SITE SUPERVISION OF PROFESSIONAL SCHOOL COUNSELORS-IN-TRAINING: A PRACTITIONER'S CONCEPTUALIZATION

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ABSTRACT

This article presents a conceptualization of site supervision for school counselors-in-training (SCIT). This conceptualization is based on the premise that SCIT receive an experientially based internship rather than one premised solely on supervision theory. It is intended to be a tool from which counselor educators, site supervisors, and SCIT can cooperatively design and implement an internship experience which produces capable, confident, and knowledgeable professional school counselors.

The culminating preparatory experience for school counselors-in-training (SCIT) is the internship experience in which the SCIT is expected to synthesize all of the clinical training and academic course work and "become a counselor," ready and able to perform all the functions and tasks of the job. The supervised school counseling internship is arguably one of the most essential and rewarding components of the SCIT preparation (Nelson & Johnson, 1999) making the supervision relationship one of the most important. Supervision entails a unique professional relationship between a university supervisor, a practicing school counselor, and the SCIT. It is a relationship that evolves and revolves around and from the beliefs, values, attitudes, skills, and motivation of each person involved in the encounter. The energy given to the development of effective supervision in the school counseling field is burgeoning as evidenced by the recent advent of related work (e.g., Miller & Dollarhide, 2006; Murphy & Kaffenberger, 2007; Paisley, Bailey, Ziomek-Daigle, & Getch, 2007; Studer, 2005; Studer & Oberman, 2006). Counselor educators have recognized the need and desire of the practicing school counselor to receive guidance in providing supervision to the SCIT and have stepped up to provide options with which to supervise, train, and guide.

Supervision, which has emerged as a distinct specialty area, is the most heavily used tool in the helping profession (Haynes, Corey, & Moulton, 2003). Traditionally, a supervisor's clinical experience sufficed as preparation for the tasks of supervision (Bernard & Goodyear, 2004), and the lack of formal training for supervisors was characterized as the "dirty little secret" (Hoffman, 1994, p. 25) in the mental health profession and deemed an unethical practice. School counselor education programs affiliating themselves with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) require programs to provide training for their site supervisors (CACREP, 2001). Given the limitations of time and resources, the question of how best to train and offer support still looms large. As a former school counselor who identifies more as practitioner than theorist, the process of providing supervision to the SCIT is one which guides the individual through a series of experiences which intersect to form a comprehensive program. By creating a mentor-mentee relationship with the SCIT, the site supervisor can work collaboratively with both the SCIT and the university supervisor to create a meaningful and intentional experience. It is the purpose of this article to offer an experiential approach to site supervision in schools which defines the essence of what professional school counselors do daily in terms of their experiences

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and how these experiences simultaneously form cohesive, comprehensive, and effective school counseling programs.

Essential Considerations of Supervision

At some point in their training, all SCIT will be supervised, and many of them will in turn become supervisors. For this simple reason, supervision has evolved into a separate and distinct field of study; one that is self-regulating and encourages a lifelong involvement and a commitment to quality. School counseling supervision may be defined as a process in which an experienced and competent counselor observes, provides guidance, and evaluates the professional development of a counselor-in-training as he or she participates in an internship experience. Supervision is "teaching that occurs in the context of practice and provides a bridge between campus and clinic" (Bernard & Goodyear, 2004, p. 2). There is indeed a teaching component to the supervision process, but there is much more. The supervision process comprises a dual function: 1) to facilitate the professional development of both practicing school counselors and counselors-in-training, and 2) to monitor the welfare of the client. This task requires a balancing of interests on the part of the supervisor whose primary aim is to facilitate the availability of varied experiences required by the SCIT to become a fully functioning professional school counselor (Haynes et al., 2003). It is not an equal relationship; typically, it is hierarchical and contains an evaluative component. The success of supervision relies primarily on the supervisor style and SCIT motivation rather than the progress of the client (Ladany, Marotta & Muse-Burke, 2001).

