



**SCHOOL COUNSELING INTERNSHIP  
GUIDEBOOK  
2018-2019**

**COLLEGE OF EDUCATION  
MONTANA STATE UNIVERSITY BILLINGS  
1500 UNIVERSITY DRIVE  
BILLINGS, MT 59101  
Revised August 2018**

# TABLE OF CONTENTS

LETTER FROM THE DEAN .....	3	
COLLEGE OF EDUCATION ADVANCED CONCEPTUAL FRAMEWORK .....	4	
EDUCATOR OATH .....	5	
SUBSTITUTE POLICY .....	6	
LICENSURE APPLICATION DIRECTIONS .....	8	
RESPONSIBILITIES OF THE SCHOOL COUNSELING INTERN .....	13	
RESPONSIBILITIES OF THE SITE (COUNSELOR) MENTOR.....	16	
APPENDIX A	Site (Counselor) Mentor Observation Forms .....	18
APPENDIX B	Plan for Improvement .....	25
APPENDIX C	School Counseling Intern Agreement .....	28
APPENDIX D	Diversity Report .....	30
APPENDIX E	Internship Seminars .....	32
APPENDIX F	School Counseling Internship Time Log .....	34
	School Counseling Internship Knowledge, Skills, and Abilities (KSA) ....	36
APPENDIX G	Site Mentor/Supervisor Evaluation .....	40
APPENDIX H	Ethical Standards for School Counselors website .....	42
	Professional Educators of Montana Code of Ethics website	
APPENDIX I	Montana Child Abuse/Neglect Laws website .....	44
	Child & Family Services Division of the State of Montana Department of Health & Human Services website	
APPENDIX J	Montana Professional Educator Preparation Program Standards and Procedures Manual (PEPPS) website .....	45
	Administrative Rules of Montana (ARM 10.58.610)	
	SCHOOL COUNSELING K-12	
APPENDIX K	Site Mentor Agreement .....	46
	Responsibilities of the University Supervisor	
APPENDIX L	University Supervisor Observation Forms .....	49
APPENDIX M	University Supervisor Agreement .....	56



**COLLEGE OF EDUCATION**  
**MONTANA STATE UNIVERSITY BILLINGS**  
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To All Involved in School Counseling Internships:

Thank you for assisting in the development of a beginning school counselor and for your commitment to their professional development. Your role as evaluator, guide, and coach to a school counseling intern is critical to the success of the school counseling preparation program at MSU Billings.

The school counseling internship is the culmination of many years of study. It is the initiation into a career of lifelong learning. Candidates fully comprehend the importance of this experience as the finale to their graduate education and as the transition into their chosen profession. Interns experience many emotions—excitement, anxiety, optimism, insecurity, curiosity, and dread. Mentor counselors, school administrators and university faculty can allay their fears and provide the support necessary for candidates to realize their potential. Without mentor counselors, there is no internship program. Without university faculty, there is little connection between what candidates learn on campus and what they experience in schools. It is with sincere appreciation that staff, faculty, and administrators in the College of Education at Montana State University Billings thank all who participate in this critical process.

If you have concerns, suggestions, or need assistance as you carry out this invaluable work, please do not hesitate to contact me. I will do all I can to assure that your experience as a mentor/supervisor and the candidate's experience as a novice school counselor are meaningful professional development opportunities for all involved.

Sincerely,

*Mary Susan E. Fishbaugh, Ed.D.*  
Mary Susan E. Fishbaugh, Ed.D.  
Dean

## COLLEGE OF EDUCATION INITIAL CONCEPTUAL FRAMEWORK

The College of Education faculty believes that the counselor preparation requires outcome-performance. The Initial Conceptual Framework, based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards guides the curricula and clinical practice.

<b>STANDARD #1 Learner Development</b>	Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs & implements developmentally appropriate and challenging learning experiences.
<b>STANDARD #2 Learning Differences</b>	Uses understanding of individual differences and diverse cultures and communities, particularly in Montana's Indian Education for All, to ensure inclusive learning environments that enable each learner to meet high standards.
<b>STANDARD #3 Learning Environment</b>	Works with others to create environments that support individual & collaborative learning, and that encourage positive social interaction, active engagement in learning, & self-motivation.
<b>STANDARD #4 Content Knowledge</b>	Understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content.
<b>STANDARD #5 Application of Content</b>	Understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related to authentic local & global issues.
<b>STANDARD #6 Assessment</b>	Understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, & to guide the learner's decision making.
<b>STANDARD #7 Planning for Instruction</b>	Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners & the community context.
<b>STANDARD #8 Instructional Strategies</b>	Understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.
<b>STANDARD #9 Professional Learning &amp; Ethical Practice</b>	Engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, & the community), & adapts practice to meet the needs of each learner.
<b>STANDARD #10 Leadership &amp; Collaboration</b>	Seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.

## **Educator Oath**

**I dedicate myself to the life of an educator, nurturing others to fulfill their potential, live meaningful lives and fully participate in our society.**

**I dedicate myself to assuring excellent educational opportunities for all individuals.**

**I pledge to make the well-being of my students the fundamental value in my professional decisions and actions.**

**I recognize parents and community as integral to education and pledge to encourage their involvement.**

**I dedicate myself to teaching the virtues of honesty, respect, trust and courage.**

**I commit myself to continuing my own personal growth and professional development, for I must bear witness in my life to the ideals being encouraged in others.**

**In cooperation with my colleagues, I pledge to advance education professions.**

**I pledge myself to serving both educational and larger community needs.**

**I pledge to fulfill these professional responsibilities with diligence, integrity and dedication.**

**In the presence of this gathering, I bind myself to this oath.**

## RESPONSIBILITIES OF THE SCHOOL COUNSELING INTERN

### School Counseling Grades

Counseling Internship (SCOU 590) is a graded course. The candidate will be evaluated and graded in three areas:

1. University Faculty Evaluations -45% of grade
2. Mentor Counselor Evaluations- 45% of grade
3. D2L Discussion Post & Seminar Attendance - 10% of grade

### Attendance Requirements- Start dates and length of assignment:

- School Counseling Interns will complete a minimum of 300 hours at the elementary (K-8 level) and a minimum of 300 hours at the secondary (5-12) level.
- Fall Semester internships begin with the start of the school district's calendar.
- Spring Semester internships start the week the school district begins a new semester (unless special arrangements are made).
- Interns do not need to follow the MSUB Calendar but rather the school district where they are placed. Interns may start and finish their internships early and later than the MSUB semester calendar.
- Interns who do not complete all the required internship hours and required evaluations are not submitted before the MSUB semester ends will receive an "I" for an incomplete grade. Once the hours and evaluations are completed, the incomplete grade will be changed to a letter grade. (School counseling coordinator completes a Change Grade Form)

### Schedule and Calendar

Candidates follow the school's schedule and calendar during the length of the placement.

- Candidates observe the school district holiday schedule (*not* the MSU Billings semester schedule)
- Candidates attend all in-service meetings and other counselor work days required by the mentor counselor.
- Candidates arrive and leave school according to school and/or district policy.
- In the event of an absence, a candidate should notify (1) the site mentor or school principal dependent upon school policy and (2) the university supervisor.

### Important Dates

MSU Billings graduation application deadlines for Fall, Spring Semester or Summer Session

<http://www.msubillings.edu/reg/graduation.htm>

MSU Billings Commencement Spring Semester only

<http://www.msubillings.edu/reg/graduation.htm>

College of Education Convocation (Friday before Commencement)

### Liability Insurance

Interns providing counseling in public schools should carry liability insurance. This may be available through an individual's personal insurance carrier. The Montana Education Association/Montana Federation of Teachers (MEA/MFT) has professional liability insurance available at reasonable rates (\$25 per year) for pre-service school counselors. Your MEA-MFT

membership protects you from frivolous lawsuits with a \$1 million professional liability policy for defense against criminal charges or civil lawsuits. Obtaining this kind of defense could cost non-members thousands of dollars. Insurance is a must for individuals working with children and youth. Go to <http://www.mea-mft.org> for more information.

### **Professional Dress**

Candidates should dress professionally according to the norms and expectations of the school. This usually means clothing that is both appropriate for a professional person while meeting the expectations of the role. Follow the guidance of the site mentor and be careful to follow school/district dress codes.

- **Diversity Report: (Appendix D)** Complete this with the guidance of your School Counseling Mentor. Complete this form to the best of your knowledge about students you are working with in your school.
- **Service Learning Report: (Appendix E)** Complete this form to indicate the activities you participated in that were above and beyond your duties as a school counseling intern. This is not a requirement but is a form to track your service learning activities. (Examples: math night, PTA meeting, chaperoning a dance, selling refreshments at a school event, district curriculum meeting, etc.)

### **Other Internship Requirements:**

- **School Counseling Intern Agreement** form (Appendix C): Candidates sign and submit form to the School Counseling Coordinator at the beginning of the internship (or at the School Counseling Internship Initial Seminar).
- **Journal**: Keep a professional, reflective journal throughout the duration of your internship. Although there is not a required number of journal entries, you should keep an on-going journal of your internship experience. Your school counselor mentor will be checking your journal entries.
- **School Counseling Internship Knowledge, Skills, and Abilities (KSA)**: (Appendix F) Review the KSA form and complete this with your mentor school counselor at the beginning of your placement.
- **Time Log**: (Appendix F) Keep an accurate log of your hours at your placement school. At the end of your placement, you need the **signature of your mentor counselor and supervisor** on this time log.
- At the end of your internship placement, **please mail your completed Journal, KSA hours, and Time Log to the MSUB School Counseling Coordinator at MSUB-COE 211, 1500 University Drive, Billings, MT 59101.**
- Candidates complete the Site Mentor/Site Supervisor Evaluation (Appendix G) and submit to: MSU Billings- College of Education, School Counseling Coordinator COE 211, 1500 University Drive, Billings, MT 59101.

