



Broadway High School

Placement Description

High School – School Counseling Office

Intern or Field Placement Responsibilities/Opportunities

Your experience will vary based on the semester you are with us... different things happen in the Counseling Department in the Fall vs the Spring. However, all field placement students will find themselves quickly embraced within our office “family.” As the site supervisor, I want to work with individual students to make this experience as meaningful as possible for them. I like to tailor the experience towards their interests and what they want to achieve. For example, I’ve had some field placement students work closely with our ELL population while others were interested in helping students with self-esteem or body-image issues. I expect my field placement students to be self-starters and independent workers, to a degree. I’m happy to make resources available to them and direct them down the right path but they need to be steering their own ship!

Matthew Kinman

School Counselor

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Read about students’ experiences at this site below:



Fall 2016 – Molly Shine

For my Field Placement experience, I was fortunate enough to be placed in Rockingham County Public Schools at Broadway High School under the supervision of Mr. Matthew Kinman. Mr. Kinman is one of the three school counselors at BHS and is responsible for counseling about 380 students.

The vision statement of RCPS is as follows: Educating Today's Learner, Developing Tomorrow's Future.

The mission statement is: In Rockingham County Schools we consistently strive to provide an innovative, exceptional education that guides students to reach their highest potential both academically and as responsible citizens.

These are the overarching goals and vision of all Rockingham County Public Schools. Each school also adopts their own vision and mission statement to best suit their students and culture.

Broadway High School's vision statement is: We are many, preparing each one to impact the most, for the benefit of all.

The mission statement states: We, The Broadway Gobblers, with the support of each other, are learning to be curious explorers and fearless creators, risk takers and problem solvers, life-long learners and active collaborators, kind neighbors and responsible citizens. We respect each person. We act to keep each other safe. We each contribute to the success of the group through the accountability of the individual. We understand that our work at Broadway High School equips us to impact the world.

These two vision and mission statements have an overlapping theme and both are expressed throughout the environment and resources available to the students at Broadway High School. The Counseling Center aims to protect the individual by assuring their importance and helping them navigate through whatever may arise during their time at BHS.

The Counseling Center at Broadway is made up of six individuals, one graduate intern and myself. There are three counselors and the students they serve are broken up by last name, which is about 350-400 students per counselor. The counselor's job entails scheduling classes, counseling students on personal and academic issues, recommendation letters and resolving any disciplinary issues that may arise. The counselors have an array of responsibilities and meetings that come up throughout the school day. There is also a career coach who serves as a resource to



students about college and career planning and questions. The registrar is the go to for anything involving transfers or student enrollment, and the secretary is the welcoming face to the counseling center and answers all questions and phone calls. Finally, BHS has a graduate student intern and myself.

My opportunities at BHS varied greatly and the spectrum was very broad. Mr. Kinman provided me with the tools to develop my independence and creativity. I was able to communicate with many different students who were dealing with many different struggles. Some students needed help in navigating the college and career realm and I was able to assist them in that process while other students were battling internal conflicts and family troubles. In addition to meeting with students individually, I was invited by Mr. Kinman to sit in on mediation and other conversations with students and himself. I attended four RCPS counseling meetings where a group of about 20 counselors met to discuss county wide decisions and updates, and also the counseling and administrator meetings at BHS where conversations about specific concerns and decisions were had. I was also able to evaluate the needs of the students due to my presence in the counseling center at all times. I noticed the large amount of unhealthy relationships and was able to provide students with a pathway to begin discussing these issues. As I mentioned, the spectrum was broad and my experiences varied quite immensely, but each was a learning tool that I was able to use to grow as a counselor, student and leader.

Being selected to fulfill my field placement at Broadway High School was nothing short of a gift. My immediate impression was intimidation. There was an incredible amount of room for creativity to select any projects and to speak with any student population I wanted to. I was nervous I would not be able to find enough to do. After about a week at Broadway, I realized what a challenge this was and it began to become an exciting challenge to try to complete. I spent much of my time collaborating with the graduate intern to determine the best way to reach the students' needs. After I began embracing the creativity component, I found myself struggling with the best way to make a significant impact while at Broadway. After a few weeks, I was able to find significance through asking valuable questions to the students and being a constant presence that they could confide in if they felt they needed it. It is hard to build rapport and respect with high school students but I think by being a present face and good listener, I was able to provide advice when they needed it.