The Association for Counselor Education and Supervision (ACES) identifies supervisor competencies used in counselor education programs in the *Standards for Counseling Supervisors* (ACES, 1990). The standards describe the knowledge competencies and personal traits that characterize effective supervisors. Borders, Bernard, Dye, Fong, Henderson, and Nance (1991) characterized seven distinct competency areas: models of supervision; counselor development; supervision methods and techniques; supervisory relationship; ethical and legal issues; evaluation; and executive skills. Personal experience indicates the area of greatest concern for site supervisors is their competency related to methods and techniques. The key to an effective supervisory experience, and thus perceived supervisor competence, is believed to be a combination of the approach the supervisor takes and his or her distinctive manner of responding to the intern (Bernard & Goodyear, 2004;

Friedlander & Ward, 1984; Holloway, 1995; Ladany et al., 2001; Ladany, Walker, & Melincoff, 2001).

Borders and Brown (2005) identify seven factors which influence a site supervisor's choice of intervention. These choices are based on 1) the supervisor's preferences, 2) the SCIT's experience and developmental level, 3) the SCIT's learning style, 4) the SCIT's learning goals, 5) the supervisor's goals for the SCIT, 6) the supervisor's personal learning goals for the supervisory experience, and 7) contextual factors (e.g., physical setting, available technology, etc.). Giving additional consideration to exploring the issue of supervisor preferences, Borders and Brown note the importance the influence a supervisor's worldview and theoretical orientation has on intervention choices. In order to help supervisors further explore their preferences and orientation, they offer two objective measures, the Supervisor Emphasis Rating Form – Revised (SERF-R, Lanning & Freemen, 1994) and the Supervisory Styles Inventory (SSI, Friedlander & Ward, 1984). The exploration and discussion of worldviews, preferences, and beliefs provide both the supervisor and SCIT a foundation from which to operationalize the internship experience. The remaining factors which influence choice of intervention are more readily discussed and integrated allowing focus on specific techniques deemed beneficial to the process (Borders & Brown).

Though the focus is different, supervision uses many of the same attending skills used in counseling such as the six stages of empathy, active listening, respect, and challenging (Haynes et al., 2003). Verbal exchange and direct observation are the most commonly used techniques (Bernard & Goodyear, 2004; Haynes et al.). While direct observation is not always possible, it is quite valuable to view a counseling session on videotape or even listen to an audiotape; the ability to see nonverbal communication provides insight into the motives of all parties (Borders & Brown, 2005). Borders and Brown also include discussion on microtraining, self-report, Interpersonal Process Recall (IPR), and role-playing.

Verbal exchange allows great liberty in helping SCIT comprehend their own actions and reactions as the supervisor makes observations or asks a few well-timed questions designed to stimulate and challenge. Creating a bit of cognitive dissonance for the SCIT may initiate the discovery of a new perspective on a student's behavior or of the SCIT themselves. Borders (2001) explains the intervention by stating: "Questions, sometimes paired with interpretations, seem to provide the critical challenges in supervision, especially when balanced by supportive reflective statements" (p. 426).

Of extreme importance in supervision is the function of modeling. Borders' (2001) words continue to inspire as they remind all professionals that even though supervisors deliberately model skills and techniques, all actions on the part of the supervisor become professional examples. Borders clarifies that modeling includes large actions such as supervisor's attitudes about clients and their situations, and smaller actions such as being on time and being prepared. SCIT learn the language and methods of school counseling from their supervisors and may in turn carry them into counseling sessions and consultations. Words are powerful, actions perhaps even more so.

Feedback seems a highly underrated supervisory technique that is used most commonly, yet has received little attention concerning its value and use (Bernard & Goodyear, 2004; Larson, Day, Springer, Clark, & Vogel, 2003). Cited as the central activity of supervision (Bernard & Goodyear), feedback provided by the supervisor needs to be intentional and directly related to the SCIT behavior, cognition, or affect. Larson et al. indicates there is some evidence that negative and positive feedback affects counseling self-efficacy. Intuition concurs with the idea that how supervisors speak to and with SCIT is highly influential in how SCIT in turn communicate with their students. SCIT need to hear supportive comments about their work as well as constructive feedback regarding their application of skills and technique (Borders & Brown, 2005).

