FIELDWORK MANUAL
COUN 586W
CHILD WELFARE AND ATTENDANCE SERVICES

A Supplementary Authorization to the
Pupil Personnel Services Credential in School Counseling

Revised 7/26/13 Bill Welcher M.A.
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INTRODUCTION

Students in all options of the M.S. in School Counseling and School Psychology degree program are required to complete 3 units of COUN 586W (Child Welfare and Attendance Fieldwork). Consult with your academic adviser concerning the deadlines, as well as the progression and sequence of these units (1-3 units). Each unit requires fifty (50) hours of supervised experience in Child Welfare and Attendance services. The Child Welfare and Attendance (CWA) authorization is not a “stand-alone” credential. It requires a credential in school counseling, school psychology, or school social work as a foundation. This manual, therefore, will focus only on the competencies required for this supplemental authorization. Students are advised to obtain the Fieldwork Manual in School Psychology or the Fieldwork Manual in School Counseling to learn about the requirements for their respective service credential.

I. OVERVIEW OF CWA FIELDWORK UNITS

Depending on their degree option, students must complete 3 quarter units, or 150 hours of fieldwork in Child Welfare and Attendance. These hours can be done at any level of Pre-K to 12th grades. One unit of fieldwork is equivalent to 50 hours of work per quarter, (i.e. 5 hours per week for 10 weeks). Students can elect to take any number of units (1-3), depending on their time availability during the quarter.

II. PREREQUISITES FOR FIELDWORK

In order to qualify for CWA fieldwork, students must be eligible for fieldwork by meeting the following requirements:

- Admission to one of the Options for the M.S. in Counseling, PPS credential (School Counseling Leadership, School-Based Family Counseling, or Behavior Intervention Case Management)
- Completion of the following courses with a grade of CR, B or better: COUN 400A, 400B, 428, 460, 501, 503, 505, 506, 507, 516, 517 (or 523), 529, 557 and 581. Students may be co-enrolled in COUN 586S and 586W. Exceptions to these prerequisites may be made with approval of Faculty Advisor.
- Application for Fieldwork approved by Faculty Advisor by the fifth week of the preceding quarter when the student intends to do fieldwork.
- Successful passing of CBEST
- Certificate of Clearance filed with the Office of Student Services

III. APPLICATION FOR FIELDWORK

- An APPLICATION FOR COUN 586W FIELDWORK must be filed at the Division Office by the 5th week of the quarter PRECEDING the fieldwork placement.
- A student who is pursuing fieldwork at a particular site must file the APPLICATION FOR FIELDWORK FORM. The number of units per quarter should be specified on the application. Subsequent changes can be made with Faculty Advisor's approval.
- A student who decides to continue placement at the same site subsequent to filing the APPLICATION FORM can do so with Faculty Advisor's approval, but must still file an APPLICATION FOR FIELDWORK FORM. This is required each quarter.
- The APPLICATION must be signed and approved by the student's Faculty Advisor.
IV. FIELDWORK SEMINAR

A seminar is required of all students in COUN 586W. These seminars meet for 1 1/2 hours weekly for ten weeks typically from 8:00 to 9:30 p.m. on various nights from Monday to Thursday. The specific night is determined during the first Tuesday night of the quarter. These hours are to be included as fieldwork hours and should be logged on the Fieldwork Log Forms.

V. CASELOAD GUIDELINES

In general, a student's COUN 586W fieldwork hours are expected to include direct and indirect client services. Some of these hours may include work with agencies that provide services to students and families outside of education. For example, students might work with the local probation officer supervising students enrolled in the school. Other agencies might include mental health clinics, businesses or faith-based organizations serving the community. However, at least 60% of the 150 hours should be in direct contact with students and/or their parents.

