TREDYFFRIN/EASTTOWN SCHOOL DISTRICT
K-12 GUIDANCE PLAN FOR
CAREER AND TECHNICAL EDUCATION
AS REQUIRED BY TITLE 22 CHAPTER 339

UPDATED: 2025- 2026

Guidance Services Mission Statement

Tredyffrin/Easttown School District

Mission Statement

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

Tredyffrin/Easttown School Counseling Program

Mission Statement

The mission of the Tredyffrin/Easttown School Counseling Program is to provide comprehensive, developmental school counseling services to students in kindergarten through grade twelve. School counselors support students' individual, academic, career, social, and emotional goals with an appreciation for individual differences. Our goal is to encourage a positive and healthy learning community for all students.

School Counselor and Mental Health Specialist Assignments
2025-2026 School Year

08/22/2025

Elementary Schools

Counselor	*Assignment*	*Ext*
Judith Root	Beaumont	x14530
Tami Noel	Devon	x15530
Karen Kilby	Hillside	x16530
Robyn Michael	New Eagle	x17530
Carolyn Swetkowski	Valley Forge Elem	x18530
Brett Hargest	All Elementaries	x18225 (at VFES)
Jana Golboro	Mental Health Specialist VFMS Feeder	X18225
Amanda Martinez	Mental Health Specialist TEMS Feeder	x15531

Tredyffrin/Easttown Middle School

Counselor	*Assignment*	*Ext*
Ruby Lee	Grade 5	x12533
Marguerite Gordon	Grade 6	x12531
Maria Marano	Grade 7	x12534
Kristin Abell	Grade 8	x12532
Melissa Korsin	Mental Health Specialist	x12530

Valley Forge Middle School

Counselor	*Assignment*	*Ext*
Andy Mullen	Grade 5	x13532
Kelly Moyer - LTS 1st semester **Meredith Marshall**	Grade 6	x13531
Kelly Neary	Grade 7	x13533
Bob Sola	Grade 8	x13534
Lindsey Hannigan	Mental Health Specialist	x13530

Conestoga High School

Counselor	*Grades 9-12 Assignment*	*Ext*
Laureen Stohrer	A - Brou	x10544
Justin Beasley-Turner	Brov - Deh	x10537
Rachel Reavy	Dei - Gi	x10536
Brian Samson	Gj - Joh	x10542
Melissa McMenamin	Joi - Liu	x10541
Jenn Kratsa	Liv - Meo	x10538
Danielle Yucis	Mep - Ph	x10546
Dan McDermott	Pi - Shc	x10540
Katherine Barthelmeh	She - Va	x10539
Megan Smyth	Ve - Z	x10543
Danielle Sculley-Ellet	CCT Course	x22181
Christine Dunleavy	Mental Health Specialist A - G	x10535
Grace Gara	Mental Health Specialist H - O	x10545
Jenna Grabiak	Mental Health Specialist P - Z	x10534

CHS Student Services Secretaries: General Ext. x10530

Laura Reilly	Secretary for Counselors A - Liu	x10531
Kelly Bongaardt	Secretary for Counselors Liv - Z	x10533
Gretchen Barkman	Student Records & Transcripts	x10532
Karie Galie	Data Processing	x10517

Career and Technical Education (CTE) Programs Offered to Students

CTE Programs Servicing TESD Students

Program Name	Program Description
TCHS – Pickering / Brandywine (Technical College High School)	Alternate regular education high school with emphasis on vocational and technical programs
Gateway	Alternate regular education middle or high school program located on the TCHS campus complex
Career Academy	Alternate regular education school with vocational training programs for students who are developing prevocational and vocational skills
Child and Career Development Center	Special education programs for students whose needs exceed the capacity of the neighborhood public school.
CHAAMP	Special Education program for students who have specific needs in four areas of post-secondary - including employment, community, recreation and leisure
CHANGES	Alternative high school partial hospitalization program that addresses the needs of students who are not succeeding in a traditional high school setting due to substance abuse.
TEACH – Middle School	School based partial hospitalization program with therapeutic focus; requires IEP; ages 6-13
REACH	School based partial hospitalization program with therapeutic focus; requires IEP; ages 14-21
TEACH – High School	School based partial hospitalization program with therapeutic focus; requires IEP; ages 14-21
Transitional Living Program	Community-based program for development of functional skills to prepare students for supported or independent living after transition from school-aged programs. For students ages 18-21
Transitional Work Program	Provides work experience and job training for students ages 18-21
Project Search	Provides vocational assessment and job coaching for students ages 18-21
ASPIRE	Bridge gap between High School & College

CTE Programs Servicing TESD Students

Vanguard School	Approved private schools in a separate public facility
Timothy School	Approved private schools in a separate public facility
Elwyn	Approved private schools in a separate public facility
Cottage Seven	Alternate regular education setting
Options	Alternate regular education setting
Lifeworks	Alternate regular education setting
Vantage Academy	Alternate regular education setting
Buxmont Academy	Alternate regular education setting

2024-25 Preparing Students Together

CHESTER COUNTY Technical College HIGH SCHOOL

CAREER EXPLORATION

88 APPLYING TESD STUDENTS

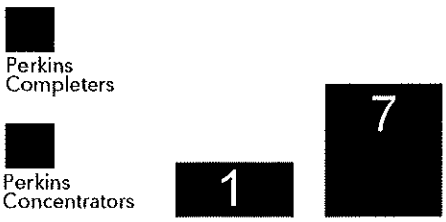
TCHS applications submitted in 2024-25; 44 for Allied Health, 4 for TLA, and 40 for CTE.

550 high school students attended the 2023-24 school presentation.

6% of eligible students are exploring careers at TCHS.

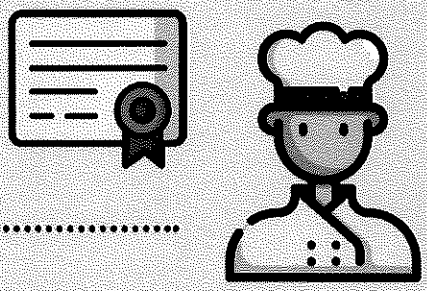
Enrollment by grade level

A Perkins Concentrator is a secondary CTE student who completed **at least two state-defined CTE courses** in a PDE-approved CTE secondary program. A Perkins Completer completed all **required CTE courses**.



WORK EXPERIENCE

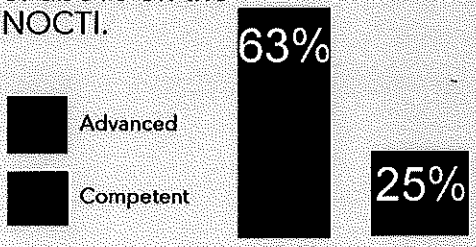
25 **students** earned 46 industry certifications.

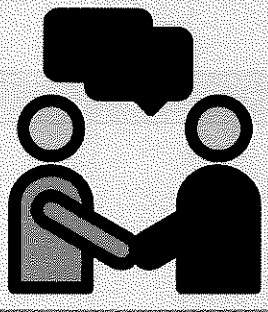


9,990

program hours completed by Conestoga students.

88% of students scored competent or above on the NOCTI.

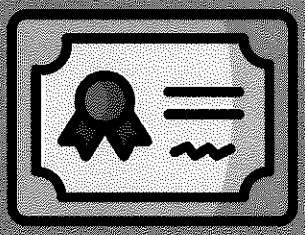




1 Conestoga student participated in Co-op.

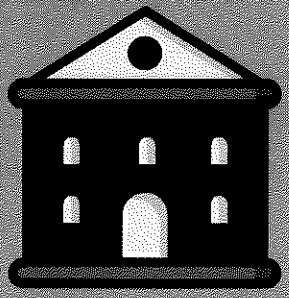
FUTURE READINESS

1 **Scholarship & Award** presented to Conestoga student in 2025.



10

seniors completed the future plans survey.
5 students reported plans to attend postsecondary,
4 students reported immediately entering the workforce,
and **1 student** is still undecided.



Conestoga students earned **33 college credits** in 2024-25.

