

# Counseling for Careers Webinar

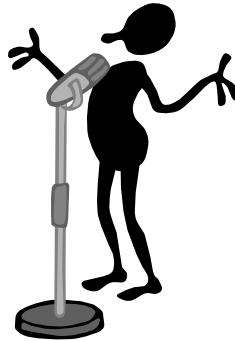
Georgia Department of Education  
Career, Technical and Agricultural  
Education  
And  
SREB

March 4, 2015



# Welcome and Introductions

- Georgia CTAE Introductions
- SREB Introductions



- Schools participating today:
  - Brooks County
  - Dublin City
  - Greene
  - Macon County
  - Marion County
  - Muscogee County
  - Oglethorpe County
  - Thomas County
  - Others?

# Agenda

- **School presentations – 2014-2015 Actions**
- **Networking**
- **“20 Questions to Ask for a Successful Teacher Advisory Program”**
- **Next Steps**

# Connecting Students to a Goal Beyond High School Graduation Through

1. Assignments and lessons where students discover the connection between the classroom and a successful future.
2. A structured, standards based, academic/personal/career advisement
3. A transition initiative
4. Career academies/career pathways/programs of study
5. Individual education and career plans for every student
6. Education and career awareness and exploration
7. Increased parent and community partnerships



# Brooks County Eighth- to Ninth-Grade

HSTW  
MMGW/TCTW

Indicator Number	Transition Timeline	Action Plan	Person(s) Responsible	Evaluation Method
1, 3	Ongoing	Transition Panel	Harris Monetti Freeman	Student response
1 & 2	October 2014	Career Pathway Tour BCHS (Grade 8)	Freeman Monetti Harris	Student/Parent response
1& 3	October 2014- December 2014	-IGP Introduction and discussion (Grade 8)	Harris	Student response
1 & 3	January 2015	-8 <sup>th</sup> Grade Parents to Lunch Topics: EOG Assessment Transitioning to Middle School	Gruno Harris	Student/Parent response
1& 3	February 2015	8 <sup>th</sup> Grade Advisement	Harris Monetti BCMS Teachers	Student/Parent response
1 & 3	March 2015	Individual IGP review (Grade 8)	Harris	N/A
1& 3	April 2015	8 <sup>th</sup> Grade Parent Night IGP Completion/Submission	Harris	Parent/Student Response



# Brooks County High School to College and Career

HSTW  
MMGW/CTW

Indicator Number	Transition Timeline	Action Plan	Person(s) Responsible	Evaluation Method
3	August-May	Post-Secondary Options Advisement Activities & Counselor Newsletter	Monetti	Student Response
3	September 2014-May 2015	Scheduled Military and College Recruiter Visits (BCHS only)	Monetti	Student Response
3	November and February	ASVAB Testing and Career Inventory	Monetti	Student Response
3	September 2015-October 2015	Individual Senior Advisement for IGPs	Monetti BCHS Teachers	Student/Parent Response
1 & 3	October 2014	Postsecondary Talks (Grade 12)	Monetti	Student Response
1	October 2014	Senior Parent Night	Monetti	Parent Response
1	February 2015	Post-secondary & Scholarship Talk (Grade 12)	Monetti	Student Response

# Dublin City

# Greene County

## COUNSELING FOR CAREER ESSENTIAL STRATEGIES ACTION PLAN

**SCHOOL:** Greene County School System

**YEAR:** 2015

**TEAM MEMBERS:** Brit Beaver (CMS), Kim Bridwell (GES), Torri Merritt, Charlesetta Hurt (GCHS), Dr. Dee Kilgore (UPE)

**GOAL1:** Assignments/Lessons where students discover the connection between the classroom and a successful future.

<b>Desired Practices</b>	<b>Current Practices</b>	<b>Obstacles</b>	<b>Action Steps</b>
Develop district wide advisement program.	None district wide	Scheduling for students- scheduling for schools-master schedule, limited staff, and training.	Create plan.
Plan continuity with all schools.	Individual school plans; Elem, Middle, and High.	Scheduling, Staffing.	Work with all schools to establish unified plan.
“Where am I going and how do I get there?”	CCRPI lessons, GA College 411 lessons and surveys, 4H, HOPE Character Ed., Bridge Transition Program.	Scheduling, Staffing.	Continue current practices.



