



**SCHOOL COUNSELING INTERNSHIP
GUIDEBOOK
2021-2022**

**COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
1500 UNIVERSITY DRIVE
BILLINGS, MT 59101
Revised November 2021**

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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
E-MAIL MFISHBAUGH@MSUBILLINGS.EDU

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 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.

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 developmentally appropriate 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 learning environments 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 in learning, & 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 the discipline 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 to authentic local & global issues.
STANDARD #6 Assessment	Understands & uses multiple methods of assessment to engage learners in their own 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 skills to 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 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 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
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 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 1st to June 30th 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 6-8 weeks 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, 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
 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 -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 INTERNSHIP**

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	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
Field Experience	School Counseling Internship SCOU 590, Elementary or Secondary		
Student Status	Graduate Student		
Major	School Counseling		
Identify <u>all</u> the ethnic and racial diversities of the students in your classroom or site.	African American American Indian/Alaskan Native Asian/Pacific Islander Caucasian Hispanic Other: _____ Circle all that apply.		
Indicate the identified educational needs of students in your classroom or site.	ESL/ELL Gifted & Talented SPED Speech/Language 504 Other: _____ Circle all that apply.		
I have read and completed this form. <div style="text-align: right;">_____, Mentor Counselor</div>			
(Optional) Identify the ethnicity and/or race of mentor counselor.	African American American Indian/Alaskan Native Asian/Pacific Islander Caucasian Hispanic Other: _____ 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

33

[illegible]

[illegible]

TOTAL HOURS COMPLETED: _____

INTERN SIGNATURE AND DATE: _____

MENTOR SIGNATURE AND DATE: _____

APPENDIX G

SITE MENTOR EVALUATION

School Counselor Education Program: Reflective Practitioner

School Counseling Intern/Practicum Site-Supervisor Final Evaluation

Intern: _____ ID: _____ Semester/year: _____

Site Supervisor: _____ School: _____ Date: _____

This is the final evaluation form for the culminating internship experience. By completing this internship evaluation, you provide the counselor education program with evidence of the level the program has prepared the intern to meet the Counselor Education Program Outcomes and the *Montana Board of Public Education Professional Educator Program Preparation Standards (PEPPS)*. The skills described in this evaluation are not intended to be all-inclusive. At the end of the form, please respond to the final questions.

The College of Education (COE) expects students in all programs to hold dispositions and evaluation scores at the *proficient/competent* level or higher on the **College of Education: Dispositions Continuum for Teaching & Learning Tool (attached)** and **Evaluation Tool**.

Rating Scale: Score the appropriate rating for each of the performance indicators using the following scale:

Novice	Competent	Proficient	Expert
Demonstrates behavior 25% of the time.	Demonstrates behavior 50% of the time.	Demonstrates behavior 75% of the time.	Demonstrates behavior 100% of the time.

*Technology competencies are expected to be met across all areas of school counseling, including but not limited to academic, social, emotional, and career development.



