

SCHOOL COUNSELING INTERNSHIP GUIDEBOOK

**COLLEGE OF EDUCATION**

MONTANA STATE UNIVERSITY BILLINGS

**1500 UNIVERSITY DRIVE**

**BILLINGS, MT 59101**

**Revised January 2023**

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**COLLEGE OF EDUCATION**

**MONTANA STATE UNIVERSITY BILLINGS**

OFFICE OF THE DEAN

**1500 UNIVERSITY DRIVE**

**BILLINGS, MT 59101-0298**

**OFFICE: (406) 657-2285**

**FAX: (406) 657-2807**

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.

##### COLLEGE OF EDUCATION INITIAL CONCEPTUAL FRAMEWORK

The College of Education faculty believes that 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.

|  |  |
| --- | --- |
| **STANDARD #1****Learner Development** | 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 developmentallyappropriate and challenging learning experiences. |
| **STANDARD #2****Learning Differences** | Uses understanding of individual differences and diverse cultures and communities, particularly in Montana’s Indian Education for All, to ensure inclusive learningenvironments that enable each learner to meet high standards. |
| **STANDARD #3****Learning****Environment** | Works with others to create environments that support individual & collaborative learning, and that encourage positive social interaction, active engagement inlearning, & self-motivation. |
| **STANDARD #4****Content Knowledge** | Understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & creates learning experiences that make these aspects of thediscipline accessible & meaningful for learners to assure mastery of the content. |
| **STANDARD #5****Application of Content** | Understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related toauthentic local & global issues. |
| **STANDARD #6****Assessment** | Understands & uses multiple methods of assessment to engage learners in theirown growth, to monitor learner progress, & to guide the learner’s decision making. |
| **STANDARD #7****Planning for Instruction** | 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. |
| **STANDARD #8****Instructional Strategies** | Understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skillsto apply knowledge in meaningful ways. |
| **STANDARD #9****Professional Learning & Ethical****Practice** | 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. |
| **STANDARD #10****Leadership & Collaboration** | 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 theprofession. |

###### 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 place. 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 workdays 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](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 Exam Reminder**:

All MSU Billings school counseling candidates must take the required Praxis Professional School Counseling Exam and receive a passing score, current exam is

# 5421 with required exam 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 atjburns@msubillings.edu if you have questions. All exams are computer based and registration is via the ETS website <http://www.ets.org/> .

The Praxis exam is a requirement of the Capstone (SCOU 597) class. You will provide an exam score report for the class requirements. You **also** will be required to submit a PDF copy prior to licensing.

It is recommended that you do not save the score report electronically only but print and save a hard copy for your files. The Praxis scores are not only used for determining licensure eligibility for a recommendation but often for future employment or licensure requirements in other states when you apply. The scores are available for a limited time after they are received. To obtain a score report will require an additional payment to ETS. Currently after ten years the report is no longer available and the test must be retaken.

**Questions?? Contact:**

**Jennifer Burns, Licensure Officer**, **MSU Billings, COE, Room 262 1500 University Drive**

**Billings, MT 59101**

**Email:** jburns@msubillings.edu

**Phone: 406-657-2293**

**MSU BILLINGS COLLEGE OF EDUCATION**

STUDENT TEACHER (School Counselors) SUBSITUTE 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 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 grade

## Licensure Information and Application Directions

###### School Counseling Class 6 Montana School Counselor Specialist Licensure

Initiating the process of licensure is the candidate’s responsibility. Candidates seeking licensure must achieve **program completion** which **includes both** the completion of the Master of Education School Counseling **degree and evidence of a passing Praxis score report** for the ETS Praxis Professional School Counselor exam before a licensure recommendation can be made to Montana or any state the candidate is seeking licensure.

Montana Licensure: All applications for licensure in the state of Montana are completed on the OPI website <https://opi.mt.gov/> , in the Teach Montana (TMT) system. Candidates will begin the appropriate application and must then contact the Licensure Officer, Jennifer Burns, jburns@msubillings.edu, to allow her to complete the University Recommendation element.

Out of State Licensure: Generally, every state has some type of form that must be signed by the institution where you completed your education program. These forms typically containthe words “recommendation,” “evaluation,” or “verification.” Please send the forms to Jennifer and she will complete them and return to you or the state department as directed. Program completion is required for these to be completed. You can access other state licensure departments via the College of Education website, Licensure, Endorsement and Praxis link.

Official transcripts from MSUB for the licensure application can be obtained through the MSUB Registrar’s office, see <https://www.msubillings.edu/reg/transcripts.htm> for information. Background reports housed at MSUB cannot be shared with the Office of Public Instruction for the licensure process. Candidates must complete a new report as per the instructions indicated by OPI in their application processes.

***School Counselors K-12:*** The Praxis Professional School Counselor exam report, currently #5421 with the minimum required passing score (156) or above, 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. 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 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 the very expensive in comparison to other state licensure fees. It is also recommended that you license upon completion 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 can require additional coursework, different Praxis test and score, and the obligation to meet any new program requirements when the request for licensure is made.