- **All supervisor and mentor evaluation paperwork is due before MSUB grades are due at the end of the semester.** You will receive a temporary incomplete (I) for your internship grade if the journal, KSA hours, time log, and evaluation paperwork are not received by the MSUB grading due date (beginning of finals week). Once all evaluations and time logs are completed and successfully reviewed your incomplete grade(s) will be changed to a letter grade by the school counseling internship coordinator.
  
- **Praxis II Exam Reminder:**  
All MSU Billings school counseling candidates must take the required Praxis II Professional School Counseling Exam #5421 and receive a passing score of 156 to be recommended for licensure. This policy includes candidates who will be licensing in states other than Montana. Information on testing and score requirements, study helps, common questions, and registration is located on the College of Education website in the Licensure, Endorsements, Praxis link : <http://www.msubillings.edu/coe/FieldExper/Licensure.htm> . Email Jennifer Burns at [jburns@msubillings.edu](mailto:jburns@msubillings.edu) if you have questions. All exams are computer based and registration is via the ETS website <http://www.ets.org/> .

You will also be asked to report the Praxis II score during your capstone (SCOU 597) class.

Be sure to print a hard copy of the Praxis Score Report as you will be required to submit a copy prior to licensing. It is recommended that you do not save the score report only electronically but print and save a hard copy for your files. The Praxis scores are not only used to be eligible for a licensure recommendation but also for future employment. The scores are only available for a limited time after they are received. To obtain a score report will require an additional payment to ETS and after one year the report(s) is no longer available and the test must be retaken.

- **Questions?? Contact: Jennifer Burns, Licensure Officer**  
**MSU Billings, COE, Room 262**  
**Billings, MT 59101**  
**Email: [jburns@msubillings.edu](mailto:jburns@msubillings.edu)**  
**Phone: 406-657-2293**



**MSU BILLINGS**  
**COLLEGE OF EDUCATION**  
**STUDENT TEACHER (School Counselors) SUBSTITUTE TEACHING POLICY**  
**(As agreed upon by the Montana Field Directors' Forum)**

**\*\*This is the MSUB Student Teacher Substitute Teaching Policy.**

**\*\*School Counselors may follow the same policy and guidelines.**

**Rationale:** The current teacher shortage forces many school districts to hire substitute teachers who have no formal teacher preparation or minimal training. Smaller districts are frequently forced to hire substitutes who have no course work beyond the twelfth grade. Larger school districts like Billings, Bozeman, Missoula and Kalispell are also finding it difficult to hire qualified substitute teachers. Student teachers are often in the classroom when the cooperating teacher is absent, while the paid substitute teacher sits in the back, observing. Colleges in Washington, Nevada, Texas and other states have been approving successful student teachers to serve as paid substitute teachers, but only in their cooperating (mentor) teacher's classrooms. Permitting a competent student teacher to be employed as the substitute teacher allows a school district to hire an individual with professional training who understands how to manage a classroom for a productive learning environment in the best interest of the students enrolled in the school. Therefore, field directors in Montana's public/private universities/colleges are proposing the same opportunity for the successful student teacher.

In order to maintain the standard for continuous clinical supervision of student teachers, the following substitute teaching guidelines have been developed. Substitute teaching performance will not be a component of the student teacher's grades.

**REQUIREMENTS (Substitute School Counseling Intern for Student Teacher)**

**School District Administrators will:**

- Agree to follow all guidelines or student teachers will not be granted permission to substitute teach.
- Place elementary/secondary students' best interest first when the need arises to hire a substitute teacher. The administration views the student teacher as the best candidate to serve as a substitute teacher for the students in the cooperating teacher's classroom.
- Confirm that the student teacher is demonstrating satisfactory progress in the teaching assignment based on the cooperating teacher's and the university supervisor's midterm assessment report, and either the principal's/designee's observation of the student teacher. The principal/designee will share this evaluation with the cooperating teacher and the supervisor.
- Assign the student teacher to substitute teach only in the cooperating teacher's classroom for no more than five days. An additional five days of substitute teaching may occur in other teachers' classrooms in the district in exchange for days of the traditional final week observations. These additional five days may occur only if the cooperating teacher grants permission for the student teacher to be out of the assigned placement in order to substitute teach.
- Seek approval of the cooperating teacher and the university supervisor to employ the student teacher to serve as substitute teacher for the cooperating teacher. Assures that the student teacher agrees to serve as the substitute teacher for the school district and completes the district's substitute teacher application.
- Designate a teacher nearby to serve as a support or contact for any assistance needed during the substitute teaching assignment.
- Check with the student teacher at least twice during the teaching day to determine if there are any questions or if assistance is needed.

**The Student Teacher will: (School Counseling Intern)**

- Demonstrate excellent progress as indicated by completion of two evaluations from both the cooperating teacher and university supervisor before being allowed to substitute teach. The cooperating teacher and university supervisor will determine when it is appropriate to grant approval for a student teacher to substitute teach in the cooperating teacher's classroom.
- Complete the district's substitute teaching application to be paid as a substitute.
- Become a student member of MEA/MFT or another professional organization providing professional liability insurance protection.
- Substitute teach a maximum of five days in the cooperating teacher's classroom and a maximum of five days in other teachers' classrooms in the district. Days in other teachers' classrooms exchange for final week observation days. The additional five days are at the discretion of the cooperating teacher.
- Remain neutral in the case of contract negotiation conflict and/or a teacher union strike. In such case, student teachers will suspend student teaching and/or substitute teaching until the conflict has been resolved. Student teachers will refrain from any involvement in the conflict/strike including substitute teaching for striking teachers.

**The Cooperating Teacher will: (School Counseling Site Mentor)**

- Complete two formal observation evaluations of the student teacher indicating excellent performance before granting approval for the student teacher to substitute teach.
- Verify with the school administrator that the university supervisor also believes the student teacher is competent to serve as a substitute teacher.

**The University Supervisor will: (School Counseling University Supervisor)**

- Will complete two formal observation evaluations of the student teacher indicating excellent performance in all areas.
- Verify with the cooperating teacher the belief that the student teacher is competent to serve as a substitute teacher.

**Policy Summary:**

- Five days of substitute teaching assignment in the cooperating teacher's classroom.
- Five days of substitute teaching in other teachers' classrooms in exchange for the final week observation days.
- Application to substitute with the district by the student teacher.
- Membership in student MEA-MFT or an alternative professional education association for professional liability insurance purposes
- No substitute teaching during contract negotiation conflict or a teacher strike
- Substitute teaching performance will not be a component of the student teacher's grades.

## **Licensure Information and Application Directions**

### **School Counseling Class 6 Montana School Counselor Licensure or School Counseling Endorsement to a Montana Educator License**

All applications for all students seeking Montana teacher licensure are submitted to Jennifer Burns, Licensure Officer, who completes the required University Recommendation and then submits official transcripts and application materials to the Office of Public Instruction (OPI). OPI issues all licenses, but we make sure that everything is accurate, complete, and in place when our students apply for licensure.

***School Counselors K-12:*** The Praxis II Professional School Counselor exam #5421 with the minimum required passing score (156) or above report must be on file in our office in order to be eligible for licensure. This Praxis exam is also a current requirement of the Capstone Class. Please submit a copy of the score report to Jennifer Burns, Licensure Officer. *(remember to keep a copy of this report for your personal files)*

Required Praxis II test information and passing scores can be found on the College of Education website <http://www.msubillings.edu/coe/FieldExper/Licensure.htm> in the Praxis Information link. Please contact Jennifer with questions.

***We recommend that all students completing the school counseling program at MSU Billings apply for licensure in Montana*** – even if you intend to license elsewhere. As a rule, obtaining licensure in the state where you completed your school counselor preparation program most often makes the ability to license in other states easier. The Montana license is valid for five years and is very inexpensive costing only \$36. It is also recommended that you license now even if you do not plan gain employment as a school counselor right away – There are time limits to licensure after program completion. Obtaining licensure at a later date will require additional coursework and you will be obligated to meet any new program requirements.

### **Montana Licensure Application Details**

Licensure can only occur after your degree has posted (see Approximate Timeline below). Please complete the online version of the application. If you do not have access to a debit or credit card or if preferred, you may complete the paper application and include a check or money order. The application is accessed on the OPI website at <http://opi.mt.gov/Class6SpecSC> , Class 6 Specialist – School Counselor-opi.mt.gov. All application information is found in this link.

***Those candidates who already hold a current Montana educators license*** will only be adding the school counseling endorsement to their existing educator license, all other candidates will complete the Online Application for the Class 6 School Counselor License.