	1	2	3	4	Score
Establishing Relationships <i>PEPPS: 10.58.610</i> <i>1.e.</i> <i>CAEP: A.1.1.f</i> <i>CACREP: 2.b.d</i>	Demonstrates a process of establishing a counseling relationship w introduction but w/o structured ethical introduction (professional disclosures, confidentiality, informed consent, questions)	Demonstrates a process of establishing a counseling relationship with introduction but misses many components of a structured ethical introduction (professional disclosures, confidentiality, informed consent, questions)	Demonstrates a process of establishing a counseling relationship with introduction but misses a few components of a structured ethical introduction (professional disclosures, confidentiality, informed consent, questions)	Demonstrates a complete process of establishing a counseling relationship with a complete ethical introduction (professional disclosures, confidentiality, informed consent, questions)	
Counselor Identity <i>PEPPS: 10.58.610</i> <i>1.c, 1.d.</i> <i>CAEP: A.1.2.</i> <i>CACREP: 2.j</i> <i>1.d</i>	Demonstrates a professional identity as a school counselor at a novice level.	Demonstrate a professional identity as a school counselor at a competent level.	Demonstrate a professional identity as a school counselor at a proficient level.	Demonstrate a professional identity as a school counselor at an expert level.	
School Counselor Model <i>PEPPS: 10.58.610</i> <i>1.a.</i> <i>CAEP: A.1.1.e.</i> <i>CACREP: 1.a</i> <i>1.d</i>	Demonstrates knowledge of and is aware of school counseling models and performs/designs any parts of a program at a novice level.	Demonstrates knowledge of and is aware of school counseling models and performs/designs any parts of a program at a competent level.	Demonstrates knowledge of and is aware of school counseling models and performs/designs any parts of a program at a proficient level.	Demonstrates knowledge of and is aware of school counseling models and performs/designs any parts of a program at an expert level.	
Demonstrates the ability to use procedures for assessing and managing at risk behaviors <i>PEPPS: 10.58.610</i> <i>1.g.i.</i> <i>CAEP: A.1.1.a,</i> <i>A.1.1.b, A1.1.c</i> <i>CACREP: 2.g</i>	Demonstrates knowledge of signs of at-risk behavior and adequately assess or manage risk at a novice level.	Demonstrates knowledge of signs of signs of at-risk behavior and adequately assess or manage risk at a competent level.	Demonstrates knowledge of signs of signs of at-risk behavior and adequately assess or manages risk at a proficient level. Provides a thorough/comprehensive assessment of at-risk behavior; comprehensively manages at-risk behavior with short- and long-term goals.	Demonstrates knowledge of signs of signs of at-risk behavior and adequately assess or manages risk at an expert level. Provides a thorough/comprehensive assessment of at-risk behavior; comprehensively manages at-risk behavior with short- and long-term goals.	

Content in this evaluation was taken from Ivy & Ivey (2008); Carkhuff, (1972); and Stoltenberg, McNeill, & Delworth (1998) and LOUISIANA DEPARTMENT OF EDUCATION 1201 North Third Street/Baton Rouge, LA 70802/877.453.272 1/www.louisianabeliefs.com Louisiana Compass Performance Standards for School Leaders/Development Supported by New Leaders

Standard	1	2	3	4	Score
Career Counseling <i>PEPPS: 10.58.610</i> <i>1.d.</i> <i>(ASCA A.4)</i> ASCA: Link <i>CAEP: A.1.1.2</i> <i>CACREP: 1.c, 2.c, 3.j</i>	Addresses career issues at a novice level.	Addresses career issues at a competent level.	Addresses career issues at a proficient level.	Addresses career issues at an expert level.	
Academic Counseling <i>PEPPS: 10.58.610</i> <i>1.d.</i> <i>(ASCA A.4)</i> ASCA: Link <i>CAEP: A.1.1.2</i> <i>CACREP: 3.d</i>	Addresses academic issues at a novice level.	Addresses academic issues at a competent level.	Addresses academic issues at a proficient level.	Addresses academic issues at an expert level.	
Personal/Social Development <i>PEPPS: 10.58.610</i> <i>1.d</i> <i>(ASCA A.4)</i> ASCA: Link <i>CAEP: A.1.1.2</i> <i>CACREP: 3.h.f</i>	Addresses personal and social development issues at a novice level.	Addresses personal and social development issues at a competent level.	Addresses personal and social development issues at a proficient level.	Addresses personal and social development issues at an expert level.	
Testing and Evaluation <i>PEPPS: 10.58.610</i> <i>1.g.i.i.</i> <i>CAEP: A.1.1.a, A.1.1.b, A.1.1.c</i> <i>CACREP: 3.o</i> <i>3.n</i>	Uses testing and evaluations instruments at a novice level.	Uses testing and evaluation instruments at a competent level.	Uses testing and evaluation instruments at a proficient level.	Uses testing and evaluation instruments At an expert level.	
Refers when appropriate and makes appropriate referrals to school and/or community resources <i>PEPPS: 10.58.610</i> <i>1.f.</i> <i>CAEP: A.5.5</i> <i>CACREP: 2.k</i>	Addresses referrals at a novice level.	Addresses referrals at a competent level.	Addresses referrals at a proficient level.	Addresses referrals at an expert level.	

