



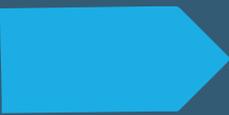
PROFESSIONAL DEVELOPMENT OFFICE OF STUDENT LIFE

Vernon Pullins Jr.

Supervisor of Guidance

First Avenue School

August 29, 2019



Agenda

Welcome and Introduction

Icebreaker

Culturally Relevant Pedagogy

NJ SEL Competencies

School Counselor Goals

School Counseling Program: ASCA Model

Delivery Systems

Naviance

School Counselor Monthly Calendar

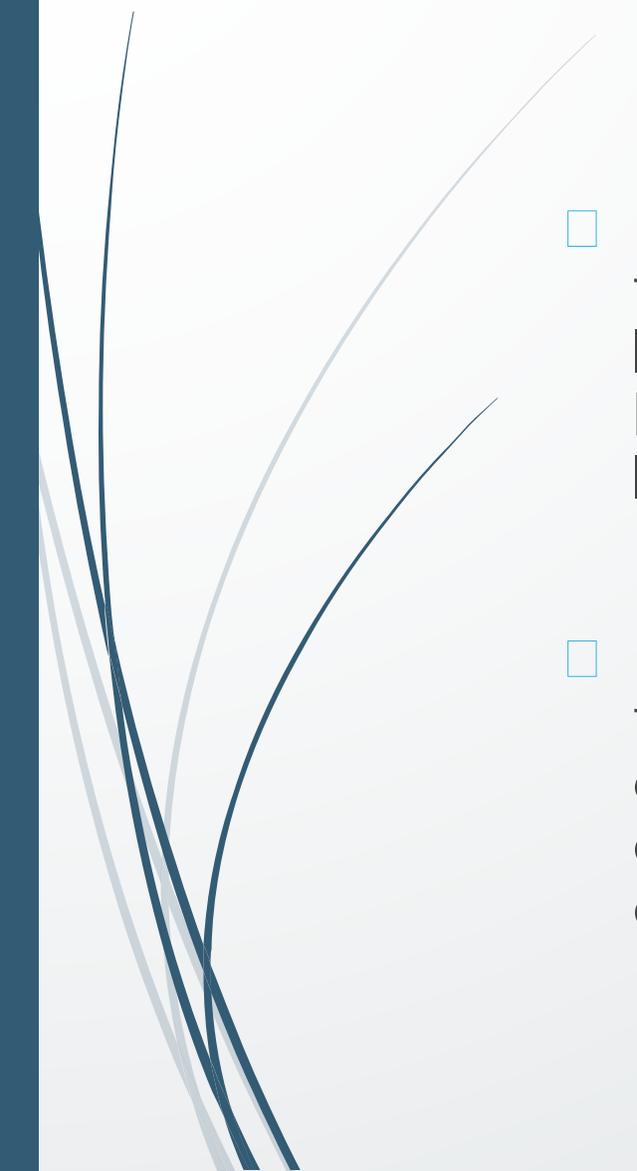
Transcript Audit

Fall and Spring College Fairs 2019-2020

Mentor Partnership



Culturally Relevant Pedagogy



- “Culturally relevant pedagogy is a comprehensive framework, rooted in equity, that addresses teaching and learning opportunity gaps by building from students’ cultural backgrounds, interests and experiences as strengths in learning and creating new knowledge.”
- “Culturally relevant education is a conceptual framework that recognizes the importance on including students’ cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school.”

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



- | Recognize one's feelings and thoughts
- | Recognize the impact of one's feelings and thoughts on one's own behavior
- | Recognize one's personal traits, strengths and limitations
- | Recognize the importance of self-confidence in handling daily tasks and challenges



- | Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- | Recognize the skills needed to establish and achieve personal and educational goals
- | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



- | Recognize and identify the thoughts, feelings and perspectives of others
- | Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- | Demonstrate an understanding of the need for mutual respect when viewpoints differ
- | Demonstrate an awareness of the expectations for social interactions in a variety of settings



- | Develop, implement and model effective problem solving and critical thinking skills
- | Identify the consequences associated with one's actions in order to make constructive choices
- | Evaluate personal, ethical, safety and civic impact of decisions