Although for the time being I am not pursuing any further education, I will take the skills I learned from my field placement experience with me in any path I choose. I was able to further develop my professionalism, confidentiality, diversity and ability to veer out of my comfort zone. Being in a professional environment two days a week where I was expected to dress, act and respond as an adult helped expand my professionalism. By being in an area different than the one I was used to at home, I was exposed to a diversity I was not familiar with. Broadway gave



me the opportunity to think more critically about external circumstances that I may have not been familiar with. This helped me grow as a person who can interact and work with people from backgrounds different than my own.

Overall, completing my field placement at Broadway High School provided me with opportunities and lessons I would have never been able to receive in a classroom setting. By being able to work with professionals and deal with real students with real problems and concerns, I was able to gain real world experience and skills that will be applicable in any profession I choose to pursue post-graduation.

Spring 2016 – Lauren Panek

My field placement experience took place at Broadway High School in Broadway, Virginia in the Rockingham County Public School District. I worked in the Counseling Office at the school under the supervision of Matt Kinman, one of the school counselors. At the school, there are three school counselors, one career coach, one registrar, and one secretary.

The Broadway High School mission statement is “We, The Broadway Gobblers, with the support of each other, are learning to be curious explorers and fearless creators, risk takers and problem solvers, life-long learners and active collaborators, kind neighbors and responsible citizens. We respect each person. We act to keep each other safe. We each contribute to the success of the group through the accountability of the individual. We understand that our work at Broadway High School equips us to impact the world.” The mission of the school was clearly demonstrated during my time at BHS. The school faculty and staff truly care about the students attending the school, and offer programs and services to the students to ensure success.

At the counseling office, services like college preparation workshops, class registration help, and scholarship information are all provided. Counselors are assigned to students based on the student’s last name, and continue to have the same students all four years that they are enrolled at BHS. The counselors offer a variety of services, such as individual and group discussions about personal issues, college preparation workshops and class registration. The career coach also handles job and college search issues in addition to conducting a Reality Town educational program for 10th graders, providing information for FAFSA, financial aid and scholarships, and setting up informational sessions about colleges and visits to campuses. There were also student assistants in the office who run notes to teachers and a graduate intern from JMU, so I also was able to build positive relationships with those individuals.

At Broadway High School, I was fortunate enough to work with many students during different opportunities. My supervisor runs a leadership club called the ACES which is based on



friendship, service, and the community. I was able to sit in on a few meetings for the club as well as interview and select new club members for the upcoming school year. I also decorated the bulletin board to promote the ACES application when students first started applying. The ACES and my supervisor coordinated an 8th grade tour day and Young Leaders Conference with 5th grade students so I assisted with those events. Prior to the YLC conference, I researched leadership articles for the 5th graders to take home and use to become future leaders in the community. Both experiences were really positive and I enjoyed being able to interact with younger students as well. Some ACES students traveled to Plains Elementary to assist with Farm to School Day, so I was able to go and help guide the elementary students around the different farm animal stations. In addition to my time spent helping the ACES, I also helped the career coach supervise a field trip to Eastern Mennonite University to explore the campus with interested students. Another opportunity I had was volunteering at the Reality Town program which demonstrated to 10th graders the realities of paying bills and full time jobs. My supervisor conducted classroom workshops for college preparation and class registration with students, so I was also fortunate enough to sit in on those workshops and answer student questions. During the semester, I was able to meet with students who were new to Broadway High School to answer their questions and make their transition to the school more seamless. In addition, I met with students who needed help in the classroom. I discussed organizational techniques and study skills to help them succeed on future tests, as well as discussed any outlying issues that might be affecting their school work and how to deal with those issues properly. I also created an “Accepted!” frame for senior students to take pictures with, which included the logo of their future college. These pictures circulated on the school TVs for students, faculty, and parents to see.

