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School Counseling Supervision in Challenging Times: The CAFE Supervisor Model

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Abstract

Given the increased need for school counselors to proactively address the pervasive achievement, opportunity, and attainment gaps, school counselor preparation should move from traditional supervision models to one with an equitable K-12 student outcomes focus. The Change Agent for Equity (CAFE) model presented can help school counselors-in-training foster a change agent identity, aimed at helping all K-12 students succeed and reach their postsecondary dreams. The CAFE model and the supervisor's identity and supervision practices within the model are described. Additionally, internship assignments and rubrics are outlined and supervisory recommendations and implications are discussed.

School Counseling Supervision in Challenging Times: The CAFE Supervisor Model

Melissa S. Ockerman, Erin C. M. Mason, & Stuart F. Chen-Hayes

Given the increased need for school counselors to proactively address the pervasive achievement, opportunity, and attainment gaps, school counselor preparation should move from traditional supervision models to one with an equitable K-12 student outcomes focus. The Change Agent for Equity (CAFE) model presented can help school counselors-in-training foster a change agent identity, aimed at helping all K-12 students succeed and reach their postsecondary dreams. The CAFE model and the supervisor's identity and supervision practices within the model are described. Additionally, internship assignments and rubrics are outlined and supervisory recommendations and implications are discussed.

Keywords: school counseling supervision, counselors-in-training, counselor education, CAFE Model

Given the recent movements within the school counseling profession for a more clinical focus, supervision of clinical skills should be grounded in this new professional paradigm, namely to transform the profession and develop change agents. This becomes important during practicum and internship, an influential and valuable part of pre-service school counselor education (Ockerman & Mason, 2012; Studer & Diambra, 2010). The CAFE model of school counseling supervision was developed by the authors and is presented as a vehicle to help bridge the gap between theoretical discourse and the daily, real-world practice of those supervising professional school counselors in training in university settings. With intentional and equity-focused training and supervision, professional school counselors can promote K-12 student achievement, thus creating a brighter, more promising future for students and the counseling profession.

Influential School Counseling Reform Movements

School counselors have historically responded to social, economic, educational and political reforms (Baker & Gerler, 2008; Herr, 2002; Paisley & Borders, 1995; Schimmel, 2008) and in recent years the profession has undergone significant transformations. The American School Counseling Association's (ASCA) National Standards (Campbell & Dahir, 1997) and National Model (ASCA, 2005), and the ASCA Ethical Code for School Counselors' two most recent revisions (ASCA, 2004, 2010) made significant strides in establishing clear expectations around school counseling standards (academic, career, and personal/social) and shifted the focus from school counseling duties to school counselor outcomes. The ASCA Code of Ethics explicitly states that school counselors work to help close achievement, opportunity, and

attainment gaps (ASCA, 2010). Similarly, the DeWitt Wallace-Reader's Digest Transforming School Counseling Initiative (TSCI), in partnership with the Education Trust, re-envisioned the role of the school counselor as one who must possess mastery of skills in leadership, advocacy, teaming and collaboration, counseling and coordination, and using and assessing data to promote educational equity and access for all students (Sears, 1999). As a result, counselor education programs implementing TSCI-focused training were redesigned their admissions processes, curricula, professional development and field experiences (see House & Sears, 2002; Martin, 2002; Paisley & Hayes, 2003). These newly transformed training programs were dedicated to promoting social justice and systemic change in educational systems that had historically marginalized and under-served student populations.

Predating ACA and ASCA, the National Association for College Admission Counseling (NACAC), formed in 1936, continues today to be a leader in college admissions, access, and readiness counseling, providing a wealth of tools for college access and closing opportunity and attainment gaps. Bolstering this position, the College Board's National Office for School Counselor Advocacy (NOSCA) asserted that professional school counselors must ensure that all students, particularly students from underrepresented populations, are college and career ready (NOSCA, 2010). Recently, NOSCA (2010) set forth eight components of college and career readiness counseling designed to help professional school counselors "build aspirations and social capital, offer enriching activities, foster rigorous academic preparation, encourage early college planning, and guide students and families through the college admission and financial aid processes" (p. 3). The work of NACAC and NOSCA underscore the timely need for school counselors to be especially vocal about their capacity to provide college and career planning services to students, and about the need for increased training in this area at the pre-service level.