Application of a Developmental Supervision Strategy

Considerable work has been done in an attempt to define what supervision is and the different forms it may take. Along with acknowledging the complexity of human behavior comes the recognition that no one model of supervision can explain the learning process more accurately or adequately than any other (Ladany, Ellis, & Friedlander, 1999). No one theory can fully anticipate and resolve each and every issue in a supervisory situation, and in all probability, most supervisors tend to work from more than just one model, just as they tend to draw on different approaches (Borders & Brown, 2005; Loganbill, Hardy, & Delworth, 1982). Interestingly, Holloway (1992, 1987) posited that common factors in supervision models such as working alliance and supervisory style played a more significant role in effective supervision outcomes than the reliance on any specific approach or technique, but allowed that most supervisors resonated with and worked from one particular supervision theory. Considering the population in schools and the empirical support of developmental

supervision models (Holloway 1992; Stoltenberg, McNeill, & Crethar, 1994; Watkins, 1995), utilizing a developmental strategy with the SCIT can translate into greater capability and cohesion.

Developmental models of supervision contend that the goal of supervision is to enable supervisees to proceed through a progression of developmental levels as they establish their own counselor identity and a more internal locus of control regarding the process (Loganbill et al., 1982; Stoltenberg & Delworth, 1987). Of the developmental models, the one that seems the most complimentary to an experiential approach is the integrated developmental model (IDM) (Stoltenberg, McNeill, & Delworth, 1998). Based on 10 years of research, this model describes three levels of supervisee development and the corresponding role of the supervisor for each level. As with the human development stages, the supervisee doesn't move directly from one level to the next, but may be strong in some areas and attain the characteristics of levels two or three, yet remain at a level one in other ways. Generally, level one supervisees are entry-level counselors, lacking confidence and skill and who require more structure and direction from the supervisor. Level two supervisees begin to feel more confident and start relying on their own abilities, requiring the supervisor to focus more on process and personal issues. In level three, supervisees provide most of the structure in supervision, while the supervisor becomes more collegial and acts more as a consultant. Stoltenberg et al. identify eight specific domains of supervision practice in which to assess the developmental level of the supervisee: intervention skill competencies, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment plans and goals, and professional ethics.

Accompanying the three developmental levels and the eight domains are three structures which function to trace the progress of the supervisee through the levels of each domain (Bernard & Goodyear, 2004). The three structures are: 1) the supervisee's awareness of self and others, 2) motivation toward the development process, and 3) the amount of dependency or autonomy displayed by the supervisee. These structures help measure the competence of the supervisee and inform the supervisor of how much or how little to instruct, provide structure, or consult with the supervisee (Stoltenberg et al., 1998).

Development-in-Context

Development occurs in an evolving, devolving and revolving manner. It is not a linear path from inexpe-

rienced to master counselor or supervisor. The development of a supervisee (and a supervisor) must be taken in context with the environment in which the supervision takes place, the worldview, and personal attributes of those involved in the process including the client (Ibrahim, 1991), along with the myriad of external forces such as the governing bodies and licensing agencies that influence all of the above (Haynes et al., 2003). Supervision is a shared creation and a shared responsibility.

A supervisor must be accountable for the influences of his or her experiences, past and present, that impact the supervisory experience. Personal identity, belief systems, and eventually, a life course are created through the interaction of the physical, social, political, and economic environments (Herr, 2004). The social, ecological, and political environment in which we live, train, and work impacts the direction and flow of SCIT progress toward efficacy (Conyne & Bemak, 2004). Therefore, if "behavior is a function of a person's interacting with environments" (Wilson, 2004, ¶ 1), then an intentional and ongoing ecological assessment (a review of all of the influences in a person's life) is vital for both supervisors and the SCIT. Concurrently, the supervisors and the SCIT must be clear regarding their knowledge and comfort level in being or becoming multiculturally competent as well as in their roles as advocates and promoters of social justice.

Applying a developmental supervision strategy which incorporates the ecological and multicultural contexts of the supervisor, SCIT, and the students encourages a big picture perspective of what is taking place as supervision progresses (Brown & Landrum-Brown, 1995). Counselor educators and site supervisors are the gatekeepers to the profession and must, therefore, be aware of and be able to address issues of race, gender, ableness, socioeconomic status, and other contextual factors that impact beliefs, attitudes, and behaviors. The concerns for continuing cultural competence and cross-cultural considerations should be ever present in the supervisory process from the initial exchanges to the final evaluation (Brown & Landrum-Brown).