The Child Welfare and Attendance (CWA) hours should focus on students who are “at risk” of failing, who are underachieving or are at risk of dropping out of school. Also, the students who are transitioning from probation camps or other correctional institutions are also the focus of the child welfare and attendance professional. A minimum of 90 clock hours are to be done in a school setting in direct contact with pupils. A minimum of 30, but not more than 60 clock hours are in interdisciplinary settings outside the field of education. This may include juvenile justice, child health, mental health or social service agencies or non-profit community based organizations.

VI. SITE SELECTION

In meeting the Child Welfare and Attendance requirements, students should determine an appropriate school or agency site where CWA services are needed and where qualified supervision is provided. The selection of school site is determined by the student in collaboration with the faculty advisor. Directories of schools in the Los Angeles area are available from your advisors. Public school service must be approved by administrators and appropriately qualified supervision and consent must be demonstrated in the application process. Sites are located throughout the Greater Los Angeles area so as to be conveniently available for most students.

It is the student's responsibility to locate a fieldwork placement site, and have the site approved by the Faculty Supervisor. The student must provide the On-Site Supervisor with a copy of this Fieldwork Manual prior to having the Supervisor agree to the placement, so that the On-Supervisor can be aware of the required activities for the student and the supervisory responsibilities required and complete the necessary paperwork to verify credentials and experience. The following criteria are used by faculty in approving a site:

1. The site is a public or private school
2. The site has a qualified supervisor who is available to provide regular CWA supervision and to monitor the student's progress on an on-going basis.
3. The site provides a caseload appropriate to the student's level of professional development.
4. The site provides an opportunity for the student to work with a variety of cases involving such settings and processes as the following:
   a. School Board Meetings
b. School Attendance Review Board (SARB) or School Attendance Review Team (SART) meetings.
c. School Expulsion Hearing (with appropriate parent release from the parent/guardian).
d. Post suspension conference with parent and administrator (with parent/guardian permission).
e. School-Based Mental Health Clinics
f. School Improvement Committee Meetings
g. Law enforcement or probation-based programs affiliated with schools, such as prevention programs designed to address drug abuse, street gangs, inter-group conflict and other community problems impacting the school community.
h. Public health agencies, including those involved in providing services to teen pregnant minors, victims of domestic violence or child abuse.
i. Attendance improvement programs or parent involvement programs operated by schools or community agencies.

5. The site provides an opportunity for the student to work with clients of diverse cultural or ethnic backgrounds.
6. The site provides adequate facilities and materials so that the student can function at a professional level.
7. The site provides an atmosphere which facilitates the interaction of the student with other professionals on the staff.
8. The site provides the supervisor and student sufficient time for supervision and guidance.
9. The site provides an opportunity for the student to participate in staff meetings, in-service training, and relevant interpersonal and inter-professional contact.

VII. SUPERVISION OF CHILD WELFARE AND ATTENDANCE FIELDWORK STUDENTS

Each student is jointly supervised by an ON-SITE SUPERVISOR and by a FACULTY SUPERVISOR from the CSULA Counseling Program. A maximum of 60 hours of CWA field experience may be supervised by any appropriate agency supervisor regardless of license or credential. This is intended to facilitate candidate exposure to non-educational settings, as well as provide the candidate with interdisciplinary experience serving students at risk and their families.

COUN 586W (CWA) FIELDWORK SUPERVISION ON-SITE SUPERVISOR CONTRACT

On-Site Supervisor Contract

The On-Site Supervisor must agree to accept the following responsibilities

- He or she has held a valid California Pupil Personnel Services Credential in School Counseling, School Social Work or School Psychology, and either holds a Child Welfare and Attendance Supplementary Authorization or has demonstrated work experience in the area of Child Welfare and Attendance supervision for at least two years. OR
- Has worked at the setting in which the supervision is taking place for at least one year. AND
- He or she has agreed to set aside at least one hour each week for direct supervision so that the student's progress can be monitored. In addition, the student should have access to the supervisor during the week as the need arises.
The Site Supervisor must complete two evaluations of the student per quarter and meet with the CSULA University Supervisor one time per quarter to discuss the student’s progress.

