



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:



Spring 2022 – Kayla OPrandy

Broadway High School Counseling Center’s mission statement: “We are many, preparing each one to impact the most, for the benefit of all. School counselors, as professional school advocates, will provide a comprehensive, developmental counseling program to address the 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 safe, healthy, and nurturing environment for all.”

At Broadway High school, they abide by this mission statement in their everyday duties. The counselors oversee all the students for various reasons, so they are always quite busy. They have four counselors, a career coach, and a secretary. Each member of the office plays an important role at the school, and they are always striving to create a positive and supportive environment for the students. They have a room that has coloring papers, beanbags, clouds in the lights, and fidget toys. This office is mainly where the interns stay but it is known as their calm room. They created this room for the students who are struggling with anxiety, stressful school day, etc., and they are able to freely come to the room and take a moment to relax and breathe before continuing with their day. The counseling office is very welcoming to the students, and they create that environment for them to feel comfortable and safe.

I worked under Matthew Kinman who is one of the counselors in the office. He would give us tasks to complete and occasionally allow us to sit in on meetings. He had us work on different assignments throughout the semester for the students, but it was up to us to figure out what specifically to do. We helped plan the Fifth Grader Leadership Conference which included making leadership sheets, organizing the activities of the day, being there to help facilitate, and support the students who were there. After the conference we worked on a college preparation guide for the seniors. We helped answer any questions they had about college including academics, food, and living in the dorms. Then he had us work on a healthy relationships module to present to the students during lunch. We created a presentation board and flyers to indicate what a healthy relationship looks like as well as red flags to look out for. After that we worked on a Mental Health Module for them to present to students throughout next semester. This includes activities and literacy on Mental Health, as well as guides for the teachers to help the students.

Something I learned while at Broadway’s Counseling center is that no student is the same and you have to approach each student accordingly. This was my first time being in a school counseling environment, so I learned a lot by observing. Broadway is a very diverse area and students come from different home lives. A lot of students also struggle with bullying and



harassment for their gender identities. Something I learned was how to approach those situations. I haven't been in high school in years, so looking from an outside perspective was new to me and allowed me observe how to guide those conversations. High School can be a time where people thrive but also struggle, so learning how to approach those situations and apply it to what I have learned in the psychology field was very interesting.

Each semester at Broadway is truly different than any others. There was always something going on, but a lot of the modules and activities we planned were up to us. Our supervisor would help when we asked but for the most part, we worked very independently. The office itself is like one big family so I always felt comfortable going to any of the other counselors. The family dynamic of the office was very welcoming and inclusive and really made my time enjoyable at Broadway. I never hesitated to ask any of the counselors for help. Each day they would stop by and chat with us about what was going on, and it really felt like they cared. That type of environment made it so easy to want to continue coming back and I never dreaded it. Something else that I really enjoyed was how independent we were able to be at Broadway because we really could use the time to work on modules that would help us learn and grow as well. For the projects, our supervisor would help guide us with the overall picture of what was wanted, but the creativity and direction of the idea was up to us. It was hard at times when there was down time where we had nothing to specifically do, but in those situations, I would just try and ask other counselors more about their duties to understand the role of a school counselor.

Working at Broadway Highschool has shown me that I do want to become a school counselor. I really enjoyed my time there and I took the time to truly be present in the moment to decide if this was the career I wanted for the rest of my life. Something that I really enjoyed is how no day is the same. Everyday there are new things happening and the counselors are constantly on their feet, and that is something I want in a future career. I don't want to just have a 9-5 job where I do the same things every day. Being at Broadway showed me that school counselors really do a lot for the students and each day is different, so I am overall pleased with my experience. I will say, working here you definitely need to be creative with ideas for the students and really take the time to take in the office and to focus on things that interest you. There is a lot of freedom in the different modules we were able to create, so definitely doing things that interested us really helped make our time at Broadway useful.