## COUNSELING FOR CAREER ESSENTIAL STRATEGIES ACTION PLAN

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**SCHOOL:** Greene County School System

**YEAR:** 2015

**TEAM MEMBERS:** Britt Beaver (CMS), Kim Bridwell (GES), Torri Merritt, Charlesetta Hurt (GCHS), Dr. Dee Kilgore (UPE)

**GOAL III:** Transition Initiative

<b>Desired Practices</b>	<b>Current Practices</b>	<b>Obstacles</b>	<b>Action Steps</b>
Transition "Problem/Plan"	Better communication from all schools	Schedule. Meeting time for all parties.	Continue GES transition plan- Students at Headstart, Pre-K, and Tender Care are invited to GES for orientation. CMS brings 5 <sup>th</sup> graders to CMS for parent orientation and walk through. CMS teachers collaborate with GES teachers.
Summer Bridge Program	Incorporate all grade levels.	School Transportation	
CTAE Day	Presentation at CMS Career Day – CTAE H.S.	Schedule	Create a Schedule
Transition Course 8 <sup>th</sup> grade Connection Class	NONE	Schedule	Plan
Increase College Visits	From 2 Visits a year to 4 a year	Funding	Search for grants Schedule visits
Increase Career Speakers	Increase # of speakers.	Schedule (Instructional time)	Schedule visits

# TENTATIVE MACON COUNTY DISTRICT-WIDE COUNSELING PROGRAM FOCUSED INITIATIVES FOR COLLEGE AND CAREER READINESS 2014-2015

## GOALS:

1. Increase Career Awareness via a Winter or Spring College & Career Day at all schools (Elementary, Middle, High, & DFD Educational Center) 1 time each year
2. Increase the number of college, career, and military guest speakers at all the schools  
9-12 (Elementary & Middle Schools)  
3-5 (DFD Educational Center)  
20-25 (High School)
3. Increase Career Exploratory instruction  
Connection classes (Elementary & Middle School)
4. Increase student interaction on GA411 (Middle & High School)  
2 (Elementary), 4 (Middle School), and 8 (High School)
5. Improve the our Transition Plans for students (5th to 6th, 8th-9th, 9th- 12th and postsecondary options)
6. Hold 2 Collaborative Meetings with all the counselors in the District
7. Increase the number of advisement sessions at all the schools  
2 (Elementary), 2 (Middle School), and 1 (High School) each month

Timeline: August 2014 through May 2015 (Periodic Focused Monitoring every 3 months)

**A Quality Education For All Students...College &  
Career Ready For The 21st Century**



# Marion County schools

## COUNSELING FOR CAREERS A FEW ESSENTIAL STRATEGIES

- Classroom guidance lessons
- Small-group and large-group advisement
- Guest speakers, including Governor Nathan Deal
- Structured “Eagle Time” advisement with a career focus
- Pre-transition meetings (with parents) held for 6<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades
- College and Career Fairs
- Collaboration with local businesses and the Chamber of Commerce
- Counselors serve as Parent Volunteer Liaison (Elem.) and School Council Secretary (Mid/High)
- And much, much more!



*Committed to Excellence*

# Muscogee County

# Oglethorpe County

# Thomas County Middle and High Schools

**Focusing on**

**Goal 1- Assignments**

**Goal 3 – Transitions from elementary to middle and middle to high school**

**Goal 4 – Career Cluster survey, career choices**

**Goal 5 – Individual Plan of Study**

**Goal 6 – Career exploration – researching**

**Goal 7 – Parent workshops**

# Thomas County High School

**Focusing on**

**Goal 1- GA College 411 lessons, Mentorship project**

**Goal 2 – Capstone Project through TAA**

**Goal 3 – Transition from TCMS to TCHS activities**

**Goal 4 – All students complete a career pathway**

**Goal 5 – Individual Plan of Study**

**Goal 6 – Career exploration through TAA and GA College 411**

**Goal 7 – Parent workshops for dual enrollment, orientation, senior nights, students “fulfill obligations for work-based learning”**

## Chattooga County Schools Career Counseling Action Plan

- ❖ **Goal I- Implementing making curriculum connections with real world situations**
- ❖ **Goal II-Implementing/Emerging TAA programs system wide**
- ❖ **Goal III-Strengthening 9<sup>th</sup> grade orientation program and implementing 5<sup>th</sup>-6<sup>th</sup> effective transition program**
- ❖ **Goal IV-Adding middle school CTAE programs to K-8 schools**
- ❖ **Goal V-All 8<sup>th</sup> grade students create a graduation/career plan**
- ❖ **Goal VI-Creating action plan to implement annual Career Fair next school year**
- ❖ **Goal VII-Active Advisory Council in place at all schools**



# Other districts' activities

# Networking Opportunity

- What are our proudest accomplishments thus far in developing a Counseling for Careers system?
- To what can we attribute our success?
- What has been a challenge, a barrier?
- What might be “barrier busters” for our identified challenges?



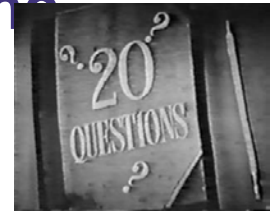
# Twenty Questions!