Standard	1	2	3	4	Score
School Counselor Advocacy <i>PEPPS: 10.58.610 1.g.v.</i> <i>CAEP: A.1.1.d</i> <i>CACREP: 2.a</i>	Demonstrates the ability to talk to people about the benefits of a school counseling program at a novice level.	Demonstrates the ability to talk to people about the benefits of a school counseling program at a competent level.	Demonstrates the ability to talk to people about the benefits of a school counseling program at a proficient level.	Demonstrates the ability to talk to people about the benefits of a school counseling program at an expert level.	
Diversity awareness w/ Individuals <i>PEPPS: 10.58.610 1.g.ix, 1.e.</i> <i>CAEP: A.1.1.f</i> <i>CACREP: 3.k</i>	Demonstrates respect for and is willing to work with students with differences at a novice level.	Demonstrates respect for and is willing to work with students with differences at a competent level.	Demonstrates respect for and is willing to work with students with differences at a proficient level.	Demonstrates respect for and is willing to work with students with differences at an expert level.	
Diversity awareness w/ groups <i>PEPPS: 10.58.610 1.e,</i> <i>CAEP: A.1.1.f</i> <i>CACREP: 3.k</i> <i>3.i</i>	Demonstrates respect for and is willing to work with groups of students with differences at a novice level.	Demonstrates respect for and is willing to work with groups of students with differences at a competent level.	Demonstrates respect for and is willing to work with groups of students with differences at a proficient level.	Demonstrates respect for and is willing to work with groups of students with differences at an expert level.	
Recognizes personal limitations <i>PEPPS: 10.58.610 1.g.viii</i> <i>CAEP: A.1.1.d</i> <i>CACREP: 2.n</i>	Demonstrates the ability to recognize limitations only after supervisor points them out.	Demonstrates the ability to recognize only obvious limitations without supervision.	Demonstrates the ability to recognize most limitations and acts appropriately.	Demonstrates the ability to recognize all limitations and acts appropriately.	
Seeks supervision when appropriate <i>PEPPS: 10.58.610 2.a.b.c.d.e.f.g.</i> <i>CAEP: A.1.1.d</i> <i>CACREP: 2.n</i>	Comes to supervision unprepared and only after prompting.	Comes to supervision willingly but unprepared.	Comes to supervision willingly and prepared.	Comes to supervision eagerly and prepared.	
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school <i>PEPPS: 10.58.610 1.g.v.</i> <i>CAEP: A.1.1.d</i> <i>CACREP: 3.i</i>	Demonstrates the ability to work with P/G at a novice level.	Demonstrates the ability to work with P/G at a competent level.	Demonstrates the ability to work with P/G at a proficient level.	Demonstrates the ability to work with P/G at an expert level.	
Observation skills <i>PEPPS: 10.58.610 1.g.ii.</i> <i>CAEP: A.1.1</i> <i>CACREP: 2.g</i>	Demonstrates observation skills and shows immediacy in response to the students at a novice level.	Demonstrates observation skills and shows immediacy in response to the students at a competent level.	Demonstrates observation skills and shows immediacy in response to the students at a proficient level.	Demonstrates observation skills and shows immediacy in response to the students at an expert level.	
Areas of Competence <i>PEPPS: 10.58.610 1.g.i, 1.iv.</i> <i>CAEP: A.1.2</i> <i>CACREP: 3.c, 2.h</i>	Demonstrates skills to counsel students at their developmental level at a novice level.	Demonstrates skills to counsel students at their developmental level at a competent level.	Demonstrates skills to counsel students at their developmental level at a proficient level.	Demonstrates skills to counsel students at their developmental level at an expert level.	
Counseling w/ Minors <i>PEPPS: 10.58.610 1.g.</i> <i>CAEP: A.1.2</i> <i>CACREP: 3.c</i>	Demonstrates student development and informs care givers appropriately at a novice level.	Understands student development and informs care givers appropriately at a competent level.	Understands student development and informs care givers appropriately at a proficient level.	Understands student development and informs care givers appropriately at an expert level.	

