

Supervision Manual

**SCHOOL COUNSELING
INTERNSHIP**

SCOUN-789/790

School of Education

UW-Stout

Rev. 9/2009



STOUT
UNIVERSITY OF WISCONSIN

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INTRODUCTION

Internship is the culminating activity in the training of school counseling graduate students. It consists of actual counseling experiences with clients and the integration and application of the counselor's competencies. Internship provides an opportunity for the counselor in training to utilize counseling professional skills under supervision.

Point of View

The internship experience is viewed as a tutorial form of instruction, during which time the counselor in training works closely with qualified staff members in supervisory relationships. The focus is on the "counselor as a person" with the knowledge he/she has gained in his/her didactic course work so that the counselor can learn to utilize his/her professional skills appropriately in a school and community setting.

At the beginning of the internship experience, school counselors in training will examine the practice of school counseling rather than demonstrate professional competence. Professional competence; however, is an essential and basic component required of the student before he/she performs the function of a professional school counselor. As the internship student progresses, the expectation is, that the student will demonstrate a higher level of professional competence.

In addition to the opportunity of putting into practice the counseling skills the student has acquired, internship offers the unique opportunity for the integration of practical experience and theoretical knowledge through the internship seminar. A strength of the internship experience is the development of professional counseling skills through work based training. The supervised internship gives the counselor in training the opportunity to apply counseling methodology and theories to daily school situations.

The responsibility placed upon the graduate student involved in counseling internship is paramount. In addition to the responsibility to their clients and to themselves, counselors in training also represent the university counselor preparation program. His/her actions, professionalism, and ability to function as an effective counselor are closely scrutinized by university supervisors.

RESPONSIBILITIES AND COMMITMENTS

It is UW-Stout's intention to provide School Counseling students with the best possible experience during the internship phase of their training. In order to accomplish this, it is essential that high quality institutions, capable of providing equally high quality supervision, be utilized as off-campus laboratories. It is imperative that a mutuality of understanding exists between all parties concerned: the on-site supervisor, the university staff, and the student. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the internship program.

Site Supervisor Responsibilities

1. Meet D.P.I. Standard PI 34.04.
2. Become familiar with all aspects of the UW-Stout School Counseling Program, especially the internship component.
3. Introduce the internship student to the administrators and staff of the school or agency.
4. Insure that the student is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of non-compliance to the university supervisor immediately.
5. Provide the student with the best possible facility as a base of operations.
6. Arrange for the student to gain School Counseling experiences as outlined in SSCP Form 2. Note: Since the majority of Supervised Counseling Internship students have had the pre-internship called Counseling Process Lab, they will be ready to work as professionals with group guidance activities in the classroom, individual counseling situations, and small groups.
7. Observe the students in counseling sessions and/or group guidance activities at least two times during the semester.
8. Complete the internship mid-semester and final evaluation forms which will enable the university staff to evaluate student performance and the acquisition of professional school counseling skills (SSCP Forms 6 & 7).

University Responsibilities

1. Through the UW-Stout Office of Teacher Education, the Coordinator of Clinical Placement will, assist internship students to find an appropriate site and arrange with the site supervisor to coordinate all activities.
2. Learn the philosophy, objectives, and organizational pattern of the cooperating host school.
3. Orient the students to the host schools in which they will do their internship work.

4. Acquaint the host school with the philosophy, objectives and organization of the UW-Stout School Counseling program.
5. Establish and maintain good relationships between the university and host schools.
6. Monitor student progress by telephone and site visitations (at least two per semester) with the student and site supervisor.
7. Advise students concerning problems of adjustment to their internship role.
8. Respect the observations and recommendations of the site supervisor.
9. Evaluate the effectiveness of the cooperating agencies as part of the internship team.
10. Provide adequate travel monies to maintain a travel schedule for supervision, and provide payment to on-site supervisors as per agreement for services rendered (fees and other possible honorariums will be determined by department staff, Dean of the College of Human Development and the Office of Teacher Education.)
11. Coordinate and conduct the internship seminar class.

University Faculty/Staff Internship Team Supervisory Responsibilities

If the site placement component is to be a truly systematic phase of the counseling internship, it is essential that the following process be adhered to:

1. All members of the internship team will accept and adhere to the standards set up regulating site supervision, university staff, and student participation.
2. The Office of Teacher Education Coordinator of Clinical Placement will also participate with the internship team in establishing a plan for supervision.
3. Assign internship grades based on an evaluation of the total internship experience (seminar and field experience).
4. Determine certification in accord with the other program requirements and forward to the Office of Teacher Education.