**For A Successful  
Teachers-As-Advisers Program**

# 1. Who will be on the advisement implementation committee (focus team)?

- A lead teacher from each grade level and department, an administrator, a counselor, and your biggest naysayer (soon to be your champion!)  
These grade level lead teachers will serve as grade level coordinators.
- Consider adding
  - student(s),
  - parent(s),
  - post-secondary representative,
  - business partner
- This committee should be responsible for coordinating the advisement program. A counselor, preferably, should be designated to coordinate the activities and responsibilities of the committee.



## 2. What is the purpose or goal of our teacher advisory process?

- Keep students from falling through the cracks
- Build relationships
- Monitor academic progress
- Improve completion rate
- Improve attendance rate
- Encourage students to take a more rigorous program of study
- Assist students with post-secondary planning
- Assist students with personal/social development skills
- Recommendation: Have faculty meeting on this topic



### 3. How do we introduce this concept to parents, students and the community?

#### For Parents:

- Newsletter
- Newspaper article
- PTA meeting
- Open House

#### For students:

- Grade level meetings
- Video presentation during advisement



## 4. What data will we collect?

- The data collected will depend on the goals of the advisement process.
- Typical data:
  - Completion rate
  - Attendance rate
  - Discipline referrals (% of ISS, OSS)
  - Failure rates
  - Retention rates by grade level
  - Percent of students taking AP courses
  - Percent/number of students participating in extra help
  - Increase in number/percent of students taking higher level courses,
  - Percent of students taking the PLAN and ACT or PSAT and SAT



## 5. Will all grades begin advisement at the same time or will there be a gradual phase in?

- Can you implement all grades successfully at the same time? Is everything in place?

If so, go for it.

**IT IS ACTUALLY EASIER TO IMPLEMENT SCHOOL WIDE THAN ONE GRADE AT A TIME!**

**Consideration: If you implement in only one grade level at a time, you must consider how to fit that advisement time into the daily schedule.**

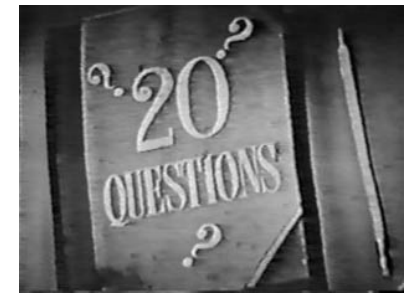




# 6. How will we involve educators?

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- Voluntary participation? Not recommended
- Phase-in? Not recommended
- Mandatory? Advisement minutes are instructional minutes, why not mandatory?
- Hint: If you choose voluntary participation, consider freeing advisers from other required duties.
- Who? Certified Staff?
  - All homeroom teachers?
  - Support staff? (counselors, media specialists)
  - Administrators?
  - Head coaches? Athletic Director?
- Non-certified staff?



# 7. What will be the expectations of an adviser?

## Role of the advisor:

### ■ Primary Goals:

- Monitor academic progress ?
- Facilitate advisement curriculum ?
- Assists students in registering for courses ?
- Has an annual meeting with parents and students to review their program of study ?
- Fosters quality communication and relationships between the school and the parents/guardians of advisees ?
- Establish a relationship with each advisee which is **characterized by genuine concern and understanding?**



## 8. What will be the scheduled time for advisement sessions?

- Recommend a minimum of two a month

How long will sessions be?

It depends on how frequently the sessions are held. Once a week – 30 minutes?

Twice a month – 45 minutes?



# How will we alter our current schedule to accommodate the adviser/advisee sessions?

- Most common practice is to take the same number of minutes from each class period.

(Consideration: Many schools are moving to a daily schedule of extra time that allows for different activities each day.)

**When is the best time of day to have advisement?**

- Not at the beginning nor the end of the day

**Which day of the week is best for advisement?**

- Not Monday or Friday

# 9. How will students be assigned to advisee groups?

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**How many advisees should there be in a group?**

- **Recommendation: 15 – 18 students**

The number of advisers determines the size of the advisee group. (Consideration: Is attrition a problem? If so, how do you handle it?)

- **How will students be assigned to groups? RANDOMLY**

- Alphabetically by grade?
- Career interest?
- Recreational Interest?
- 9 – 12<sup>th</sup> grade groups?

- **How will you handle retained students?**

- **Will ESL and special education students be in regular advisement groups or with their sped or ESL teacher?**

## 10. Will advisers loop - stay with the same students for four year?

- Some schools that have a 9<sup>th</sup> grade academy do not place students in a permanent advisement group until the 10<sup>th</sup> grade.

Otherwise, every effort should be made to keep students with the same adviser for four years.