## **Overview of the Process to Apply for Initial Montana Licensure:**

### Step #1:

- Complete Online or Paper Application for Montana Class 6 Montana School Counselor License; online application requires including a debit or credit card payment for \$36 + service fee (details below)/paper application requires check for fees.
- Print the Notary Page – Sign Notary Page in front of a notary with proper ID. (Jennifer Burns along with ETP Administrative Associates are notaries and will provide services free of charge. Government Issued ID is required- i.e. Driver's License, Passport)
- Submit a new fingerprint card to the Montana Department of Justice as per the instruction on the OPI Class 6 Specialist- School Counselor application link, <http://opi.mt.gov/Class6SpecSC> , Fingerprint Background Check Instructions. ***Be sure to complete the fingerprint card exactly as specified in the instructions.***
- Send all official transcripts from all institutions attended, **except** MSU Billings, to OPI. OPI requires official transcripts from **all** institutions you attended. Official transcripts going to OPI may be sent electronically from the college or university to [cert@mt.gov](mailto:cert@mt.gov) or mailed. Jennifer will get your official MSUB transcript to mail to OPI with your recommendation.
- You will not need to complete the “An Introduction to Indian Education for All in Montana” as you have completed a Montana Educator Preparation Program where IEFA was infused throughout the program. OPI will remove this deficiency when your recommendation has been received and reviewed.

### Step #2:

Submit the following items to the Licensure Office:

- Completed Notary Page
- University Recommendation Form with only the Applicant Information completed -write your assigned State Educator Identification Number (SEID #) on the top right hand corner of the Notary Page
- Copy of passing score report for required Praxis exam

### Step #3:

- Upon receipt of the notary page, University Recommendation Form, and a copy of the required passing Praxis score report, Jennifer will complete the recommendation and mail all documents including MSUB official transcript to OPI. This cannot be done until program and degree completion occurs.
- OPI will mail you a license about 6-8 weeks after MSU Billings submits the materials.

### **Endorsement Candidates - Those who already hold a Montana Educator License and are adding the School Counseling endorsement**

- Print the University Recommendation form found on the OPI website, <http://opi.mt.gov/Class6SpecSC> . Complete only the top three lines indicated as “Candidate Information”. Write your Montana State Educator ID/Folio ID# on the upper right corner of this recommendation form. The Licensure Officer will complete the bottom section.
- The following items are to be submitted to the Licensure Official in lieu of the items notated for initial school counselor licensure candidates:
  - ✓ University Recommendation Form
  - ✓ all sealed official transcripts from all universities and colleges except MSU Billings that coursework was taken to complete the school counseling program. No electronic transcripts are accepted.
  - ✓ copy of Praxis Score Report
  - ✓ no fees required

### **General Tips for Filling out the Online Initial Class 6 Licensure Application**

- Licensure application materials are only valid for one year, so do not apply until you know you will be able to meet licensure eligibility requirements.
- You will need to create a user account and then subsequently apply for a license so some information will be repeated.
- The first section creates your user account and profile
- **If completing this application prior to degree completion, answer the questions as though you have already completed the program. Be sure to read questions carefully as some are twofold.**
- In the application section, TIN/GST is where you enter your social security number. For “Print Name,” type your name as you want it to appear on your license (In other words, do you want your full name with middle name, just middle initial, or just first and last name?)
- Mailing address – consider an address and email that will be used during the upcoming months.
- Character and Fitness – We typically state that this is the section where you should “confess anything you need to confess.” You are always better off telling the complete truth in this section. If OPI discovers something you did not disclose, that is grounds to deny or revoke your teaching license. Even if you disclosed a legal and/or criminal indiscretion in your past upon admission to the Educator Preparation Program, you need to do so for OPI as well.
- School Year – All licenses are by licensure year and run from July 1<sup>st</sup> to June 30<sup>th</sup> and are valid for five years.
- Academic Background – List all institutions you attended. There is an option to add more institutions with a selection at the bottom of that page. **If the system will not allow you to enter a date in the future use the current date as the end date.** Your degree date will be corrected when the official transcript is received.

- If asked about Preparation Program Background – You will list MSU Billings again here. As previously, if the system will not allow you to enter a date in the future just use the current date as the end date.
- Payment will be made via debit or credit card. In addition to the \$36 license fee (\$30 for the license + \$6 initial filing fee), there is a fee of \$2.56 to use a credit card.
- There is a “Notary” hyperlink on the final page of the application and the notary page will appear for you to print. Print, sign in front of a notary, and submit the document to the Jennifer Burns, Licensure Office or mail directly to Jennifer. If you do not have access to a printer at the time of application, make sure you save a copy of the pdf to print later.

### **Out-of-State Licensure**

Access the state’s Department of Education webpage for specific information requirements, and the application. You can obtain access to the state’s education sites on the College of Education website, Licensure, Endorsements, Praxis link under Info for Students, <http://www.msubillings.edu/coe/FieldExper/Licensure.htm> Candidates are responsible for providing the Licensure Officer with all out-of-state paperwork.

If you have general questions about licensure in other states and have difficulty navigating their websites or understanding their requirements, please contact Jennifer. Please note that nearly every state has some type of form that must be signed by the institution where you completed your education program. These forms typically contain the words “recommendation,” “evaluation,” or “verification.” Please send the forms to Jennifer and she will complete them and put them in the mail. Please note that Jennifer cannot sign these forms until all coursework is graded and posted, degrees are awarded and passing score reports from required Praxis exams are received.

### **Approximate Timeline**

- Grades are submitted the week after finals and grades are then posted on transcripts.
- For those candidates earning a degree, the Graduation application is reviewed by MSU Billings staff, faculty, and the Registrar’s Office to confirm program completion. The degree is posted on the official transcript.
- The official transcript with degree posting will be requested if you have submitted a Notary Page and a University Recommendation form to the College of Education, Licensure Officer. This typically does not begin to occur until 3-4 weeks after final grades are submitted.
- The Licensure Officer does a final review for licensure eligibility and completes the University Recommendation.
- The notary page (for new initial licensure candidates), recommendation, and official MSUB transcript are mailed to OPI.

- Licenses are issued by OPI. It takes OPI approximately 6-8weeks to evaluate your application materials, determine eligibility from the recommendation, and issue your license and/or added endorsements. An actual license is mailed when issued.
- You can check licensure status by going to the OPI website [www.opi.mt.gov](http://www.opi.mt.gov), choose Educators, Licensure, Check Educator Credentials, which will open the Montana State Educator Information System Public Look-up/Guest Login (or log in to your OPI account).

**Contact Information for the Licensure Officer**

Jennifer Burns, Licensure Officer  
MSU Billings, COE, Rm. 278  
1500 University Drive  
Billings, MT, 59101  
Phone: 406-657-2293  
Fax: 406-657-2104  
Email: [jburns@msubillings.edu](mailto:jburns@msubillings.edu)  
Always include your name and ID# for information requests.

**OPI Information:**

Montana Office of Public Instruction  
Contact Person: Educator Licensure  
Phone: 406-444-3150, option 2 for Educator Licensure Unit

**Redissemination of a MSUB Criminal Background Report**

Your MSUB criminal background report can be redisseminated to another Montana public school or school district. *It cannot be shared* across state lines, with other private or public agents, or OPI. The report on file must be less than 2 years old and a MSUB Redissemination Request of Background Check Information must be completed and submitted to Jennifer Burns. This document is located on the College of Education website in the Fingerprint Information link <http://www.msubillings.edu/coe/FingerprintInfo.htm> . If submitting this document via email to Jennifer, only PDF scans of this completed document can be accepted. Photos of the document cannot be accepted.

## RESPONSIBILITIES OF THE SITE (COUNSELOR) MENTOR

The Site Mentor is essential for the preparation of school counselors. Site Mentors serve as hosts, welcoming a novice counselor into their school community. Their role is mentor and guide, nurturing the professional development of the novice. Site Mentors work with school counseling candidates in the following ways:

- **Orientation**—The Site Mentor initiates the candidate into the culture, mores, policies and procedures of the school and district into which the candidate has been placed.
- **Induction**—The Site Mentor serves as an example of a professional counselor, guiding the novice as s/he attempts to transfer course theory learned through the university program to school counseling in an elementary or secondary educational setting.
- **Planning**—The Site Mentor models planning school counseling programs for candidate as a whole and for individual student specific needs.
- **Teaching**—The Site Mentor models best practices in terms of a respectful learning environment, meeting the needs of individual learners, analyzing outcomes and basing subsequent planning on those outcomes.
- **Observation**—The Site Mentor has the responsibility of observing the candidate in the various roles played by a school counselor throughout a school day and providing constructive guidance.
- **Evaluation**—The Site Mentor performs two formal evaluation progress reports of the candidate and discusses the subsequent rating of performance with the candidate.
- **Reflection**—The Site Mentor models reflective practice and guides the candidate in analyzing performance as it relates to school counseling performance outcomes. The mentor helps the candidate to self-evaluate, monitor and adjust behavior to achieve optimal outcomes for the elementary/secondary students.
- **Consultation**—The Site Mentor serves as a consultant—providing assistance, offering constructive criticism, eliciting self-analysis, and rating performance of the candidate.

Please read the Mentor Letter, etc. in the Site Mentor Counselor Folder given to you by your intern at the beginning of the placement. The Site Mentor Agreement and the IRS W-9 form are to be signed and returned to MSUB during the first weeks of the intern's placement.

**Specific duties of the Site Mentor are listed in the Site Mentor Agreement (Appendix K)** -to be signed and returned with the IRS W-9 form during the first month of the intern's placement to MSU Billings, COE 211, Attn: School Counseling, 1500 University Drive, Billings, MT, 59101).

