

California State University, Sacramento College of Continuing Education Pupil Personnel Credential School Social Work FIELD PRACTICUM SYLLABUS AND EVALUATION

Student Name:	
PPS Instructor:	
Learning Contract Date:	
School Name and Address (Primary Setting):	
School Name and Address (Second Setting):	
Weekly Practicum Schedule (days and times)	
Weekly Field Instruction Schedule	
PPSC Field Instructor:	MSW Field Instructor (if needed):
Field Instructor Contact Phone:	Email:
Primary Setting Evaluation Dates: Visit 1:	Visit 2:
Second Setting Evaluation Dates: Visit 1:	Visit 2:

Description of Field Practicum Setting and Program: Supervision and Evaluation:

The field practicum consists of at least 450 hours of field experience in public school settings under supervision of a qualified person holding a PPSC certification, also known as field instructor. The field placement must take place between two different settings (preschool, elementary school, middle school, or high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

Supervision during field placement must be provided by an individual who holds a current PPS certification in school social work, school counseling or school psychology in California. If the individual providing direct supervision of the student does not have a PPS certification in school social work, then the student must have an additional supervisor with an MSW (2 years post-grad) also providing supervision of fieldwork hours weekly in addition to the PPSC holder. The student should receive 3-5 ratings in each School Social Work Performance Expectation by the end of the required hours and supervision.

Consistent with the ten School Social Work Performance Expectations and in alignment with the nine core areas of social work competency identified by the Council on Social Work Education, we have established the following outcomes that all students must meet in order to successfully complete their internship competencies in field (examples of learning tasks in each area are noted). With the help of your Field Instructor (and other supervisory supports if applicable), please clearly identify planned learning opportunities and activities specific to your school site. These opportunities and activities will be the way you will meet the competencies. **Instructions: For each of the listed performance expectations (1 -10), there are at least 2 learning activities or tasks to be identified and completed. At the end of fieldwork (minimum 450 hours total) the PPSC-SSW student and Supervisor should determine the success of the student using the scale of 1-5 below.**

1 - Unmet level of Competence	Student performance did not meet a level of competence in the practice of the skills, knowledge, values and/or cognitive/affective processes for this competency behavior at a beginning level.
2 - Inconsistent Competence	Student performance demonstrates beginning but inconsistent competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.
3 - Emerging Competence	Student performance demonstrates emerging competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.
4 - Competence	Student performance demonstrates consistent competence in the practice of skills,, knowledge, values and/or cognitive/affective processes for this competency behavior.
5 - Proficiency/Mastered Competence	Student performance demonstrates exceptional competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.

SSW PE 1: Ethical and Professional Behavior			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least 2</u> learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
1.1 Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
1.2 Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act (FERPA), HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
1.3 Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
1.4 Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Examples of learning tasks:

1. Will review NASW Code of Ethics, agency policies and related laws as they apply to clinical social work practice.
2. Will discuss clinical social work practice ethical issues as they arise with field instructor (onsite or MSW).
3. Will demonstrate self-reflection by processing my thoughts, feelings and personal values regarding professionalism with my Field Instructor during supervision or with onsite PPS as needed.
4. Will behave and dress appropriately and professionally for the environments and work relationships required in my placement. I will consult my field instructor; site supervisor or MSW for guidance as needed.
5. Will attend and fully participate in agency meetings, show positive regard and active listening to colleagues, supervisors and students 3. Will be oriented to the use of agency computers, email, and phone and safety policies etc. and will consistently communicate timely and professionally.
6. Will follow agency/organization guidelines and protocol regarding technology and consult with colleagues and field and seminar instructors to ensure I use technology in ethical ways that nurture relational social work perspectives and that respect people's preferences, privacy, and confidentiality
7. Will be prepared for weekly field instruction by bringing a list of issues/concerns/ethical issues/requests for information and self- reflection on my work.
8. Will actively seek feedback from my field instructor to improve knowledge, understanding, and practice skills.