STUDENT CHECKLIST OF REQUIRED PROCESSES AND FORMS

1. Work with the UW-Stout Office of Teacher Education Coordinator of Clinical Placement concerning available placement sites and final placement in the School Supervised Counseling Internship (including all agreement forms).
2. Completion of SSCP Form 1 (personal portfolio may be required for use in providing information to potential internship site supervisors and staff).
3. Completion of the Internship Site Checklist with the site supervisor (SSCP Form 2).
4. Completion of internship plan (see SSCP Form 3) by the student in cooperation with the site supervisor. The plan consists of a written document stating how the student will participate in the experiences listed on the Internship Site Checklist. The plan needs to be completed by the second seminar or first university supervisor site visit.
5. Compile and complete a personal journal of internship experiences with daily or weekly entries (See Form SSCP 3).
6. Complete the site information (SSCP Form #9) to be turned in to the Office of Teacher Education Coordinator of Clinical Placement no later than the first seminar meeting.
7. Meet the following seminar and evaluation requirements:
 - A. Supervised School Counseling Internship Seminars
 1. Present one seminar topic which will be modeled at the first organizational meeting of Supervised Counseling Internship Seminar.
 2. Provide practical interventions/strategies to address seminar topics presented by others.
 3. Present case studies following the recommended case study format (SSCP Form 4).
 4. Share an outcome-based school counseling practice learned or generated at the student's internship site (See SSCP Form 8 for outline).
 - * Additional research and service will be assigned by the university faculty team to any internship student unable to attend internship seminar meetings.
- B. Documentation of Supervised School Counseling Internship
 1. Compile an activity log during your school internship experience. This log will be reviewed during your supervisory time with the university supervisor. This will need to be available on your site during the on-site conference with your university supervisor. A suggested basis for the log is the Counselor Activity Log (SSCP Form 5). This log should also include case notes, guidance lesson plans, and other appropriate materials.

At the completion of your Supervised Counseling Internship experience, an

Accountability Log Summary must be submitted to your university supervisor. This document is a summary of your internship experiences. Because the university calendar does not correspond with public school calendars, it may be necessary to project anticipated activities to be completed after the end of Stout's term. The Accountability Log Summary is due during evaluation week.

2. Complete a Mid-Semester Review of progress on completion of internship plan that includes a formal session with site supervisor to be reviewed by the University Supervisor during site visits or at seminars (Form SSCP 6).
3. Complete an Internship Student Final Evaluation (SSCP Form 7) during a conference with the site supervisor. This form must be submitted to the university supervisor during evaluation week.

C. Additional Considerations

1. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
2. Comply with all institutional rules and regulations in a professional manner, such as:
 - a. Confidentiality
 - b. School Hours
 - c. Building Codes
 - d. Dress and Grooming
 - e. Attendance and Absence
3. Plan and maintain a regular schedule in cooperation with the site supervisor, staff members, and administration in accord with the local school district schedule. Keep them informed of your activities.
4. Plan activities and discuss related problems and results with the site supervisor.
5. Keep on-site and university supervisors informed of problems or unique situations.
6. Alert the on-site and university supervisors if you are to be absent because of illness, bad weather, or other emergencies.

SCHOOL SUPERVISED COUNSELING INTERNSHIP
Personal Information Form

Name _____
(Last) (First)

ID _____ Sex: M _____ F _____

Are you eligible for teacher certification? Yes _____ No _____

Do you have teacher training preparation? Yes _____ No _____

If you have taught, where and when? _____

Undergraduate Training: _____

Major(s): _____ Minor(s): _____

Undergraduate Institution Attended: _____

Degree Granted: _____ Year: _____

Please write a letter to your supervisor(s) introducing yourself as a person and developing professional. Included in this letter may be your interest in school counseling, significant work and other life experiences, a description of you as a person, and other information that you consider important for your supervisor(s) to know about you.