Standard	1	2	3	4	Score
Guidance Lesson	Demonstrates understanding of instructional outcomes and provides instructional outcomes that are aligned to the standards at a novice level.	Demonstrates understanding of instructional outcomes and provides instructional outcomes that are aligned to the standards at a competent level.	Demonstrates understanding of instructional outcomes and provides instructional outcomes that are aligned to the standards at a proficient level.	Demonstrates understanding of instructional outcomes and provides instructional outcomes that are aligned to the standards at an expert level.	
Classroom Management and Environment	Demonstrates skills to plan for positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning at a novice level.	Demonstrates skills to plan for positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning at a competent level.	Demonstrates skills to plan for positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning at a proficient level.	Demonstrates skills to plan for positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning at an expert level.	
Reflecting on Instruction	Demonstrates ability to identify aspects of their experience to reflect on (What) or how to improve future teaching practice at a novice level.	Demonstrates ability to identify aspects of their experience to reflect on (What) or how to improve future teaching practice at a competent level.	Demonstrates ability to identify aspects of their experience to reflect on (What) or how to improve future teaching practice at a proficient level.	Demonstrates ability to identify aspects of their experience to reflect on (What) or how to improve future teaching practice at an expert level.	
Reflecting on Assessment Data	Demonstrates ability to use reflection that is supported by assessment data and includes a plan to use assessment results for future instruction at a novice level.	Demonstrates ability to use reflection that is supported by assessment data and includes a plan to use assessment results for future instruction at a competent level.	Demonstrates ability to use reflection that is supported by assessment data and includes a plan to use assessment results for future instruction at a proficient level.	Demonstrates ability to use reflection that is supported by assessment data and includes a plan to use assessment results for future instruction at an expert level.	

School Counseling Intern's Signature: _____ Date: _____

Overall comments/observations:

Interns Supervisor Only: Would you recommend this intern for employment as a school counselor? Please explain.

Supervisor Signature: _____ Date: _____

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation:

Supervisor Signature: _____ Date: _____





College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

These professional dispositions have been selected by the MSU-Billings College of Education to support effective teaching/school counseling and learning. This tool features eight dispositions of professional attitudes, values, and understandings demonstrated through both verbal and non-verbal behaviors. Educational research provides evidence that these dispositions support teaching/school counseling and learning in classrooms and school communities. Each disposition is comprised of several components which are found in the following pages. For each component, descriptors are provided which range from the unacceptable to professional level. This tool is to be used by College of Education faculty and other individuals, such as P-12 personnel, College of Education staff, or university supervisors—anyone who works with MSUB teacher/school counselor candidates. Its purpose is to provide an opportunity for reflection and dialogue concerning the teacher/school counselor candidates' dispositional development. It is intended to support teacher/school counselor candidates in their trajectory toward becoming effective educators. Please note that the dispositions exist on a continuum, and it is common to demonstrate strength in one disposition while working toward growth in another. It is equally common to demonstrate strength in one component of a disposition while working toward growth in another component of the same disposition. Teacher/school counselor candidates should use this tool to guide their self-reflection and growth. This tool is a critical assessment for the MSUB College of Education Educator preparation program (EPP), and will be used to provide evidence of program effectiveness. It is also a tool for teacher/school counselor candidates to use as a method of tracking and documenting their own growth across dispositions, with support from the MSUB EPP faculty and its associates.

NOTE: If red flag behaviors or attitudes are observed, immediate action will be taken by the MSUB College of Education faculty and/or P-12 personnel.

Interpretation of Continuum:

Unacceptable: Describes attitudes, values, and understandings of a learner who has achieved little growth and proficiency in the components discussed below, and who possesses some attributes which are inappropriate or ineffective for supporting P-12 learners.

Developing: Describes attitudes, values, and understandings of someone who demonstrates growth in the components discussed below, and who is expected to continue improving in those components.

Proficient: Describe attitudes, values, and understandings of a beginning first-year teacher; this is the hope for someone about to graduate from the program.

Professional: Describes attitudes, values, and understandings of a leader or role model.

Red flags: These attitudes, values, and understandings are not on the continuum of developing in a specific disposition. Instead, they are attributes that need immediate attention.