- | Establish and maintain healthy relationships
- | Utilize positive communication and social skills to interact effectively with others
- | Identify ways to resist inappropriate social pressure
- | Demonstrate the ability to prevent and



School Counselor Goals:

- To Provide all students with opportunities, access, and information on post-secondary options
- To provide students and parents with scholarship and financial aid information
- To strengthen and expand the guidance skills and knowledge needed to serve our student population and their parents or guardians through professional development, workshops, and training sessions
- To infuse social emotional learning and development via elementary and secondary counseling programs
- To provide effective individual and group guidance sessions
- To utilize district designated software for college, career planning and goal setting with students and parents or guardians



School Counseling Program: ASCA Model

FOUNDATION

- Program Focused
 - Achievement & Outcomes
- Student Competencies
 - Academic Achievement
 - Career Exploration
 - Personal/Social Growth
- Professional Competencies
 - Ensuring Counselors are equipped to meet the rigorous demands for the profession

MANAGEMENT

- Use of Data
 - Use data to determine the outcomes of counseling program
- Guidance Curriculum
 - Individual or group curriculum that provides prevention and intervention services
- Calendars
 - Provide monthly calendar of counseling activities
- Use of Time
 - 80% of time must be related to direct and indirect services



School Counseling Program: ASCA Model Cont'd

DELIVERY

- Direct Services
- Indirect Services
- Individual Counseling
- Group Counseling
- College Planning
- Career Assessment
- System Support

ACCOUNTABILITY

- Performance
- Standards
- Action Plans
- Results
- Best Practices
- Change
- Implementation



Delivery Systems:

Direct Services

- Direct student services:
 - In person interactions between the School Counselor and Student
 - Components include:
 - School Counseling Core Curriculum
 - Individual Student Planning
 - Responsive Services
 - Development of knowledge, attitudes and skills identified from the curriculum

Indirect Services

- Indirect student services:
 - Services provided on behalf of the student with third parties
 - Here, the School Counselor provides leadership, advocacy, and collaboration, which enhance student achievement and promote systemic change related to equity and access



NAVIANCE

What is Naviance?



NAVIANCE: Cont'd

- “Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.”
- Career Exploration: “Connecting students' interests to their potential career paths early ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers.”
- College & Career Preparation: “Each student's path is unique. How can your school or district help all students reach their unique goals by connecting their passion to their future? Naviance allows students to create a personalized plan that helps them make the right decisions throughout their academic journey.”
- Self-Discovery: “Students build confidence by trying new things, pursuing what they love, and learning from their missteps in a safe environment. Naviance is that safe place—by helping students focus on what's strong, reflect on their interests and strengths, and explore a wide-variety of career options.”



NAVIANCE

SCOPE & SEQUENCE

NAVIANCE

Scope & Sequence: Grades 9 & 10

9th Grade

- By the end of Nov. 2019
 - Introduction to Naviance
 - Setting Goals Assessment
 - Introduce SMART GOALS: Students will create:
 - 1 Academic Goal
 - 1 Social/Emotional Goal
 - 1 Personal Goal
- By the end of Jan. 2020
 - Complete Strengths Explorer Assessment
- By the end of March 2020
 - Add Careers to Favorite List

10th Grade

- By the of Nov. 2019
 - College Scavenger Hunt (students familiarize themselves with the college going process)
 - Add colleges to list of *Colleges I'm Thinking About*
- By the end of Dec. 2019
 - Complete the *Do What You Are* (shows which careers and college majors offer the greatest success)
 - Review full report of *Personality Type* (use in classroom and guidance session)
- By the end of Jan. 2020
 - Add Career Favorite List
- By the end of May 2020
 - Build/Update Resume



NAVIANCE

Scope & Sequence: Grades 11 & 12

11th Grade

- By the end of Dec. 2019
 - Complete *College Super Match*
 - Add College to list of *Colleges I'm Thinking About*
- By the end of March 2020
 - Complete *Career Interest Profiler*
 - Add *Careers to Favorite List*
- By the end of May 2020
 - Build/Update *Resume*