INTERNSHIP SITE CHECKLIST

Student Name _____ Date _____

Site Supervisor _____ Site Location _____

University Supervisor _____

Please circle according to experiences that can be provided

- | | | |
|---|-----|----|
| 1. Individual Counseling..... | Yes | No |
| 2. Small Group Guidance Activities..... | Yes | No |
| 3. Classroom Guidance Activities (including careers)..... | Yes | No |
| 4. Use of Student Records..... | Yes | No |
| 5. Individual and Group Assessment (use and interpretation)..... | Yes | No |
| 6. Staff Meetings..... | Yes | No |
| 7. Parent-Teacher Conferences..... | Yes | No |
| 8. Student Referral System..... | Yes | No |
| 9. Developmental Guidance Curriculum Presentation and Development..... | Yes | No |
| 10. Individual Education Plan Team Activities..... | Yes | No |
| 11. Program Research and Evaluation Procedures..... | Yes | No |
| 12. Organization and Administration of the District and Building..... | Yes | No |
| 13. Organization and Administration of the School Counseling Program..... | Yes | No |
| 14. Parent Group Activities..... | Yes | No |
| 15. Cross-cultural Experiences..... | Yes | No |
| 16. Technology Assisted Guidance Experiences..... | Yes | No |
| 17. Pupil Services Team Activities..... | Yes | No |
| 18. Community Services Coordination..... | Yes | No |
| 19. Consultation with Teacher and Staff..... | Yes | No |
| 20. Professional Development Activities..... | Yes | No |
| 21. Other Experiences (please list):..... | Yes | No |

INTERNSHIP PLAN OUTLINE

The Internship Plan is to be developed subsequent to a meeting with your site supervisor and the completion of the INTERNSHIP SITE CHECKLIST (SSCP Form 3). The purpose of the Internship Plan is to help you organize and set meaningful goals for your internship experience within the context of the learning experiences available at your internship site. The Internship Plan (one per site) should be completed for review at the initial University Supervisor site visit or the second seminar meeting, whichever occurs first. The Internship Plan should include the following:

1. A listing of experiences available at the site(s).
2. A projection of how you and your site supervisor anticipate you will participate in these experiences during your time at the site(s).
3. A sequence or flow chart indicating when during your internship you will be participating in these experiences and what types of activities will be involved.
4. A projection of anticipated results (products or professional skill building experiences).

INTERNSHIP PERSONAL JOURNAL

Each internship student is required to keep a personal journal with entries on a daily or weekly basis to help you reflect on your perceptions of the internship experience relative to school counselor professional practice. The journal entries will help you integrate various school counselor functions with your personal skills, abilities, feelings, strengths, limitations, and orientation to the profession. Your journal entries should be available for review with your university supervisor during the site visits.

SSCP Form 4
UW-Stout Education; School
Counseling; School Psychology

CASE STUDY **(suggested form)**

I. Description of Client:

II. Description of client's presenting problem and counseling session(s):

III. Background information, (i.e., school records, family, observations, teacher reports):

IV. Plans and strategies for assistance:

Note: While ethical standards do allow consultation with co-professionals, anonymity of the client must be preserved.

WEEKLY LOG OF COUNSELOR ACTIVITIES

Counselor _____

Week of _____ to _____

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Individual counseling contacts						
Group counseling						
Classroom activities/ instruction w/teachers						
Testing, assessment, use of student records and reports						
Career/vocational guidance activities						
Pupil service team staffings						
Parent conferences						
Teacher conferences						
Conferences with supervisors, administrators, other specialists						
Referrals and collaboration with community agencies						
Multicultural experiences						
Technology Assisted Guidance activities						
Other School counseling activities						
Other (explain) *conferences, seminars, workshops						

SUMMARY LOG OF COUNSELOR ACTIVITIES

Counselor _____

Activities	Total
Individual contacts <i>(Direct Service)</i>	
Group counseling <i>(Direct Service)</i>	
Classroom activities <i>(Direct Service)</i>	
Testing, assessment, use of student records and reports <i>(Direct Service)</i>	
Career/vocational guidance activities <i>(Direct Service)</i>	
Pupil services team staffings	
Parent conferences <i>(Direct Service)</i>	
Teacher conferences	
Conferences with supervisors, administrators, other specialists	
Referrals to community agencies	
Multicultural experiences <i>(Direct Service)</i>	
Technology Assisted Guidance activities	
Guidance activities	
Other (explain) *conferences, seminars, workshops <i>(Note if</i>	

<i>Direct Service)</i>	
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Internship Evaluation Rubric: Midterm Assessment
School Counseling
University of Wisconsin—Stout

Student Name: _____

Student ID: _____

School Site: _____

Review Date: _____

Please rate the student named above on the following items of professional knowledge and skill. Please use the scale described below, remembering that students are not expected to reach practitioner level until the end of their internship experience.

Observer: Minimal knowledge and skill development are evidenced in the domain area, often due to a lack of training and experience. Training and supervision are required.