CHESTER COUNTY Technical College HIGH SCHOOL

Please print legibly in blue or black ink.

Present Grade: _____ **Applying for Grade:** ❑ **9th** ❑ **10th** ❑ **11th** ❑ **12th** ❑ **Other/Ungraded**

Student Name: _____ Date of Birth: _____

Home Phone: _____ Student E-Mail **(REQUIRED)**: _____

Street Address: _____ City: _____ State: _____ Zip: _____

School Name: _____ School District: _____

Father/Guardian's Name: _____

Father's Home Phone: _____ Father/Guardian e-mail: _____

Mother/Guardian's Name: _____

Mother's Home Phone: _____ Mother/Guardian e-mail: _____

FOR STATISTICAL PURPOSES ONLY - BELOW, PLEASE PROVIDE THE INFORMATION REQUESTED:

Gender: ❑ Male ❑ Female

Race: ❑ American Indian ❑ Asian/Pacific Islander ❑ Black/Non-Hispanic ❑ Hispanic ❑ Multi-racial ❑ White/Non-Hispanic

CAREER & TECHNICAL PROGRAMS – PLEASE CHECK YOUR FIRST (1), SECOND (2), AND THIRD (3) CHOICE:

(Please note: Not all programs are offered at all campuses. Be sure to mark programs available at your local campus.)

_____ Animal Science
_____ Automotive Collision Technology
_____ Automotive Service Technology
_____ Baking & Pastry Arts **(Brandywine)**
_____ Barbering **(Brandywine)**
_____ Carpentry
_____ Commercial & Graphic Arts **(Brandywine & Pickering)**
_____ Computer Information Systems **(Brandywine & Pennock's)**
_____ Cosmetology
_____ Criminal Justice & Police Sciences
_____ Culinary Arts
_____ Digital Media & Sound Communications **(Brandywine & Pickering)**
_____ Early Childhood Care & Education
_____ Electrical Occupations **(Brandywine & Pickering)**
_____ Electromechanical Engineering Technology **(Brandywine)**
_____ Engine Technology
_____ Engineering & Robotics **(Pennock's)**
_____ Health Career Pathways
_____ HVAC & Refrigeration Technology **(Brandywine & Pennock's)**
_____ Marketing & Financial Services
_____ Precision CNC Machining **(Pickering)**
_____ Welding & Metal Fabrication **(Pennock's)**
_____ Veterinary Science **(Brandywine & Pennock's)**

STUDENT ESSAY REQUIRED: **Please see last page with prompts and space provided.**

TEACHER RECOMMENDATIONS: Please provide the name and email address of two teachers in your school district that could provide a recommendation for you. They should be teachers that can attest to your characteristics as a student. You may use a teacher from any subject; we would prefer a teacher that you have had within the past four (4) school years.

Teacher Name/e-mail: _____ **Teacher name/ e-mail:** _____

Teacher Name/e-mail: _____ **Teacher name/ e-mail:** _____

STUDENT SELF SERVICE CENTER: You will be able to track your application status and view your admissions decision online. Please provide a username and password of your choice.

Username:_____ Password:_____

Parental Registration Statement

Pennsylvania School Code §13-1304-A states in part, "Prior to admission to any school entity, the parent, guardian or any other person having control or charge of a student shall, upon registration, provide a sworn statement of affirmation stating whether the pupil was previously or is presently suspended or expelled from any public or private school of this Commonwealth or any other state for an act of offense involving weapons, alcohol or drugs, or for any willful infliction of injury to another person or for any act of violence committed on school property."

Parent/Guardian, please read and complete the following:

I hereby swear or affirm that my child ❑ **was** ❑ **was not** previously suspended or expelled, or ❑ **is** ❑ **is not** presently suspended or expelled from any public or private school of this Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person or for an act of violence committed on school property. I make this statement subject to penalties of 24 P.S. §1304-A (b) and 18 PA C.S.A. §4904, relating to unsworn falsification to authorities, and the facts contained herein are true and correct to the best of my knowledge, information and belief.

I have reviewed the information on the Technical College High School with my child, and I am looking forward to having him/her take specialized educational program. I agree to allow the Technical College High School and the sending school to share my child's records and I further advantage of this grant permission for a career assessment to be administered. If my child is selected to attend the Technical College High School, I understand I may be required to purchase necessary clothing, equipment, and tools and devices for program safety.

_____ _____

Parent/Guardian's Signature Date

Applicant: If accepted, I agree to abide by the policies, rules, and regulations of the Technical College High School. These policies emphasize appropriate behavior and safety to personnel and equipment. Also, I agree to have information verified by my school records. I further realize that students are recommended to employers for placement based on their attitude, attendance, and performance in their instructional areas.

_____ _____

Student's Signature Date

Frequently Asked Questions

- **Is there a cost to attend the Technical College High School?** Tuition is paid for by the students' home school district. However, students are responsible for any CTE program or classroom-related fees.
- **Is transportation provided?** Yes, transportation is provided by the student's home school district.
- **Can my son or daughter attend extra curricular activities at their home high school such as sports, drama club, or student council?** Absolutely! The prime location of the Chester County Technical College High School allows students to participate in after school activities. Again, transportation is provided by your home school district.
- **Who can attend the Technical College High School?** The Technical College High School is open to high school students who reside in Chester County school districts.
- **From which school will my child receive his or her high school diploma?** Students who attend the Chester County Technical College High School receive their high school diplomas from their home high schools. Students also receive a competency certification and any other certifications from the Technical College High School and, upon graduation, they also receive a transcript from Delaware County Community College documenting any and all college credits they earned while attending the Technical College High School.

For more information...

Contact your school counselor or the TCHS Admissions Office at admissions@cciu.org or (484)-237-5325.

The Chester County Intermediate Unit will not discriminate in employment, educational programs or activities based on race, color, religion, national origin, age, sex, disability, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. Reasonable accommodations will be provided for employees and program participants who are disabled. For information regarding civil rights or grievance procedures, contact Maureen Linahan, Title IX and Section 504 coordinator, at (484) 237-5086/DeafRelay@cciu.org; or in writing at the Chester County Intermediate Unit, 455 Boot Road, Downingtown, PA 19335.

STUDENT ESSAYS (REQUIRED): Please answer the following questions:

(1) How did you become interested in TCHS?

(2) What career plans are you considering, and why?

(3) How do you envision TCHS helping you reach your goals?

Board Approved Guidance Plan

Documentation will be added upon Board approval

Career Guidance Services Curriculum to Assist with Career Planning

SmartFutures.org's Future Ready Activities Aligned (by Grade Band) to the PA CEW Standards, PA Career Ready Skills and ASCA Mindsets and Behaviors

Note: All Smart Futures activity modules were designed to be completed independently by the student within a 15–30-minute timeframe. All modules are tablet and mobile-friendly.

Grades K-3 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
1. My Interests	• Career Awareness and Preparation – 13.1.3 (A, B) – A. Recognize that individuals have unique interest. B. Identify current personal interests.	• Abilities and Aptitudes • Personal Interests	SA/SM: • Demonstrate awareness of self and one's own preferences.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term success B-LS 1 • Critical-thinking skills to make informed decisions

2. Community Roles	• Career Awareness and Preparation – 13.1.3 (D, E) D. Identify the range of jobs available in the community. E. Describe the work done by school personnel and other individuals in the community.	• Local Career Preparation Activities • Career Selection Influences	E & M Relationships: • Identify similarities and differences between self and others.	M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3 • Positive attitude toward work and learning B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
3. Preparation for Careers	• Career Awareness and Preparation – 13.1.3 (F) F. Explore how people prepare for jobs.	• Preparation for Careers	SA/SM: • Demonstrate awareness of self and one's own preferences.	M 6 • Understanding that postsecondary educationand life-long learning are necessary for long term success B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