12 Grade

- By the end of Nov. 2019
 - Add Colleges to List of *Colleges I'm Applying to*
- By the end of Jan. 2020
 - Scholarship Search
- By the end of Feb. 2020
 - Finalize Resume
- By the end of May 2020
 - Complete Senior Exit Survey



School Counselor Monthly Calendar

Counselor Activities



Counselor Activities:

□ August

- Perform/update student transcript audits
- Review student schedules for proper academic course selections
- Call colleges, universities, and military recruiters for fall on-site visits
- Order SAT/ACT fee waivers
- Develop counselor monthly calendar

□ September

- Prepare schedules for newly enrolled students and students with scheduling errors
- Meet with seniors and have them provide resume, personal statement, and teacher/coach recommendations
- Review grade data to develop prevention and intervention for students in need of credit recovery
- Perform classroom guidance on senior planning, essay writing and SAT/ACT test registration
- Introduce Naviance assigned task to students



Counselor Activities: Cont'd



□ October

- Contact parents about completing the FAFSA application
- FAFSA workshop
- Update School Counselor bulletin board
- SAT/ACT registration
- Individual and group classroom guidance
- Complete college and scholarship applications
- Junior audits
- Monitor Naviance assigned task

□ November

- Individual and group classroom guidance
- SAT/ACT registration
- Quarter 1 academic conference for failures
- Complete college and scholarship applications
- College presentations
- Graduation requirements review
- Participate in the HBCU Fair at ECC
- Monitor Naviance assigned task



Counselor Activities: Cont'd



□ December

- Complete college and scholarship applications
- FAFSA workshops
- SAT/ACT registration
- Individual and group counseling sessions
- Classroom guidance
- Completion of one-on-one conferences
- Update bulletin board as needed
- Participate in the NBOE district college fair
- Monitor Naviance assigned task

□ January

- College visitation
- FAFSA workshops
- SAT/ACT registration
- Individual and group counseling sessions
- Classroom guidance
- Completion of college and scholarship application
- Monitor Naviance assigned task



Counselor Activities: Cont'd



□ February

- Quarter 2 academic conferences for failures
- Senior status letters to parents
- Monitor Naviance assigned task
- Recognize and celebrate School Counselor week
- SAT/ACT registration
- Update bulletin board as needed
- Complete college and scholarship applications
- Process transcripts for seniors for colleges

□ March

- Participate in the NBOE district College Fair
- Monitor Naviance assigned task
- Conduct academic conferences with parents and students in danger of failing for the school year (All grades)
- Begin the course selection process of scheduling with students (1:1 meetings)
- Complete Naviance task assigned
- Monitor senior progress towards graduation and consult with school leadership regarding data
- Create tentative summer school projections of potential failures



Counselor Activities: Cont'd

□ April

- Promote college visitation over the spring break
- Meet with seniors regarding post-secondary planning and decisions
- Remind seniors to send their letters of intent by May 1 on the school of their choice
- Monitor Naviance assigned task
- Conduct parent conference to discuss grades, admissions and future test for 9th, 10, and 11th graders

□ May

- Conduct school spirit activity to promote May 1 Decision Week
- SAT/ACT registration for juniors
- Individual and group guidance sessions
- Meet with parents of potential non-grads for future planning
- Enroll students in the summer enrichment program or for summer school recovery
- Conduct 1:1 meetings to finalize course offerings for the next school year
- Begin to administer the Graduation Survey in Naviance for Seniors



Counselor Activities: Cont'd

- June
 - Conduct senior survey for post-graduation plan
 - Ensure that all summer school courses in PowerSchool are accurate
 - Print summer school letters and provide to students (a signed copy is to remain in the student's cum folder).
 - Contact all summer school student's parents
 - Gather and reconcile senior graduation data via Naviance
 - Promote college visits over the summer for juniors
 - Prepare bulletin board of college acceptances
 - Forward final transcripts to colleges
 - Review senior academic records for certification



Transcript Audit!

- How do we determine the number of credits a student has earned?
- How do we determine if student is on track for high school completion?
- How do determine credit deficiencies in a transcript?
- What are some common ways a school counselor can determine if the transcript has intervention strategies?
- How do we know if a transcript includes an academic pathway for post-secondary opportunities?