The Need for Changes to Supervision

Given these transformations within the profession and the call to better prepare young people for their future, efforts related to transforming the university supervision of professional school counselors-in-training are merited. While it is purported that the clinical experience (i.e. practicum and internship) is an influential and valuable part of pre-service professional school counselor training (Ockerman & Mason, 2012; Studer & Diambra, 2010), school counseling programs are in need of consistency and consensus around how these vital learning experiences are conducted and supervised. A review of the school counseling supervision literature revealed two prevalent and related themes: (1) inconsistent supervisory expectations, tasks and responsibilities and (2) little or no specific training and development for professionals supervising school counselors-in-training (Blakely, Underwood & Rehfuss, 2009; Studer, 2006). Despite the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for supervision, the profession continues to have varying supervision standards across school counselor preparation programs (Blakely, Underwood & Rehfuss, 2009; Studer, 2005). For example, there are no CACREP standards specific to school counseling site visits. Therefore, it is incumbent upon the individual university program to define what occurs in a site visit. Similarly, while CACREP (2009) requires all Counselor Education programs to provide specific training for site supervisors, there is no guidance regarding the specific supervision of school counseling students in the university setting, or the addressing of the unique supervisory issues affecting K-12 settings. The supervision of clinical experiences in school counseling, and the training of university supervisors to oversee school counseling

students remain inexplicit and inadequate in many training programs (Blakely, Underwood & Rehfuss, 2009; Studer, 2006).

Henderson's (1994) administrative supervision counseling work was a helpful addition to the school counseling literature, as were developmental/clinical counselor supervision models such as the Integrated Developmental Model (e.g., Luke & Bernard, 2006; Luke, Ellis, & Bernard, 2011; Stoltenberg & McNeil, 2009;). While these contributions provide evidence-based frameworks for supervision widely used in university counseling training programs (Studer, 2006), they do not explicitly reflect educational reform movements transforming the school counseling profession including college and career readiness for all students designed to close achievement, opportunity, and attainment gaps (Holcomb-McCoy, 2007; Holcomb-McCoy & Chen-Hayes, 2011).

Furthermore, the National Office for School Counselor Advocacy's (NOSCA) *Counseling at the Crossroads* Report (2011) describes the need for school counselors to provide more college access and planning services to students. The study, which surveyed over 5300 middle and high school counselors, the largest survey ever conducted with this population, concluded "school counselors are highly valuable professionals in the educational system, but they are also among the least strategically deployed" (p. 4). The report discussed the need for school counselors to respond to the decreasing graduation and college-going rates throughout the nation. Specifically, the researchers highlighted school counselors' desire to participate in educational reform (namely to better prepare students for post-secondary options), but noted only 35% of those surveyed believed they had the proper support and resources to make it happen. In fact, almost one third (28%) of respondents reported that their graduate level training did not prepare them well for their role as school counselors, and just over half (56%) reported feeling "somewhat" well trained.

Given the importance of closing multiple and complex gaps (e.g., achievement, attainment, opportunity, etc.) in the field of education, the primary responsibility of school counselors has refocused to promoting change toward equity every student, especially as it pertains to graduation and college going rates (ASCA, 2010; Chen-Hayes, 2007; Holcomb-McCoy & Chen-Hayes, 2011; NOSCA, 2011). The authors, therefore, developed an evolved model of professional school counselor identity as it has grown out of education reform and professional landmarks (e.g., The Transforming School Counseling Initiative, The ASCA National Model). This Change Agent for Equity (CAFE) Model for School Counselors (Mason, Ockerman & Chen-Hayes, 2012), puts a change-agent-for equity (CAFE) identity at the center of professional school counseling practice and program delivery (see Figure 1). The CAFE school counselor is drawn to problems of social justice and seeks out inequities and imbalances on small and large scales, and moves to change them. Therefore, congruent university supervision practices, which have also evolved from educational and professional reform movements and mirror what school counselors must do themselves in the field, are necessary (Wood & Rayle, 2006).