4. Using What You Learn in School	• Career Awareness and Preparation – 13.1.3 (H) H. Explain how workers in their careers use what is learned in the classroom.	• Relationship Between Education and Career	SA/SM: • Express a want and the means to achieve it.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 4 • Self-motivation and self-direction for learning B-LS 6 • High-quality standards for tasks and activities
5. Cooperation in Group Settings	• Career Retention and Advancement – 13.2.3 (E) E. Discuss the Importance of the essential workplace skills. • Career Acquisition – 13.3.3 (B, C) B. Identify how to cooperate at both home and school. C. Explain effective group interaction terms.	• Group Interaction • Cooperation and Teamwork • Career Acquisition Process (CA)	E & M Relationships: • Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults. SP Skills: • Recognize and respond to the feelings of others.	M 2 • Sense of acceptance, respect, support andinclusion for self and others in the school environment B-SMS 1 • Responsibility for self and actions B-SMS 9 • Personal safety skills B-SMS 10 • Ability to manage transitions and adapt to change B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 6 • Effective collaboration and cooperation skills B-SS 4 • Empathy B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups

6. **Successful Attitudes and Work Habits**	• Career Retention and Advancement – 13.3.3 (A) A. Identify attitudes and work habits that contribute to success at home and in school.	• Work Habits	SA/SM: • Distinguish between situations that elicit positive or negative feelings. E & M Relationships: • Recognize that conflict occurs and identify ways to respond. SP Skills: • Recognize and respond to the feelings of others.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 3 Time Management, organizational and study skills B-LS 6 • High-quality standards for tasks and activities B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 3 • Independent work B-SMS 7 • Effective coping skills B-SMS 10 • Ability to manage transitions and adapt to change

7. Changing Roles	• Career Awareness and Preparation – 13.1.3 (C) C. Recognize that the roles of individuals at home and in the community are constantly changing. • Career Retention and Advancement – 13.3.3 (F) F. Identify the changes in family and friend's roles at home, at school and in the community.	• Non-Traditional Workplace Roles • Workplace Changes(CRA)	E & M Relationships: • Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults. SP Skills: • Identify similarities and differences of various social context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 7 • Effective coping skills B-SMS 10 • Ability to manage transitions and adapt to change B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 6 • Effective collaboration and cooperation skills

8. How Money Is Used	• Career Retention and Advancement – 13.3.3 (D) D. Explain how money is used.	• Budgeting	SP Skills: • Acknowledge the consequences of choices.	M 3 • Positive attitude toward work and learning B-LS1 • Critical thinking skills to make informed decisions
9. Lifelong Learning	• Career Retention and Advancement – 13.3.3 (G) G. Define and describe the importance of lifelong learning.	• Lifelong learning	SA/SM: • Demonstrate awareness of self and one's own preferences. • Express a want and the means to achieve it.	M 3 • Positive attitude toward work and learning M 4 • Self-confidence in ability to succeed M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term success B-LS 4 • Self-motivation and self-direction for learning B-LS 5 • Media and technology skills to enhance learning B-LS 6 • High-quality standards for tasks and activities B-LS 8 • Engagement in challenging coursework B-SMS 3 • Independent work B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 10 • Ability to manage transitions and adapt to change

10. What is Entrepreneurship?	• Entrepreneurship – 13.4.3 (A) A. Define entrepreneurship.	• Risks and Rewards • Business Plan	SP Skills: • Acknowledge the consequences of choices.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 2 • Creative approach to learning, tasks, and problem solving B-LS 4 • Self-motivation and self-direction for learning B-LS 9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 4 • Delayed gratification for long-term rewards
11. Character Traits of Entrepreneurs	• Entrepreneurship – 13.4.3 (B) B. Describe the character traits of successful entrepreneurs.	• Character Traits	SA/SM: • Express a want and the means to achieve it. • Demonstrate awareness of self and one's own preferences.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 2 • Creative approach to learning, tasks and problem solving

				• Creative approach to learning, tasks and problem solving B-LS 4 • Self-motivation and self-direction for learning B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 10 • Ability to manage transitions and adapt to change B-SS 5 • Ethical decision-making and social responsibility B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups
12. Researching Job Opportunities	• Career Acquisition –13.2.3 (B) B. Discuss resources available in researching job opportunities.	• Resources	SA/SM: • Express a want and the means to achieve it.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term success

				B-LS 1 • Critical thinking skills to make informed decisions B-LS 5 • Media and technology skills to enhance learning B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
13. Writing a Personal Letter	• Career Acquisition – 13.2.3 (C) C. Compose a personal letter.	• Career Acquisition Documents	SA/SM: • Express a want and the means to achieve it.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-SS 1 • Effective oral and written communication skills and listening skills
14. How to Be an ULTRA Good Listener	• Career Acquisition – 13.2.3 (A, E) A. Identify appropriate speaking and listening techniques used in conversation. E. Discuss the importance of the essential workplace skills.	• Interviewing Skills • Career Acquisition Process	E & M Relationships: • Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SS 1 • Effective oral and written communication skills and listening skills B-SS 4 • Empathy B-SMS 9 • Personal Safety Skills

15. Importance of Planning	• Career Awareness and Preparation – 13.1.3 (G) G. Explain why education and training plans are important to careers. • Career Acquisition – 13.2.3 (D) D. Identify the importance of developing a plan for the future. • Career Retention and Advancement – 13.3.3 (E) E. Identify how time is used at both home and school.	• Career Planning Portfolios • Time Management (CRA) • Career Plan Components (CAP)	SA/SM: • Express a want and the means to achieve it. SA/SM: • Distinguish between situations that elicit positiveor negative feelings. SA/SM: • Express a want and the means to achieve it.	M 4 • Self-confidence in ability to succeed B-LS 3 • Time-management, organizational and study skills B-LS 7 • Long and short-term academic, career, and social/emotional skills B-SMS 5 • Perseverance to achieve long and short-term goals

Grades 4-5 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
1. Interests and Abilities	• Career Awareness and Preparation – 13.1.5 (B, H) B. Describe the impact of personal interests and abilities on career choices. H. Connect personal interests and abilities and academic strengths to personal career choices.	• Personal Interests • Relationships Between Education and Career	SA/SM: • Identify one's own strengths, needs, and Preferences.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills
2. Six Career Paths	• Career Awareness and Preparation – 13.1.5 (A) A. Describe the impact of individual interests and abilities on career choices.	• Personal Interests	SA/SM: • Identify one's own strengths, needs, and preferences.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional goals B-LS 8 • Engagement in challenging coursework

3. Cooperation in Group Settings: Part II	• Career Retention and Advancement – 13.3.5 (B, C) B. Explain the importance of working cooperatively with others at both home and school to complete a task. C. Identify effective group interaction strategies.	• Group Interaction • Cooperation and Teamwork	E & MR: • Explain ways to establish relationships that are positive and supportive of others. • Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others. SPS: • Respond to others given the others point of view.	M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 7 • Effective coping skills B-SS 1 • Effective oral and written communication skills and listening skills B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3 • Positive relationships with adults to support success B-SS 4 • Empathy B-SS 6 • Effective collaboration and cooperation skills B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups B-SS 10 • Cultural awareness, sensitivity and responsiveness

4. My Personal Schedule	• Career Retention and Advancement – 13.3.5 (E) E. Develop a personal schedule based on activities and responsibilities at both home and school.	• Time Management	SA/SM: • Distinguish among and set short term, mid-range, and long-term goals.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 3 • Time-management, organizational and study skills B-SMS 8 • Balance of school, home and community activities
5. Applying Successful Attitudes and Work Habits	• Career Retention and Advancement – 13.3.5 (A) A. Explain how student attitudes and work habits transfer from the home and school to the workplace. • Career Acquisition– 13.2.5 (E) Apply to daily activities, the essential workplace skills.	• Work Habits • Career Acquisition Process	SA/SM: • Distinguish among and set short term, mid-range, and long-term goals.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 3 • Time-management, organizational and study skills B-LS 4 • Self-motivation and self-direction for learning B-LS 6 • High-quality standards for tasks and activities

				B-LS 8 • Engagement in challenging coursework B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 3 • Independent work B-SMS 9 • Personal Safety Skills B-SS 1 • Effective oral and written communication skills and listening skills B-SS 5 • Ethical decision-making and social responsibility