**Specific duties of the Site Mentor are inclusive of the following:**

- Guiding and mentoring school counseling candidate in school counseling activities and duties.
- Assisting school counseling candidate in completing Diversity Report (Appendix D) and the Knowledge, Skills, and Abilities (Appendix F) document.
- Verifying and signing the school counseling candidate's Internship Time Log. **(Appendix F)**

**Submission of evaluation scores and date to the MSUB School Counseling Program, MSUB COE 211, 1500 University Drive, Billings, MT 59101**



- Two (2) Progress Report: School Counseling Internship forms -MIDTERM and FINAL **(Appendix A)**
- One (1) Dispositions Observation form **(Appendix A)**
- One (1) School Counseling Internship-Final Evaluation Report **(Appendix A)**

If at any time, the Site(Counselor) Mentor perceives a present problem or foresees a future issue, s/he should immediately notify the school counseling Faculty Advisor at MSU Billings. Developing a Plan for Improvement **(Appendix B)** through collaboration among the candidate's faculty advisor, mentor, and the intern is better accomplished sooner rather than later.

The College of Education at MSU Billings values professional counselors willing to serve as Site Mentors and recognizes that the School Counseling Program cannot succeed without them. If you have questions or concerns, please contact the MSUB School Counseling Coordinator or your intern's School Counseling Advisor.

**APPENDIX A**  
**SITE (COUNSELOR) MENTOR OBSERVATION FORMS**

**PROGRESS REPORTS**

- **MIDTERM PROGRESS REPORT: SCHOOL COUNSELING INTERNSHIP**
- **FINAL PROGRESS REPORT: SCHOOL COUNSELING INTERNSHIP**

**DISPOSITIONS OBSERVATION EVALUATION (SCHOOL COUNSELING)**  
**SCHOOL COUNSELING INTERNSHIP: FINAL EVALUATION REPORT**



**College of Education  
Progress Report: School Counseling Internship  
Site Mentor Form (MIDTERM)**

**Intern Candidate Name:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Mentor Counselor:** \_\_\_\_\_

**School and Grade Level:** \_\_\_\_\_

**\*Please also use this form as a tool to coach/mentor your intern candidate.**

Please check each competency area according to the intern's performance.

Rating scale:

NA = **Not applicable**

- 1 = **Unsatisfactory:** Does not yet appear to understand the concepts underlying the component. This is reason for coaching the intern. Intervention is necessary.
- 2 = **Basic:** Appears to understand the component and attempts to implement its elements. Implementation is sporadic, intermittent, or not entirely successful. Improvement is likely to occur with experience and a supportive environment.
- 3 = **Proficient:** Clearly understands the concepts underlying the component and implements it well.
- 4 = **Distinguished:** Clearly understand the concepts underlying the component and implements it with very high performance. This is the master level.

**RAPPORT**

- \_\_\_\_ 1. Establishes an open, caring atmosphere for the student.
- \_\_\_\_ 2. Is acceptant of the student and makes an honest attempt to understand the problem.
- \_\_\_\_ 3. Is able to put the student at ease and make him/her feel free to cooperate.
- \_\_\_\_ 4. Is sensitive to the needs and feelings of the student.
- \_\_\_\_ 5. Does not exhibit censure or value judgment of the student.

**INTERVIEWING TECHNIQUES**

- \_\_\_\_ 1. Is effective in directing interviews into problem areas by picking up cues and leads.
- \_\_\_\_ 2. Gives student plenty of time to talk. (Does not monopolize the conversation).
- \_\_\_\_ 3. Is effective in reflecting attitudes and feelings back to student.
- \_\_\_\_ 4. Employs effective uses of rephrasing to point out faulty logic.
- \_\_\_\_ 5. Guides student to summarize session.
- \_\_\_\_ 6. Is effective in meeting and discussing student's problems with practice.

**TEST AND MEASURES**

- \_\_\_\_ 1. Administers tests with skill and accuracy.
- \_\_\_\_ 2. Is effective in interpreting test results.
- \_\_\_\_ 3. Is able to integrate test results and arrive at a test summary.
- \_\_\_\_ 4. Uses test results with proper cautions and with good judgment.
- \_\_\_\_ 5. Is able to put testing into the proper perspective and integrates it to the total counseling situation.
- \_\_\_\_ 6. Keeps appropriate records of appraisal.

**OCCUPATIONAL AND EDUCATIONAL INFORMATION**

- \_\_\_\_ 1. Is effective in locating appropriate occupational and educational information.
- \_\_\_\_ 2. Is competent in utilizing and presenting occupational information.

- \_\_\_\_\_ 3. Integrates occupational and educational information into the student's educational and vocational plans.
- \_\_\_\_\_ 4. Is able to make curriculum and course plans and to assist students in effective course planning.
- \_\_\_\_\_ 5. Has effective working knowledge of prerequisite course requirements for various colleges.
- \_\_\_\_\_ 6. Knows the main resources in the community which might be of assistance to the student.

### **REFERRAL**

- \_\_\_\_\_ 1. Is aware of referral sources.
- \_\_\_\_\_ 2. Makes effective use of referral services.
- \_\_\_\_\_ 3. Maintains effective communication with referral sources.

### **GROUP WORK**

- \_\_\_\_\_ 1. Has a good reason for the formation of groups.
- \_\_\_\_\_ 2. Is able to initiate group work with students.
- \_\_\_\_\_ 3. Maintains effective roles in the groups.

### **ORGANIZATION**

- \_\_\_\_\_ 1. Has a basic philosophy of working with students.
- \_\_\_\_\_ 2. Aware of the goals of the guidance program.
- \_\_\_\_\_ 3. Can plan a guidance testing program.
- \_\_\_\_\_ 4. Respects and maintains a good relationship with the administration.
- \_\_\_\_\_ 5. Respects and maintains a good relationship with the staff.
- \_\_\_\_\_ 6. Respects and maintains a good community relationship.

### **PROFESSIONAL AND ETHICAL QUALITIES**

- \_\_\_\_\_ 1. Limits discussion of counseling cases to appropriate times and places.
- \_\_\_\_\_ 2. Treats student problems confidentially.
- \_\_\_\_\_ 3. Recognizes his/her competencies and limitations.
- \_\_\_\_\_ 4. Conducts self in a professional manner.
- \_\_\_\_\_ 5. Continues to take part in those activities that perpetuate professional growth.

### **GENERAL PERSONALITY FACTORS**

- \_\_\_\_\_ 1. Is emotionally stable in the counseling situation.
- \_\_\_\_\_ 2. Communicates a genuine acceptance of students and associates.
- \_\_\_\_\_ 3. Is socially competent and effective in meeting and dealing with people. (Poise)
- \_\_\_\_\_ 4. Is able to utilize advice and constructive criticism.
- \_\_\_\_\_ 5. Utilizes correct and effective oral and written expression.
- \_\_\_\_\_ 6. Effectively communicates sincerity.
- \_\_\_\_\_ 7. Exhibits dependability and responsibility.
- \_\_\_\_\_ 8. Is able to integrate personality into school setting and to work effectively with faculty members and administrators.
- \_\_\_\_\_ 9. Exhibits general competency in organization and record keeping skill.
- \_\_\_\_\_ 10. Is appropriately dressed and groomed.

## **Notes:**



**College of Education**  
**Progress Report: School Counseling Internship**  
**Site Mentor Form (FINAL)**

**Intern Candidate Name:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Mentor Counselor:** \_\_\_\_\_

**School and Grade Level:** \_\_\_\_\_

**\*Please also use this form as a tool to coach/mentor your intern candidate.**

Please check each competency area according to the intern’s performance.

Rating scale:

NA = **Not applicable**

- 1 = **Unsatisfactory:** Does not yet appear to understand the concepts underlying the component. This is reason for coaching the intern. Intervention is necessary.
- 2 = **Basic:** Appears to understand the component and attempts to implement its elements. Implementation is sporadic, intermittent, or not entirely successful. Improvement is likely to occur with experience and a supportive environment.
- 3 = **Proficient:** Clearly understands the concepts underlying the component and implements it well.
- 4 = **Distinguished:** Clearly understand the concepts underlying the component and implements it with very high performance. This is the master level.

**RAPPORT**

- \_\_\_\_ 1. Establishes an open, caring atmosphere for the student.
- \_\_\_\_ 2. Is acceptant of the student and makes an honest attempt to understand the problem.
- \_\_\_\_ 3. Is able to put the student at ease and make him/her feel free to cooperate.
- \_\_\_\_ 4. Is sensitive to the needs and feelings of the student.
- \_\_\_\_ 5. Does not exhibit censure or value judgment of the student.

**INTERVIEWING TECHNIQUES**

- \_\_\_\_ 1. Is effective in directing interviews into problem areas by picking up cues and leads.
- \_\_\_\_ 2. Gives student plenty of time to talk. (Does not monopolize the conversation).
- \_\_\_\_ 3. Is effective in reflecting attitudes and feelings back to student.
- \_\_\_\_ 4. Employs effective uses of rephrasing to point out faulty logic.
- \_\_\_\_ 5. Guides student to summarize session.
- \_\_\_\_ 6. Is effective in meeting and discussing student’s problems with practice.

**TEST AND MEASURES**

- \_\_\_\_ 1. Administers tests with skill and accuracy.
- \_\_\_\_ 2. Is effective in interpreting test results.
- \_\_\_\_ 3. Is able to integrate test results and arrive at a test summary.
- \_\_\_\_ 4. Uses test results with proper cautions and with good judgment.
- \_\_\_\_ 5. Is able to put testing into the proper perspective and integrates it to the total counseling situation.
- \_\_\_\_ 6. Keeps appropriate records of appraisal.