The student must provide the Site Supervisor with a copy of the Fieldwork Manual prior to having the Site Supervisor agree to the placement, so that the Site Supervisor can be aware of the required activities for the student and the supervisory responsibilities required and complete the necessary paperwork to verify credentials and experience.

Site Supervisors must also agree

- To determine their own criteria for accepting candidates for placement
- To collaborate with the CSULA University Supervisor in evaluating the student’s performance at the site.
- To impart expectations for the student’s professional and ethical conduct while at the particular site.
- To facilitate a successful learning experience for candidates at the school site. This includes opportunities for participation in meetings, case conferences and workshops.
- To provide appropriate office and desk space while at the site.
- To meet on site with the CSULA University Supervisor at least once per quarter.
- To complete mid-quarter and final evaluation forms. The evaluations should be discussed with the student and signed by the Site Supervisor and the student prior to submission to the CSULA University Supervisor.
- To supervise no more than 2 students during any given quarter unless otherwise agreed upon by the Site Supervisor and University Supervisor.
- To provide 2 direct observations or 2 audio/video-taped evaluations of the fieldwork student during each assignment.

I agree to provide on-site professional supervision in Child Welfare and Attendance Services for:

___________________________________________
Student’s Name

Signed: ____________________________ Date: ____________________________
On-Site Fieldwork Supervisor

Site: ________________________________ Cell: ____________________________
__________________________________________

School Phone Number: ____________________________ Ext. ______________

NOTE: The University expects the Site Supervisor to prepare an EVALUATION REPORT midway during the quarter in which the student is undertaking the fieldwork, and another at the conclusion of the quarter. Forms for these evaluations are included in this manual. These evaluation reports will be emailed to the on-site supervisor prior to the mid quarter and end of quarter and should be discussed with the student prior to electronic submission to the University Supervisor.
B. UNIVERSITY SUPERVISOR

The University Supervisor has the responsibility to:

- Conduct the weekly fieldwork seminar devoted to discussion of Child Welfare and Attendance cases and issues affecting students and their families.
- Assist the student in the integration of academic training with the site programs and requirements.
- Visit the student and pertinent on-site staff, if appropriate, during the quarter. The object of these visits will be to discuss the student's progress, and to work towards the resolution of problems which may have arisen at the fieldwork site.
- Meet with the fieldwork student individually as the need arises.

C. FIELDWORK STUDENT

The Fieldwork Student has the responsibility to:

- School counseling candidates are required to comply with Procedural Policies of the Placement School and the University
- Candidates must receive a passing grade in the Fieldwork Course. (Calculation of the grade includes input from On Site Supervisor.)
- Candidates are required to attend a weekly Fieldwork Seminar and complete additional course requirements as outlined in the fieldwork syllabus. The Fieldwork Course meets weekly at CSULA and attendance is required.
- Candidates must be aware at all times that they have ethical responsibilities to students at the School and to the School. Candidates should refer to the American School Counselor Association Ethical Codes for guidelines of ethical conduct.
- Attendance at the site is mandatory for all days of assignment (determined in agreement between the student and Site Supervisor). Candidates are expected to notify the Site Supervisor whenever there is an illness or other type of emergency which interferes with attendance.
- Candidates are expected to become aware of school site rules, requirements, and regulations.
- Candidates assume the responsibility of complying with all the rules, policies, and regulations, approved codes of conduct and behavior, and legal and ethical standards of their respective professional state and national associations, as well as the University, College, and Division policies and regulations.
- Have 2 direct observations and evaluations by the Site Supervisor at each site.
- Input the weekly hours and summary of hours on the electronic Hourly Log forms along with a short description of the tasks performed. (Refer to page 19)

VIII. SUPERVISORY CONTACT WITH SUPERVISORS
The student must have weekly supervision with the Site Supervisor. In addition, the student must participate in the weekly FIELDWORK SEMINAR.