Novice: Beginning knowledge and skill development are evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Practitioner: The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

Demonstrates Professional School Counseling Program Delivery Skills		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Individual Counseling/Planning	Demonstrates facilitative interpersonal skills						
	Interprets assessment data						
	Monitors student progress						
Group Counseling	Demonstrates facilitative interpersonal skills						
	Monitors relationships between group members						
	Tracks group progress and group functioning						
Developmental Curriculum Guidance	Plans lessons with appropriate content and materials						
	Uses effective instructional strategies						
	Connects curriculum to state/national student standards						

Demonstrates Professional School Counseling Program Delivery Skills, continued		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Transition Services	Assists students/parents at educational transitions (home to school, elementary to high school, secondary to post-secondary)						
Consultation & Collaboration	Communicates effectively with staff						
	Communicates effectively with families						
	Refers to school/community resources						
System Support	Implements school-wide prevention programs						
	Participates in other school activities						

Demonstrates Knowledge of School Counseling Foundations		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Applies knowledge of child development, psychology, and counseling theory in daily practice							
Understands and supports institution's mission							
Applies knowledge of the impact of diversity on student academic, personal/social, and career development							
Advocates for individual students and for systemic change							
Applies knowledge of state and federal laws in daily practice							
Acts in accordance with professional ethical standards of the American School Counselor Association							

Demonstrates Skill in Program Management & Accountability	Observer		Novice		Initial Practitioner	
	1	2	3	4	5	6
Connects school counseling program to national standards, state standards, and needs of school						
Evaluates impact of school counseling program components and interventions						
Uses research, evaluation, and student assessment data for program planning						
Uses technology for program implementation						
Plans and uses time effectively to accomplish program goals						

Please rate the student on his/her knowledge of and skill in the Pupil Service Standards.

Pupil Service Standard					
	1	2	3	4	5
Student understands the state teacher standards.					
Student has knowledge of and skill in learning and instructional strategies.					
Student had knowledge of and skill in research.					
Student has knowledge of and skill in professional ethics and ethical behavior.					
Student has knowledge of and skills in the organization and content of effective pupil service programs.					
Student has knowledge of and skill in a wide array of intervention strategies.					
Student has knowledge of and skill in consultation and collaboration.					

Comments:

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Internship Evaluation Rubric: Final Assessment
School Counseling
University of Wisconsin—Stout

Student Name: _____

Student ID: _____

School Site: _____

Review Date: _____

Please rate the student named above on the following items of professional knowledge and skill. Please use the scale described below, remembering that students are not expected to reach practitioner level until the end of their internship experience.

Observer: Minimal knowledge and skill development are evidenced in the domain area, often due to a lack of training and experience. Training and supervision are required.

Novice: Beginning knowledge and skill development is evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Practitioner: The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

Demonstrates Professional School Counseling Program Delivery Skills		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Individual Counseling/Planning	Demonstrates facilitative interpersonal skills						
	Interprets assessment data						
	Monitors student progress						
Group Counseling	Demonstrates facilitative interpersonal skills						
	Monitors relationships between group members						
	Tracks group progress and group functioning						
Developmental Guidance Curriculum	Plans lessons with appropriate content and materials						
	Uses effective instructional strategies						
	Connects curriculum to state/national student standards						

Demonstrates Professional School Counseling Program Delivery Skills, continued		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Transition Services	Assists students/parents at educational transitions (home to school, elementary to high school, secondary to post-secondary)						
Consultation & Collaboration	Communicates effectively with staff						
	Communicates effectively with families						
	Refers to school/community resources						
System Support	Implements school-wide prevention programs						
	Participates in other school activities						

Demonstrates Knowledge of School Counseling Foundations		Observer		Novice		Initial Practitioner	
		1	2	3	4	5	6
Applies knowledge of child development, psychology, and counseling theory in daily practice							
Understands and supports institution's mission							
Applies knowledge of the impact of diversity on student academic, personal/social, and career development							
Advocates for individual students and for systemic change							
Applies knowledge of state and federal laws in daily practice							
Acts in accordance with professional ethical standards of the American School Counselor Association							

Demonstrates Skill in Program Management & Accountability	Observer		Novice		Initial Practitioner	
	1	2	3	4	5	6
Connects school counseling program to national standards, state standards, and needs of school						
Evaluates impact of school counseling program components and interventions						
Uses research, evaluation, and student assessment data for program planning						
Uses technology for program implementation						
Plans and uses time effectively to accomplish program goals						

Please rate the student on his/her knowledge of and skill in the Pupil Service Standards.

Pupil Service Standard					
	1	2	3	4	5
Student understands the state teacher standards.					
Student has knowledge of and skill in learning and instructional strategies.					
Student had knowledge of and skill in research.					
Student has knowledge of and skill in professional ethics and ethical behavior.					
Student has knowledge of and skills in the organization and content of effective pupil service programs.					
Student has knowledge of and skill in a wide array of intervention strategies.					
Student has knowledge of and skill in consultation and collaboration.					