**OCCUPATIONAL AND EDUCATIONAL INFORMATION**

- \_\_\_\_\_ 1. Is effective in locating appropriate occupational and educational information.
- \_\_\_\_\_ 2. Is competent in utilizing and presenting occupational information.
- \_\_\_\_\_ 3. Integrates occupational and educational information into the student's educational and vocational plans.
- \_\_\_\_\_ 4. Is able to make curriculum and course plans and to assist students in effective course planning.
- \_\_\_\_\_ 5. Has effective working knowledge of prerequisite course requirements for various colleges.
- \_\_\_\_\_ 6. Knows the main resources in the community which might be of assistance to the student.

**REFERRAL**

- \_\_\_\_\_ 1. Is aware of referral sources.
- \_\_\_\_\_ 2. Makes effective use of referral services.
- \_\_\_\_\_ 3. Maintains effective communication with referral sources.

**GROUP WORK**

- \_\_\_\_\_ 1. Has a good reason for the formation of groups.
- \_\_\_\_\_ 2. Is able to initiate group work with students.
- \_\_\_\_\_ 3. Maintains effective roles in the groups.

**ORGANIZATION**

- \_\_\_\_\_ 1. Has a basic philosophy of working with students.
- \_\_\_\_\_ 2. Aware of the goals of the guidance program.
- \_\_\_\_\_ 3. Can plan a guidance testing program.
- \_\_\_\_\_ 4. Respects and maintains a good relationship with the administration.
- \_\_\_\_\_ 5. Respects and maintains a good relationship with the staff.
- \_\_\_\_\_ 6. Respects and maintains a good community relationship.

**PROFESSIONAL AND ETHICAL QUALITIES**

- \_\_\_\_\_ 1. Limits discussion of counseling cases to appropriate times and places.
- \_\_\_\_\_ 2. Treats student problems confidentially.
- \_\_\_\_\_ 3. Recognizes his/her competencies and limitations.
- \_\_\_\_\_ 4. Conducts self in a professional manner.
- \_\_\_\_\_ 5. Continues to take part in those activities that perpetuate professional growth.

**GENERAL PERSONALITY FACTORS**

- \_\_\_\_\_ 1. Is emotionally stable in the counseling situation.
- \_\_\_\_\_ 2. Communicates a genuine acceptance of students and associates.
- \_\_\_\_\_ 3. Is socially competent and effective in meeting and dealing with people. (Poise)
- \_\_\_\_\_ 4. Is able to utilize advice and constructive criticism.
- \_\_\_\_\_ 5. Utilizes correct and effective oral and written expression.
- \_\_\_\_\_ 6. Effectively communicates sincerity.
- \_\_\_\_\_ 7. Exhibits dependability and responsibility.
- \_\_\_\_\_ 8. Is able to integrate personality into school setting and to work effectively with faculty members and administrators.
- \_\_\_\_\_ 9. Exhibits general competency in organization and record keeping skill.
- \_\_\_\_\_ 10. Is appropriately dressed and groomed.

**Notes**



## Professional Dispositions Observation (School Counseling)

Candidate: \_\_\_\_\_

Candidate ID#: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

Major: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Plan of Improvement [POI]      Date POI Initiated: \_\_\_\_\_      Date POI Completed: \_\_\_\_\_

Please use the following 1 to 5 rating scale to rate the candidate in each of the following areas.  
A rating of 1 on any indicator requires a written Plan of Improvement [POI].

**Professional Dispositions:** The candidate demonstrates a belief that all students can learn, exhibits fairness in his/her actions, and demonstrates the behavior of a professional school counselor.

	1 Need-for- improvement	2 Developing Performance	3 Acceptable Performance	4 Above Average (Strong) Performance	5 Exceptional Performance	Final rating
<b>Attendance</b>	Frequently misses scheduled days without providing notification		Sometimes misses scheduled days, but provides advanced notice		Always attends according to assigned schedule and has not missed any scheduled days	
<b>Timeliness</b>	Is frequently late		Is on time in most situations, and provides notification if occasionally late.		Is always on time or appropriately early	
<b>Professional Dress and Hygiene</b>	Dresses inappropriately or has unacceptable hygiene		Dresses appropriately and has acceptable hygiene		Dresses professionally and has appropriate hygiene in all situations	
<b>Task Completion</b>	Has to be reminded to complete tasks		Completes tasks responsibly and in a timely manner		Is proactive in completing tasks	
<b>Response to Feedback</b>	Consistently responds inappropriately to feedback		Regularly responds to feedback appropriately		Frequently seeks feedback and responds by reflecting upon and integrating feedback into future acts.	
<b>Acceptance of Differences in Others</b>	Fails to accept the differences of others		Accepts most differences in others		Consistently accepts and is respectful of differences in others	
<b>Respect for Other's Perspectives</b>	Fails to consider other perspectives		Regularly demonstrates consideration of other perspectives		Consistently acknowledges and respects different perspectives	
<b>Belief that All Students Can Learn</b>	Fails to demonstrate the belief that all students can learn		Regularly demonstrates the belief that all students can learn		Consistently includes all students in learning	
<b>Fairness in the Treatment of Individuals</b>	Fails to use fair procedures in dealing with individuals		Regularly demonstrates fair and equitable treatment of individuals		Always treats individuals fairly and equitably	
<b>Reflection and Analysis of Counseling Practices</b>	Fails to reflect on counseling practices		Reflects on and analyzes counseling with regard to the whole group		Reflects on and analyzes counseling with regard to each student	
<b>Planning for Diversity of Students</b>	Fails to plan for the diversity of students		Plans sessions to meet the needs of the diversity of students		Plans and implements sessions to meet the needs of the diversity of students	



## Site Mentor Form

### School Counseling Internship – Final Evaluation Report

Counseling Candidate's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Letter Grade for Internship: \_\_\_\_\_      Number of Hours Completed: \_\_\_\_\_

Mentor Counselor's Name: \_\_\_\_\_

Additional Comments:

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**APPENDIX B  
PLAN OF IMPROVEMENT**

## MSU BILLINGS COLLEGE OF EDUCATION PLAN FOR IMPROVEMENT

<b>Candidate</b>			
<b>Candidate ID#</b>		<b>Semester &amp; Year</b>	
<b>School</b>		<b>Grade Level(s)</b>	
<b>Evaluator: Print Name and Date</b>			

<ul style="list-style-type: none"> <li>• Identify specific areas for growth, which may include knowledge, skills, dispositions, professional expectations or any other area of concern applicable to the development of a beginning, professional school counselor.</li> <li>• Address each area for growth, develop measurable objectives, goals, and timelines (dates) of expected improvement(s).</li> <li>• Review the plan with the candidate, sign, and date it.</li> <li>• If applicable, attach copies of supporting documentation, anecdotal notes, lesson plans, etc.</li> </ul>	
--	--

**Evaluator Comments:**

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**Evaluator Signature**

**Date**

**Candidate Comments:**

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**Candidate Signature**

**Date**

**APPENDIX C**  
**SCHOOL COUNSELING INTERN AGREEMENT**

**COLLEGE OF EDUCATION  
SCHOOL COUNSELING INTERN AGREEMENT**

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**School Counselor Candidate**

**ID#**

---

**Current Address**

**Email**

As a school counselor candidate in the College of Education at MSU Billings, I acknowledge and agree to the following:

**School Counseling Internship is a graded course. Candidates will be evaluated and graded in three areas:**

1. Faculty Advisor Evaluations -45% of grade
2. Mentor Counselor Evaluations- 45% of grade
3. D2L Discussion Post and Seminar Attendance - 10% of grade

- I do not have any new arrests or convictions since my last criminal background check was completed. If I do I will immediately report them to both the field experience coordinators and my College of Education Advisor.
- I do not have any grade lower than a C or an incomplete in my professional core, teaching major(s), and teaching minor. If I do I will immediately report them to both the field experience coordinators and my College of Education Advisor.
- I have been informed and will abide by the professional dispositions of the School Counseling Program in the College of Education at MSU Billings.
- I have read and will abide by the Ethical Standards for School Counselors, Code of Ethics for Montana Educators, The Administrative Rule of Montana (ARM 10.58.610 School Counseling) or the law of the school in which I am an intern.
- I have been advised to acquire professional liability insurance with the understanding that I am personally liable if I choose not to purchase the insurance.
- I will abide by the policies of the district and school in which I am placed as a school counseling intern.
- I give permission to the College of Education to share my student records with my placement school/district personnel including but not limited to my school principal, mentor counselor, and site supervisor.
- I give permission to the College of Education to disclose the results of my criminal background report with other educational institutions, school/district personnel, law enforcement agencies, courts, and/or state departments/agencies.

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**Candidate Signature**

**Date**

**APPENDIX D**  
**DIVERSITY REPORT**

**MSU BILLINGS  
COLLEGE OF EDUCATION  
FIELD EXPERIENCE DIVERSITY REPORT (School Counseling)**

In the appropriate spaces below, provide specific information about the field experience being completed.