Candidate Name:	Candidate ID Number:	Evaluator Name:	<input type="checkbox"/> University Supervisor
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College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

			<input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> Candidate
Date of Observation:	Time of Observation:	Observation Number:	<input type="checkbox"/> Junior Field <input type="checkbox"/> Graduate Practicum <input type="checkbox"/> Student Teaching/School Counseling Intern
Content Area:	School:	Grade Level:	

1. BELIEF IN POTENTIAL FOR GROWTH: Candidates hold high expectations and emphasize strengths.

Candidates understand that students, families, colleagues, and they, themselves, all have the potential to develop emotionally, socially, and intellectually. Candidates communicate high expectations for their own and their students' performance, and foster growth by emphasizing strengths rather than deficits.

Red flags: Misses chances to extend student thinking; Promotes a deficit view of students, self, or others; Fails to acknowledge or unaware of level of effort; Fails to foster growth

	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)	Score
1a: Set high expectations for success	Struggles to set expectations for success for students	Sets mixed expectations for success for students	Consistently sets high expectations for success for themselves and students	Models high expectations for success for themselves, their students, families, and their colleagues, and encourages others to do the same	
1b: Emphasized strengths and ability to grow	Verbal and nonverbal expression that students have limited capacity and potential for growth	Inconsistently expresses that students have the ability to grow	Consistently fosters growth by emphasizing strengths and expresses that all students have the ability to grow	Actively engages students in growth mindset framework	
Evidence:	Thinking about Next Steps:				

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

2. RESPECT FOR DIFFERENCE: Candidates embrace differences and model respect in their communities. Candidates recognize the broad range of backgrounds, abilities, and experiences that shape others' approaches to learning, and use that understanding to create opportunities. They can effectively and respectfully respond to people of all cultures, languages, class, race, ethnicities, religions, ages, sexual orientations, and gender in a manner that affirms and protects the dignity of every individual. These attributes are visible inside and outside of the classroom.				
Red flags: Conveys disrespect for others' views, opinions, or responsibilities; Uses judgmental language that conveys disrespect for individuals				
	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)
2a: Embraces and understand differences	Demonstrates basic awareness of differences among students, their communities, and/or cultures	Demonstrates sensitivity to and seeks to fully understand unique characteristics of students, their communities, and/or cultures	Embraces and understands differences, shows respect and sensitivity to students and colleagues, their communities, and/or cultures	Models respect and advocates for equitable treatment and expression of diverse perspectives among students, colleagues, families, communities, cultures, languages, and identities
2b: Uses understanding to create opportunities with students	Hesitant to incorporate this understanding into experiences with students	Misses opportunities to incorporate this understanding into experiences with students	Uses this understanding to create opportunities for experiences with students	Viewed as a leader for implementing a variety of culturally responsive opportunities and resources inside and outside of the classroom
2c: Engages in discussion about diverse population of learners	Hesitant to engage in discussions with colleagues about diverse populations of learners	Selectively engages in discussions with colleagues about diverse populations of learners	Engages in discussions with colleagues about diverse populations of learners	Fosters a safe environment with students and colleagues to discuss diverse populations of learners
Evidence:	Next Steps/Suggestions:			

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

3. HUMILITY: Candidates strive to learn from others.

Candidates understand that they have as much to learn as they have to teach and understand that learning is an interactive process. They approach their work with a spirit of openness and collaboration, recognizing that the best solutions to problems involve the participation and collaboration of multiple stakeholders. Because candidates fundamentally respect that parents, students, and colleagues are the authors of their own lives, they strive to understand each person's unique story by listening and observing with the thoughtful engagement of a learner.

Red flags: *Does not listen to what others are saying; Communicates indifference to colleagues', parents', and students' interests, thoughts and beliefs*

	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)	Score
3a: Engages with others to collaborate and solve problems	Hesitant to engage with others to collaborate and solve problems	Infrequently engages with others to collaborate and solve problems	Engages with others to collaborate and solve problems	Thoughtfully engages with others to collaborate and solve problems	
3b: Actively participates in conversation, understands reciprocal process of teaching and learning from one another	Hesitant to participate in conversation or listen to students and school community with an understanding that it supports development as a teacher	Misses opportunities to participate in conversation and listen to students and school community with an understanding that it supports development as a teacher	Actively participates in conversation and listens to students and school community, understanding the reciprocal process of teaching and learning from one another	Proactively seeks out and starts conversations and listens to students and school community, understanding the reciprocal process of teaching and learning from one another	