Spring 2022 – Marie Larounis

I completed my introductory field work experience at Broadway High School, in which I worked under the supervision of Mathew Kinman. Mr. Kinman is the school counseling director



at Broadway High School. Within the counseling office, there are three counselors, one career advisor, and one registrar. Overall, my fieldwork partner, Kayla, and I never worked solely with Mr. Kinman; we collaborated with the entire office. Truthfully, the counseling office at Broadway High School is that of a family, in which the environment is positive and synergic. The vision statement in the counseling office of Broadway High School is as follows, “We are many, preparing each one to impact the most, for the benefit of all” (Rockingham County Public Schools). In addition, the overall mission statement for Broadway High School 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” (Rockingham County Public Schools). These mission statements state the importance of preparation for the future in regard to learning and collaborating. To note, neither the vision statement nor the mission statement emphasize present academic grades, but rather being knowledgeable citizens for the future.

As touched upon in my problem solving paper, the staff within the counseling office at Broadway High School go beyond the term of ‘counselor.’ The counselors within the office work tirelessly to provide the best service possible for their students, and to prepare them for the future. Counselors are required to clinically support, academically advise, notice potential harm, guide towards college, among so many other important tasks. What makes the counseling office unlike any other is the diversity of problems that arise and are dealt with professionally by counselors. The counseling office is incredibly versatile in its approach towards students, as some students might enter the office with clinical issues, and others might enter with academic dilemmas. Students are able to make appointments with counselors through email, or are allowed to walk in when they need time to talk. In addition, there is a room within the counseling office named the “calm room,” in which students can enter at any point throughout the day in order to calm themselves, and enter a safe space without judgment.

While I was not able to spend much time with students in counseling sessions, I was able to see a portion of the work that counselors do behind-the-scenes in order to keep the office running smoothly. Whether it be completing paperwork, creating informative projects, or helping to facilitate events, Kayla and I worked with a variety of tasks throughout our time at Broadway High School. If I were to complete my field work experience again, I would hope to spend more time one-on-one with students. My assumption is that many students most likely feel safer in a room solely with Mr. Kinman, rather than having spectators, but I would like to experience the counseling atmosphere in regards to the clinical aspects.



Truthfully, I hope to pursue psychological research in my doctoral pursuit, so this experience in counseling provided a new outlook on the psychology world for me. I enjoy research because it provides tangible numbers and data that can provide answers to psychological questions. Counseling, as I have learned, is much less tangible, and is very interpretive. Counseling provides a large differential between sessions, which I must admit, I learned that I did not enjoy as much as research. My course in counseling at JMU though, provided assistance in the few counseling sessions that I was able to participate in. The importance of the ability to listen rather than to give advice was something that I was prepared for, but did not expect to be so difficult. I have a tendency to want to help people, so not being able to provide a solution for students was a challenge.

Kayla and I were able to do a variety of tasks for the counseling office. We helped to facilitate a conference for fifth grade students, in which they are encouraged to become leaders in their community and school. In addition, Kayla and I created a presentation about healthy relationships as a teenager, as we were told by Mr. Kinman that healthy relationships were one of the more dire problems that comes into the counseling office. Due to the location of Broadway High School, there is often an outlook of traditionalism within relationships, which can cause elements of abuse and mistreatment. Additionally, Kayla and I were able to bring in students that might have failed a course over the term in order to check in and see what services were could provide to them, if necessary. Kayla and I also revamped many of the outdated informative sheets that were within the counseling office so that more students would find them helpful.

As I mentioned previously, I thoroughly enjoyed how welcoming the Broadway High School community was, especially the counseling office. At every event, we were invited with the staff to help interpret the behind-the-scenes look of what a high school really looks like. Every time Kayla and I enter the office, we are greeted with warm faces, and staff seem to be excited that we are there to help. Truthfully, just being able to talk to Mr. Kinman was a pleasure, as he created insight on what his career truly looks like, and gave us the inside details of what being a counselor is really like on an everyday basis. It is evident that Mr. Kinman and the rest of the Broadway High School counseling office are passionate about what they do, and truly want to help all students to create a bright future for them.