6. Risks and Rewards of Entrepreneurship	• Entrepreneurship – 13.4.5 (A) A. Identify the risks and rewards of entrepreneurship.	• Risks and Rewards	SA/SM: • Identify consequences of a decision to oneself and others prior to action.	M 4 • Self-confidence in ability to succeed B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problem-solving B-LS 4 • Self-motivation and self-direction for learning B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change
7. What is a Career Plan?	• Career Awareness and Preparation – 13.1.5 (G) G. Identify components of a career plan. • Career Acquisition– 13.2.5 (D) D. Identify individual career portfolio components.	• Career Plan Components • Career Planning Portfolios	SA/SM: • Identify one's own strengths, needs, and Preferences. • Distinguish among and set short term, mid-range, and long-term goals.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success

				B-LS 7 • Long and short-term academic, career, andsocial/emotional skills B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 8 • Balance of school, home and community activities B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary
8. Choosing a Career	• Career Awareness and Preparation – 13.1.5 (E, F) E. Describe the factors that influence career choices. F. Investigate people's rational for making career choices.	• Career Selection Influences • Preparation for Careers	SA/SM: • Identify one's own strengths, needs, and preferences.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success

				B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals
9. Career Training Programs	• Career Awareness and Preparation – 13.1.5 (D) D. Describe the range of career training programs in the community.	• Local Career Preparation Activities	SA/SM: • Identify one's own strengths, needs, and preferences.	M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success B-LS 1 • Critical thinking skills to make informed decisions B-LS 8 • Engagement in challenging coursework B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

10. Speaking Skills	• Career Acquisition – 13.2.5 (A) A. Apply appropriate speaking and listening techniques used in conversation. • Career Retention and Advancement – 13.3.5 (C) C. Identify effective group interaction strategies (communicating effectively.)	• Interviewing Skills • Group Interaction	E & MR: • Select and utilize expressive communication **s**trategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others. SPS: • Identify possible behaviors and anticipate reactions in response to a specific social context.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 4 • Self-confidence in ability to succeed B-SS 1 • Effective oral and written communication skills and listening skills
11. Writing a Business Letter	• Career Acquisition – 13.2.5 (C) C. Compose and compare a business and a personal letter.	• Career Acquisition • Documents	SA/SM: • Identify one's own strengths, needs, and preferences.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed B-SS 1 • Effective oral and written communication skills and listening skills B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary

12. Researching Job Opportunities	• Career Acquisition – 13.2.5 (B) B. Identify and review resources available in researching job opportunities.	• Resources	SA/SM: • Identify one's own strengths, needs, and preferences.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success B-LS 1 • Critical-thinking skills to make informed decisions B-LS 5 • Media and technology skills to enhance learning
13. Character Traits of Real Entrepreneurs	• Entrepreneurship – 13.4.5 (B) B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.	• Character Traits	SA/SM: • Identify one's own strengths, needs, and preferences.	M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problem solving B-LS 4 • Self-motivation and self-direction for learning B-SMS 4 • Delayed gratification for long-term rewards

				B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change
14. Steps of Creating a Good or a Service	• Entrepreneurship – 13.4.5 (C) C. Discuss the steps entrepreneurs take to bring their goods or services to market.	• Business Plan	SA/SM: • Distinguish among and set short term, mid-range, and long-term goals.	M 4 • Self-confidence in ability to succeed B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problemsolving B-LS 4 • Self-motivation and self-direction for learning B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change

15. Budgeting	• Career Retention and Advancement – 13.3.5 (D) D. Explain budgeting.	• Budgeting • Lifelong Learning	SA/SM: • Distinguish among and set short term, mid-range, and long-term goals. • Identify one's own strengths, needs, and preferences.	M3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS1 • Critical thinking skills to make informed decisions B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 2 • Self-discipline and self-control B-SMS 4 Delayed gratification for long-term rewards

16. Workplace Roles Stereotypes and Inequality	• Career Awareness and Preparation – 13.1.5 (C) C. Relate the impact of change to both traditional and nontraditional careers. • Career Retention and Advancement – 13.3.5 (F) F. Describe the impact Of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	• Non-traditional Workplace Roles • Workplace Changes	E&MR: • Explain ways to establish relationships that are positive and supportive of others Demonstrate respect for the uniqueness of others. SPS: • Identify possible behaviors and anticipate reactions in response to a specific social context. • Respond to others given a sense of the others' point of view.	M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment B-LS1 • Critical thinking skills to make informed decisions B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change B-SS 2 • Positive, respectful and supportive relationships withstudents who are similar to and different from them B-SS 3 • Positive relationships with adults to support success B-SS 9 Social maturity and behaviors appropriate to the situation and environment B-SS 10 • Cultural awareness, sensitivity and responsiveness

Note: For Grades 4-5 Future Ready Activities, all 23 CEW Standards are covered across all 4 CEW Strands; do 5-6 activities per year to meet all benchmarks.

Grades 6-8 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
1. Career Clusters and Pathways	• Career Awareness and Preparation – 13.1.8 (F) F. Analyze the relationship of school subjects, extracurricular activities and community experiences to career preparation.	• Preparation for Careers	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 8 • Engagement in challenging coursework B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
2. My Resume Activity	• Career Acquisition – 13.2.8 (C) C. Prepare a draft of career acquisition documents (resume.)	• Career Acquisition Documents	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed

				B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 8 • Engagement in challenging coursework B-LS 10 • Participation in enrichment and extracurricular activities B-SMS 8 Balance of school, home and community activities B-SS 1 • Effective oral and written communication skills and listening skills B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary
3. Conflict Resolution	• Career Acquisition – 13.2.8 (E) E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge	• Career Acquisition Process • Group Interaction	E&MR: • Interact with others demonstrating respect, cooperation, and acceptance.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions

	• Career Retention and Advancement – 13.3.8 (C) • C. Explain and demonstrate conflict resolution skills.		SA/SM: • Identify and evaluate distractors that impact reaching ones' goals.	B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 7 • Effective coping skills B-SMS 9 • Personal Safety Skills B-SMS 10 • Ability to manage transitions and adapt to change B-SS 1 • Effective oral and written communication skills and listening skills B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4 • Empathy B-SS 6 • Effective collaboration and cooperation skills

				B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary B-SS 10 • Cultural awareness, sensitivity and responsiveness
4. Learning from Entrepreneurs	• Entrepreneurship – 13.4.8 (A, B) A. Compare and contrast entrepreneurship to traditional employment. B. Evaluate how entrepreneurial character traits influence career opportunities.	• Risk and Rewards • Character Traits	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context. SPS: • Make a decision based upon anticipated consequences.	M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problemsolving B-LS 4 • Self-motivation and self-direction for learning B-SMS 4 • Delayed gratification for long-term rewards

				B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change
5. My Interests Survey	• Career Awareness and Preparation – 13.1.8 (B) B. Relate careers to personal interests, abilities, and aptitudes.	• Personal Interests	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills

6. My Work Values Survey	• Career Awareness and Preparation – 13.1.8 (B) B. Relate Careers to personal interests, abilities, and aptitudes.	• Personal Interests	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
7. Knowledge, Skill, Ability Survey	• Career Awareness and Preparation – 13.1.8 (A) A. Relate careers to individual interests, abilities, and aptitudes.	• Abilities and Aptitudes	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning

				M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
8. Career Research	• Career Acquisition – 13.2.8 (B) B. Evaluate resources available in researching job opportunities.	• Resources	SPS: • Make a decision based upon anticipated consequences.	M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term success B-LS 1 • Critical thinking skills to make informed decisions B-LS 5 • Media and technology skills to enhance learning B-LS 8 • Engagement in challenging coursework B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

				- B-SMS 3 • Independent work B-SS 8 • Advocacy skills for self andothers and ability to assert self, when necessary
9. Budgeting	• Career Retention and Advancement – 13.3.8 (D) D. Analyze budgets and pay statements.	• Budgeting	SA/SM: • Identify and evaluatedistractors that impact reaching ones' goals.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high quality results and outcomes B-LS1 • Critical thinking skills to make informed decisions B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 2 • Self-discipline and self-control B-SMS 4 • Delayed gratification for long-term rewards B-SMS 5 • Perseverance to achieve long and short-term goals