<b>School Counseling Intern Name</b>			
<b>Date Range of Field Experience</b>			<b>Hours</b>
			<b>300</b>
<b>Name of School/Site</b>			<b>Grade Level(s)</b>
			<b>Title One School</b> <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
<b>Field Experience</b>	School Counseling Internship SCOU 590, Elementary or Secondary		
<b>Student Status</b>	Graduate Student		
<b>Major</b>	School Counseling		
<b>Identify <i>all</i> the ethnic and racial diversities of the students in your classroom or site.</b>	African American Caucasian  Circle all that apply.	American Indian/Alaskan Native Hispanic  Circle all that apply.	Asian/Pacific Islander Other: _____
<b>Indicate the identified educational needs of students in your classroom or site.</b>	ESL/ELL Speech/Language  Circle all that apply.	Gifted & Talented 504	SPED Other: _____
I have read and completed this form.			
....., Mentor Counselor			
<b>(Optional) Identify the ethnicity and/or race of mentor counselor.</b>	African American Caucasian  Circle all that apply.	American Indian/Alaskan Native Hispanic	Asian/Pacific Islander Other: _____

**APPENDIX E**  
**INTERNSHIP SEMINARS**



\*\*Generally, the last Monday of the month SCOU Interns will meet in a WebEx based seminar from 4:30-5:30pm. WebEx invitations are sent to all Interns via email. A makeup session is held generally one week after the last seminar for those with unavoidable conflicts with the Monday dates. Attendance at the WebEx seminars is 10% of your SCOU 590 grade\*\*

## **APPENDIX F**

### **SCHOOL COUNSELING INTERNSHIP TIME LOG** **School Counseling Internship Knowledge, Skills, and Abilities (KSA)**



**School Counseling Internship  
Time Log**  
*College of Education*

**COURSE:** \_\_\_\_\_ SCOU 590 \_\_\_\_\_  
**SEMESTER:** \_\_\_\_\_  
**YEAR:** \_\_\_\_\_

<b>Intern Name</b>		<b>Student ID #</b>	
<b>Internship School</b>		<b>School Phone #</b>	
<b>Contact Phone #</b>			
<b>Intern Email Address</b>			
<b>Mentor School Counselor Name</b>			
<b>Mentor Email Address</b>			
<b>Mentor Phone #</b>			

**Internship Requirements:**

- **Journal:** Please keep a professional, reflective journal throughout the duration of your internship. Although there is not a required number of journal entries, you should keep an on-going journal of your internship experience. Your supervisor will be checking your journal entries.
- **School Counseling Internship Knowledge, Skills, and Abilities (KSA):** Please review the KSA form below and complete this with your mentor school counselor at the beginning of your placement.
- **Time Log:** Please keep an accurate log of your hours at your placement school. At the end of your placement, you need the **signature of your mentor counselor** on this time log.

### **School Counseling Internship Knowledge, Skills, and Abilities (KSA)**

The internship must include at least 240 hours of supervised direct service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).

MSUB School Counseling Internships require 300 hours at the elementary (K-8) level and 300 hours at the secondary (5-12) level.

**Provide an approximation of your hours planned for each activity:** The suggested hours are only a guideline. You may have more or less hours for each school counseling activity depending on the needs of the mentor school counselor.

<p><b>Guidance Curriculum: (Approximately 50 hours):</b> _____  <i>(Examples: Classroom Teaching, Small Groups (2 hours each day... or... 1-2 hours every Wednesday))</i></p> <p><b>Student Planning: (Approximately 100 hours):</b> _____  <i>(Examples: Academic, Career, Personal/Social (3 hours each day...or...4 hours every Friday))</i></p> <p><b>Responsive Services: (Approximately 100 hours):</b> _____  <i>(Examples: Counseling, Referral (2 hours each day...or...2 hours on Monday and 4 hours on Tuesday))</i></p> <p><b>System Support: (Approximately 50 hours):</b> _____  <i>(Examples: Management, Consultation (3 hours each day...or...3 hours every Thursday))</i></p>
---

**Coordinate hours per week and start/end date with your counseling mentor.**

**Days of week and times in your school counseling internship:**

\_\_\_\_\_

*(Example: 24 hours/week -7:30-12:30 Mon, 7:30-12:30 Tues, 8:00-3:00 Wed, 8:00-3:00 Thurs)*

*\*Make sure to account for holidays*

**Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

\_\_\_\_\_  
Signature (School Counseling Intern)      Date

\_\_\_\_\_  
Signature (Mentor School Counselor)      Date

On the following pages please document your school counseling internship hours. If needed, add additional rows to the table.

<b>Date</b>	<b>Time In</b>	<b>Time Out</b>	<b>Hours</b>	<b>Mentor does not need to sign off every day – one signature at the end of the placement is needed.</b>  <b>Brief Description of Activity</b> <i>(Example: Group session &amp; schedule planning)</i>

<b>Date</b>	<b>Time In</b>	<b>Time Out</b>	<b>Hours</b>	<b>Mentor does not need to sign off every day – one signature at the end of the placement is needed.</b>  <b>Brief Description of Activity</b> <i>(Example: Group session &amp; schedule planning)</i>

Date	Time In	Time Out	Hours	Mentor does not need to sign off every day – one signature at the end of the placement is needed.  Brief Description of Activity <i>(Example: Group session &amp; schedule planning)</i>

**TOTAL HOURS COMPLETED:** \_\_\_\_\_

**INTERN SIGNATURE AND DATE:** \_\_\_\_\_

**MENTOR SIGNATURE AND DATE:** \_\_\_\_\_

**APPENDIX G**  
**SITE MENTOR EVALUATION**



## MSU BILLINGS COLLEGE OF EDUCATION SITE MENTOR EVALUATION

Please rate and comment on the Site Mentor with whom you worked using the following rating scale and performance indicators. Use separate forms for mentor and supervisor.

<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>
<b>2-Expectations not Met</b>	<b>1-Not Recommended as Mentor</b>

**Liaison with school or site or university**

- Makes and completes scheduled visits and evaluations
- Communicates information accurately

\_\_\_\_\_ **4**                                      \_\_\_\_\_ **3**                                      \_\_\_\_\_ **2**                                      \_\_\_\_\_ **1**

**Works with university**

- Understands the Reflective Practice Educational Model
- Supports the MSU Billings School Counseling Program

\_\_\_\_\_ **4**                                      \_\_\_\_\_ **3**                                      \_\_\_\_\_ **2**                                      \_\_\_\_\_ **1**

**Works with school or site mentor and/or supervisor**

- Respectful of site mentor/supervisor time
- Respectful of site mentor/supervisor opinion

\_\_\_\_\_ **4**                                      \_\_\_\_\_ **3**                                      \_\_\_\_\_ **2**                                      \_\_\_\_\_ **1**

**Works with the School Counseling Intern**

- Assists the candidate with professional development
- Provides constructive criticism

\_\_\_\_\_ **4**                                      \_\_\_\_\_ **3**                                      \_\_\_\_\_ **2**                                      \_\_\_\_\_ **1**

**Comments**

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**Site (Counselor) Mentor** **Date**

## **APPENDIX H**

### **ETHICAL STANDARDS FOR SCHOOL COUNSELORS PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS**

## **Ethical Standards for School Counselors**

*Retrieved from the American School Counselor Association*

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

## **Professional Educators of Montana Code of Ethics**

<https://bpe.mt.gov/Portals/119/PDF/VariousDocs/Code%20of%20Ethics%20Adopted%20July%202016.pdf>

## **Montana School Counseling Program**

[www.mtschoolcounselor.org/files/MT\\_School\\_Counseling\\_Program.pdf](http://www.mtschoolcounselor.org/files/MT_School_Counseling_Program.pdf)

## **APPENDIX I**

### **Montana School Guidelines for the Identification & Reporting of Child Abuse & Neglect 2012-2013**

<https://dphhs.mt.gov/Portals/85/cfsd/documents/SchoolGuidelinesChildAbuseandNeglect.pdf>

### **Child & Family Services Division of the State of Montana Department of Health & Human Services**

<http://dphhs.mt.gov/cfsd/childfamilyservices>

## **APPENDIX J**

**Montana Professional Educator Preparation  
Program Standards and Procedures Manual (PEPPS)  
\*ADMINISTRATIVE RULES OF MONTANA (ARM 10.58.610)  
SCHOOL COUNSELING K-12**

**(Published by the Montana Board of Public Education)**

**<http://opi.mt.gov/Programs/Accred>**

**When the webpage opens: click on “Educator Preparation”, click on the “600’S”  
block, scroll down to [10.58.610](#) and click on these numbers.  
This opens as a word document table.**

**APPENDIX K**  
**SITE (COUNSELOR) MENTOR AGREEMENT**

**MSU BILLINGS  
COLLEGE OF EDUCATION  
SCHOOL COUNSELING SITE (COUNSELOR) MENTOR AGREEMENT**

---

 Site (COUNSELOR) Mentor

Phone

---

 Address

Email Address

---

 School Counseling Candidate

Semester (Fall or Spring/Year)

---

 School

Office/Classroom Phone

I agree to guide and mentor a school counseling candidate for the semester designated above. I agree to follow the policies and procedures as outlined in the School Counseling Guidebook:

<http://www.msubillings.edu/coe/FieldExper/CounselingInternships.htm>

**Specific duties of the Site Mentor are inclusive of the following:**

Requirements include but are not limited to the following:

- Guiding and mentoring school counseling candidate in school counseling activities and duties.
- Assisting school counseling candidate in completing Diversity Report and Knowledge, Skills, and Abilities documents as appropriate.
- Verifying and signing the school counseling candidate's Internship Time Log and the following:
  - Two (2) Progress Report: School Counseling Internship forms (MIDTERM and FINAL)
  - One (1) Dispositions Observation form
  - One (1) School Counseling Internship-Final Grade Report
- I understand that I will be compensated at the rate of \$250 (minus tax/retirement) per semester. If more than one School Counseling Site Mentor participates during the same semester for the same candidate, the stipend will be split equally. Said compensation will be issued under the following conditions:
  - Submission of this **School Counseling Site Mentor Agreement form**
  - Submission of **New Employee Info Form, W-4 & I-9 forms**
  - Submission of **Field Experience Diversity Report**

Please mail these forms to:

**MSUB - College of Education,  
1500 University Drive, Billings, MT 59101,  
Attention School Counseling Program**

Once all materials listed above have been received, a check for \$250 (minus tax/retirement) will be mailed to you.