Evidence:

Next Steps/Suggestions:

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

4. PERSISTENCE: Candidates demonstrate resilience in the face of challenges. Successful professionals find ways to adapt to unexpected changes or challenges in the classroom and school community. Candidates are committed to promoting high standards of learning for their students and others, even when conditions are not optimal. <i>Red flags: Unable to initiate and/or implement different approaches to address challenges</i>				
	<u>Unacceptable(1)</u>	<u>Developing(2)</u>	<u>Proficient(3)</u>	<u>Professional(4)</u>
4a: Consistently adapts to unexpected changes or challenges	Hesitant to adapt to unexpected changes or challenges in the classroom and school community	Inconsistently adapts to unexpected changes or challenges in the classroom and school community	Consistently adapts to unexpected changes or challenges in the classroom and school community	Demonstrates flexibility and consistently adapts to unexpected changes or challenges in the classroom and school community
4b: Plans a variety of resources and techniques	Challenged to find ways to carry out activities and projects in difficult situations	Improvises ways to carry out activities and projects in difficult situations	Plans a variety of resources and techniques to carry out activities and projects in difficult situations	Viewed as a leader for implementing a variety of resources and techniques to carry out activities and projects in difficult situations
Evidence:	Next Steps/Suggestions:			

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

5. SELF-AWARENESS: Candidates reflect and examine their own perceptions and behaviors on others. Candidates understand that they learn best when engaging in introspection and reflection. They examine their relationships and interactions with students, families, and colleagues with the goal of continually improving their practice. Their self-examination includes an understanding of how their perceptions, beliefs, and verbal and non-verbal behaviors impact the classroom, school, and community.				
Red flags: <i>Unaware of how behaviors and perceptions affect others</i>				
	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)
5a: Awareness of effect of own behaviors on others	Not aware that thoughts and feelings of oneself may differ than those of others	Able to verbalize thoughts and feelings and has basic awareness of effect of self on others	Able to engage in introspection and express thoughts and feelings about awareness of effect of own behaviors on students	Able to engage in introspection and express thoughts and feelings about awareness of effect of own behaviors on students, families, and colleague
5b: Demonstrate ability to imagine and verbalize internal state of others	Inconsistently demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings)	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings)	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings) and understand how they are affecting students and the learning environment	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings) and understand how they affect the classroom, school, and community
Evidence:	Next Steps/Suggestions:			

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

6. REFLECTION: Candidates take responsibility to reflect and incorporate feedback.					
Candidates understand the importance of feedback in and learning. They engage in the process of reflection and incorporate constructive feedback with the goal of continually improving their practice.					
<i>Red flags: Makes no effort to incorporate feedback into plans; Repeatedly makes the same major mistakes previously identified; Frustrates with lack of implementation</i>					
	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)	Score
6a: Engages in reflection and acts to improve practice	Unable to reflect upon one's own practice, may exhibit defensive behavior	Engages in reflection upon one's practice and inconsistently acts on those reflections	Engages in reflection and acts to improve practice	Engages in daily reflection and acts to improve practice, recognizes sub-optimal practice as an opportunity for learning and self-improvement	
6b: Solicits feedback with intentional focus	Misses opportunities to seek feedback	Seeks selective feedback that may not address or is misaligned to the priority at the given time	Solicits constructive feedback with intentional focus for areas of improvement	Supports others to reflect and incorporate constructive feedback	
6c: Consistently adjusts practice to incorporate feedback	Temporarily or superficially adjusts practice based on feedback	Occasionally adjusts practice to incorporate feedback	Continually adjusts practice to incorporate feedback	Able to reconcile dissimilar or conflicting feedback and adjust practice continually	
Evidence:	Next Steps/Suggestions:				