10. Career Acquisition Documents	• Career Acquisition – 13.2.8 (C) C. Prepare a draft of career acquisition documents.	• Career Acquisition Documents	SA/SM: • Identify and evaluate distractors that impact reaching ones' goals.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed B-LS 7 • Long and short-term academic, career and social/emotional goals B-SMS 8 • Balance of school, home and community activities B-LS 10 • Participation in enrichment and extracurricular activities B-SS 1 • Effective oral and written communication skills and listening skills B-SS 3 • Positive relationships with adults to support success B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary

11. Goal Setting	• Career Acquisition – 13.2.8 (E) E. Explain in the career acquisition process, the importance of the essential workplace skills/knowledge. • Career Retention and Advancement – 13.3.8 (E) E. Identify and apply time management strategies as they relate to both personal and work situations.	• Career Acquisition Process • Time Management	SA/SM: • Identify and evaluate distractors that impact reaching ones' goals.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term B-LS 1 • Critical-thinking skills to make informed decisions B-LS 3 • Time Management, organizational and study skills B-LS 7 • Long and short-term academic, career, social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspective sand recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 8 • Balance of school, home and community activities

12. My Learning Style	• Career Retention and Advancement – 13.3.3.8 (A) A. Determine attitudes and work habits that support career retention and advancement.	• Work Habits	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

13. Changing Workplace	• Career Awareness and Preparation – 13.1.8 (C) C. Explain how both traditional and nontraditional careers offer or hinder career opportunities. • Career Retention and Advancement – 13.3.8 (F) F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations and explain their impact on jobs and employment.	• Non-traditional Workplace Roles • Work Habits	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context. SPS: • Evaluate how societal conventions may influence the perspectives of individuals.	M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term B-LS 1 • Critical thinking skills to make informed decisions B-LS 5 • Media and technology skills to enhance learning B-LS 6 • High-quality standards for tasks and activities B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 10 • Ability to manage transitions and adapt to change B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 9 Social maturity and behaviors appropriate to the situation B-SS 10 • Cultural awareness, sensitivity and responsiveness

14. My Business Plan	• Entrepreneurship – 13.4.8 (C) • C. Identify and describe the basic components of a business plan.	• Business Plan	SPS: • Make a decision based upon anticipated consequences.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problemsolving B-LS 4 • Self-motivation and self-direction for learning B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 Ability to manage transitions and adapt to change

15. Economics of Jobs	• Career Awareness and Preparation – 13.1.8 (E) E. Analyze the economic factors that impact employment opportunities.	• Career Selection Influences	SPS: • Establish and pursue goals or post- secondary education, employment, and living within the community.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary educationand life-long learning are necessary for long term success B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 Long and short-term academic, career, and social/emotional skills B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

16. Explore Your CTC	• Career Awareness and Preparation – 13.1.8 (D), 13.1.8 (F) D. Explain the relationship of career training programs to employment opportunities. F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	• Local Career Preparation Opportunities	SPS: • Establish and pursue goals or post- secondary education, employment, and living within the community.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary educationand life-long learning are necessary for long-term success B-LS 1 • Critical thinking skills to make informed decisions B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

Grades 9-Adult Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
1. New Thinking About Career Success	• Career Awareness and Preparation – 13.1.11 (F, H) F. Analyze the relationship between career choices and career preparation opportunities. H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career choices. • Entrepreneurship – 13.4.11 (A) A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.	• Preparation for Career • Relationship Between Education and Career	SA/SM: • Establish and pursue goals or post- secondary education, employment, and living within the community.	M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success B-LS 1 • Critical thinking skills to make informed decisions B-LS 2 • Creative approach to learning, tasks and problem solving B-LS 4 • Self-motivation and self-direction for learning B-LS 5 • Media and technology skills to enhance learning B-LS 6 • High-quality standards for tasks and activities B-LS 9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

				B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 10 • Ability to manage transitions and adapt to change B-SS 9 • Social maturity and behaviors appropriate to the situation
2. My Personality Type	• Career Awareness and Preparation – 13.1.11 (A, B) • Career Retention and Advancement – 13.2.11 (A)	• Abilities and Aptitudes • Personal Interests • Work Habits	SA/SM: • Explain to others one's own strengths, needs, and preferences specificto a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions

				B-LS 7 • Long and short-term academic, career, andsocial/emotional skills B-SMS 1 • Responsibility for self and actions B-SMS 2 • Self-discipline and self-control B-SMS 6 • Ability to identify and overcome barriers B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4 • Empathy B-SS 6 • Effective collaboration and cooperation skills B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups B-SS 10 Cultural awareness, sensitivity and responsiveness

3. Job Application	• Career Acquisition – 13.2.11 (A)	• Interviewing Skills	SPS • Evaluate how societal conventions may influence the perspectives of individuals.	M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 8 • Balance of school, home and community activities B-SS 1 • Effective oral and written communication skills and listening skills B-SS 3 • Positive relationships with adults to support success B-SS 5 • Ethical decision-making and social responsibility B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary

4. Preparation for Career	• Career Awareness and Preparation – 13.1.11 (F)	• Preparation for Careers	SPS: • Establish and pursue goals or post- secondary education, employment, and living within the community.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilitiesto their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-longlearning are necessary for long-term success B-LS 1 • Critical thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 8 • Engagement in challenging coursework B-LS 9 • Decision-making informed by gatheringevidence, getting others' perspectives and recognizing personal bias B-SMS 3 • Independent work B-SMS 5 • Perseverance to achieve long and short-term goals

5. Abilities and Aptitudes	• Career Awareness and Preparation – 13.1.11 (A)	• Abilities and Aptitudes	SA/SM: • Explain to others one's own strengths, needs, and preferences specificto a context.	M 1 • Belief in development of whole self, includinga healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 6 • High-quality standards for tasks and activities B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 6 Ability to identify and overcome barriers

6. Personal Interests	• Career Awareness and Preparation – 13.1.11 (B)	• Personal Interests	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 9 Decision-making informed by gathering evidence, getting others' perspectivesand recognizing personal bias B-SMS 6 • Ability to identify and overcome barriers

7. Career Clusters and Pathways	• Career Awareness and Preparation – 13.1.11 (E, G)	• Career Selection Influences • Career Plan Components	SA/SM: • Advocate for oneself in education, employment, and within the community.	M 5 • Belief in using abilitiesto their fullest to achieve high-quality results and outcomes M 6 Understanding that postsecondary education and life-long learning are necessary for long-term B-LS 1 • Critical-thinking skills to make informed decisions B-LS 7 • Long and short-term academic, career, and social/emotional skills B-LS 8 • Engagement in challenging coursework B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

8. Experiencing Careers While Still in School	• Career Awareness and Preparation – 13.1.11 (D) • Career Acquisition – 13.2.11 (B)	• Local Career Preparatio nActivities	SA/SM: • Establish and pursue goals or post-secondary education, employment, and living within the community.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3 • Positive attitude toward work and learning M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 • Critical-thinking skills to make informed decisions B-LS 3 • Time Management, organizational and study skills B-LS 4 • Self-motivation and self-direction for learning B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

				B-SMS 2 • Self-discipline and self-control B-SMS 8 • Balance of school, home and community activities B-SMS 10 • Ability to manage transitions and adapt to change B-SS 9 • Social maturity and behaviors appropriate to the situation and environment
9. Selecting Your Career Goal	• Career Awareness and Preparation – 13.1.11 (E) • Career Acquisition – 13.2.11 (B)	• Career Selection Influences	SA/SM: • Advocate for oneself in education, employment, and within the community.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-longlearning are necessary for long-term success B-LS 1 • Critical-thinking skills to make informed decisions

				B-LS 3 • Time Management, organizational and study skills B-LS 5 • Media and technology skills to enhance learning B-LS 7 • Long and short-term academic, career, and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 8 • Balance of school, home and community activities