In order to transform school counselor supervision, university supervisors should actively model for their school counselor supervisees the types of equity-focused actions needed to take in order to close achievement gaps. Though specific to leadership skills, Dr. Pam Paisley in McMahon, Mason and Paisley (2009), offers this poignant comment regarding her own experience, which clearly illustrates this notion:

I came to understand that I could not prepare school counselors to be educational leaders if I was not willing to risk being one. I could not and still cannot talk about being an advocate, a

leader, or a team builder in a classroom and not demonstrate behaving in those ways in my community. Leadership requires me to live what I am requiring of students (p. 118).
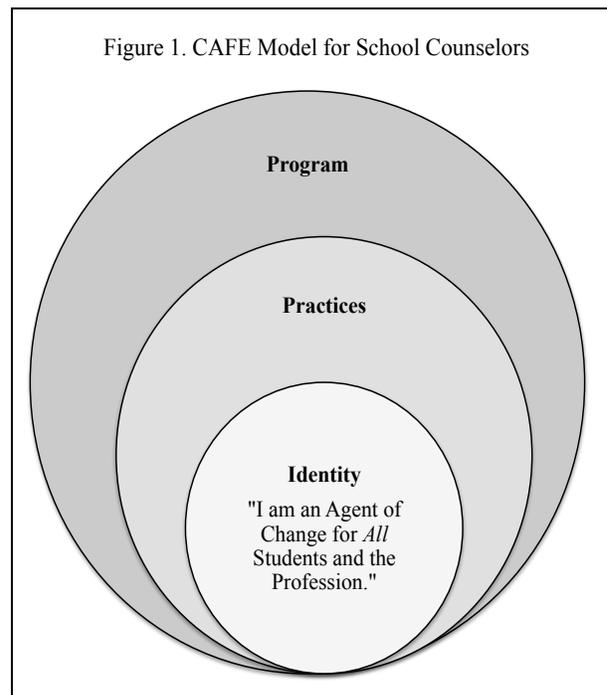
The Change-Agent-For-Equity (CAFE) Model for Supervisors at the University Level

As noted, current university supervision models should be transformed at pace with the profession, moving beyond ensuring technical competence and academic knowledge. Shifting the foundation of university supervision from a role and skill focus to a professional identity focus would allow the supervisor's actions to permeate from within rather than to be reactive to external circumstances. Indeed, the new university supervision model encompass a way of being; that the university supervisor personify what it means to be an agent of change and use this professional identity as the underlying force which guides and directs all supervisory efforts.

We suggest an updated model of university-based school counselor supervisor identity and practice that follows the professional milestones of the field of School Counseling. In congruence with the CAFE Model for School Counselors (Mason, Ockerman, & Chen-Hayes, 2012), the CAFE supervision model also places the change-agent-for-equity (CAFE) identity of the supervisor at the center of supervisory practices and supervision. The CAFE model presented here supposes, for the university supervisor, essential professional practices beyond the basic scope of supervision. Crucial to this model is the supervisor's identity as an agent of change for the graduate students they supervise, for those K-12 students their supervisees serve, as well as for the school counseling profession at large. Specifically, this model refers to supervisors at the university level but could be conceptually extrapolated to site supervisors as well.

The CAFE Supervisor's Identity

The authors suggest there is an inherent correspondence between the supervisor's change agent identity, the supervisor's day-to-day practices, and the process of supervision itself, in this Change Agent for Equity (CAFE) model. A helpful point of reference for those supervising school counseling students is the CAFE Model for School Counselors (Mason, Ockerman & Chen-Hayes, 2012). This coordinating model essentially flips the ASCA Model inside out by putting the school counselor's identity as systemic change agent at the center (see Figure 1). With a clear identity established, the connected practices of advocacy, leadership and collaboration then result in an equity-focused, data-driven, comprehensive school counseling program. The CAFE Model for School Counselors emphasizes the identity of the school counselor as a foundational element of school counseling practice. Supervisors can use the CAFE Model

Figure 1. CAFE Model for School Counselors

Program

Practices

Identity

"I am an Agent of Change for *All* Students and the Profession."

as a tool for helping pre-service counselors round themselves in a strong equity and change-oriented professional identity.

Figure 2. CAFE Model for Supervisors

Supervision

Practices

Identity

"I am an Agent of Change for *All* Students and the Profession."

