 5 Counseling Relationships 5.i. development of measurable outcomes for clients</i>	0 1 2 3 4
7. Professionalism Self-Evaluation <i>CTC 2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines</i> <i>CACREP SC 1.k. Professional Orientation Strategies for personal and professional self-evaluation and implications for practice</i>	0 1 2 3 4
8. Overall quality of oral and written presentation	0 1 2 3 4

Total points: ____ out of 30

Comprehensive Evaluation by Faculty Supervisor
Counseling 515A/B Supervised Field Experience

Student: _____

Competency	Relevant Skills/Knowledge	Experience Gained/Evidence of Mastery				
Counseling Theories (CTC 1.3 Foundations)	• Understand and evaluate core counseling theories that work within schools. • Techniques of personal/social counseling in school settings	4	3	2	1	0
Professionalism/ Counseling Relationships: Ethics (CTC 2.7, 2.8, 2.10)	• Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner • Maintaining professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines created by ASCA, ACA, and APA. • Understand and apply ethical and legal obligations to students, parents, administrators and teachers • Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.	4	3	2	1	0
Professionalism/ Counseling Relationships: Supervision and Self-care (CTC 2.6, 2.12)	• Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations • Display professional dispositions related to conduct, communication, demeanor, and presentation within school counseling program and profession • Strategies for personal and professional self-evaluation and implications for practice • Self-care strategies for counselors • Role of counseling supervision	4	3	2	1	0
Student Academic Development, College and Career Development (CTC 3.2, 3.9; 4.2, 4.3, 4.4, 4.5, 4.6, 4.13)	• Understands and applies approaches that recognize the importance of building student strengths and assets • Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc. • Demonstrates mastery of CTC competencies related to graduation	4	3	2	1	0

	requirements, college entrance requirements, college counseling/admission, college/curriculum performance exams, financial planning, academic and post-secondary planning	
Continuing Education: Social Emotional Development (CTC 5.13)	• Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system	4 3 2 1 0
Assessment: Social Emotional Development (CTC 5.14); Educational Foundations (CTC 6.10):	• Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site • Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement	4 3 2 1 0
Programs and Classroom Guidance: Social Emotional Development (CTC 5.10; 6.5; 6.8)	• Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment • Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans • Identify and apply student engagement strategies and pedagogical best practices	4 3 2 1 0
Counseling Skills: Social Emotional Development (CTC 5.1, 5.4, 5.6; Academic Development 3.9; Foundations 1.3)	• Models and demonstrates essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement • Demonstrates cultural competency and skill in helping pupils to respect and understand alternative points of view to	4 3 2 1 0

	accept, respect, and value differences, such as cultural diversity and family configuration patterns • Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs • Understands and applies approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students • Demonstrates knowledge/skill in applying theories of counseling as they pertain to counseling pupils in schools • Assists pupils in identifying short and long-term goals; set realistic and achievable goals; and developing a plan for successfully achieving those goals	
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Counseling Skills: Groups (CTC 2.2)	• Demonstrates knowledge of group theory, group dynamics, and types of groups relevant to working in school • Models and demonstrates essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.	4	3	2	1	0
Consultation (CTC 5.11, 6.5)	• Demonstrates knowledge/skill in facilitating teams and committee meetings of individuals working on education related tasks (e.g., SST meetings) • Demonstrates knowledge/ skill in working with parents on parenting skills, difficulties with their child/ adolescent • Demonstrates knowledge/skills related to the methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community • Demonstrates knowledge/ skills in consulting with teachers regarding classroom management, difficulties with individual students	4	3	2	1	0

Research, Evaluation and Technology (CTC 9.1; 9.8)	• Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions) • Possess knowledge, understanding, and experience with at least one student information system	4	3	2	1	0
Overall Professionalism/Dispositions	• Demonstrates strong organizational skills • Shows respect and sensitivity for cultural differences • Adaptability • Display professional dispositions related to conduct, communication, demeanor, and presentation within school counseling program and profession • Makes decisions appropriate to level of responsibility. Exhibits sound and accurate judgment. Includes appropriate people in the decision making process. Keeps supervisors and coworkers adequately informed • Clarity of communication • Enthusiasm	4	3	2	1	0