IX. CWA FIELDWORK DOCUMENTATION
The evaluation forms are to be completed electronically and will be sent to the program coordinator. The student is responsible for obtaining an electronic copy to share with the University Supervisor.

1. FIELDWORK APPLICATION.
(Submit to Division Office by the 5th week of the Quarter PRECEDING Fieldwork). NOTE: FORMS must be signed by both the SITE SUPERVISOR and the FACULTY SUPERVISOR.

2. FIELDWORK SUPERVISION CONTRACT.
(Should be signed by Site Supervisor; submit to Division Office with Fieldwork Application by the fifth week preceding the quarter the supervision is to begin.)

3. FIELDWORK INFORMATION FORM.
(Submit to Division Office, along within the application by the fifth week preceding the quarter the supervision is to begin)

4. MID-QUARTER EVALUATION. Electronic Completed by Site Supervisor
(Should be discussed with Site Supervisor and student; submit to Faculty Supervisor by the 6th week of the quarter of fieldwork)

5. END OF QUARTER EVALUATION. Electronic Completed by Site Supervisor
(Should be discussed with Site Supervisor and student; submit to Faculty Supervisor by the end of the quarter of fieldwork)

6. STUDENT FEEDBACK ON FIELDWORK SITE & SUPERVISOR. (completed by student and submit to Faculty Supervisor by end of quarter of fieldwork) Electronic

7. FIELDWORK ACTIVITY LOG SHEETS (each page signed by Site Supervisor. Sum up total hours. At end of quarter, submit all sheets to Faculty Supervisor)
APPLICATION FOR FIELDWORK IN CHILD WELFARE AND ATTENDANCE SERVICES (COUN 586W)

INSTRUCTIONS: This form must be signed and submitted to Division Office by the end of the 5th week of the Quarter preceding fieldwork placement.

THIS APPLICATION IS FOR: Quarter year # units

Student's Name: ___________________________ CIN# ___________________________

Phone: (Home)___________________________ (Cell or Work) __________________________

Address: __________________________________ City __________ Zip ________

Email: _________________________________

Do you have a tentative placement? YES_____ NO_____ 

If yes, School or Agency's Name: ____________________________________________

Address: __________________________________ City __________ Zip ________

Telephone No: __________________________; Cellular/Work _________________________

Type of Work Expected at This Site: ____________________________________________

________________________________________

Site Supervisor: _______________________ Title: ______ Phone: ______________

Is This Your 1st Quarter of Placement at This Site? YES_____ NO_____ 

If No, Specify Quarters Placed at This Site: ____________________________________________

I certify that I have

_____ completed the following fieldwork pre-requisite courses with a grade of B or better: COUN 400A, 400B, 428, 460, 501, 503, 505, 506, 507, 516, 517 (or 523), 529, 557 and 581.

_____ Passed the CBEST

_____ Obtained a Certificate of Clearance or hold a valid California Teaching Credential

_____ Read the Fieldwork Manual and understand my obligations as a fieldwork student as they are described in the Manual.

Student's Signature: ___________________________ Date: ______________

I approve this student's fieldwork placement as described above.

Faculty Advisor's Signature: ___________________________ Date: ______________
COUN 586W (CWA) FIELDWORK SUPERVISION CONTRACT

On-Site Supervisor Contract

The On-Site Supervisor must agree to accept the following Responsibilities: He or She must hold a California Pupil Personnel Services Credential and have been credentialed for at least two years. The Site Supervisor must also have worked at his or her present site for at least one year. The Site Supervisor agrees to provide a minimum of one hour of individual supervision per week with student access to the supervisor during the scheduled field-site hours on an as needed basis. The Site Supervisor must complete two evaluations of the student per quarter and meet with the CSULA University Supervisor one time per quarter to discuss the student’s progress.

The student must provide the Site Supervisor with a copy of the Fieldwork Manual prior to having the Site Supervisor agree to the placement, so that the Site Supervisor can be aware of the required activities for the student and the supervisory responsibilities required and complete the necessary paperwork to verify credentials and experience.