10. My Programs or Majors	• Career Awareness and Preparation – 13.1.11 (F)	• Preparation for Careers	SA/SM: • Explain to others one's own strengths, needs, and preferences specificto a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-long learning are necessary for long-term success B-LS 1 • Critical-thinking skills to make informed decisions B-LS 3 • Time Management, organizational and study skills B-LS 5 • Media and technology skills to enhance learning B-LS 7 • Long and short-term academic, career, and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

				B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 8 • Balance of school, home and community activities
11. My School and College Survey	• Career Awareness and Preparation – 13.1.11 (F)	• Preparation for Careers	SA/SM: • Explain to others one's own strengths, needs, and preferences specific to a context.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6 • Understanding that postsecondary education and life-longlearning are necessary for long-term success B-LS 1 • Critical-thinking skills to make informed decisions B-LS 3 • Time Management, organization and study skills

				B-LS 5 • Media and technology skills to enhance learning B-LS 7 • Long and short-term academic, career, and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers B-SMS 8 • Balance of school, home and community activities

12. Job Interviews	• Career Acquisition – 13.2.11 (A, B)	• Interviewing Skills	SA/SM: • Establish and pursue goals or post-secondary education, employment, and living within the community. • Advocate for oneself in education, employment, and within the community.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4 • Self-confidence in ability to succeed B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-LS 10 • Participation in enrichment and extracurricular activities B-SMS 8 • Balance of school, home and community activities B-SS 1 B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-LS 10 • Participation in enrichment and extracurricular activities B-SMS 8 • Balance of school, home and community activities

				B-SS 1 • Effective oral and written communication skills and listening skills B-SS 3 • Positive relationships with adults to support success B-SS 5 • Ethical decision-making and social responsibility B-SS 8 • Advocacy skills for self and others and ability to assert self, when necessary
13. Active listening	• Career Acquisition– 13.2.11 (A) • Career Retention and Advancement – 13.3.11 (B)	• Interviewing Skills • Cooperation and Teamwork	E&MR: • Select expressive communication strategies specific to context. SA/SM: • Advocate for oneself in education, employment, and within the community.	M 1 • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2 • Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4 • Self-confidence in ability to succeed B-LS 7 • Long and short-term academic, career and social/emotional goals B-LS 9 • Decision-making

				informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SS 1 • Effective oral and written communication skills and listening skills B-SS 2 • Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3 • Positive relationships with adults to support success B-SS 4 • Empathy B-SS 5 • Ethical decision-making and social responsibility B -SS 7 • Leadership and teamwork skills to work effectively in diverse groups B-SS 6 • Effective collaboration and cooperation skills B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary

				B-SS 10 • Cultural awareness, sensitivity and responsiveness
14. The Entrepreneur Within	• Entrepreneurship – 13.3.11(A, B)	• Character Traits • Risks and Rewards	SPS: • Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 2 • Creative approach to learning, tasks and problem solving B-LS 4 • Self-motivation and self-direction for learning B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 5 • Perseverance to achieve long and short-term goals B-SMS 6 • Ability to identify and overcome barriers

				B-SMS 10 • Ability to manage transitions and adapt to change B-SS 5 • Ethical decision-making and social responsibility B-SS 7 • Leadership and teamwork skills to work effectively in diverse groups
15. Personal Budget	• Career Retention and Advancement – 13.3.11 (D)	• Budgeting	SA/SM: • Distinguish among and set short term, mid-range, and long-term goals.	M 3 • Positive attitude toward work and learning M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS1 • Critical thinking skills to make informed decisions B-LS 9 • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 2 • Self-discipline and self-control

				B-SMS 4 • Delayed gratification for long-term rewards B-SMS 5 • Perseverance to achieve long and short-term goals
16. Multiple Intelligences	• Career Awareness and Preparation – 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	• Abilities and Aptitudes	SA/SM: • Advocate for oneself in education, employment, and within the community.	M 3 • Positive attitude toward work and learning M 4 • Self-confidence in ability to succeed M 5 • Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 7 • Long and short-term academic, career, and social/emotional skills

Smart Futures Curriculum Integration Template

K-3 Grade Band	13.1 Career Awareness	13.2 Career Acquisition	13.3 Career Retention	13.4 Entrepreneurship	Activity #	Activity Title	2025-26 Grade Presented
***K** Friendly	TRUE	FALSE	TRUE	FALSE	**1**	My Interests	3
***K** Friendly	TRUE	FALSE	FALSE	FALSE	**2**	Community Roles	
	TRUE	FALSE	FALSE	FALSE	**3**	Preparation for Careers	3
	TRUE	FALSE	FALSE	FALSE	**4**	Using What You Learn in School	
	FALSE	TRUE	TRUE	FALSE	**5**	Cooperation in Group Settings	3
	FALSE	FALSE	TRUE	FALSE	**6**	Successful Attitudes and Work Habits	3
	FALSE	TRUE	TRUE	FALSE	**7**	Changing Roles	N/A
	FALSE	FALSE	TRUE	TRUE	**8**	How Money is Used	N/A
	FALSE	FALSE	TRUE	FALSE	**9**	Lifelong Learning	N/A
	FALSE	FALSE	FALSE	TRUE	**10**	What is Entrepreneurship?	N/A
	FALSE	FALSE	FALSE	TRUE	**11**	Character Traits of Entrepreneurs	N/A
	FALSE	TRUE	FALSE	FALSE	**12**	Researching Job Opportunities	N/A
	FALSE	TRUE	FALSE	FALSE	**13**	Writing a Personal Letter	N/A
	FALSE	TRUE	TRUE	FALSE	**14**	How to be an ULTRA Good Listener	N/A
	TRUE	TRUE	TRUE	FALSE	**15**	Importance of Planning	N/A
4-5 Grade Band	**13.1 Career Awareness**	**13.2 Career Acquisition**	**13.3 Career Retention**	**13.4 Entrepreneurship**	**Activity #**	**Activity Title**	**2025-26 Grade Presented**
	TRUE	FALSE	TRUE	FALSE	**1**	Interests and Abilities	5
	TRUE	FALSE	FALSE	FALSE	**2**	Six Career Paths	N/A

	FALSE	FALSE	TRUE	FALSE	**3**	Cooperation in Group Settings Part 2	N/A
	FALSE	FALSE	TRUE	FALSE	**4**	My Personal Schedule	5
	FALSE	TRUE	TRUE	FALSE	**5**	Applying Successful Attitude and Work Habits	N/A
	FALSE	FALSE	FALSE	TRUE	**6**	Risk and Rewards of Entrepreneurship	4
	TRUE	TRUE	FALSE	FALSE	**7**	What is a Career Plan	N/A
	TRUE	FALSE	FALSE	FALSE	**8**	Choosing a Career	N/A
	TRUE	FALSE	FALSE	FALSE	**9**	Career Training Programs	N/A
	FALSE	TRUE	TRUE	FALSE	**10**	Speaking Skills	4
	FALSE	TRUE	FALSE	FALSE	**11**	Writing a Business Letter	N/A
	FALSE	TRUE	FALSE	FALSE	**12**	Researching Job Opportunities	N/A
	FALSE	FALSE	FALSE	TRUE	**13**	Character Traits of Real Entrepreneurs	4
	FALSE	FALSE	FALSE	TRUE	**14**	Steps of Creating a Good or a Service	N/A
	FALSE	FALSE	TRUE	FALSE	**15**	Budgeting	5
	TRUE	FALSE	TRUE	FALSE	**16**	Workplace Roles-Stereotypes and Inequality	N/A
6-8 Grade Band	**13.1 Career Awareness**	**13.2 Career Acquisition**	**13.3 Career Retention**	**13.4 Entrepreneurship**	**Activity #**	**Activity Title**	**2025-26 Grade Presented**
Required for M.S. Individualized Career Plan							
	TRUE	FALSE	FALSE	FALSE	**1**	Career Clusters and Pathways	6
	FALSE	TRUE	FALSE	FALSE	**2**	My Resume Activity	N/A
	FALSE	TRUE	TRUE	FALSE	**3**	Conflict Resolution	N/A
	FALSE	FALSE	FALSE	TRUE	**4**	Learning from Entrepreneurs	8
	TRUE	FALSE	FALSE	FALSE	**5**	My Interest Survey	7
	TRUE	FALSE	FALSE	FALSE	**6**	My Work Values Survey	6