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

* Complete the TMT Montana Class 6 Montana School Counselor Specialist License application; requires a debit or credit card payment for application fees.
* Contact Jennifer Burns, jburns@msubillings.edu , to complete the University Recommendation element of the application and include a PDF copy of your Praxis Score Report.
* Print the Notary Page – Sign Notary Page in front of a notary with proper ID. (If located in Billings area, Jennifer Burns is a notary along with several other MSUB campus personnel. They will provide services free of charge. Government Issued ID is required- i.e., Driver’s License, Passport for services)—after notarized upload into your application.
* Submit a new fingerprint card to the Montana Department of Justice as per the OPI, Fingerprint Background Check Instructions. ***Be sure to complete the fingerprint card exactly as specified in the OPI instructions***.
* Remember, your application will require official transcripts from **all** institutions you attended.
* You will need to complete the **OPI** “**An Introduction to Indian Education for All in Montana**” as per the OPI application instructions. Your licensure application will require you to upload the certificate received upon completion.
* All application materials and required fees must be received before OPI will evaluate your application for issuing the license. Applications left incomplete for 90 days are purged by OPI.
* All questions regarding technical difficulties during the application process must be directed to OPI Tech Support.
* The Office of Public Instruction (OPI) issues all licenses. Once an application is complete and approved in the TMT system, an educator is able to print their license. If you are currently employed by a Montana school district, this is the license you need to register with your local county superintendent.

**Approximate Degree Timeline for Licensure**

* Grades are submitted the week after finals and grades are then posted to transcripts.
* For those candidates earning a degree, the Graduation application is reviewed by MSU Billings staff, faculty, and the Registrar’s Office to confirm degree completion.
* The degree is posted on the official transcript. This typically does not begin to occur until 3-4  weeks after final grades are submitted.
* Be sure when ordering official transcripts that your order does not supersede degree posting.
* The Licensure Officer will conduct a final review for licensure eligibility and completes the University Recommendation when the candidate indicates a licensure application has begun.

**Contact Information for the Licensure Officer**

Jennifer Burns, Licensure Officer MSU Billings, COE, Rm. 262

1500 University Drive

Billings, MT, 59101

Phone: 406-657-2293

Fax: 406-657-2104

Email: jburns@msubillings.edu

Always include all names and last four digits of student ID# for information requests.

##### 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 one 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)**
* 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

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* + Progress Report: School Counseling Internship forms - 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**

**FINAL PROGRESS REPORT: SCHOOL COUNSELING INTERN**

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



###### 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:

# APPENDIX B

**PLAN OF IMPROVEMENT**

MSU BILLINGS COLLEGE OF EDUCATION PLAN FOR IMPROVEMENT

|  |  |
| --- | --- |
| **Candidate** |  |
| **Candidate ID#** |  | **Semester & Year** |  |
| **School** |  | **Grade Level(s)** |  |
| **Evaluator:****Print Name and Date** |  |

* **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.**
* **Address each area for growth, develop measurable objectives, goals, and timelines (dates) of expected improvement(s).**
* **Review the plan with the candidate, sign, and date it.**
* **If applicable, attach copies of supporting documentation, anecdotal notes, lesson plans, etc.**

**Evaluator Comments:**

**Evaluator Signature Date**

**Candidate Comments:**

**Candidate Signature Date**

# APPENDIX C

### SCHOOL COUNSELING INTERN AGREEMENT



##### COLLEGE OF EDUCATION

**SCHOOL COUNSELING INTERN AGREEMENT**

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.

**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.**

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

# 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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intern Name** |  | **Student ID #** |  |
| **Internship School** |  | **School Phone #** |  |
| **Contact Phone #** |  |
| **Intern Email Address** |  |
| **Mentor School Counselor Name** |  |
| **Mentor Email****Address** |  |
| **Mentor Phone #** |  |

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.

**Guidance Curriculum: (Approximately 50 hours):**

*(Examples: Classroom Teaching, Small Groups (2 hours each day… or… 1-2 hours every Wednesday)*

**Student Planning: (Approximately 100 hours):**

*(Examples: Academic, Career, Personal/Social (3 hours each day…or…4 hours every Friday)*

**Responsive Services: (Approximately 100 hours):**

*(Examples: Counseling, Referral (2 hours each day…or…2 hours on Monday and 4 hours on Tuesday)*

**System Support: (Approximately 50 hours):**

*(Examples: Management, Consultation (3 hours each day…or….3 hours every Thursday)*

###### 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*****(Example: Group session & schedule planning)*** |
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| **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*****(Example: Group session & schedule planning)*** |
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| **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*****(Example: Group session & schedule planning)*** |
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**TOTAL HOURS COMPLETED:**

**INTERN SIGNATURE AND DATE:**

**MENTOR SIGNATURE AND DATE:**

# APPENDIX G

### ETHICAL STANDARDS FOR SCHOOL COUNSELOR’S 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.](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) [pdf](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%20Adop](https://bpe.mt.gov/Portals/119/PDF/VariousDocs/Code%20of%20Ethics%20Adopted%20July%202016.pdf) [ted%20July%202016.pdf](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/SchoolGuidelinesChildAbusean](https://dphhs.mt.gov/Portals/85/cfsd/documents/SchoolGuidelinesChildAbuseandNeglect.pdf) [dNeglect.pdf](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**](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**](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 with 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.

**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**

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

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



###### 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:

# 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
	+ 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 with 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**