Spring 2019 – Hayley Hughes (Intro Field Work)

I completed my introductory field work experience at Broadway High School, which is one of four high schools in the Rockingham County district. I worked under the supervision of Matthew Kinman, the school counseling director at Broadway. Matt, along with two additional school counselors, provide services to nearly 1,000 students within the school. There is also a



career coach in the counseling office who assists students with college and career plans, a registrar who handles transfer students and enrollment, and a secretary who keeps things flowing smoothly within the office. I was actually able to work with the other school counselors, as well as the career coach, while I was at Broadway.

The vision statement at Broadway High School is: "we are many, preparing each one to impact the most, for the benefit of all." The school's 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" (<http://bhs.rockingham.k12.va.us/mission-statement.html>). The vision and mission statements place a lot of emphasis on supporting each other so that everyone can be successful. During my time at Broadway, I have been able to clearly see their vision and mission in action. The administration, the counseling department, and the teachers all work together in order to ensure that students are given everything they need to be successful.

At Broadway High School, the school counselors have numerous responsibilities; not only do they provide academic and interpersonal counseling services to students, they also register students for classes, complete schedule changes, aid in college and scholarship application processes, and much more. The counselors also meet with teachers or parents to discuss individual student needs and they meet with the administration to discuss the school's needs as a whole. The counseling office is always open to students whenever they need assistance. A student may come in with a simple scheduling question, or they may need to sit and talk with a counselor for a while - every day in the counseling office is completely different and you never know what is going to happen next.

While at Broadway, I was fortunate enough to meet and work with an array of students. Some students only came into the office once, while others would come in almost every week. I was able to work very closely with a small handful of students by meeting with them individually nearly every week. The students I met with and mentored were struggling academically, socially, or they faced hardships within their homes. I simply talked with them, or listened to them, and offered unconditional support. With one of my students in particular, we focused on keeping her grades up and we brainstormed ways to continually improve them. Another student Matt and I worked with seemed to be facing a new struggle each time we saw her. Matt counseled her when needed, and I offered her a listening ear and unceasing support. I was also able to meet some students who were not sure of what they wanted to do following graduation. I was able to share my college experience with them and helped them think of some



careers that they may be interested in. I was also able to observe counseling sessions between the school counselors and students, and I was able to sit in on meetings between the career coach and students. I also attended meetings between the counselors and the administration, which allowed me to see the school from the administration's point of view. I am thankful for this wide range of experiences because I truly learned what it is like to work with high school students, as well as what it is like to be a part of the school system.

One of the things I enjoyed most about being at Broadway was the welcoming atmosphere and feeling of home that encompasses the counseling center. I actually graduated from Broadway High School in 2015, so while I went in with a feeling of comfort, it was accompanied by a feeling of intimidation. I knew there were many new faces at Broadway since I had been there last, so I wanted to be sure that I left a positive impression with them. I also knew there were many people there that I knew while I was a student, and I wanted them to see how much I had grown and what I was now capable of. I put a lot of pressure on myself and I remember being extremely anxious the morning of my first day; however, when I walked into the counseling office, I immediately felt relieved. Both familiar faces and new faces welcomed me and made me feel at home.

I am incredibly thankful for my experience at Broadway High School for many reasons. It was an honor to be able to go back to my high school and work with so many people that I looked up to while I was a student. Being able to work with Matt and learn from him was especially an awesome experience, because he is actually one of the people who inspired me to consider school counseling. Matt played a pivotal role in my high school career, and I want to be able to impact students' lives the way he did mine. With that being said, I went into this field work experience knowing that I was interested in school counseling, but I had no idea if it would actually be a good fit for me or not. School counseling was simply an option on a long list of career ideas at the beginning of this semester. After this field work experience, I can confidently say that I know I want to pursue school counseling.