	TRUE	FALSE	FALSE	FALSE	**7**	Knowledge Skill Ability Survey	7
	FALSE	TRUE	FALSE	FALSE	**8**	Career Research	N/A
	FALSE	TRUE	TRUE	FALSE	**9**	Budgeting	N/A
	FALSE	TRUE	FALSE	FALSE	**10**	Career Acquisition Documents	N/A
	FALSE	TRUE	TRUE	FALSE	**11**	Goal Setting	8
	FALSE	FALSE	TRUE	FALSE	**12**	Learning Style Survey	N/A
	TRUE	FALSE	TRUE	FALSE	**13**	Changing Workplace	N/A
	FALSE	FALSE	FALSE	TRUE	**14**	My Business Plan	N/A
	TRUE	FALSE	FALSE	FALSE	**15**	Economics of Jobs	N/A
	TRUE	FALSE	FALSE	FALSE	**16**	Explore your CTC	N/A
9-Adult Grade Band	**13.1 Career Awareness**	**13.2 Career Acquisition**	**13.3 Career Retention**	**13.4 Entrepreneurship**	**Activity #**	**Activity Title**	**2025-26 Grade Presented**
Required for H.S. Individualized Career Plan							
	TRUE	FALSE	FALSE	TRUE	**1**	New Thinking About Career Success	11
	TRUE	FALSE	TRUE	FALSE	**2**	My Personality Type	9
	FALSE	TRUE	FALSE	FALSE	**3**	Job Application	N/A
	TRUE	FALSE	FALSE	FALSE	**4**	Preparation for Career	N/A
	TRUE	FALSE	FALSE	FALSE	**5**	Abilities and Aptitudes	10
	TRUE	FALSE	FALSE	FALSE	**6**	Personal Interests	9
	TRUE	FALSE	FALSE	FALSE	**7**	Career Clusters and Pathways	10
	TRUE	FALSE	FALSE	FALSE	**8**	Experiencing Careers While Still in School	N/A
	TRUE	FALSE	FALSE	FALSE	**9**	Selecting Your Career Goal	11
	TRUE	FALSE	FALSE	FALSE	**10**	My Programs of Majors	10
	TRUE	FALSE	FALSE	FALSE	**11**	My School and College Survey	11

	FALSE	TRUE	FALSE	FALSE	**12**	Job Interviews	N/A
	FALSE	TRUE	TRUE	FALSE	**13**	Active Listening	11
	FALSE	FALSE	FALSE	TRUE	**14**	The Entrepreneur Within	11
	FALSE	FALSE	TRUE	FALSE	**15**	Personal Budget	11
	TRUE	FALSE	FALSE	FALSE	**16**	Multiple Intelligences	N/A

Monthly Calendar of Career Guidance Services

Monthly Counseling Calendar--Elementary

July	**January**
Academic: N/A	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: N/A	Career: • Career exploration lessons via Smart Futures
Personal/Social: N/A	Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families) • Parent consultation • Update intervention database • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)
August	**February**
Academic: • Exchange of student information with applicable educators • Orientation	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: N/A	Career: • Career exploration lessons via Smart Futures
Personal/Social: N/A	Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families) • Update intervention database • Parent consultation

	• Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)
September	**March**
Academic: • Attend Student Intervention, MTI and CORE team meetings • Distribute 504 Service Agreement to faculty • Review IEP goals, accommodations, and specially designed instruction • Attend Curriculum Night • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Administer PSSAs • Administer PSSA make up groups • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: N/A	Career: • Career exploration lessons via Smart Futures
Personal/Social: • Class visits (counselor introduction and bullying prevention lesson) • Disseminate information to parents regarding school counseling services • School Climate Assembly to review the Olweus anti-bullying program • Begin classroom counseling lessons in kindergarten • Begin individual and small group counseling services per IEPs and 504s • Teacher consultation and grade level meetings • Assist families with personal needs (family consultation, identifying resources for families) • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)	Personal/Social: • Deliver Personal Safety lessons to kindergarten through fourth grade • Continue classroom counselor lessons, small group instruction/counseling groups, and individual counseling • Teacher consultation and grade level meetings • Assist families with personal needs (family consultation, identifying resources for families) • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)
October	**April**
Academic: • Attend Student Intervention, MTI and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • PSSA Administation • SAGES Planning, administration and scoring for Grade 1

• Administer SAGES assessment to new students (Grades 2-4)	• Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: N/A	Career: • Career exploration lessons via Smart Futures
Personal/Social: • Begin classroom counseling lessons in first through fourth grade • Begin regular education small group instruction/counseling groups • Begin/continue regular education individual counseling • Teacher consultation and grade level meetings • Update intervention database • Assist families with personal needs (family consultation, identifying resources for families) • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)	Personal/Social: • Continue classroom classroom lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families) • Teacher consultation and grade level meetings • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)
November	**May**
Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Attend student conferences • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Student move up day grades K-3 • 4th grade students visit TEMS and VFMS • Kindergarten orientation for new rising kindergarten students and families • Collaborate with grade teams for class placement for upcoming school year • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: • Career exploration lessons via Smart Futures	Career: • Career exploration lessons via Smart Futures
Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families)	Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families)

• Teacher consultation and grade level meetings • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)	• Teacher consultation and grade level meetings • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)
December	**June**
Academic: • Attend Student Intervention, MTI, and CORE team meetings • Attend ER Feedback, 504, and IEP meetings • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)	Academic: • Attend Student Intervention, MTI, and CORE team meetings • Age exception and new student meetings • Attend ER Feedback, 504, and IEP meetings • Counselor transition meeting with TEMS and VFMS counselors • Transfer and reorganize cum folders for rising fifth grade students • Work with administrator and reading specialist to finalize class placements for upcoming school year • Initial Chapter 14 & 16 evaluation paperwork process • Initial/annual 504 evaluations, meetings and paperwork • Administer SAGES assessment to new students (Grades 2-4)
Career: • Career exploration lessons via Smart Futures	Career: N/A
Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families) • Teacher consultation and grade level meetings • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)	Personal/Social: • Continue classroom counseling lessons, small group instruction/counseling groups, and individual counseling • Assist families with personal needs (family consultation, identifying resources for families) • Teacher consultation and grade level meetings • Update intervention database • Parent consultation • Collaboration and consultation with community resources (T&E Cares, FLITE, mental health professionals)

Monthly Counseling Calendar—Middle School

July	**January**
Academic: • Scheduling and meeting with new families	Academic: • Review of student's academic progress • Mid year new student orientation • Monitoring grade reports for promotion purpose • Curriculum Night at Conestoga High School for parents of 8th graders • Review of standardized testing data
Career: • N/A	Career: • 8th grade HS transition lesson with high school counselor
Personal/Social: • Meeting with new/existing families about student concerns.	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students • SEL lessons through UNIT/E program
August	**February**
Academic: • Scheduling and meeting with new families. • New family orientation programs. • Exchange of student information with applicable educators	Academic: • 8th-9th grade transition activities and CHS course selection • Participate in parent conferences • Monitoring grade reports for promotion purposes
Career: • N/A	Career: • Continuation of career lessons via Smart Futures
Personal/Social: • Meeting with new/existing families about student concerns.	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students.
September	**March**
Academic: • New Student Orientation and curriculum nights. • Delivery of developmental guidance curriculum • Meetings with students and parents as needed. • Individual/group meetings with students. • Weekly team meetings, Child Study and SAP (CARE) meetings throughout the year. • Distribute 504 service agreements • Attend Evaluation Report (ER) feedback and IEP meetings (throughout the year) • Student Ambassador training • Collect data for need based small groups and classroom lessons	Academic: • 8th-9th grade transition activities and CHS course selection. • Parent conferences • Support with SOS lesson in health classes • Monitoring grade reports for promotion purposes