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

7. HONESTY AND ETHICS: Candidates exhibit integrity and behave ethically. Candidates exhibit honesty, upholding high standards of trust, character, and integrity. They are able to adhere to policies and procedures ethically and responsibly in response to dilemmas that arise.				
Red flags: <i>Is indiscreet in sharing information about students and teachers; Conveys false or incomplete information to students and colleagues</i>				
	Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)
Score				
7a: Maintains a high standard for integrity	Attempts to interact with students and colleagues in an honest and truthful manner, may need reminders to maintain confidentiality	Communicates in an honest and forthright manner with others, speaks truthfully, usually maintains confidentiality	Maintains a high standard of integrity, saying what you mean and meaning what you say, maintains confidentiality	Models a high standard of integrity through words and actions, consistently maintains confidentiality
7b: Consistently adheres to ethical responsibilities, policies, procedures	Demonstrates basic understanding of ethical responsibilities, may need reminders to follow policies and procedures	Aware and adheres to ethical responsibilities, policies and procedures (does not intentionally disregard them)	Consistently adheres to ethical responsibilities, policies and procedures	Proactively assists others with respecting ethical responsibilities, policies and procedures
Evidence:	Next Steps/Suggestions:			

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

8. ACCOUNTABILITY: Candidates accept responsibility and follow through on tasks. Candidates assume responsibility for their own success and ownership of their actions. They understand the roles that others play as resources within the classroom and school. Candidates work to meet professional responsibilities regarding punctuality, preparedness, communication, and tasks.				
Red flags: <i>Is consistently tardy; Disorganized (e.g., chronically late); Does not follow through on promises/obligations; Makes excuses instead of taking responsibility</i>				
Unacceptable(1)	Developing(2)	Proficient(3)	Professional(4)	Score
8a: Understands roles and responsibility and uses them effectively	Identifies roles within school community but does not recognize how/when to interact with them as resources	Understands roles and responsibilities within school community but interacts with them as resources in limited ways	Understands roles and responsibilities within school community and interacts with them as resources effectively	Viewed as a leader for making connections within the school community based on strengths and responsibilities
8b: Proactively communicates with staff	Disregards need for communication with EPP and/or school staff through established channels	Inconsistently communicates (3 times or less) with EPP and/or school staff with lapses in pertinent and/or timely information	Proactively communicates with EPP and/or school staff (notifications, responses)	Coordinates and anticipates needs of EPP and/or school staff with communication
8c: Consistent attendance and punctuality	Demonstrates routine absence and lateness (5 times or more)	Inconsistent attendance and punctuality (4 times or less)	Consistent attendance and punctuality	Consistent attendance and punctuality and assumes responsibility to stay late or come in early to meet the needs of the situation
8d: Demonstrates willingness to assume responsibilities	Unreliable in taking on and/or completing tasks in a timely manner	Demonstrates willingness to assume and complete most tasks, but may need reminders or support	Demonstrates willingness to assume responsibilities and complete tasks without reminders or support	Prioritizes multiple competing demands in order to complete tasks and execute responsibilities in a timely and effective manner (takes initiative)
8e: Takes responsibility by consistently being prepared	Demonstrates unpreparedness	Demonstrates inconsistent preparedness (unprepared 3 times or less)	Takes responsibility by consistently being prepared	Takes responsibility by being prepared and proactively anticipates next steps
Evidence:		Next Steps/Suggestions:		

College of Education: Dispositions Continuum for Teaching/School Counseling & Learning Tool

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This disposition tool was originally developed by the faculty of the American Museum of Natural History Richard Gilder Graduate School Master of Arts (AMNH RGGS MAT) Program. It was shared with the University of Montana Western (UMW) Education Division, and was edited very slightly by its faculty, to adapt the tool to its program. The UMW Education Division introduced this tool to the Montana Council of Deans of Education group and MSU Billings decided to adopt it. It is grateful to the AMNH RGGS MAT Program and UMW Education Division for its generosity in sharing this tool. The following disposition instruments informed the original development of this tool: The University of Chicago Urban Teacher Education Program, Grand Canyon University College of Education, The Internal Medicine Milestone Project by the Accreditation Council for Graduate Medical Education and the American Board of Internal Medicine, and professional disposition rubrics from various teacher education programs (e.g., University of Southern California, Keene State College, University of South Florida); NCATE (2002), Stoddard (2006).

[THE AMNH RGGS MAT Program faculty acknowledges the work and feedback that shaped this process during its development; in particular, the Candidates, Mentors, and Faculty in MAT Cohorts 5 & 6 were particularly helpful. This document was revised on 7/12/2018.]

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

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.

 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



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**
 - 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