# 11. Where will advisee groups meet? Is there enough space for each advisee group to have a separate area?

- Use every nook and cranny.
  - Put two or more of the same grade level in the same large space such as the Media Center or cafeteria.
- (Consideration: If it is necessary to place two or more advisee groups in one area, ensure they are the same grade level.)



## 12. How will the advisory curriculum and materials be developed and chosen?

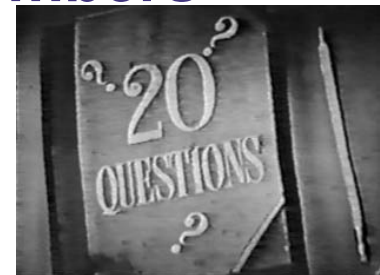
**Who will develop the curriculum and choose materials?**

- This should be the advisement committee's responsibility.

(Consideration: Allow the faculty to suggest topics for advisement by grade level.)

**When will they do this?**

- Will teachers be paid a stipend to develop the curriculum during the summer?
- How else can time be made for the team members working on curriculum?





# 13. How will we identify and provide the professional development that advisers need? PD is a MUST!!

- Survey the faculty on topics they feel they need training on.
- Determine topics/lessons that require specific knowledge and provide training.

Consideration: What knowledge do advisers need in order to be successful? What affective traits should advisers have in order to be successful?

- How should ongoing staff development for advisement be delivered?
- When should ongoing staff development be delivered?
- Who should deliver this staff development?



# 14. Will We Use Portfolios?

## ■ What is a Career Portfolio?

A lifelong student-managed collection of accomplishments that show progress toward career goals.

## ■ Benefits

- Displays their strengths and abilities.
- Highlights their accomplishments.
- Assists them in planning for the future.
- Helps them select their courses more appropriately.
- Can be used for interviews, applying for internships, scholarships, developing a resume, as part of a senior project



# 15. How will parents be involved?

Parents should be invited to at least one meeting a year to review their child's pathway program of study and course selection for next year.

## How Do You Get Parents to Attend Annual Student-Adviser-Parent Meetings?

- Have an appointment
- Make the appointment meaningful
- Make the time convenient
- Student-led Conferences



# 16. Will we consider using student-led conferences?

- Time must be set aside for students to prepare for their conferences.
- Parental attendance is higher at student-led conferences.



# 17. How will we evaluate our advisement program?

How will we know if our advisory program is making a difference?

Schools should be able to answer two questions:

- Are students better off because they have participated in a guidance and advisement program?
- Can you prove it?



## 18. Will advisers be observed?

- An administrator should be available to visit classrooms during advisement.

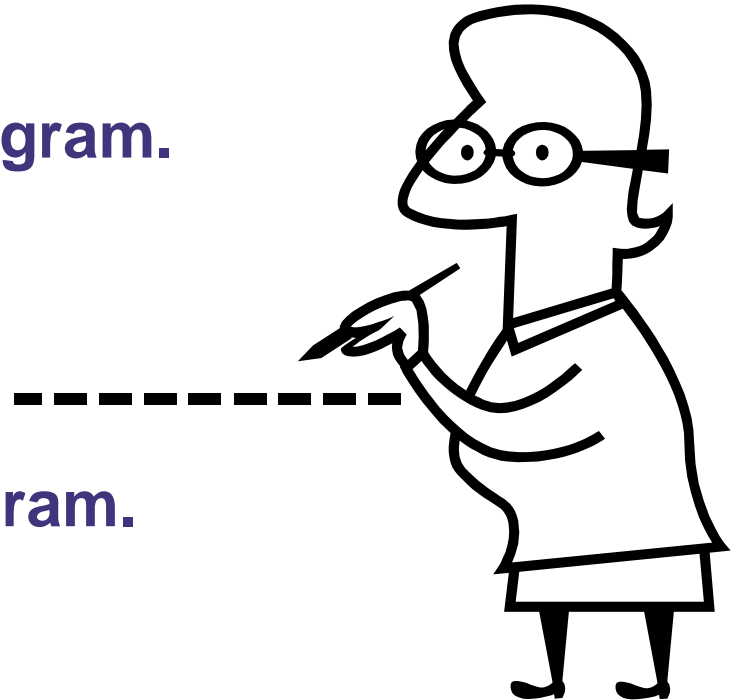


# 19. Will we develop a name and logo for our advisement program?

## The Finishing Touches:

- Name your advisement program.

- Create a logo for your program.



## 20. ACTUALLY THIS SHOULD BE QUESTION #1!

Is there administrative/leadership support for our advisement program?





# Next Steps



**Thanks for participating today!**

**John Pritchett  
Emily Spann  
Myrel Seigler  
Lynn Anderson  
Lois Barnes**