Basic to the CAFE supervisor's identity is a proactive stance as stated by the belief; "I am an agent of change for all students and the profession" (Figure 2). This identity of change agent, within the supervisor, is unambiguous, overtly expressed and clearly recognized by supervisees.

Owning and modeling the change agent identity may afford supervisors a clear origin and is a demonstration of professional strength for supervisees. The author's suspect that supervisors who epitomize this identity will inherently practice ethical decision-making, multicultural competence, advocacy, leadership, collaboration and data-driven strategies because their change agent identity compels them to such practices. We also suspect that supervisors with a change agent identity will provide supervision that is intentional and meaningful for supervisees because it will be an expression of their professional identity. Finally, the authors believe that a supervisor with a change agent identity aims to extend his or her influence to the graduate program, and to the School Counseling profession itself. The CAFE supervisor embraces a systemic view, one that recognizes multiple levels of impending influence as a supervisor with experience and/or as a university academic. Exhibiting professional flexibility and personal reflection during difficult situations; the change agent becomes especially critical when shepherding supervisees through site-based obstacles. In concert, the work of the supervisor through supervision, and the outcomes of that work, should manifest and reinforce the identity as change agent within the supervisees and thus spur their own actions towards change.

The supervisor with a CAFE identity promotes change beyond supervision. With an aspiration to assist supervisees in creating change, the CAFE supervisor views his or her role as significant on many levels, including within supervision and within the profession itself. The CAFE supervisor believes that his or her professional function is to contribute to change on a range of levels in dynamic ways. The authors believe re-conceptualizing how supervisors view themselves and their professional identity is fundamental to creating a supervisory relationship based upon developing change agents and the next generation of professional school counselors.

The CAFE Supervisor's Practices

As it is expressed in their practice and supervision itself, supervisors with a change agent identity will have a particular way of operating. The CAFE supervisor utilizes the ability to create change within the supervision process in a variety of ways. For example, supervisors encourage the growth of an individual supervisee, challenge a supervision group, and contribute to the curricular elements of supervision in a counseling program. The CAFE supervisor takes a systemic perspective and follows a similar course of action no matter the audience or the targeted level for change.
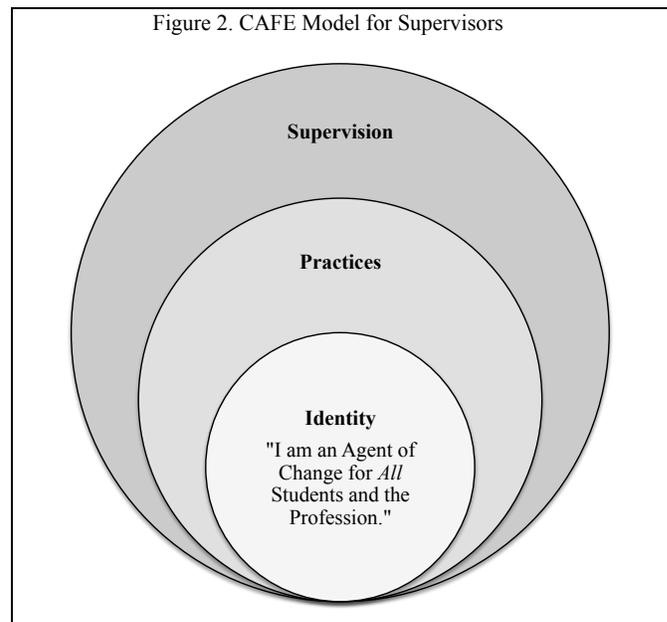
At the supervisee level, the CAFE supervisor may advocate for more opportunities for an intern to participate in classroom guidance at their site or to provide new classroom guidance on college and career readiness topics. At the graduate program level the CAFE supervisor may practice leadership by presenting new or innovative ideas for colleagues related to equity-focused practices in school counseling student supervision. At the state level the CAFE supervisor may serve on or chair a committee within the state school counseling organization to represent school counseling students, lobby for legislation related to school counseling positions or serve as a consultant to local school counselors who aim to increase their delivery of college access and career planning services. At the national level the CAFE supervisor may attend or present at national conferences, showcase effective activities and assignments for supervision that increase students' practice with college and career planning, or publish material for supervisors.