Fall 2018 – Taylor Pacelli

The counseling center at Broadway High School abides by their mission statement: “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 counselors provide assistance with scheduling, college preparation, and emotional issues while also handling other



administrative tasks. They additionally facilitate the PSAT and organize trips to Massanutten Technical Center.

My experience at Broadway High School involved shadowing, administrative assistance, and meetings with students. I was able to observe interactions between my supervisor and students regarding scheduling, family conflicts, and future plans. I was personally able to meet with freshman and sophomores struggling with academics to identify what barriers there were and what changes should be made. I was also able to consult with seniors about college preparation, organization, and study skills to help them finish their senior year and prepare for life after graduation. I worked with the career coach to collect information on college open houses and even was able to handle some filing for the registrar.

The counseling center offers a large amount of assistance for their students despite the lack of a much needed fourth counselor. The department could benefit from more space, as there is only one extra room for student use that is also used for seminars and meetings with college representatives. It is not that large, so it cannot accommodate a larger group for meetings. I used it for meeting with students, but it was not always available. Sometimes there are social workers meeting with students in there as well.

Because each counselor is responsible for over 300 students, it is difficult to keep up with everyone who needs help. A lot of students that are struggling academically unintentionally fall by the wayside due to other pressing issues that arise on a day to day basis. I was able to contribute by meeting with some of the struggling students that my supervisor did not necessarily have time to meet with.

While the site could benefit from assistance, they did not seem to know how to accommodate me. There are limitations to what I can do and how I can get involved, but there were times when I was excluded from meetings that I could have benefitted from that I felt I should be able to shadow. I was also feeling as if I was in my supervisor's way more than I was a help. There was miscommunication and times when I seemed to be on my own to figure out what to do. I was expecting more guidance in this placement. I do not believe these issues were the fault of anyone in particular, my overall impression is that the counseling center just did not seem receptive to a field placement student.

While my experience was not what I hoped it would be, I did get to learn plenty about public school counseling and the student body. I enjoyed observing my supervisor's interactions with students. It was interesting to see some counseling strategies in practice. The counselors offer a lot of assistance in college preparation but also with career plans straight out high school



for those who are not college bound. I was also able to strengthen my interpersonal skills through imparting my knowledge during my interactions with students. I also stepped out of my comfort zone to make phone calls to local businesses for the career coach as well as local counseling services for my supervisor. In some ways the flexibility was good because I was able to be trusted with certain tasks.

I have decided that school counseling is not a career path I want to explore any further. While it was interesting learning about what all goes into school counseling, I realized that a lot of it involves aspects I am not interested in. Despite the challenges of this placement, it has been a learning experience. I know now that school counseling is not for me.

Spring 2018 – Alexis Andre

My field placement experience took place at Broadway High School. It is located in Broadway, Virginia and is a part of Rockingham County Public Schools. I was fortunate to work under the supervision of Mark Rexrode, their counseling director, and enjoyed working with Broadway's counseling department overall.

The mission of Broadway High School 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 vision statement is as follows: "We are many, preparing each one to impact the most, for the benefit of all. The counseling staff at Broadway embody both of these statements in the work they do and services that they provide to their students."

Broadway High School serves about 1,000 students in grades 9 through 12. The guidance staff is made up of three school counselors, a career coach, a registrar, and a secretary. Each guidance counselor is assigned, by alphabetical order, a caseload of a little over 300 students. The main services that school counselors perform include, but are not limited to, academic counseling; career guidance; behavior interventions; mediation services for conflict situations; class scheduling; and providing information and training resources to parents. There are also four individuals who staff the Therapeutic Day Treatment Program (TDT) located on school grounds. TDT is staffed by clinicians and offers an intensive level of mental health services to youth in school that are experiencing emotional challenges.