Site Supervisors must also agree:

- To determine their own criteria for accepting candidates for placement
- To collaborate with the CSULA University Supervisor in evaluating the student’s performance at the site.
- To impart expectations for the student’s professional and ethical conduct while at the particular site.
- To facilitate a successful learning experience for candidates at the school site. This includes opportunities for participation in meetings, case conferences and workshops.
- To provide appropriate office and desk space while at the site.
- To meet on site with the CSULA University Supervisor at least once per quarter.
- To complete mid-quarter and final evaluation forms. The evaluations should be discussed with the student and signed by the Site Supervisor and the student prior to submission to the CSULA University Supervisor.
- To supervise no more than 2 students during any given quarter unless otherwise agreed upon by the Site Supervisor and University Supervisor.
- To provide 2 direct observations or 2 audio/video-taped evaluations of the fieldwork student during each assignment.

I agree to provide on-site professional supervision in Child Welfare and Attendance Services for:

___________________________________________

Student's Name

- I hold a Pupil Personnel Services Credential with Advanced Authorization in School Counseling and Child Welfare and Attendance for at least two years (attach copy of credential).
- Hold a Pupil Personnel Services Credential and have at least two years experience working specifically as a Child Welfare and Attendance professional.
- I have worked in the setting in which the supervision is taking place for at least one year.
o I will be able to devote a minimum of one hour of individual supervision per week.

o I am aware of the competencies the student must meet as part of the fieldwork experience.

Signed: ___________________________ Date: ______________________

On-Site Fieldwork Supervisor

Site: ___________________________ Cell: ___________________________

School Phone Number: _______________ Ext. _______________

According to CACREP standards, the university needs to have a resume of the Site Supervisor on file. Please include a brief resume (1 - 2 typed pages) with this letter of agreement if you do not have one on file.

Please Check:

☐ My resume is attached.

☐ My resume is already on file.
COUN 586W FIELDWORK INFORMATION FORM
CHILD WELFARE AND ATTENDANCE SERVICES

INSTRUCTIONS: Please submit this form to the Division Office along with your application by the end of the fifth week preceding the quarter you wish to complete the fieldwork.

Student's Name: ___________________________ CIN# _____________________________
Phone: (Home) ___________________________ (Work) _____________________________
Address: ________________________________ City ___________ Zip________
Email: _____________________________

Quarter of CWA Placement: Fall (   ) Winter (   ) Spring (   ) Summer (   ) No of Units: ________
Is this your 1st quarter of placement at this site? YES___ NO____
If no, specify quarters placed at this site: _________________________
School or Agency’s Name: _____________________________
Address: ________________________________ City ___________ Zip________
Student's phone & extension at site: _____________________________
Fieldwork Schedule (days & hours): _____________________________
Total number of hours per week: _____________________________
Supervisor’s phone & extension at site: _____________________________
Supervisor's Phone & Extension at Site: _____________________________
COUN 586W- Fieldwork Student Evaluation
Page One

California State University, Los Angeles
Division of Special Education and Counseling
Counseling 586W- Fieldwork in Child Welfare and Attendance Services
Fieldwork Student Evaluation

Student Name: ____________________________

CIN: ____________________________

Site Name: ____________________________

Site Supervisor Name: ____________________________

1. Quarter:
   - [ ] Fall
   - [ ] Winter
   - [ ] Spring
   - [ ] Summer

2. Evaluation Period
   - [ ] Mid-Quarter
   - [ ] End of Quarter

3. Year: ____________________________

Describing Levels of Competence
For CSULA Fieldwork, “competency” refers to a skill domain (e.g., assessment), “level of competence” refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment), and “competent” is a description of a particular level of skill (e.g., this counselor is competent in individual counseling). * The word candidate refers to the CSULA student and the word student refers to the youngsters the candidate is working with at the site.