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 Site (Counselor) Mentor Signature

Date

## RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor serves as a link between the MSU Billings College of Education School Counseling Program and public/private elementary and secondary schools. The Site Supervisor carries information regarding expectations for school counseling interns and Site Mentors from the university to the schools and provides on-going progress reports regarding the intern from the schools to the university.

The University Supervisor Agreement (**Appendix M**) document outlines specific responsibilities.

**Specific duties of the University Supervisor are inclusive of the following:**

Requirements include but are not limited to the following:

- Guiding and supervising school counseling candidate in school counseling activities and duties.
- Assisting school counseling candidate and site mentor in completing the Knowledge, Skills, and Abilities document. (**Appendix F**)
- Completing two Site Observations per candidate.

**Submission of evaluation scores and date to the MSUB**

- Two (2) Progress Report: School Counseling Internship forms -MIDTERM and FINAL (Appendix L)
- One (1) Dispositions Observation form (Appendix L)
- One (1) School Counseling Internship-Final Grade Report (Appendix L)

It is important for the University Supervisor to work closely with the Site Mentor to assure consistent ratings of the intern. If at any time, the Site Mentor and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify the school counseling Field Experience/Clinical Practice Coordinator at MSU Billings. Developing a Plan for Improvement (Appendix B) through collaboration among the coordinators, the intern's faculty advisor, mentor, supervisor and the intern is better accomplished sooner rather than later.

University Supervisors often travel many miles to work with interns and their Site Mentors. To be reimbursed for travel expenses, the supervisors are expected to follow MSU Billings travel policies and procedures. These include completing a Travel Authorization Form and logging miles traveled from MSU Billings to the schools and back. Reimbursement is at MSU Billings approved state rates. It may vary throughout a semester and rate-per-mile decreases once the traveler exceeds 1,000 miles.

Billings Area Supervisors Only: If multiple schools are visited in a single day, only the start of the trip is from MSU Billings and the last site visited is calculated as returning to MSU Billings. The travel log is to be turned in at the end of the semester to MSUB – COE 211, Attn: School Counseling Internship Coordinator, 1500 University Drive, Billings, MT 59101.

The College of Education School Counseling Program recognized the invaluable role played by experienced counselors as they link university to schools through their supervisory role. If you have questions or concerns, please contact the MSUB School Counseling Coordinator or your intern's School Counseling Advisor.



**APPENDIX L**  
**UNIVERSITY SUPERVISOR OBSERVATION FORMS**

**PROGRESS REPORTS**

- **MIDTERM PROGRESS REPORT: SCHOOL COUNSELING INTERNSHIP**
- **FINAL PROGRESS REPORT: SCHOOL COUNSELING INTERNSHIP**

**DISPOSITIONS OBSERVATION EVALUATION (SCHOOL COUNSELING)**  
**SCHOOL COUNSELING INTERNSHIP: FINAL GRADE REPORT**



**College of Education**  
**Progress Report: School Counseling Internship**  
**University Supervisor Form- MIDTERM**

Intern Candidate Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_

School and Grade level: \_\_\_\_\_

**\*Please also use this form as a tool to coach/mentor your intern candidate.**

Please check each competency area according to the intern’s performance.  
 Rating scale:  
 NA = **Not applicable**  
 1 = **Unsatisfactory:** Does not yet appear to understand the concepts underlying the component. This is reason for coaching the intern. Intervention is necessary.  
 2 = **Basic:** Appears to understand the component and attempts to implement its elements. Implementation is sporadic, intermittent, or not entirely successful. Improvement is likely to occur with experience and a supportive environment.  
 3 = **Proficient:** Clearly understands the concepts underlying the component and implements it well.  
 4 = **Distinguished:** Clearly understand the concepts underlying the component and implements it with very high performance. This is the master level.

**RAPPORT**

- \_\_\_\_\_ 1. Establishes an open, caring atmosphere for the student.
- \_\_\_\_\_ 2. Is acceptant of the student and makes an honest attempt to understand the problem.
- \_\_\_\_\_ 3. Is able to put the student at ease and make him/her feel free to cooperate.
- \_\_\_\_\_ 4. Is sensitive to the needs and feelings of the student.
- \_\_\_\_\_ 5. Does not exhibit censure or value judgment of the student.

**INTERVIEWING TECHNIQUES**

- \_\_\_\_\_ 1. Is effective in directing interviews into problem areas by picking up cues and leads.
- \_\_\_\_\_ 2. Gives student plenty of time to talk. (Does not monopolize the conversation).
- \_\_\_\_\_ 3. Is effective in reflecting attitudes and feelings back to student.
- \_\_\_\_\_ 4. Employs effective uses of rephrasing to point out faulty logic.
- \_\_\_\_\_ 5. Guides student to summarize session.
- \_\_\_\_\_ 6. Is effective in meeting and discussing student’s problems with practice.

**TEST AND MEASURES**

- \_\_\_\_\_ 1. Administers tests with skill and accuracy.
- \_\_\_\_\_ 2. Is effective in interpreting test results.
- \_\_\_\_\_ 3. Is able to integrate test results and arrive at a test summary.
- \_\_\_\_\_ 4. Uses test results with proper cautions and with good judgment.
- \_\_\_\_\_ 5. Is able to put testing into the proper perspective and integrates it to the total counseling situation.
- \_\_\_\_\_ 6. Keeps appropriate records of appraisal.

**OCCUPATIONAL AND EDUCATIONAL INFORMATION**

- \_\_\_\_\_ 1. Is effective in locating appropriate occupational and educational information.
- \_\_\_\_\_ 2. Is competent in utilizing and presenting occupational information.
- \_\_\_\_\_ 3. Integrates occupational and educational information into the student’s educational and vocational plans.
- \_\_\_\_\_ 4. Is able to make curriculum and course plans and to assist students in effective course planning.
- \_\_\_\_\_ 5. Has effective working knowledge of prerequisite course requirements for various colleges.
- \_\_\_\_\_ 6. Knows the main resources in the community which might be of assistance to the student.

**REFERRAL**

- \_\_\_\_\_ 1. Is aware of referral sources.
- \_\_\_\_\_ 2. Makes effective use of referral services.
- \_\_\_\_\_ 3. Maintains effective communication with referral sources.

**GROUP WORK**

- \_\_\_\_\_ 1. Has a good reason for the formation of groups.
- \_\_\_\_\_ 2. Is able to initiate group work with students.
- \_\_\_\_\_ 3. Maintains effective roles in the groups.

**ORGANIZATION**

- \_\_\_\_\_ 1. Has a basic philosophy of working with students.
- \_\_\_\_\_ 2. Aware of the goals of the guidance program.
- \_\_\_\_\_ 3. Can plan a guidance testing program.
- \_\_\_\_\_ 4. Respects and maintains a good relationship with the administration.
- \_\_\_\_\_ 5. Respects and maintains a good relationship with the staff.
- \_\_\_\_\_ 6. Respects and maintains a good community relationship.

**PROFESSIONAL AND ETHICAL QUALITIES**

- \_\_\_\_\_ 1. Limits discussion of counseling cases to appropriate times and places.
- \_\_\_\_\_ 2. Treats student problems confidentially.
- \_\_\_\_\_ 3. Recognizes his/her competencies and limitations.
- \_\_\_\_\_ 4. Conducts self in a professional manner.
- \_\_\_\_\_ 5. Continues to take part in those activities that perpetuate professional growth.

**GENERAL PERSONALITY FACTORS**

- \_\_\_\_\_ 1. Is emotionally stable in the counseling situation.
- \_\_\_\_\_ 2. Communicates a genuine acceptance of students and associates.
- \_\_\_\_\_ 3. Is socially competent and effective in meeting and dealing with people. (Poise)
- \_\_\_\_\_ 4. Is able to utilize advice and constructive criticism.
- \_\_\_\_\_ 5. Utilizes correct and effective oral and written expression.
- \_\_\_\_\_ 6. Effectively communicates sincerity.
- \_\_\_\_\_ 7. Exhibits dependability and responsibility.
- \_\_\_\_\_ 8. Is able to integrate personality into school setting and to work effectively with faculty members and administrators.
- \_\_\_\_\_ 9. Exhibits general competency in organization and record keeping skill.
- \_\_\_\_\_ 10. Is appropriately dressed and groomed.

**NOTES:**



**College of Education**  
**Progress Report: School Counseling Internship**  
**University Supervisor Form- FINAL**

Intern Candidate Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_

School and Grade level: \_\_\_\_\_

\*Please also use this form as a tool to coach/mentor your intern candidate.

Please check each competency area according to the intern’s performance.  
 Rating scale:  
 NA = **Not applicable**  
 1 = **Unsatisfactory:** Does not yet appear to understand the concepts underlying the component. This is reason for coaching the intern. Intervention is necessary.  
 2 = **Basic:** Appears to understand the component and attempts to implement its elements. Implementation is sporadic, intermittent, or not entirely successful. Improvement is likely to occur with experience and a supportive environment.  
 3 = **Proficient:** Clearly understands the concepts underlying the component and implements it well.  
 4 = **Distinguished:** Clearly understand the concepts underlying the component and implements it with very high performance. This is the master level.