A Practitioner's Conceptualization of Site Supervision

In my role as both a site supervisor and then faculty supervisor, I have struggled in terms of how to muster the time, energy, and strategy that would meet the needs of the SCIT, the students, and the goals of internship. The trainings I attended identified applicable models of supervision, however, these models felt disconnected from the realities of the school environment and the daily expectations of the school counselor's role in that environment. They lacked the context which defines so much of what professional school counselors do and how they do it. From this perspective evolved a conceptualization of how to work with SCIT which includes the variety of daily interactions with parents, administrators, teachers, and students, incorporates a basic vision for what professional school counselors do, and fosters an aptitude and appreciation for building a comprehensive developmental program.

Four Areas of Experience

To support the need for a well designed and implemented field based experience, the site supervisor can collaborate with the SCIT to create opportunities to gain experience in these four overarching areas: 1) building comprehensive programs, 2) constructing relationships, 3) cultivating resources, and 4) incorporating cultural competence and advocacy. These areas of experience as visualized in Figure 1 represent the basic areas of competence in which SCIT must gain experience and confidence. Figure 1 is also representative of the interrelatedness of all the tasks school counselors perform; when one area is neglected, the other areas simply cannot function as effectively. Each area breaks down into components of knowledge and direction which must be made part of the SCIT experience in order to offer a realistic representation of what professional school counselors must be prepared to do. Table 1 demonstrates how each area of experience is broken down into integral components. Table 2 offers ideas of specific activities on which site supervisors and SCIT may choose to collaborate.

Comprehensive programs. This area of experience focuses on providing the SCIT with a grounding in the "how to" of designing and implementing a developmental guidance curriculum as outlined in the ASCA National Model. Divided into two competency components, the domain areas of student competency and the components of the ASCA National Model, this area encompasses the experiences necessary to create a developmental comprehensive program based on student, school, and community needs. For example, by helping SCIT to administer a needs assessment, then create and implement programming based on those identified needs (or other disaggregated data such as attendance or low scores in freshman science), the SCIT gains valuable experience applying the skills and aptitude to determine essential and effectual program elements. These types of collaboration also create a win-win scenario for the SCIT, the site supervisor, and the

university supervisor. The data which is generated from these experiences can be used to convey the potential effectiveness of the program to the stakeholders. As for the SCIT, the experience of implementing a new program component is critical in terms of learning to manage relevant curricula and evaluate its potential effectiveness. Ideally, the SCIT needs to experience curriculum development in each of the domain areas of the national standards. Ultimately, the essence of this experience is to focus the SCIT attention on the components which comprise a developmental comprehensive program and guide their efforts to evaluate and modify it appropriately given the needs of the school and its community. Therefore, specific knowledge of the ASCA National Model, its vision and mission, is essential.

Constructing relationships. A large part of what professional school counselors do every day is to form relationships between themselves and others (also known as the stakeholders) as well as facilitate effective communication between the stakeholders themselves such as student to parent, teacher to student, and teacher to parent. The components of consultation and collaboration are identified within this area of experience and are essential to effective school counseling. SCIT, with guidance and support from their site supervisor, must initiate opportunities to spend time learning about the school climate and its impact on students, teachers, and administrators. In order to help facilitate these school relationships, the school counselor can assign a small caseload of students to the SCIT. The SCIT would be required to meet regularly with the students, consult with both teachers and parents, and inform the administrator of their functioning within the school. Expecting SCIT to attend school board meetings and other community sponsored events dealing with youth are also within the realm of the school counseling internship experience. Given the effectiveness of developmental comprehensive programming is based on data and effective practices, it is in the best interest of all professional school counselors to learn the language of those who make the decisions concerning what happens in schools and how children and adolescents are impacted by those decisions. It is in this fashion that professional school counselors demonstrate their effectiveness and that of their program.