The CAFE supervisor embodies the ASCA National Model functions of leadership, advocacy, collaboration and systemic naturally and moves fluidly between them, personally and professionally identifies with tenets of change espoused by the profession and intuitively reflects this understanding during supervision.

The CAFE Supervisor's Supervision

Elemental to the CAFE supervisor's practices is the parallel between the supervisor's own identity as a change agent and the development of supervisees' professional identities as change agents; the CAFE supervisor is therefore a natural role model for the emerging CAFE school counselor. Supervision is an intentional process of assisting supervisees in developing their professional identities through meaningful and practical activities that foster independence and emphasize higher order thinking via Bloom's Taxonomy, including analysis and evaluation of information, and creation of unique material (Anderson & Krathwohl, 2001), beyond the basic presentation of cases and the documenting of hours spent at the internship site.

Part of being a CAFE supervisor means staying current with related research, education reform initiatives and challenges of school counselors in practice. Rather than being solely driven by state requirements or program demands, the CAFE supervisor is driven by the genuine, internal identity as change agent, including the knowledge, abilities, skills and supervision practices committed to helping supervisees close achievement, opportunity and attainment gaps for all K-12 students.

Sample CAFE Assignments, Rubrics, and Recommendations

Creating practicum and internship-based assignments/experiences that foster equitable outcomes plays an integral part in the school and college counseling clinical and administrative experience. It is the authors' belief that the development of a change agent professional identity and skill set should happen within and outside of the classroom in order to fully take shape. Thus, the authors offer the following key areas and ideas for assignments within practicum and internship classes to assess students' learning and skill sets and to be used in tandem with the CAFE model:

1. **Being visible.** Practicum and internship students should understand that being visible to stakeholders (i.e. family members of students, teachers, administrators) is a key first step to establishing oneself as an integral part of the school and an agent of change. As such, appropriate assignments may have students attend events during or before/after school hours (e.g.,

parent/teacher conferences, financial aid night, honors programs, etc.) to promote the school counseling program. This may involve creating posters, fliers, brochures, short presentations or letters to disseminate to stakeholders regarding who they are, the hours they will be at their school sites, their primary responsibilities and, most importantly, what it means to be a transformed professional school counselor. Creating opportunities to be seen as a leader, advocate and valuable member of the school community is primary to the effectiveness of the professional school counselor and as such, should be nurtured in the field-based setting.

2.**Engaging in equity-focused and culturally-competent leadership and advocacy**. Pre-service counselors should come to understand how local, regional and national politics affect their jobs as well as their ability to effectively serve their students. Therefore, assignments that require students to identify key legislative policies that influence the profession of school counselors can help to advance advocacy skills. Students may write letters to state and local political leaders taking a stand on a particular issue, attend local school board or political town hall meetings, or participate in local lobbying efforts to pass critical legislation. Requiring students to exercise their advocacy skills in practice solidifies the change agent identity, helps them to understand how systemic change and political systems work, and ensures they will have the needed skills to continue these efforts in their professional lives.

3. **Identifying and Closing-the-Achievement-Opportunity-Attainment-Access and Funding Gaps.** In a "closing the gap" assignment, internship students set about locating, using and assessing data to create a needs-based intervention for an underserved population within their school. Students specify the gap specific to students of color, poor and working class students, students with disabilities/gifts/talents, bilingual students, LGBTQ students, etc. Once disaggregated data is used to identify the population and substantiate a need, students then obtain buy-in from their administration, site supervisor, and other professional school counselors in the building. After researching best evidence-based practices, they design and implement an intervention aimed at reducing the gap within their school (Stone & Dahir, 2011). This type of culminating project, and subsequent evaluation, integrates all five TSC competencies, underscores the importance of the ASCA National Standards and Model and upholds the NOSCA underpinnings related to social justice and advocacy (Studer, Diambra,Breckner, & Heidel, 2011).

4. **Creating and using assessments to evaluate change.** Through the use of multiple assessments, school counselors in training practice using process, perception, and results data to become familiar with how using data can inform their practice and substantiate their work. Students may create surveys, questionnaires; and conduct interviews with individuals or through focus groups, as means of collecting data before, during or after interventions. Pre and post tests can be created, administered and analyzed to determine the effectiveness of classroom guidance units, small group lessons or school wide programming.