**RAPPORT**

- \_\_\_\_\_ 1. Establishes an open, caring atmosphere for the student.
- \_\_\_\_\_ 2. Is acceptant of the student and makes an honest attempt to understand the problem.
- \_\_\_\_\_ 3. Is able to put the student at ease and make him/her feel free to cooperate.
- \_\_\_\_\_ 4. Is sensitive to the needs and feelings of the student.
- \_\_\_\_\_ 5. Does not exhibit censure or value judgment of the student.

**INTERVIEWING TECHNIQUES**

- \_\_\_\_\_ 1. Is effective in directing interviews into problem areas by picking up cues and leads.
- \_\_\_\_\_ 2. Gives student plenty of time to talk. (Does not monopolize the conversation).
- \_\_\_\_\_ 3. Is effective in reflecting attitudes and feelings back to student.
- \_\_\_\_\_ 4. Employs effective uses of rephrasing to point out faulty logic.
- \_\_\_\_\_ 5. Guides student to summarize session.
- \_\_\_\_\_ 6. Is effective in meeting and discussing student’s problems with practice.

**TEST AND MEASURES**

- \_\_\_\_\_ 1. Administers tests with skill and accuracy.
- \_\_\_\_\_ 2. Is effective in interpreting test results.
- \_\_\_\_\_ 3. Is able to integrate test results and arrive at a test summary.
- \_\_\_\_\_ 4. Uses test results with proper cautions and with good judgment.
- \_\_\_\_\_ 5. Is able to put testing into the proper perspective and integrates it to the total counseling situation.
- \_\_\_\_\_ 6. Keeps appropriate records of appraisal.

**OCCUPATIONAL AND EDUCATIONAL INFORMATION**

- \_\_\_\_\_ 1. Is effective in locating appropriate occupational and educational information.
- \_\_\_\_\_ 2. Is competent in utilizing and presenting occupational information.
- \_\_\_\_\_ 3. Integrates occupational and educational information into the student’s educational and vocational plans.
- \_\_\_\_\_ 4. Is able to make curriculum and course plans and to assist students in effective course planning.
- \_\_\_\_\_ 5. Has effective working knowledge of prerequisite course requirements for various colleges.
- \_\_\_\_\_ 6. Knows the main resources in the community which might be of assistance to the student.

**REFERRAL**

- \_\_\_\_\_ 1. Is aware of referral sources.
- \_\_\_\_\_ 2. Makes effective use of referral services.
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- \_\_\_\_\_ 1. Has a good reason for the formation of groups.
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- \_\_\_\_\_ 1. Has a basic philosophy of working with students.
- \_\_\_\_\_ 2. Aware of the goals of the guidance program.
- \_\_\_\_\_ 3. Can plan a guidance testing program.
- \_\_\_\_\_ 4. Respects and maintains a good relationship with the administration.
- \_\_\_\_\_ 5. Respects and maintains a good relationship with the staff.
- \_\_\_\_\_ 6. Respects and maintains a good community relationship.

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- \_\_\_\_\_ 2. Treats student problems confidentially.
- \_\_\_\_\_ 3. Recognizes his/her competencies and limitations.
- \_\_\_\_\_ 4. Conducts self in a professional manner.
- \_\_\_\_\_ 5. Continues to take part in those activities that perpetuate professional growth.

**GENERAL PERSONALITY FACTORS**

- \_\_\_\_\_ 1. Is emotionally stable in the counseling situation.
- \_\_\_\_\_ 2. Communicates a genuine acceptance of students and associates.
- \_\_\_\_\_ 3. Is socially competent and effective in meeting and dealing with people. (Poise)
- \_\_\_\_\_ 4. Is able to utilize advice and constructive criticism.
- \_\_\_\_\_ 5. Utilizes correct and effective oral and written expression.
- \_\_\_\_\_ 6. Effectively communicates sincerity.
- \_\_\_\_\_ 7. Exhibits dependability and responsibility.
- \_\_\_\_\_ 8. Is able to integrate personality into school setting and to work effectively with faculty members and administrators.
- \_\_\_\_\_ 9. Exhibits general competency in organization and record keeping skill.
- \_\_\_\_\_ 10. Is appropriately dressed and groomed.

**NOTES:**



## Professional Dispositions Observation (School Counseling)

Candidate: \_\_\_\_\_

Candidate ID#: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

Major: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Plan of Improvement [POI]      Date POI Initiated: \_\_\_\_\_      Date POI Completed: \_\_\_\_\_

Please use the following 1 to 5 rating scale to rate the candidate in each of the following areas.  
A rating of 1 on any indicator requires a written Plan of Improvement [POI].

**Professional Dispositions:** The candidate demonstrates a belief that all students can learn, exhibits fairness in his/her actions, and demonstrates the behavior of a professional school counselor.

	1 Need-for- improvement	2 Developing Performance	3 Acceptable Performance	4 Above Average (Strong) Performance	5 Exceptional Performance	Final rating
<b>Attendance</b>	Frequently misses scheduled days without providing notification		Sometimes misses scheduled days, but provides advanced notice		Always attends according to assigned schedule and has not missed any scheduled days	
<b>Timeliness</b>	Is frequently late		Is on time in most situations, and provides notification if occasionally late.		Is always on time or appropriately early	
<b>Professional Dress and Hygiene</b>	Dresses inappropriately or has unacceptable hygiene		Dresses appropriately and has acceptable hygiene		Dresses professionally and has appropriate hygiene in all situations	
<b>Task Completion</b>	Has to be reminded to complete tasks		Completes tasks responsibly and in a timely manner		Is proactive in completing tasks	
<b>Response to Feedback</b>	Consistently responds inappropriately to feedback		Regularly responds to feedback appropriately		Frequently seeks feedback and responds by reflecting upon and integrating feedback into future acts.	
<b>Acceptance of Differences in Others</b>	Fails to accept the differences of others		Accepts most differences in others		Consistently accepts and is respectful of differences in others	
<b>Respect for Other's Perspectives</b>	Fails to consider other perspectives		Regularly demonstrates consideration of other perspectives		Consistently acknowledges and respects different perspectives	
<b>Belief that All Students Can Learn</b>	Fails to demonstrate the belief that all students can learn		Regularly demonstrates the belief that all students can learn		Consistently includes all students in learning	
<b>Fairness in the Treatment of Individuals</b>	Fails to use fair procedures in dealing with individuals		Regularly demonstrates fair and equitable treatment of individuals		Always treats individuals fairly and equitably	
<b>Reflection and Analysis of Counseling Practices</b>	Fails to reflect on counseling practices		Reflects on and analyzes counseling with regard to the whole group		Reflects on and analyzes counseling with regard to each student	
<b>Planning for Diversity of Students</b>	Fails to plan for the diversity of students		Plans sessions to meet the needs of the diversity of students		Plans and implements sessions to meet the needs of the diversity of students	



# University Supervisor Form

## School Counseling Internship – Final Grade Report

Counseling Intern’s Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Letter Grade for Internship: \_\_\_\_\_

Number of Hours Completed: \_\_\_\_\_

University Supervisor’s Name: \_\_\_\_\_

Additional Comments:

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**APPENDIX M**  
**UNIVERSITY SUPERVISOR AGREEMENT**

**UNIVERSITY SUPERVISOR AGREEMENT**  
**TRAVEL APPROVAL FORM (in University Supervisor Folder if needed)**  
**TRAVEL MILEAGE LOG (in University Supervisor Folder if needed)**



**MSU BILLINGS  
COLLEGE OF EDUCATION  
SCHOOL COUNSELING UNIVERSITY SUPERVISOR AGREEMENT**

**Site Supervisor**

**Phone Number**

**Address**

**Email**

**School Counseling Candidate**

**Semester (Fall or Spring/Year)**

I agree to guide and supervise a school counseling candidate for the semester designated above. I agree to follow the policies and procedures as outlined in the School Counseling Guidebook:

<http://www.msubillings.edu/coe/FieldExper/CounselingInternships.htm>

**Specific duties of the University Supervisor are inclusive of the following:**

Requirements include but are not limited to the following:

- Guiding and supervising school counseling candidate in school counseling activities and duties.
- Assisting school counseling candidate and site mentor in completing the Knowledge, Skills, and Abilities document.
- Completing two Site Observations per candidate.
- **Submission of evaluation scores and date to the MSUB**
  - Two (2) Progress Report: School Counseling Internship forms (MIDTERM and FINAL)
  - One (1) Dispositions Observation form
  - One (1) School Counseling Internship-Final Evaluation Report
- I understand that I will be compensated at the rate of \$250 (minus tax/retirement) per semester. If more than one School Counseling Site Mentor participates during the same semester for the same candidate, the stipend will be split equally. Said compensation will be issued under the following conditions:
  - Submission of this **School Counseling Site Mentor Agreement form**
  - Submission of **New Employee Info Forms, W-4 & I-9 forms**
  - **Submission of the Field Experience Diversity Report**

Please mail these forms to:

**MSUB – College of Education  
1500 University Drive, Billings, MT 59101.  
Attn: School Counseling**

Once materials listed above have been received, a check for \$250 (minus tax/retirement) will be mailed to you at the end of the semester.

**University Supervisor Signature**

**Date**