Faculty Supervisor Comment:

CCTC Pupil Personnel Services School Counseling Program Standards

Final Passport Assessment Points:

515A-Case Study; Comprehensive Faculty Evaluation

515B – Portfolio Exam; Comprehensive Faculty Evaluation

521-Comprehensive School Counseling Program Project

Domain 1: Foundations of School Counseling

Assessed via 515A Case and 521 Comprehensive School Counseling Program

Domain 2: Professionalism, Ethics, and Legal Mandates

Assessed via 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Domain 3: Student Academic Development

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Domain 4: Student College and Career Development

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Domain 5: Social-Emotional Development

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Domain 6: Educational Foundations: Growth & Development, Learning Theory, Academic Achievement

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

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

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Domain 8: Program Development

Assessed via 521 Comprehensive School Counseling Program Project

Domain 9: Research, Program Evaluation, and Technology

Assessed via Portfolio; 515A/B Site Supervisor and Faculty Comprehensive Evaluation

Portfolio Exam

1. Discuss the your understanding of the role of the school counselor in academic system of support. Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal academic outcomes, what skills do you consider to be your strongest, and what skills do you believe you can still improve?
2. Discuss the your understanding of the role of the school counselor in a college and career system of support Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal college and career outcomes, describe where you feel your role is particularly strong, and what areas you can still improve?
3. Discuss the your understanding of the role of the school counselor in fostering the social and emotional learning and development of students. Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal social-emotional learning and development, what areas do you consider to be your strengths and what areas can you still improve?
4. Discuss your understanding of the individual and contextual factors that foster or impede human development. How does this understanding shape your choice of interventions to promote student learning and positive development? Speak to the parts of your portfolio that highlight your response.
5. As you near the end of the training program, what is your perspective on your role as a leader, advocate and systems change agent? Provide supporting information from your portfolio.
6. Describe your understanding of the role of research, program evaluation and technology in school counseling practice. Share examples from your portfolio that demonstrate your use of these tools in your counseling practice.

Student/Intern Portfolio Checklist

Name _____ Date _____

Section Title/Description	√	Comments
Cover Page (simply a title page for your portfolio)		This is simply a visual cover of your portfolio (not as formal as a resume, but helps people see that it is your portfolio)
Table of Contents		
I. Personal Information Forms (feel free to use your resume)		You can use your resume or provide a cover sheet that lists your name and contact information
Student/Intern Information		
Liability Insurance		
II. Site Agreements and Course Syllabi		
Course Syllabus – 510B		
Primary Site Agreements – 515A/B		This is your Field Experience Site Agreement you signed at the start of your traineeship
Secondary Site Agreements – 515A/B		This is your Field Experience Site Agreement you signed at the start of your traineeship
Course Syllabi – 515 A/B		
III. Learning and Internship Plan(s)		
Final Learning Plan 510A/B		Learning plans are the final reflection paper you did for 510A and 510B
Professionalism and Self-Care Reflection		You do this at the end of 515A and again at the end of 515B
IV. Student Time Logs		
COUN510B		
COUN515A/B		Provide the Fall (515A) summary hours and whatever hours you have accumulated for Spring (515B) thus far
V. Evaluations		
510B midterm Evaluation		Provide the midterm evaluation for 510B
510B Final Evaluation		Provide the final checklist sheets for 510B
515A/B Evaluation(s)		Provide the Qualtrics survey provided by your supervisor for 515A; INSERT 515B LATER. This is usually emailed to you by the program coordinator after the survey is completed at the end of each semester.
VI. Responsive Services		
Statement of Beliefs		This can be your 501 theories paper
COUN524 Papers		Counseling Activity and Substance Use/Abuse (or other 524 activities that demonstrate responsive services).
COUN526 Papers		Research paper on a topic (“Look It Up and Talk about It”). And Paper about the (“At Site Project Paper”)
VII. Individual Planning		
COUN520 Paper		Your supportive position paper
COUN511F Assessment Paper COUN511G Curricula Papers		The assessment paper was the one you looked at the three different tests with your partner (511F); the curricula papers were the elementary, middle and high school guidance activities that you wrote up (511G)
VIII. Guidance Curriculum		