Cultivating resources. There are advantages and disadvantages for professional school counselors as they perform their multiple roles and responsibilities. It is a distinct advantage to have the clients (students and their parents) readily available as the school setting allows, yet the shear numbers create the disadvantage of not having the time to know and serve each individually. Practicing school counselors know that 5, 10, or 15 minute sessions are the norm and 50 minute sessions the rarity. Consequently, the need to know who else is capable of providing clients with the services they need becomes imperative. Being aware of which resources are available and how to access those resources is invaluable. This conceptualization identifies resources in terms of agencies, or those institutions funded by local, state, or federal monies such as the Georgia Division of Family and Children Services (DFCS) and The Emergency Food Assistance Program (TEFAP), and non-profit agencies such as the Lions Club whose local chapters may offer free or reduced fee eye exams and glasses to qualifying minors and other volunteer service organizations. Each community has unique resources, so it is incumbent upon the school counselor, and a task related to internship, not only to identify which resources are accessible, but to cultivate that accessibility at the local, state, national and international levels.

Cultural competence and advocacy. Continuous and required attention must be given to the development of SCIT multicultural competence and their advocacy skills. The counseling program gauges the "affective pulse" of the school, and within that pulse is the level of acceptance and support students perceive. As SCIT hone clinical skills and earn the required client contact time, the supervisor must consistently bring the issue of cultural competence into the supervisor-supervisee relationship. SCIT must also gain experience in cultural competence with relation to school climate. SCIT will gain a greater sense of the degree of social justice within the school, can design advocacy projects, and foster attitudes toward that end by asking questions similar to the following: How do students and staff define and demonstrate respect? Is there evidence of multicultural competence in the building? Are students of color and of poverty in the Advanced Placement or other honor courses? What if any significance is placed on school-community connections? How are parents and other caregivers included in school decision-making? Is the school discipline policy punitive or preventative? Which student organizations are most valued?

Experience indicates that some students require professional counseling skills and training more than others. Those least able to advocate for themselves have a higher priority in terms of a counselor's time and energy. Students whose caregivers are financially or socially privileged may, in reality, not receive the same individualized time and attention as less privileged or able students. Empowering SCIT to look at school

policies, teacher attitudes, and student behaviors with regard to the tenants of social justice and how all students are being served is an essential growth experience.

School Counselor Ethics, Evaluation, and Executive Skills

Ethical and Legal Issues

Balancing the rights of clients, the rights and responsibilities of supervisees, and the responsibilities of supervisors and supervisees to their clients is at the core of the ethical issues confronting supervisors (Bernard & Goodyear, 2004). Clarifying this concept with the supervisee at the beginning of the relationship is critical so that the supervisee can be "invited to express expectations, empowered to make decisions, and become an active participant in the supervisory process" (Haynes et al., 2003, p. 153).

Campbell (2000) identifies two main areas of concern for supervisors: 1) the supervisory relationship, and 2) the supervisee's actions with the client. Focusing on the supervisory relationship, Campbell explains that supervisors and supervisees need to understand that most ethical and legal dilemmas stem from the problems resulting from dual relationships. Any kind of relationship that is exploitive or harmful to the supervisor-supervisee relationship is to be avoided. Even the evolution of a personal friendship can create an ethical quandary.

The ethical guidelines of the American Counseling Association (ACA, 1995) and the *ACES Ethical Guidelines for Counseling Supervisors* (1993) clearly establish that the supervisee should be made aware of the hierarchical structure of the supervisory relationship, and that the potential for harm exists. Again, the competent supervisor acknowledges the challenges of supervision with regards to supervisor/supervisee competencies, issues of due process, confidentiality, evaluation, and vicarious liability and in that vein conveys the importance of these ethical considerations to the supervisee. Kitchener (1984) suggests that counseling professionals rely on the ethical principles of autonomy, beneficence, nonmaleficence, fidelity, and justice as the basis for making ethical decisions. Sounds like a good idea.

Evaluation

Evaluating supervisees is another challenging undertaking for supervisors. Supervisors have the ethical responsibility to provide honest, critical feedback based on the knowledge of what specifically the supervisee is doing with the client (Borders, 2001). As part of the

initial phase of forming the supervisory relationship supervisors should initiate a discussion of the goals and outcomes for the supervisee in order to identify criteria for evaluation. Differing programs may choose to emphasize particular counseling skills and competencies, and each supervisee will have differing strengths and growth edges that need to be considered (Haynes et al., 2003). Regardless of the specific criteria to be evaluated, the process should be well defined so that confusion and frustration may be minimized.