My supervisor encouraged my independence and freedom to choose projects that interested me personally. I am very interested in building high school students’ self-esteem and positive body image, so I was able to use my research for tabling at lunches. I used a trifold and quizzes to start a discussion with the general school population about body image and bring awareness to the students about pressures from family, friends, and the media. I also designed a bulletin board outside of the counseling center titled “Why let Society define YOU?..BeYOUtiful” and had inspirational quotes from celebrities on positive body image and self-talk. Finally, I designed a group discussion and workshop outline that can be used when talking with groups of students to facilitate a positive discussion on self-acceptance and building self-esteem. I created a ball toss activity with different body image and general questions to be used in group discussions and in the counseling office with other students. I was really thankful for independence to choose the projects I worked on, and really enjoyed working directly with students through tabling.



Broadway High School was a great field placement site for my first experience in a school setting. The staff in the counseling office is so friendly and welcoming, and they really made me feel like part of the BHS family. My supervisor Matt is also so laidback and incredibly supportive, so he makes for a great person to work for. He was happy to show me the ropes and was always available for guidance and to answer questions about grad school, school counseling, and life. His support and guidance allowed me to work outside of my comfort zone and try things that I never imagined. I learned how to work with high school students, confidence in front of a classroom full of students, confidentiality, how to interview others, and how to facilitate conversations with students. This experience influenced my decision to pursue a career in school counseling, specifically with high school students. I have always had a passion for working with children, but this experience has shown me that working with high school students and bettering their educational and personal lives is what I am meant to do.

Fall 2015 - Lindsey Croft

I completed my field placement at Broadway High School, which is one of the high schools in the Rockingham County Public School system. It is located in the town of Broadway which is about 20-25 minutes away from JMU. I particularly worked in the school counseling department. The counseling department has 3 counselors, a career coach, a secretary, and a registrar. My supervisor was Mr. Matt Kinman, who is one of the school counselors. He has been a counselor at Broadway High School for several years.

The vision of Broadway High School states: “We are many, preparing each one to impact the most, for the benefit of all.” The mission at the school states:

“We, The Broadway Gobblers, with the support of each other, are learning to be curious explorers and fearless creators, risk takers and problem solvers, life-long learners and active collaborators, kind neighbors and responsible citizens. We respect each person. We act to keep each other safe. We each contribute to the success of the group through the accountability of the individual. We understand that our work at Broadway High School equips us to impact the world.”

The mission of the counseling department at Broadway High School states

“The mission of the school counseling department at Broadway High School aligns with the school vision which is: Working together within a positive atmosphere to provide a foundation for lifetime learning. School counselors, as professional school advocates, will



provide a comprehensive, developmental counseling program to address that academic, career, and personal/social needs of all students. In unison with the students, staff, parents, and community members, the school counselor will facilitate a positive, supportive, and culturally sensitive program that will ensure a school community that is a safe, healthy and nurturing environment for all.”

The counseling center provides services to all of the students enrolled at Broadway High School. Each student is assigned to a counselor, dependent on their last name. The students have the same counselor during all four years of their high school career. There is also a career coach that provides services to all students in the high school. The services that are offered include career and college counseling, scheduling, individual counseling, group counseling, and peer mediation. Career counseling and college information/help is a pretty large part of the counseling center’s job. The career coach and school counselors both meet with students with concerns in these areas. The goal is to set students up for successful futures. Scheduling is also a major part of a high school counselor’s job. During certain times of the year, this takes up a lot of the counselors’ time. The counselors are also able to meet with students individually and/or in groups. Students are able to come to the counselors with a wide range of problems. The counselors at BHS are really good about having an open door policy.