COUN510B Teacher Evaluation (if available)		This was the checklist that was filled out when you did classroom guidance presentations
COUN521 Project (Counseling Program)		If the project will not be complete before the portfolio deadline, you can submit a draft
School Counseling Curriculum Reflection Paper (COUN521)		This is the reflection paper regarding the 521 project stated above; you do not have to submit it if the portfolio deadline happens before this assignment is complete
IX. System Support		
COUN524 Final Exam		“I’m Not Your Perfect Mexican Daughter” case paper.
Coun 521 School Profile		Pictochart (Provide Link)
COUN523 Family Theory Application Assignment		“I’m Not Your Perfect Mexican Daughter” systemic analysis.
COUN528 Consultation Workshop Presentation		Provide the materials you used to deliver this assignment in your consultation class
X. Additional Materials		
Trainings completed? Conference presentations? Program development? Other projects and available documents		

STUDENT EVALUATION OF FIELD EXPERIENCE/INTERNSHIP

GRADUATE STUDENT'S NAME: _____

NAME OF SCHOOL SITE: _____

ADDRESS OF SCHOOL SITE: _____

SITE SUPERVISOR: _____ Phone: _____

COUN 515 INSTRUCTOR: _____ Stipend: _____

Date Started: _____ Date Ended: _____

.....

1. Give a brief description of your field experience/internship objectives: _____

2. Did the duties you performed during your field experience provide an opportunity to attain, to your satisfaction, your objectives? Please explain: _____

3. Did this experience provide opportunities to relate academic theory to job requirements, and did your academic training prepare you for this experience?

4. Briefly describe what you learned about the school and the school district in terms of its mission, organizational structure, relationship to other agencies, etc.? _____

5. One of the key facets in the operation of any institution is the management of personnel; i.e. the quality and amount of supervision, the incentives for good work, the overall working climate, and the related attitudes of employees. Briefly comment on these factors as they relate to your school site experience:

6. As a result of the school site experience, have you re-evaluated your career or life goals? If so, what aspects of the school experience were important to you?

7. Were you provided adequate training, space, equipment, documents, and other resources to properly perform your field experience/internship duties? Please explain:

8. What could the school and your site supervisor do to make this experience more educationally and professionally relevant and rewarding for you? Be specific:

9. Give a brief, overall evaluation of your field experience/internship including any recommendations you feel are appropriate for future students at this school:

Signature of Graduate Student

Date

Field Experience Student Evaluation of Site and Supervisor

Student _____ Date _____

Site _____ Cooperating Site Supervisor _____

Assessment Scale

2 pts = Target performance; exceeds expectations

1 pt = Acceptable performance, meets expectations

0 pts = Unacceptable performance, does not meet expectations

N/E = No Evidence

Area	T (2 pts)	A (1 pt)	U (0 pts)	N/E	Comments
Overall Training Experience					
Receptiveness to Students					
Work Space					
Appropriate Caseload Size					
Appropriate Caseload Type					
Diversity of Caseload					
Ability to Record					
Supervision Process					
Supervisor Knowledge					
Supervisor Style					
Supervisor Accessibility					
Feedback and Guidance					
Paperwork Assistance and Review					
On-Site Professional Meetings					
Resource Material Availability					
Evaluation Procedures					
Learning Possibilities					
Overall Placement Rating					

Would you recommend this placement to other students? Why or Why Not? [you can use the back of this form for comments]:

School Counseling Site Supervisor
Program Survey and Field Experience Evaluation

Thank you for taking the time to supervise our School Counseling student(s) during their field placement at your site. In an effort to continue to improve our program we are asking you to complete the following short survey and return it with the Site Supervisor Evaluation Form. Your input is of great value to us and we appreciate you taking the time to assist us.