Ultimately, the purpose of evaluation is to empower SCIT to gain a level of professional confidence and autonomy allowing them to self-supervise (Haynes et al., 2003). The ability to assess one's own strengths and weaknesses, to recognize when personal issues are interfering with the counseling relationship, and to know when to seek consultation is the "hallmark" of a competent counselor. The supervisor must also be open to receiving feedback, both formal and informal, regarding his or her performance. Because each supervisory situation is unique, carrying its own dynamic process, each opportunity to supervise presents unique challenges and professional growth opportunities for the supervisor. Haynes et al. suggest topics on which supervisors can welcome feedback and evaluation including: supervisor availability, communication skills, cultural competence, ethical and legal knowledge, professionalism, responsiveness to supervisee's needs and ideas, supportiveness, and use of supervision interventions. The supervisor must also display the qualities of self-evaluation that he or she wishes to encourage in the supervisee.

Executive Skill

Evaluation may be labeled as the most cumbersome of the administrative tasks, however, the chronicling of the supervisee's growth and development is an invaluable tool. Other administrative tasks that aid in creating a consistent and functioning working alliance with the supervisee are keeping accurate records of supervision sessions, having good time management and organizational skills, and demonstrating the ability to effectively monitor the supervisory process and adjust to the needs of the supervisee (Bernard & Goodyear, 2004; Campbell, 2000). In addition, having a supervision plan that outlines the goals and expectations will serve to minimize potential conflicts and supervision related stress (Bernard & Goodyear).

To underestimate the importance of good managerial skills is to be ethically remiss. Kadushin (1992) reported that it was managerial failure that most affected the work of supervisee's with their clients and caused them the greatest amount of stress. As record

keeper, the supervisor safeguards the confidentiality of supervision as well as protects the liability of both the supervisor and supervisee (Campbell, 2000; Haynes et al., 2003). The supervisor is also responsible for attending to the policies and procedures that govern the credentialing requirements for supervisees (Haynes et al.). Improper management of these regulations threatens the integrity and legitimacy of the institutions, their programs, and their employees.

Implications for Site Supervisors and Professional School Counseling in Georgia

The success of the internship experience is dependent on the training and preparation of the site supervisor and the ability and willingness of the SCIT (Miller & Dollarhide, 2006). The relationship between supervisor and SCIT is the heart and lungs of the supervisory process; it strongly influences the amount of learning and growth that can occur (Borders, 2001). Building rapport and safety to the degree that the SCIT can be vulnerable is challenging given the complex issues of power and authority differentials, evaluation procedures, and differences in beliefs, values, and culture (Bernard & Goodyear, 2004; Haynes et al., 2003). The quality of the supervisor-SCIT relationship ultimately determines the success of the supervision experience and creating such a relationship is itself a primary goal.

As we practice our craft we come to know that it is done best collaboratively with the ultimate goal being the general welfare of the students. In the state of Georgia we must consider the CACREP standards, the ASCA National Model, and the principles of the Board of Regents (BOR) (Paisley et al., 2007). The marriage of the components of these entities with the university and the internship site can produce a collaborative and meaningful experience for each party. In support of these efforts, the Georgia Department of Education (n. d.) encourages programs to self-evaluate in terms of how much time is being spent on non-program activities and to determine what program components may be negatively impacted and thereby not accessible to all students. As a society, we have yet to purport that our schools do not need qualified, competent school counselors at all levels that carry a vision of professional school counseling as integral to the success of students.

The challenges to school counselor supervision and training are many; yet, regardless of these challenges, the site supervisor who is willing to engage in the process and provide guidance around these essential experiences required to initiate the SCIT into the "real" world of school counseling can create a mutually beneficial process. The site supervisor may need to engage in a very "hands on" approach in terms of curricular and administrative issues, being a teacher, a counselor, a consultant, and educational leader within the context of the school and community. The conceptualization presented here allows school counseling to be viewed in terms of experiences and relationships rather than theory which allows the SCIT, the site supervisor, and the university supervisor to act rather than contemplate.