During my time at Broadway High School, I was able to experience a wide variety of opportunities. Each experience showed me a different area of what is considered the job description of a school counselor. At the beginning of the semester, I sat in during ninth grade classroom presentations given by one of the counselors. Those presentations were helpful to me as a new field placement student because it was having like a crash course on BHS and their counseling department. Individual student meetings was a part of my job. I met with students that were struggling with their grades. I discussed with those students why their grades were low and how they could improve them by the end of the next grading period. Some students were very receptive to talking and my suggestions while others were not quite as receptive. I also met with many students of the senior class. We talked about their future plans for after they graduate high school. Some have goals of going to college and furthering their education while other students will enter the workforce immediately after graduation. I had the opportunity to sit in on one of the faculty/staff meetings after school one afternoon. It was a good experience to witness how all of the people at the school work together. I was also given the opportunity to attend a College Board workshop which focused on the changes to the SAT tests. The workshop was at the University of Virginia and was useful for the attending counselors. The information given at the workshop was helpful so the counselors could go back to their schools and relay the information to their students and parents. Each month, an all-county counselors meeting takes place at the school board office for all middle and high school counselors. I was able to attend a few of these meetings. The counselors came together to talk about issues affecting the whole



county as well as troubleshooting issues that are happening at individual schools. It was also a time where professional development was able to take place. For example, two women from the Department of Social Services came to one of the meetings and gave a presentation. As a field placement student, I was able to be creative and do some things on my own. I created a counseling Jenga game. The game is played like the regular game of Jenga but each block has a question written on it. After the player pulls a block from the tower, they have to answer the question from the block before placing it on top of the tower. I also was able to make my own bulletin board display which was titled “Advice to my High School Self.”

Going into the field placement experience, my future plans included becoming a high school counselor. I thought that this would be a great way to have hands-on experience with the job and to see if I could see myself being a high school counselor as a future profession. The wide variety of experiences I had were invaluable. The lessons I learned in the field were things I could not learn sitting in the desk of a classroom. After the experience, I knew I had made the right decision wanting to pursue becoming a high school counselor. I am now more excited than ever to go to graduate school and start furthering my education in this field.

Fall 2014 – Carolina Fuentes Arriaza

My field placement was at Broadway High school. The mission of the school is “working together within a positive atmosphere to provide a foundation for lifelong learning”. I was able to see this statement in action; the counseling department, along with the administration personnel, has definitely created a welcoming and positive atmosphere for their students. From the beginning, the staff warmly welcomed me and made me feel like a part of them. Matthew Kinman was my supervisor. Unlike many other school counselors, Mr. Kinman had built strong relationships with many of his students. I personally had the opportunity to observe how he interacted and advised his students. As my supervisor, he granted me an immense deal of independence, which allowed me to have a unique and personal experience. Throughout my experience at Broadway high school, I was given the opportunity to simply interact with students, but I specifically worked closely with the ELL students.

Prior to my internship, I knew I wanted to become a school counselor. One of my goals for this internship was to work with the Latino students as well as the English Language learners (ELL). Since one of the roles of a school counselor is to work in collaboration with other professionals to discuss the well-being of students, my first experience at Broadway was to witness how this collaboration takes place. My first day, I sat in a meeting with the school counselor, school psychologist, social worker, and teachers. The meeting was to review students that could possibly need some intervention plans. In this meeting, I had the opportunity to see how everyone worked together and to hear any input that they might have had. I also had the



opportunity to attend seniors' meetings. These meetings were intended to prepare students with their college applications and the financial aid process. These meetings were helpful for me because I was able to learn to conduct meetings and apply this knowledge with the ELL students that I was working with.

During this internship I also had the opportunity to collaborate with the ELL teacher. We worked together planning ELL clubs meetings and engaging activities for these students. I even had the opportunity to lead many of the ELL club meetings. For one of these meetings I planned a career exploration activity. The experience of leading these types of activities was amazing. It was very beneficial and informative for these students. In addition to leading activities for the club, I also had the opportunity to help the ELL teacher monitor those ELL students who had recently exited out of the ELL program. One way I helped the ELL teacher was to meet one-on-one with these students once a week to keep in touch with them and encourage them to seek assistance when need it. Working with these students definitely gave the opportunity to strengthening my mentoring skills. It also gave me the opportunity to establish a relationship with these students. In addition to mentoring, I was able to plan a field trip to JMU for the ELL students to help inspire them to pursue higher education. This field trip was not only a good experience for students but for me as well. I was amazed to see how helpful this field trip was for the students. It was nice to see how students approached me to ask about my process getting into college and my personal experiences at JMU.