SSW PE 2: Engage Diversity and Difference in Practice			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least 2</u> learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
2.1 Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
2.2 Utilize this understanding with students, caregivers, families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
2.3 Engage in cultural humility through on-going self-reflection practice, use of client feedback, supervision, consultation, and evaluation.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: - Will reflect understanding of the impact of social exclusion and trauma on the mental health, physical health and spiritual well-being of clients, families and communities when completing a biopsychosocial assessment and developing interventions. - Will use appropriate tools when assessing clients psychosocial and mental health issues to identify community supports. - Will demonstrate cultural humility by listening and affirming clients' experience and seek clients' full engagement throughout our work together. - When interviewing clients will include their hopes, dreams and goals are; progress that they have made with their services; and developing plans of care that reflect the concerns of the clients. - Will identify my own biases and assumptions throughout my internship and process them with my Field Instructor. I will devote time discussing this during field instruction. - Will utilize process recordings to increase awareness of my own personal biases.			

SSW PE 3 - Promote Social Justice and Equity			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
3.1 Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
3.2 Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
3.3 Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: - Will identify areas of social exclusion experienced by clients and work collaboratively with clients and colleagues to advocate for the rights of those who are vulnerable. - Will connect clients with outside organizations that engage regularly with social, economic and environmental justice issues as appropriate for setting. - Identify appropriate indicators and measures of well- being that advance social inclusion for individuals and families. - Will engage in organizational and community practice to advocate for clients and communities.			

SSW PE 4 - Engage in Practice-Informed and Research-Informed Practice			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
4.1 Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ ☐ NA
4.2 Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
4.3 Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: 1. Student uses theory and clinical practicum experiences to inform scientific inquiry and research to identify best practices. 2. Student understands and responds appropriately to practice- based evidence to adjust clinical approach. 3. Student applies critical thinking in analysis of evidence informed clinical practice approaches utilized by the organization or taught in the classroom. 4. Student can analyze, translate and apply practice based evidence to inform and improve clinical practice. 5. Student can analyze, translate and apply practice based evidence (i.e. developing, delivering and analyzing data from a client survey) to inform and improve organizational policy and service delivery to individuals and families.			

SSW PE 5: Engage in Policy Practice

Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
5.1 Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
5.2 Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: - Will utilize supervision, PPS classroom lectures/projects and field instruction to identify and assess how clients and families are impacted by public policies, identify opportunities for change and ways to improve client and family access to social services. - Student will identify and analyze an agency or public policy issue that negatively impacts clients. (Impacts can have far reaching effects re: chronic absenteeism, crisis intervention, threat assessment, school safety and discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools). - Student will formulate and advocate for policies that promote social inclusion for individuals and families.			

SSSW PE 6: Engage with Students, Families, Groups, Organizations, and Communities			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
6.1 Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
6.2 Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
6.3 Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
6.4 Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Examples of learning tasks:

1. Student will demonstrate understanding of client engagement as an ongoing and dynamic process through use of self-reflection in process recordings, field instruction and peer to peer discussion.
2. Will elicit feedback from clients about their experience of the therapeutic relationship.
3. Will be attentive to the verbal and behavioral reactions of clients and seek feedback from them to ensure good communication and collaboration.
4. Will demonstrate universal positive regard.
5. Will routinely elicit feedback from clients and field instructor to ensure good communication and collaboration.
6. Will use field instruction to explore bias, develop and enhance professional social work interpersonal skills.

SSW PE 7: Assess Students, Families, Groups, Organizations, and Communities			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
7.1 Assess the social and emotional needs, strengths, risks, and protective factors of students and families.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
7.2 Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
7.3 Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: - Will demonstrate ability to apply critical thinking when interpreting client and/or family assessment data. - Will create treatment plans based on my assessment utilizing an appropriate theoretical framework. - Will demonstrate in case presentations with peers and in field instruction the ability to apply person in environment principles and social work theory on clients' current circumstances. - Will review the research and other studies to better understand the impact on human physical and mental health issues. - Will create a plan in collaboration with clients that includes strengths as well as needs and challenges, from a person-in-environment perspective. - Will write a treatment plan with achievable and measurable goals.			