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Table 1

Components of Each Experience Area

Comprehensive Programs	Constructing Relationships	Cultivating Resources	Cultural Competence and Advocacy

ASCA Standards:
  Academic
  Career
  Personal/Social
	Students
	Administration
	Staff
	Parents
	Community
		Agencies:
		  Local
		  State
		  National
		  International
			Self
			School
			District
			State
			National
			International

National Model
program elements:
  Foundation
  Delivery
  Management
  Accountability
		Non-Profit:
		  Local
		  State
		  National
		  International	

Table 2

Possible Supervision Experiences

Comprehensive Programs
    Develop classroom guidance curriculum in conjunction with teachers
    Create calendar of program services and important dates
    Provide individual planning/counseling opportunities
    Provide small group planning/ counseling opportunities
    Demonstrate effectiveness of program by means of data
    Demonstrate the comprehensive nature of counseling program to staff
Constructing Relationships
    Be in hallways during passing and be visible/available in cafeteria
    Designate "drop-in" times in your office
    Engage in consultation in teachers' classroom rather than counselor's office
    Conduct before school and/or after school "get togethers"
    Organize biweekly brown bag lunch meetings for international students or students new to school
Cultivating Resources
    Check phone book, local city directory for new resources
    Visit local agencies to learn procedure for referral
    Volunteer time in service of needs of youth in community
    Observe or participate in school wide curriculum development
    Create clothes bank for students to access needed items
Cultural Competence and Advocacy
    Observe interaction in hallways for student groupings, hang outs
    Observe ELL, Advanced, Honors, LD, & ED classrooms
    Provide individual counseling
    Provide small group counseling for marginalized populations
    Organize school wide observances of multicultural milestones
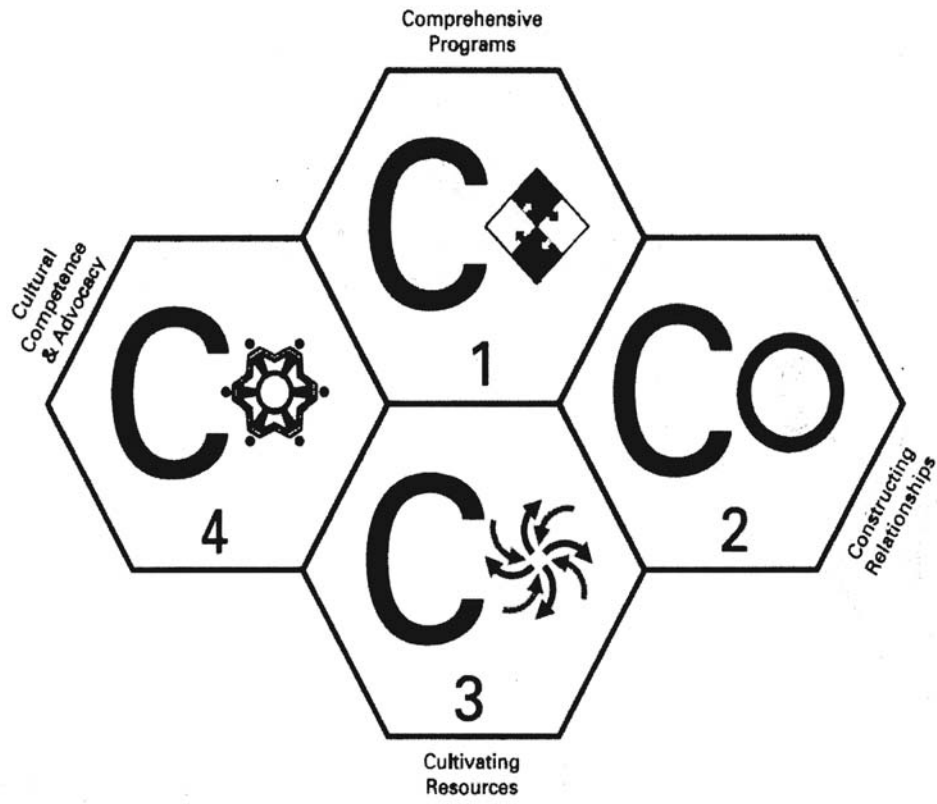   Organize activities and service learning projects

Figure 1. *Visual representation of areas of experience.*