The attached document utilizes the following categories in describing the level of competence expected at various stages of the fieldwork experience. Please note that in some areas, advanced competence is expected, while in others, just the beginning of competence is expected; the candidate, may be expert in some areas and a novice in others.
Novice (1): Novices have basic knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them.

Intermediate (2): Candidates at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of intervention skills to new situations and students is limited, and support is needed to guide performance.

Advanced (3): At this level, the candidates can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. At this level, the candidate is less flexible in these areas than the proficient school counselor [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of fieldwork.

Expert (4): The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert school counselor, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem.

NBJ: No Basis to Judge.

*This evaluation form is based on the work of Dreyfus and Dreyfus (1986), who defined stages of competence.

Description of Skills Leading to Competencies that are Developed During the Clinical Experience

Competence Level as assessed by the supervisor at the time of evaluation is indicated in the right column. Candidates are evaluated at mid-quarter and end of the quarter for each quarter.

INSTRUCTIONS

Students preparing to work as a school counselor must demonstrate professional knowledge and skills in the several areas indicated below. Students are expected to demonstrate the competencies listed below during their work as a candidate at your site. Please evaluate the student on these competencies.

Space for additional comments is provided at the end of the form.

1 = Novice 2 = Intermediate 3 = Advanced 4 = Expert NBJ= No Basis to Judge

I. Core Knowledge Base and Foundations Supervisor Rating

A. Professionalism, ethics and legal mandates

1. Advocates for all pupils, with special emphasis for at-risk and under-achieving youth

<table>
<thead>
<tr>
<th>1 Novice</th>
<th>2 Interim.</th>
<th>3 Advan.</th>
<th>4 Expert</th>
<th>NBJ - No Basis to Judge</th>
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2. Applies laws related to child welfare and attendance (CWA), such as student discipline proceedings, due process, pupil records, confidentiality, custody, compulsory school attendance, child abuse reporting and child protection

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<th>NBJ - No Basis to Judge</th>
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<tr>
<td>1 Novice</td>
<td>Interm.</td>
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3. Applies state and federal laws pertaining to all residency and alternative enrollment options and custody situations, including foster care, adoption issues, and individual, group, and institutional placements

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<th>NBJ - No Basis to Judge</th>
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<tr>
<td>1 Novice</td>
<td>Interm.</td>
<td>Advan.</td>
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4. Applies ethical decision making when confronted with ethical or legal challenges in child welfare and attendance practice.

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<tr>
<td>1 Novice</td>
<td>Interm.</td>
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II. Professional Skills and Training

A. Program Leadership and Management

1. Demonstrates understanding of funding resources related to CWA programs

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<td>1 Novice</td>
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2. Applies knowledge of program development and oversight functions related to CWA, such as multi-discipline teams, School Attendance Review Boards (SARB), Student Attendance Review Teams (SART), Student Study Teams (SST) and case management and delivery of adjunctive services

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<th>NBJ - No Basis to Judge</th>
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<tr>
<td>1 Novice</td>
<td>Interm.</td>
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3. Understands attendance policies and attendance accounting systems, including district and state rules and regulations

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<tr>
<td>1 Novice</td>
<td>Interm.</td>
<td>Advan.</td>
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B. Collaboration and Partnerships

1. Applies the principles of team building and working with diverse cultural and professional groups to develop and sustain learning and support systems such as Healthy
Start, family resource centers, health centers, parent centers, tutoring centers and mentoring

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<tr>
<th>Level</th>
<th>Competency</th>
<th>Performance Levels</th>
<th>Notes</th>
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<tr>
<td>Novice</td>
<td>2. Understands and applies health and human services resource mapping and develops initiatives in response to the needs of students and families</td>
<td>1 Novice, 2 Interm., 3 Advan., 4 Expert</td>
<td>NBJ - No Basis to Judge</td>
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C. School Culture and Related Systems

