Minimum Qualifications
Counselors selected as site supervisors in cooperating schools have been selected, approved, and trained by Missouri State University faculty as counselors with outstanding ability. They are fully certified professional school counselors with a minimum of three years’ experience as a professional school counselor in a Missouri public school at the level they are supervising (K-8 or 7-12).

Roles and Responsibilities
The site supervisor serves a dual function, counseling students and supervising the work of a school counseling intern. More specifically, the role of the site supervisor is summarized in the following list of activities. The supervising counselor should:

1. Become familiar with the background of the school counseling intern.
2. Plan for the initial orientation of the school counseling intern to the classrooms and the school.
3. Create an atmosphere of acceptance of the school counseling intern by the site supervisor, the students, the faculty, and the community.
4. Acquaint the school counseling intern with instructional materials.
5. Introduce the school counseling intern to classroom routines and instructional procedures.
6. Provide opportunities for observation and participation on the part of the school counseling intern in various classes and extra-curricular activities.
7. Establish a climate in which the school counseling intern may gradually develop skill in planning and continuously evaluate her/his own planning procedures.
8. Provide opportunities for the school counseling intern to test theory in practice in a variety of classroom situations.
9. Arrange the schedule for actual teaching guidance lessons by the school counseling intern.
10. Provide for the continuous evaluation of the student’s teaching/counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the school counseling intern, and a formal mid-term and final evaluation.
12. Provide opportunities for professional growth through attendance at professional and staff meetings.
13. Complete the Site Supervisor training provided by Missouri State University at least one time every three years.

14. The school counselor internship must be a carefully controlled and directed experience based on the unique abilities and capacities of the person involved. Conditions for success must be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Directed Observation and Participation; (3) Demonstration; (4) Planning; (5) Teaching Techniques; (6) Conferences; and (7) Evaluation. Below is a self-inventory checklist to provide a guideline for effective supervision.

I. Orientation and Guidance
Have I:
_____ 1. properly prepared the students in my school for the arrival of a school counseling intern?
_____ 2. had an informal get-acquainted visit with my intern?
_____ 3. introduced my intern to the persons with whom she/he will be working?
_____ 4. acquainted my intern with the school and classroom routines?
_____ 5. given my counseling intern copies of the texts and manuals with which she/he will be working?
_____ 6. acquainted my intern with files, records, and other teaching materials?
_____ 7. provided for my intern to participate in counselor meetings and activities?
_____ 8. provided a place in my office/room for my intern? (If possible, the school counseling intern should have a desk.)
_____ 11. familiarized my intern with diversity issues in the classroom, building, or community?

II. Directed Observation and Participation
Have I:
_____ 1. allowed my intern to observe me and/or other counselors and teachers for the purpose of observing teaching techniques and classroom management strategies?
_____ 2. directed my observation for definite purposes?
_____ 3. allowed my intern to participate in classroom tasks?
_____ 4. observed my intern during initial attempts at teaching guidance lessons?
_____ 5. observed whether or not students are beginning to turn to my intern for assistance?
_____ 6. allowed my intern to gradually be inducted into actual teaching?

III. Demonstration
Have I:
_____ 1. demonstrated sound teaching my methods and classroom management strategies?
_____ 2. prepared my intern for observation of demonstration lessons?
_____ 3. demonstrated a variety of teaching/learning techniques and classroom management strategies?
_____ 4. demonstrated use of teaching manuals/materials, etc?
_____ 5. demonstrated the use of technology?
_____ 6. demonstrated sound planning procedures

IV. Planning
Have I:
_____ 1. acquainted my intern with curriculum bulletins, special guides, units of work, and daily plans?
2. acquainted my intern with the overall objectives and content of the guidance lessons I will be teaching or groups I will be facilitating?

3. briefed my intern on guidance lessons that students have experienced up to this point?

4. conferenced with my intern relative to daily, long-term, and unit planning?

5. discussed individual needs and differences with my intern?

6. explained to my intern how various school resource materials may be used in planning?

7. conveyed to my intern that her/his guidance lesson plans should be approved before they are used?

8. set a specified time for my intern to turn in her/his plans before actual teaching of guidance lessons?

V. Teaching Techniques
Have I:

1. encouraged my intern to use a variety of teaching approaches?

2. encouraged my intern to relate techniques to intended learning outcomes?

3. encouraged my intern to experiment with his/her own teaching approaches?

4. conferred with my intern about their teaching style?

VI. Conferences
Have I:

1. provided a time with intern for formal weekly one hour conferences?

2. provided for frequent informal conferences?

3. discussed school policies with my school counseling intern?

4. acquainted my intern with the purpose of the conferences?

VII. Evaluation
Have I:

1. helped my intern develop self-evaluation and self-reflection abilities

2. conferred with my intern about each point on the weekly progress report and mid-term and final evaluation form?

5. completed evaluations of my intern?
VIII. School Counselor Standards

Have I discussed and demonstrated the following Missouri School Counselor Standards with my intern:

_____ Standard #1 Student Development
The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development.

_____ Standard #2 Program Implementation
The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

_____ Standard #3 Professional Relationships
The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

_____ Standard #4 Leadership and Advocacy
The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school.

_____ Standard #5 Ethical and Professional Conduct
The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Please comment below:

What areas do you see as strengths of the training student counselors receive at Missouri State University?

What suggestions do you have for improving the training that student counselors receive at Missouri State University?
Changing Placements and Removing School counseling interns from School counselor internship

**Changing a School counseling intern’s Placement**

Circumstances may arise where it is in the best interest of the school counseling intern to be removed from his/her placement because of incompatibility with the site supervisor or other unforeseen issues that could be detrimental to a positive school counselor internship experience. This decision will be made by the university supervisor in consultation with the student, building principal, coordinator of internship experiences and department head. If the decision is to remove the school counseling intern, then every attempt for another more appropriate placement will be arranged and confirmed by the university.

**Removing a School counseling intern from School counselor internship Placement**

Circumstances may arise where a school counseling intern must be removed from his/her placement because of unsatisfactory progress and performance or violation of school and/or university policies. This action may take place after consultation with the university supervisor in consultation with the student, building principal, coordinator of internship experiences and department head.

The student may have the following options depending on the decisions of the above mentioned group:

- Withdrawing from school counselor internship with a grade of “N” if the withdrawal occurs within the appropriate university time frame for no penalty.
- Receive a grade of “NP” if student does not withdraw from the course within the appropriate university time frame.
- Student may appeal the decisions of the administration and should refer to the undergraduate catalog for information. (See Academic Regulations: Grade Appeals and Academic Grievances)