SSW PE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
8.1 Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
8.2 Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
8.3 Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
8.4 Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
8.5 Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Examples of learning tasks:

1. Demonstrates ability to choose and employ interventions based on assessment that supports clients' well-being and enhances their capacities.
2. Demonstrate understanding of school wide intervention models such as PBIS and other collaborative interventions and frameworks to assist clients, families, staff and community.
3. Will research application of best practices.
4. Based on assessment I will choose an appropriate theoretical framework to develop interventions
5. Will participate in formal and/or informal peer supervision, multi- disciplinary team discussions/consultation and feedback
6. Student will participate in peer supervision, multi-disciplinary discussions/consultation and feedback
7. Student will demonstrate positive and effective teamwork and communication to best serve clients
8. Will demonstrate ability to work independently or with minimal supervision and demonstrates confidence in role as a school social work student in advocating/working on behalf of others.

SSW PE 9: Evaluate Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
9.1 Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
9.2 Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
9.3 Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA

Examples of learning tasks:

1. Student will identify appropriate methods of school social work practice evaluation and apply evaluation methods to monitor successes, failures and progress toward achieving desired outcomes
2. Will elicit feedback from clients, families, and colleagues regarding my school practice and demonstrate ability to engage in reflexive practice to meet clients needs.
3. Will identify and apply school social work theories as they may apply to the process of practice evaluation and client outcomes.
4. Will seek client feedback and adjust practice approach to more effectively meet clients' needs.
5. Student recognizes that assessment, intervention and evaluation as ongoing processes throughout the school social work relationship or in working with individuals and families.
6. Student will evaluate interventions throughout the process of the helping relationship or in working with constituencies
7. Student will use appropriate evaluation methods to monitor successes, failures and progress toward achieving desired outcomes
8. Will seek client feedback at the end of every meeting, will make changes as needed
9. Student will develop recommendations, in collaboration with field instructor, to improve desired outcomes

SSW PE 10: Growth and Development			
Behavior to be demonstrated and School Social Work Performance Expectation Measured:	Student activities/tasks to demonstrate this behavior: (Please include <u>at least</u> 2 learning tasks within each behavior section)	Measurement used by Supervisor(s) to determine skillset:	Rating 1 – 5 or NA
10.1 Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
10.2 Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
10.3 Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Written	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA
Examples of learning tasks: 1. Student will utilize relevant perspectives and research into their understanding of growth and development within the school and other settings. 2. Student will demonstrate a holistic understanding of development within the school setting. 3. Student will demonstrate understanding of health and development within myriad contexts within the school.			

RESPONSIBILITIES OF STUDENT & FIELD INSTRUCTOR(S):

STUDENT:

1. Will participate in developing the scope of work on site and share information with all involved supervisors.
2. Will fulfill responsibilities expected of students, i.e., process recordings, attendance at meetings, etc.
3. Will meet all learning standards.
4. Will participate in supervision 1 hour minimum a week, 2 hours minimum if dually supervised.
5. Will share content of course work and provide it to the Field Instructor.
6. Will maintain an accurate record of hours spent in field placement.

Student Initials: _____ Date: _____

SUPERVISOR:

1. Will provide 1-hour minimum of weekly scheduled field instruction.
2. Will provide student an orientation to the school site.
3. Will work with the student to develop and review scope of work on site and provide learning opportunities and feedback as needed.
4. Will evaluate student's progress through use of process recordings, observation, feedback from students, parents, staff and supervision meetings.
5. Will consult regularly with onsite supervisors as applicable.

Supervisor Initials: _____ Date: _____

2nd Supervisor (if applicable) Initials: _____ Date: _____

Supervisor Narrative: _____

2nd Supervisor Narrative (if applicable): _____

Sign upon completion of learning tasks and indicate hours completed: _____

Student: _____

Supervisor: _____

2nd Supervisor (if applicable): _____