1. Understands the school system organization and governance structure and the role CWA plays within the structure

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<th>Competency</th>
<th>Performance Levels</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Novice</td>
<td>2. Demonstrates and applies strategies for advocating for CWA services and programs</td>
<td>1 Novice, 2 Interm., 3 Advan., 4 Expert</td>
<td>NBJ - No Basis to Judge</td>
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D. Assessment and Evaluation of Barriers for Underachieving Learners

1. Demonstrates an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, and potential dropouts, delinquent youth, special education, disabled and expelled youth

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<th>Level</th>
<th>Competency</th>
<th>Performance Levels</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Novice</td>
<td>2. Applies strategies of conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers</td>
<td>1 Novice, 2 Interm., 3 Advan., 4 Expert</td>
<td>NBJ - No Basis to Judge</td>
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3. Demonstrates knowledge of and ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA

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<tr>
<th>Level</th>
<th>Competency</th>
<th>Performance Levels</th>
<th>Notes</th>
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</table>
4. Demonstrates an understanding of dropout prevention and attendance improvement practices
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

5. Demonstrates an understanding of the critical dimensions involved in conducting successful home visitations, including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special considerations for race, poverty, and special needs
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

6. Demonstrates an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

7. Demonstrates and understanding of the importance of developing leadership skills among parents and their role in school reform
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

III. Student’s Professional Development and Conduct
1. Works with initiative independently and responsibly
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

2. Demonstrates professionally appropriate behavior, dispositions and professional attire
1. Novice
2. Interm.
3. Advan.
4. Expert
NBJ - No Basis to Judge

Additional feedback and comments
I have completed the evaluation and shared the results with the student.
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
DIVISION OF SPECIAL EDUCATION AND COUNSELING
STUDENT FEEDBACK ON FIELDWORK/INTERNSHIP SITE & SUPERVISOR

INSTRUCTIONS: We would like your comments on your fieldwork/internship experience over the past quarter. The information will be used for future placement of students in appropriate fieldwork sites.

Student's Name: 

CIN 

Quarter:

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

Year
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017

Fieldwork/Internship Site: 

Site Supervisor: 

Today's Date: 

1. Briefly specify what you have learned most at this placement?
2. Were you able to engage in most of the professional activities you expected to perform at this site?
   - [ ] Yes
   - [ ] No

2b. Specify limitations of the site, if any.

3. Were you able to meet regularly with your site supervisor, e.g. once a week for an hour?
   - [ ] Yes
   - [ ] No

3b. Was he/she accessible when you needed more help?
   - [ ] Yes
   - [ ] No

4. Did you find the guidance and feedback from your supervisor helpful?
   - [ ] Yes
   - [ ] No

4b. Specify reservations you have, or aspects you wish to change, if any.

5. Did you feel you were well accepted by other staff at this site?
5b. Specify reservations you have, if any.

6. Overall, would you recommend this site to other students?
   - Strongly Recommend
   - Recommend
   - Not sure or neutral
   - Not Recommend

7. Overall, would you recommend this site supervisor to other students?
   - Strongly Recommend
   - Recommend
   - Not sure or neutral
   - Not Recommend

8. Any other comments?
Child Welfare and Attendance (COUN 586W) Fieldwork Activity Log Sheet

Name: ___________________________________  Quarter: __________

Note: DIRECT SERVICE refers to direct contact with students, parents or professionals in schools, or clients in agencies. (You may log up to 90 hours of site experiences toward the 150 hour total) (The remaining hours are to be logged from experiences at community partners as described in this handbook) (Use a separate log sheet for logging those hours)

<table>
<thead>
<tr>
<th>DATE</th>
<th>PLACE</th>
<th>TOTAL TIME SPENT</th>
<th>TIME IN DIRECT SERVICE</th>
<th>DESCRIPTION OF ACTIVITY</th>
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This Sheet's Total

Site Supervisor's Signature: _______________________

Cumulative Total to Date

Date: _______________________

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