5. **Sharing results and recommendations with stakeholders.**
Counselor training programs may consider hosting their own professional conference that highlights the closing the gap interventions of internship students. Charged with presenting their work via posters, workshops or mini-presentations, students adopt their role as producers of knowledge rather than solely consumers. They learn to advocate for their profession and to create change by demonstrating that professional school counselors contribute to the mission of their schools through effective practice. Students can also be encouraged to present their work at regional, state and national conferences so as to instill this belief and practice further.

The authors of this manuscript purport that preparing school counselors not just in mandatory coursework but also through strong, change-oriented supervision is a requisite for our profession. The core elements of transformed school counseling (Education Trust, 2011) have been conceptualized as "TACKLE:" Teaming and Collaboration, Advocacy, Culturally Competent Counseling, Knowledge and Use of Technology, Leadership, Equity Assessment Using Data (Chen-Hayes, 2007). The CAFE Model for Supervisors, with a focus on equitable outcomes, utilizes each of these core transformative elements in supervision as evidenced by the data-driven artifacts produced by school counseling students as evidenced in gap-closing outcomes and K-12 student results. For example, all school counselors-in-training need to be able to show how they deliver Competencies in *ACCESS* (Chen-Hayes, 2007), that is, Academic, Career and College, Emotional/Personal, Social/Cultural Competencies to all students through their interventions. ACCESS combines the ASCA Model Standards and also puts an equal focus on career and college access competencies. A sample rubric for supervision, which highlights and evaluates these skills, can be found in Figure 3.

Additionally, the authors believe that equity-focused communication between school counselor education faculty and K-12 site supervisors, such as regular exchange of specific data, gaps needing closure, and evidence that school counselor candidates' interventions have assisted in closing gaps is an integral component of the process. Furthermore, equity-focused K-12 school counseling site visits should be conducted by school counselor education faculty to make certain an equity-focus is also used on-site and within the school counseling program, leading to specific K-12 student outcomes and systemic change interventions. These interventions could include evidence of all students having annually updated academic, career and college plans, large group and developmental school counseling lessons delivering specific competencies, and other school wide interventions designed to close gaps and empower all students to reach their dreams.

Figure 3: **Partial Rubric for CAFE Supervision of Individual, Group Counseling & School Counseling Curriculum Lessons**

1. Excellent affirmation of clients' multiple cultural identities/work with potential oppressions (i.e., students of color, poor and working class students, students with disabilities/gifts/talents, bilingual students, LGBTQ students, etc.)

   0-1-2

2. Excellent ability to name client ACCESS strengths and ASCA standard/competency/indicator/NOSCA element addressed

   0-1-2

3. Excellent ability to name Achievement/Opportunity/Attainment/Funding Gap(s), critical data element, & process/perception/results data

   0-1-2

4. Excellent ability to name systemic issues involved (family, school, community, inequitable policies and practices and how to change)

   0-1-2

5. Excellent ability to critique strengths/areas of improvement

   0-1-2

Implications

This CAFE supervision model attempts to at least partially address a gap in the way school counselors have been prepared in the past; the gap between that which is actually taught in graduate school counseling programs and that which is the reality of school counseling practice (Education Trust, 2011; NOSCA, 2011; McMahon, Mason & Paisley, 2009; Paisley & McMahon, 2001). Theoretically, effective supervision will lead to effective school counselors who maintain effective school counseling programs that contribute to positive K-12 student outcomes. Thus, supervision of school counselors engages at least two levels of outcomes: one direct (the supervisees), and the other indirect (the supervisees' students). One could argue that additional levels of influence are also impacted by supervision such as site supervisors, other counselors, school staff or students' families.

School Counselor Outcomes

A supervisor with a CAFE identity aims to usher into the field school counselors who not only have the knowledge and skills to perform in a school counseling position but those who can create change. Consider the adage, "Give a man a fish, he eats for a day. Teach a man to fish, he eats for a lifetime." A CAFE supervisor aspires to instill a change agent identity into new school counselors such that they not only can fish (or find resources), but also so that they can determine new sources for fish, remove barriers to these sources, and address issues of equity of distribution of fish. The CAFE supervisor understands that education reform efforts, legislation, budget cuts and other forces will always be changing and at play when it comes to school counseling jobs. As such, the supervisor's goal is to bolster the supervisees' identity as change agent, and he/she believes that creating change is the perennial charge of the school counselor regardless of decade, district or job description.

