

**Field Site Supervisor - School Counseling Fieldwork Evaluation  
Pupil Personnel Services Credential (PPS) Fieldwork**

**Student Name** \_\_\_\_\_ **University Instructor** \_\_\_\_\_

**District:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Level:** \_\_\_\_ **Elementary**      \_\_\_\_ **Middle School**      \_\_\_\_ **High School**

**Directions for Site Supervisor:**

Please rate the degree to which your supervisee has achieved competence in the following areas using the scale below, based on what would be reasonably expected for your supervisee's current stage of professional development.

<b>0: Not Applicable</b>	<b>1: Not Developed</b>	<b>2: Still Developing</b>	<b>3: Developed</b>	<b>4: Highly Developed</b>
Candidate did not have an opportunity to demonstrate this skill or activity at this placement.	Candidate currently lacks significant competence and understanding in this area and is in need of remediation to learn this skill and/or subject matter.	Candidate shows an emerging degree of competence in this area, but needs to gain further experience and/or knowledge before being able to work independently.	Candidate is able to demonstrate this skill well, typically working independently without the need of much support.	Candidate is able to perform extremely well in this area and is able to perform this skill independently with a high degree of competence.

<p align="center"><b>SJSU Fieldwork Competencies</b></p> <p>This candidate is able to:</p>	<p align="center"><b>0: Not Applicable</b></p>	<p align="center"><b>1: Not Developed</b></p>	<p align="center"><b>2: Still Developing</b></p>	<p align="center"><b>3: Developed</b></p>	<p align="center"><b>4: Highly Developed</b></p>
<p><b>1. Professional Foundation</b> Understand and integrate counseling theories and school counseling frameworks as part of a school counseling philosophy. (SCPE 1.3 and 1.4)</p>					
<p><b>2. Ethical and Legal Obligations</b> Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers. (SCPE 2.7)</p>					
<p><b>3. Professional Dispositions</b> Maintain professional and ethical boundaries in school counseling relationships per professional organization guidelines. (SCPE 2.10)</p>					
<p><b>4. Professional Dispositions</b> Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession. (SCPE 2.12)</p>					
<p><b>5. Academic Counseling</b> Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting (SCPE 3.1)</p>					

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<p><b>6. Academic Counseling</b>            Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (e.g., GED test, A-G reqs., waivers for homeless, foster and probation youth, CA High School Proficiency Exam. (SCPE 3.2)</p>					
<p><b>7. College &amp; Career Counseling</b>            Demonstrate knowledge of state and local graduation requirements, and provisions for marginalized populations. (SCPE 4.3)</p>					
<p><b>8. College &amp; Career Counseling</b>            Demonstrate a comprehensive understanding of the college counseling process and college admission procedures. (SCPE 4.4)</p>					
<p><b>9. College &amp; Career Counseling</b>            Demonstrate knowledge of secondary pupil transcript analysis (SCPE 4.11)</p>					
<p><b>10. College &amp; Career Counseling</b>            Demonstrate ability to develop four and six-year academic and post-secondary planning. (SCPE 4.13)</p>					

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<p><b>11. Individual Counseling</b> Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement. (SCPE 5.1)</p>					
<p><b>12. Individual Counseling</b> 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. (SCPE 5.6)</p>					
<p><b>13. Individual Counseling</b> 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. (SCPE 5.14)</p>					
<p><b>14. Group Counseling</b> Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students. (SCPE 5.2)</p>					

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<p><b>15. Crisis Counseling</b>            Demonstrate ability to provide crisis prevention / intervention services (PPS Program Standard 4.3 Fieldwork) <u>by one or more of the following:</u></p> <ul style="list-style-type: none"> <li>a) Conduct a risk assessment with a student who is experiencing suicidal or homicidal thinking (e.g., SCPE 5.7),</li> <li>b) Provide crisis intervention to a student(s) in response to acute trauma (e.g., suicide attempt, abuse, recent death or injury, tragedy in the school or community) (e.g., SCPE 5.9),</li> <li>c) Provide a crisis prevention workshop to students in a group or classroom setting (e.g., SCPE 5.8),</li> <li>d) Provide a crisis prevention workshop to faculty/staff (e.g., 5.11)</li> </ul>					
<p><b>16. Data &amp; Technology</b>            Demonstrate the ability to use data and information systems on student learning and achievement. (PPS Program Standard 4.2 Fieldwork and SCPE 9.6, 9.8)</p>					
<p><b>17. Research &amp; Evaluation</b>            Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions). (SCPE 9.1)</p>					

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<p><b>18. Collaboration and Partnerships</b>            Demonstrate the ability to develop school, family, and community partnerships (e.g., workshops for parents/families, parent outreach, community events, etc.) (PPS Program Standard 4.2 Fieldwork and SCPE 8.6)</p>					
<p><b>19. Professional/Equity Mindset</b>            Understand and demonstrate cultural and social justice competencies in interactions with students, families and colleagues. (SCPE 7.4)</p>					
<p><b>20. Child Welfare &amp; Attendance Authorization (CWA) Placements Only - Laws Pertaining to Child Welfare And Attendance</b>            Demonstrate knowledge and application of laws relating to pupil record, confidentiality, custody, registration, attendance, and education of minors.</p>					
<p><b>21 - CWA Placements Only Program Leadership and Management</b>            Demonstrate skills applicable to leadership and management of CWA programs, including the development of goals, establishment of communication systems, identification of funding resources and case management procedures.</p>					

<p><b>22 - CWA Placements Only</b>  <b>Collaboration and Partnerships</b>          Demonstrate knowledge and skills in developing, utilizing and maintaining partnerships with education organizations, juvenile justice courts, law enforcement, mental health agencies, probation and children and family services.</p>					
<p><b>23. Overall Rating of Fieldwork Candidate:</b>          Please give your overall rating of this candidate's skills and readiness as observed under your supervision.</p>					

**Comments:**

I do \_\_\_ do not \_\_\_ recommend this candidate for the Pupil Personnel Services Credential (PPSC).

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\* This evaluation was adapted from a form created by Dr. Adriean Mancillas at CSU Dominguez Hills. \*\*