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Comments:

This student has worked

from _____ to _____ (dates),

with _____ absences,

for a total of _____ hours.

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Disposition Review - Internship
School Counseling
UW-Stout School of Education

Student ID# _____ Date: _____

Student: _____

School Name: _____

City: _____

- 1 = Unsatisfactory:** Rarely demonstrates disposition
2 = Minimal: Occasionally demonstrates disposition
3 = Satisfactory: Usually demonstrates disposition
4 = Proficient: Consistently demonstrates disposition

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Attendance	Numerous tardies/early Departures OR 4+ absences	Several tardies/early departures OR 3 absences	Few tardies/early departures OR 2 absences	Timely and consistent presence in class/school	
Preparedness	Rarely, if ever, well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Occasionally well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Usually well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Consistently well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Occasionally demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Usually demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Consistently demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; , sets high expectations for self	
Positive Climate	Rarely, if ever, views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Occasionally views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Usually views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Consistently views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Occasionally willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates the ability to listen to people's insights, needs, & concerns; appears unable to respond either positively or thoughtfully	Occasionally demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Usually demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Clearly demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	
Cooperative & Collaborative	Rarely, if ever works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Occasionally works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Usually works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Consistently works well with others, e.g., keeps group on task; maximizes individuals' talents; evenly distributes responsibility, etc.	
Respectful	Rarely, if ever, shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Occasionally shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Consistently shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	

Unsatisfactory Level: 8-15 points (or a rating of 1 or 2 in any category)
Minimal Level: 16-23 points
Satisfactory Level: 24-31 points
Proficient Level: 32 points

TOTAL SCORE = _____

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____

PROMISING PRACTICES OUTLINE

ASCA Standard(s) to be achieved:

Activities (instructional/counseling) to help students achieve this competency: (Please attach detailed description)

Resources needed to conduct/deliver the activities (resources in the system or outside):

Partners in the process (teachers, parents, administrators, community business/human services staff):

Monitoring the outcomes (outcome indicators and results):

Supervised School Counseling Internship Information Card

Student Name (Print) _____ University Supervisor _____
Last First

I.D. Number _____ Email Address _____

Permanent Address _____

Local Address _____

Phone Number(s): Permanent () _____ Local () _____

Placement Level(s): 9 Elementary 9 Middle 9 High School

Placement Level(s): 9 Elementary 9 Middle 9 High School

Site Supervisor (1) _____

Site Supervisor (3) _____

Phone: (Site 1) () _____ School Name and Address:

Phone: (Site 3) () _____ School Name and Address:

Starting Date _____ Ending Date _____

Starting Date _____ Ending Date _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____

Placement Level(s): 9 Elementary 9 Middle 9 High School

Site Supervisor (2) _____

Phone: (Site 2) () _____ School Name and Address:

Starting Date _____ Ending Date _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____



School of Education
267 Home Economics Building
Phone: 715/232-1088 Fax: 715/232-1244

TO: All School Counseling Students

FROM: Mary Hopkins-Best, Certifying Officer
Office of Teacher Education

SUBJECT: K-12 Certification in Minnesota

To be eligible for K-12 School Counseling certification in Minnesota under the new rules, it will be necessary for you to document the completion of a series of formal observations and directed counseling experiences at each of the following levels:

- Kindergarten (K) or Primary (1-3)
- Intermediate (4-6)
- Middle (7-9)
- Senior High (10-12)

While Minnesota does not require a specified number of hours at each level, K-12 licensure (the only licensure available in Minnesota) requires experience at each level. Formal observations and directed counseling experiences may be completed as part of a required course, a Practicum, or an Internship. Documentation should be obtained when you have completed the experience.

Use the attached forms to document these experiences and submit to Debbie Hass, School of Education, Room 267, Home Economics building. The completed forms will be placed in your file in the Office of Teacher Education and a copy will be included with your application for Minnesota certification.

Applications for certification in Minnesota cannot be processed without this form.

If you have any questions, please contact me at (715)232-232-1008

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Kindergarten (K) or Primary (1-3):

Experience: _____

Hours: _____

Dates: FROM _____ **TO** _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Intermediate (4-6):

Experience: _____

Hours: _____

Dates: FROM _____ **TO** _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Middle (7-9):

Experience: _____

Hours: _____

Dates: FROM _____ **TO** _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Senior High (10-12):

Experience: _____

Hours: _____

Dates: FROM _____ **TO** _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____