Further, these school counselors are able to adapt and can work well and create change in a variety of different schools; their goal of change is constant and their craft is flexible. Such school counselors who embrace the change agent identity also learn to expect barriers and limitations to their work because a CAFE supervisor has helped them normalize obstacles as part of the change process and has guided them through the process of navigating obstacles in their clinical experiences.

K-12 Student Outcomes

The ASCA Standards, The ASCA National Model, NOSCA's Eight Components of College and Career Readiness, and a host of other important documents and initiatives mentioned here are important tools for the CAFE supervisor. However, the CAFE supervisor understands that tools change over time and that his or her role is not just to expose supervisees to current tools but is rather to guide them through how they may look in real world application and how they are used by a change agent. The authors contend that in order to realize results of student achievement, following a model or a list of competencies is not enough; the belief in one's capacity to create change is necessary.

Therefore, one specific factor that the authors believe is possible for K-12 student outcomes of a practicing school counselor trained with a CAFE supervision model is that

positive results and improvements (i.e., graduation rates, college-going rates, standardized test scores, school attendance, factors of positive school climate, etc.) have increased sustainability. This is because the school counselor embraces the responsibility as a change agent and uses the most current tools of the profession in order to create change. Further, the school counselor is identified as an agent of change in the building and actively influences other processes, groups and policies that contribute to improvement in student achievement.

A second specific element the authors believe may be an indication of CAFE supervision, is that K-12 students themselves can identify the school counselor, can articulate what they do in the school and can point out examples of how their school counselors have created change, on a individual student level as well as school wide. Perception data from students themselves about the impact of their school counselor on student outcomes may provide data that supports school-based data reports of achievement or it may point out other data illustrating how the school counselor creates change that cannot be captured in school based reports.

Limitations

As with many new conceptual frameworks, there may be some resistance to putting model into practice with supervisees. University supervisors who were not trained under the TSC paradigm or who do not have a sufficient grasp of the ASCA Model may need some additional training in relation to the necessary competencies needed to utilize the model. In particular, the concepts of social justice, leadership and advocacy, while quickly permeating professional discourse, may be important to address in training. Other supervisors may need assistance in understanding the concept of "flipping the ASCA model inside-out" (as referenced above) by placing one's change agent identity at the center of supervision practice. Those who traditionally provide supervision for the perfunctory skill sets may need to first consider how compatible their belief systems are with the identity of the CAFE supervisor.

Additionally, the author's believe that some supervisees may find the CAFE Model for School Counselors challenging if they are anxious about risk-taking or if they struggle with understanding the inherent systemic view of school counseling practice that the CAFE model supports. For this type of supervisee, working with a CAFE university supervisor may also prove challenging if the supervisee perceives that the supervisor is pushing him or her beyond a natural skill set or comfort zone. The CAFE Model for Supervisors was developed in order to challenge current school counseling supervision practices. However, empirical research is needed to fully understand the effectiveness of the model on school counseling trainees as well as on long- term outcomes based on school counselors' impact on closing gaps in K-12 education.

Conclusion

Increasing school counselor-to-student ratios, lack of career counseling and college access coursework and practicum and internship experiences (Simmons, 2011; Zehr, 2011), and the ambiguity around counselor and college access counseling roles and expectations (Whiston, 2002; Dahir, 2004), indicate a need for change focused on equitable outcomes for every student. Effective university supervision of school counseling students centered around the delivery of career counseling and college access services, with a specific focus on the school counselor's role as change agent, can help close achievement, opportunity, and attainment gaps for K-12 students. Grounded in professional identity and practical application, the CAFE Model presented

within this manuscript helps to bridge this gap, thus better preparing our students for the immense challenges that lay before them. It would behoove counselor educators and supervisors to be unified under this central mission in order to foster solid preparation and hands-on experiences that lead to an advocacy and equity-oriented professional practice.

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