I also had the opportunity to work with newcomers. I worked with these students every week on strengthening their English speaking skills. One of my ultimate goals was to give hope to these students and encourage them to work hard in order to acquire English proficiency skills. In doing so, I provided information about all of the available online resources out there and encouraged them to seek assistance from their counselors. Although, these students were currently placed in an intensive English program, I thought I could help by allowing them to practice their speaking skills in a non-frightening environment. Mentoring these newcomers has definitely been very rewarding for me because it gave me the opportunity to help them overcome the challenges that I once went through as an ELL student.

Overall, what I appreciate most about my placement was the trust and freedom that my supervisor gave me. I believe that this field placement has given me a head start in to my future career by helping me become more confident in my abilities to help students achieve their academic goals. My experiences at Broadway also confirmed my passion, desire to work with students and encouraged me to pursue a career in school counseling.

Spring 2014 – Jenna Nealon



The Broadway High School Counseling Department strives to go above and beyond for each of their students. The counseling center is responsible for the needs of over 1,000 students ranging from freshman to seniors in high school. The school counselors offer a variety of services for students to take advantage of. There are three counselors on staff, all of which have obtained at least a masters level education from an accredited university, that are each personally responsible for one third of the alphabet. Each counselor on staff is available for both individual and group counseling. Students can sign up in the counseling office at any time during the school day to meet with their counselor. Each member of the Broadway High School counseling staff works hard to advocate for their students to ensure they leave high school well versed socially, academically, and on the right path individually for the future. Students also have access to a career coach to aid them with post graduate plans whether it be entering the workforce or attending college.

Over the course of the semester, I was able to learn so much from each member of the counseling staff, particularly my supervisor Matt Kinman. The thing I enjoyed most about working at Broadway was how close the counseling department is. The family atmosphere immediately made me feel comfortable and at home. I never once had to hesitate to ask a question or be anything other than myself. Even the endless snow days at the start of my term did not stop me from immediately getting familiar with the students of Broadway High School. This is solely due to the counseling department's active involvement in all aspects of the school. Honestly it would be hard not to get to know students when they are constantly fluttering in and out of the counseling office. Most of the time students are not even there for official visits, they are solely there to say hi and chat with the secretaries and counselors. Students actively making social visits to the counseling office is a strong indicator of how close and comfortable the students feel with the staff. For good reason too. Whether it be a sporting event, spring musical or academic club, the counseling department does not pass up a chance to cheer on their students. Spring semester brings with it college acceptances and I can honestly say that there were some points where I thought the staff was more happy for the students that got accepted than the individual student themselves.

From shadowing Matt Kinman, I was able to see firsthand the inner workings of being a school counselor. There was no meeting or appointment I was not allowed to sit in on. As long as students said it was okay, I was free to be involved in their individual sessions. As a field placement student, I met with seniors individually to discuss their post graduate plans. This was a very unique and interesting experience for me because it was the first time I was meeting with students one on one. I was able to help answer any questions they had about the college process and even offer up advice about finding scholarships that best fit their individual needs. If students were opting not to attend college, I would offer them advice about finding a job. If at any point, I felt overwhelmed or came across a student that I felt was not on the path they needed



to be, I would give their name to Carrie Urso, the career coach on staff. Another unique opportunity I had was taking an active role in the process of selecting students to be part of an academic club ACES which Matt Kinman supervises. I handled everything ranging from organizing and scoring applications, conducting interviews and also had an active role in choosing the members that were admitted to become ACES.

Working at Broadway High School helped me develop many skills that are essential for becoming a school counselor. It taught me a lot about confidentiality and the key role it plays in earning students' trust. It also opened my eyes to the administrative aspect of being a school counselor that I had overlooked. During the spring, Broadway High School students must make their schedules for the following year. This all falls under the responsibility of the school counselor. While students can pick their classes online, the counselors are the ones that make the schedules and still have to meet with each student individually to make sure they will be on track for graduation.

There are so many opportunities for field placement students at Broadway High School. Matt Kinman and the rest of the staff do a great job of giving their field placement students the freedom and control to do what interests them, while providing the necessary resources to make sure the student succeeds in whatever direction they decide to go in! Working at Broadway High School is what made me realize that I definitely want my career path to lead me into school counseling!