A. BRIEF OVERVIEW OF AGENCY SETTING

The Missoula International School is a nonprofit, independent school in Missoula, MT, offering a unique educational opportunity for Missoula families. We provide an engaging international curriculum taught primarily in Spanish for children between the ages of 3 and 14. Founded as a language immersion preschool in 1995 and housed in a private living room, we once served only a small group of preschoolers. We have since grown and now serve more than 160 students in grades Preschool through Eighth Grade focusing on international education in a Spanish language immersion environment. MIS has a faculty comprised of twenty-five full and part-time teachers bringing professional teaching experience and multicultural backgrounds to the program.

MIS’s extraordinary faculty focuses on the educational development of each child. The MIS educational program is designed to be developmentally appropriate and academically rigorous at each grade level. All of the programs offered by MIS—preschool, primary grades and middle school—share a common goal: to inspire principled global citizens and lifelong learners. They also share small class sizes, highly skilled teachers and an educational setting that promotes human connectedness.

The heart of the Missoula International School is the collective vision that its teachers, staff, parents and students have for a better world. Each member of our school community participates in the delivery of our curriculum in a unique way, and we invite and encourage family participation at MIS.

B. DESCRIPTION OF CLIENT GROUP

MIS has 170 students from age three to age fourteen (preschool to 8th grade).

C. LEARNING OPPORTUNITIES

Currently MIS does not have a distinct student counseling component. Personal and social skills are integrated into the curricular framework we offer as an authorized IB World School. MIS was authorized by the International Baccalaureate Organization in 2008 to offer the Primary Years Program (PYP). There is a strong character education component to this curricular framework. However, as the school grows and the ages of the students grow, we increasingly see the need for a separate student counseling component. A practicum student would provide valuable insight for the development of this component.

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D. EXPECTATIONS OF STUDENTS

A practicum student would need to be innovative and independence to help MIS establish a structure and framework for a student counseling program. There is not currently a school counselor on staff, so the practicum student would not have a direct mentor at the school. However, the faculty and administration would provide much support.