Estimated # of years supervising SSU Counseling students ____

#supervised this year _____

total # in past 10 years_____

Please use the following scale in regard to each question. Please answer each question based on the supervised this year, and collaboration with our program. Use the norm of students at their specific level of training in an academic program.

T= Target (level beyond that of a graduate student; comparable to a new employee)

A= Adequate (level expected for a graduate student)

I= Inadequate (level below that expected of a graduate student)

N/E= No Evidence

Program:

Training Expectation Clarity	T	A	I	N/E
Evaluation Procedures Clarity	T	A	I	N/E
Communication with Program Faculty	T	A	I	N/E
Program Handbook	T	A	I	N/E

General Student Dispositions:

Level of Student Professionalism	T	A	I	N/E
Student Maturity	T	A	I	N/E
Academic Student Preparation	T	A	I	N/E

Student Skills:

Communication Skills	T	A	I	N/E
Counseling Skills	T	A	I	N/E
Writing Skills	T	A	I	N/E
Organizational Skills	T	A	I	N/E
Technology Skills	T	A	I	N/E

In comparison to all the students you supervise, how would you rate the SSU School Counseling students?

Top 5% ____ **Top 10%** ____ **50%-90%** ____ **Below 50%** ____

Identify 2 strengths of the SSU School Counseling Program:

- 1.
- 2.

Identify 2 suggestions for the SSU School Counseling Program:

- 1.
- 2.

Identify 2 needs you have as a supervisor:

- 1.
- 2.

Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:

Intellectual Stimulation ____ Student Assistance ____

Professional Altruism ____ Work Requirement ____

Benefit to School ____

Other (specify) ____

Additional Comments (You may use the back side of this form for comments):

School Counseling (Pupil Personnel Services/PPSC) Program Certification Request Form

TO: School Counseling Program Coordinator/Counseling 515B Instructor

From: _____ Phone: _____

Address: _____

I would like to request a Pupil Personnel Services Credential (PPSC) completion form for submission to the California Commission on Teacher Credentialing (CTC). I have attached the following:

- **Final transcript** (obtainable from Admissions & Records)
- **Copies of:** (verified as attached or in my course file)
 - Field Experience Agreement(s) within 515AB**
 - Hourly Logs for 515AB field experiences (One final log for each site)**
 - Supervisors' Evaluation of Field Experience from all 515AB sites**
 - Student's Evaluations of Field Experiences**
- **Required Field Experience Hours: Total of (515AB; Note: *Student should submit hours in pencil. Counseling 515B faculty Instructor will check hours and enter in ink, with an initial*)**

Elementary: _____ Direct Hours: _____

Middle/Jr. High: _____ Direct Hours: _____

High School: _____ Direct Hours: _____

Total # of Hours _____ Total # of Direct Hours: _____

- **Counseling 515 Faculty Signature** _____

(This signature verifies that the items above are complete)

Date _____

PPSC Request forms will not be forwarded if any of the above items are missing.

Student Signature

Date



SONOMA STATE UNIVERSITY

Department of Counseling, 1801 East Cotati Ave., Rohnert Park, CA 94928 707/664-2544

MEMORANDUM

Credentials & Graduate Admissions Office
College of Education, Counseling & Ethnic Studies
Sonoma State University

Certification of Completion

This is to certify that **Name**, PPSC Applicant, has completed all course work required for the School Counseling (Pupil Personnel Services) Credential. This course work and training complies with the requirements set forth by the State of California Commission on Teacher Credentialing.

Adam Zagelbaum, Ph.D.
Department of Counseling
Coordinator, School Counseling Program

Date