My supervisor, Mark Rexrode, the counseling director, is amazing at his job. I was so fortunate to have the opportunity to work under his supervision and guidance. He is exceptionally hard working, approachable, knowledgeable, and just a fun person to work with in general. He provided me with many opportunities to get involved with at Broadway and supported me at every step of the way.

Over my time at Broadway High School, I was able to experience the challenging profession of school counseling. That being said, no day was exactly the same for me at Broadway, as the scope of a school counselor's responsibilities is very broad and multifaceted. For that reason, it is difficult to explain what a typical day entails. Each day may include academic and career mentoring, of which I was an active participant. I met with students from two cohorts: students in grades 9-12 who required additional academic mentoring, lacked effective study skills, and were performing poorly in their academics; and juniors in English 11 that required college and career counseling. In addition, I participated in check-in sessions with students to provide them, along with the counseling staff, with an opportunity to review their academic progress and counseling needs. I frequently shadowed counseling sessions held by my supervisor that provided me with useful first-hand exchanges between a seasoned school counselor and the high-school student population. These exchanges sometimes involved parent conferences, and teacher-student conflict mediations.

Along with one-on-one experiences with my supervisor, I routinely attended counseling staff meetings, joined in on club meetings, specifically the Leadership Club, and assisted and independently conducted class registration, which included incoming ninth graders from the connecting middle school. I mostly enjoyed my personal interactions with students, either individually or in a group setting when speaking to a class about career choices or by leading tours of the school to transfer students. I often performed lunch duty, assisted with administrative tasks, and helped where needed. I was tasked with updating the local counseling resource directory that enriched my knowledge on the various local resources available to students and their families surrounding the high school. To meet an academic need voiced by my supervisor, I developed a Study Skills Resource Manual for use by the counseling staff and students to empower students to be accountable for their academic performance.

The Counseling Department at Broadway High School is dynamic, fast-paced, and unquestionably directed toward the improvement of each student's academic performance and emotional well-being. I leave this position with positive impressions of my supervisor and his staff. It began with a positive interview experience where Mr. Rexrode candidly expressed his need for assistance and desire to mentor a James Madison University student who aspired to work as a counselor. The counseling staff is warm, friendly, and welcoming and easily can be coined as a family. I instantly felt welcomed and an integral part of the staff at Broadway. The



staff work well together, bounce ideas off each other, support each other when necessary, and truly respect each co-worker and their opinions. Mr. Rexrode encouraged me to delve into tasks and duties that interested me, as I was always afforded the freedom to explore areas that I felt needed some attention. I was given latitude to direct my daily activities toward the tasks that I needed to accomplish with minimal direction from my supervisor. When I mentioned my desire for hands-on experiences with career counseling, my supervisor assigned me a caseload of students for career counseling, in addition to mentoring at-risk students.

The only negative impression I had was that there is limited time and resources available to the Counseling Department at Broadway which unfortunately, at times, prevents the staff from meeting the immediate and long-term needs of all students and families in a timely manner. I feel that this is not an isolated challenge at Broadway but likely affects public school systems nationwide.

I am pleasantly surprised by my passion for school counseling. I always planned for a counseling career, but directed that goal more specifically to marriage and family counseling. Prior to my field placement position at Broadway, I had not entertained the possibility for a career in the school counseling profession. I have found, though, that the need for dedicated and committed school counselors is overwhelming. I'm especially moved by the role and importance they have in the every day lives of teens during critical emotional and academic developmental years. I observed first hand through my active participation in counseling and mentoring sessions, the inner workings and complex role of class scheduling and registration, and the integration of school and office work settings. I greatly appreciate the real work experience in a school setting, which interestingly enough was not my first choice. This experience provided me with an opportunity to participate in an area of counseling that I would not have considered as part of my postgraduate path. The discovery of my passion for school counseling has led me toward my plan to apply to school counseling graduate programs this fall. I am greatly appreciative of this invaluable opportunity to work alongside some amazing professionals in the Counseling Department at Broadway High School.

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 laid back 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!