Office of Student Life College Fair Events:

□ Friday, December 13, 2019

□ Senior College Fair

□ NJIT

□ Wellness & Events Center

□ 104 Lock Street

□ Newark, NJ 07104

□ Wednesday, March 18, 2020

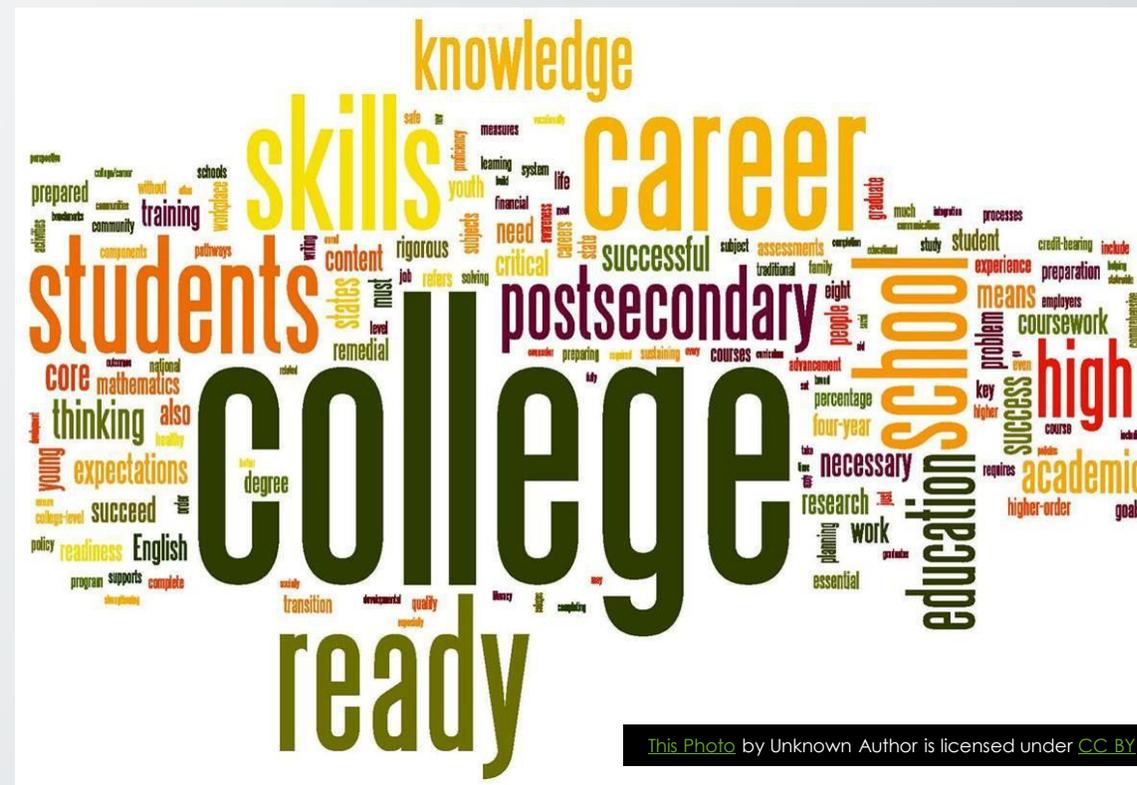
□ Junior College Fair

□ NJIT

□ Wellness & Events Center

□ 104 Lock Street

□ Newark, NJ 07104





Mentoring Partnership: Big Brother Big Sister

- By June 20, 2020, 20% of all high school students in Newark grades 9-12 will have a mentor
- All seniors will have a mentor assigned by June 20, 2020 that will follow them from senior year through college until their 1st paycheck after graduation
- Year 1, 20% of all high school students will have a mentor
- Year 2, 40% of all high school students will have a mentor
- Year 3, 60% of all high school students will have a mentor
- Year 4, 80% of all high school students will have a mentor
- Year 5, 100% of all high school students will have a mentor
- By 2025, we will have 10,000 mentors servicing our students