• Renewing and updating 504s (throughout the year) • Make intervention referrals as needed for academic, emotional and social support	
Career: • N/A	Career: • Continue career lessons via Smart Futures
Personal/Social: • Continue meeting with new and existing families about student concerns. • Individual/group meetings with students. • Assist with facilitating SEL lessons though UNIT/E program • Student Ambassador training	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students. • SEL lessons through UNIT/E program
October	**April**
Academic: • Delivery of developmental guidance curriculum based on student needs. • Parent/teacher/counselor meetings.	Academic: • 8^{th}-9^{th} grade transition activities and CHS course selection. • Course selection for grades 5-7 • Help facilitate standardized assessments • Monitoring grade reports for promotion purposes
Career: • N/A	Career: • Career readiness lessons via Smart Futures
Personal/Social: • Continue meeting with new and existing families about student concerns. • Individual/group meetings with students. • Support SOS lesson in health classes.	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students.
November	**May**
Academic: • Review of student's academic progress • Parent conferences • Meet with students to develop ways to remediate academic goals.	Academic: • 4^{th}-5^{th} grade transition activities, including school visits and meeting in small groups. • Continuation of 8^{th}-9^{th} transition activities. • Help facilitate standardized assessments • Monitoring grade reports for promotion purposes
Career: • Career readiness lessons via Smart Futures	Career: • Continue career lessons via Smart Futures
Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students. • Developmental guidance lesson.	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students. • Facilitating enrollment in summer programs • Student Ambassador selection

December	**June**
Academic: • Review of student's academic progress • Parent conferences	Academic: • 4th-5th grade transition activities, including school visits and meeting in small groups. • Continuation of 8th-9th transition activities. • Exchange student information with HS and elementary counselors.
Career: • Visit TCHS for technical school exploration for select students. • Visit by technical school TCHS representative (all 8th graders). • Career readiness lesson via Smart Futures	Career: • Finalize collection of career artifacts
Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students. • Developmental guidance lesson	Personal/Social: • Meetings with students and parents as needed. • Individual/group meetings with students.

Monthly Counseling Calendar – High School

July	January
Academic: • Meet with and register new students/families. • Balance and customize student schedules • Meeting with Administration • Update student records to ensure accurate CEW artifact tracking for required grade-band benchmarks. • Review course offerings to confirm alignment with evolving CEW skill expectations and Conestoga pathways. •	Academic: • Course Selection Evening • Keystone Exam Administration • Support students filing mid-year academic updates tied to post-HS planning.
Career: • Plan fall/winter evening college programs • Write college/post high school recommendation letters • Network with Colleges and Post HS programs. • Audit SmartFutures accounts to ensure rising students have access and grade-aligned activities assigned.	Career: • Individual and family post high school planning meetings begin for juniors • Evening hours begin for families • Career lessons via Smart Futures • Review juniors progress and readiness for 11th-grade benchmark career readiness artifacts.
Personal/Social: • Plan all orientation programs • Review wellness referral procedures for new/transfer students. • Refresh transition materials emphasizing student self-advocacy and readiness skills	Personal/Social: • Support ninth graders through end of 1st semester • Conduct outreach to returning students needing reengagement.
August	**February**
Academic: • Meet with and register new students • Balance and customize student schedules • Work with students and parents during open scheduling periods • Provide students/parents with CEW-aligned elective guidance to support academic-to-career connections. • Identify students needing enrichment or support based on prior CEW benchmark gaps.	Academic: • Distribution of midyear reports to colleges • Course selection classroom visits • Visit the middle schools for course selection • Coffees for parents of rising ninth grade students • Assist students with CEW-aligned course sequencing for long-term planning. • Provide data chats after midyear report distribution to students as needed.
Career: • Plan fall/winter evening college programs • Write college/post high school recommendation letters • Work with Allied Health / Teacher Academy / early college students to customize schedule • Schedule college representatives who will be visiting the high school in the fall	Career: • Plan for SCOIR lessons for tenth grade students • Individual meetings with students regarding four-year plan as requested by student • Evening hours • College Admissions Evening for Sophomores and Juniors • Awards Committee Meetings begin • Career lessons via Smart Futures continue with Social Studies teachers • Promote early engagement with SCOIR/SmartFutures tools for 9–12.

Personal/Social: • Continue to plan orientation programs • 9th grade parent meeting • Meet with parents and students with special needs • Provide info to families about social-emotional support connected to academic/career readiness.	Personal/Social: • Meet with students individually • Continue check-ins for students navigating social transitions.
September	**March**
Academic: • 9-12 orientation meetings • New (to district) student orientation meetings • Open scheduling period • College Application Evening for seniors and their parents • SCOIR reintroduction for seniors • Teacher recommendation for training • Consultation with teachers about students • 504 distribution & plan for yearly review meetings • PSAT registration • Attend IEP and GIEP meetings • Counselors coordinate, through MIT, placement of students needing additional support	Academic: • Continue Junior post high school planning meetings • Course verification process • Help students update four-year plans based on CEW exploration outcomes. • Provide targeted support for students showing gaps in course readiness.
Career: • Daily visits by college representatives for students and counselors • Individual senior meetings with counselor • Begin planning college fair and College Admissions Night	Career: • Career Week at Conestoga for all grades • Military Day/ Lunch Table Info Sessions • Tenth grade SCOIR training (career inventories and college planning) • Help students with summer program planning and applications • Financial Aid Evening • Career lessons via Smart Futures • Encourage students to complete summer program applications connected to CEW skill development. • Deliver brief lessons on professional behavior and workplace expectations in CCT
Personal/Social: • Counselors coordinate, through SSC and CARE, placement of students needing additional support • Individual freshmen meetings with counselors to aide with transition and introduce activities and school services • Individual senior meetings with counselor	Personal/Social: • Tenth grade individual meetings begin – focus on participation in extracurricular activities and four-year plan • Mid-spring wellness focus: balancing academics, activities, and social life. • Provide transition prep for students struggling with the pace of the second semester. •
October	**April**
Academic: • PSAT administration • SAT / ACT administration begins • Review of progress reports • NCAA information for college-bound athletes • National Merit recognition breakfast	Academic: • 4th marking period begins, final course adjustments • Prepare students for end-of-year academic transitions tied to long-term CEW planning. • Meet students adjusting levels or requesting schedule changes for next year.

• Adjustment of student schedules • Attend IEP & GIEP meetings • Counselors coordinate, through MIT, placement of students needing additional support • Review early marking period data to identify students needing targeted support.	
Career: • Senior meetings / reintroduction to the careers tab and assessments in SCOIR and their relationship to college majors • Career lessons via Smart Futures partnering with Social Studies Teachers. • Curiosity Driven Pathways meetings and conversations.	Career: • Course selection walk ins to provide academic planning • Career lessons via Smart Futures • Promote use of Smart Futures "How Do I Get There?" planning tools and other lessons as needed
Personal/Social: • Establishment of support groups through SSC • Check-ins with 9th graders / new students who have expressed concerns about high school • Offer grades specific coping and time-management workshops. • Create lunch-group spaces during Lunch and Learn for new students to build relationships.	Personal/Social: • Senior transition to college meetings • Signs Of Suicide lessons • Encourage students to reflect on personal growth and next-year goals.
November	**May**
Academic: • Marking period ends; distribution of report cards / meetings with students, parents and teachers for children who are struggling • Early decision and priority deadlines for college admissions • SAT administration • Provide academic resilience strategies before midterm season. • Share individualized study plans aligned with student goals.	Academic: • Keystone Exam Administration • AP Exam Administration • SAT Administration • Consult with teachers and parents regarding students in danger of failing • Offer structured study sessions for students preparing for AP/Keystone and other standardized exams as needed. • Coach students on finishing strong academically to support college/Career plans. •
Career: • College Fair • Continuation of college visits • Begin college planning meetings with juniors • Career lessons via Smart Futures • Classroom lessons emphasizing CEW's "relationship between subjects and careers" for ninth graders. [11] • Support teachers in integrating career connections into core subject instruction (Ex. SPED, Social Studies. • Support juniors in CEW evidence completion prior to winter deadlines. •	Career: • Promote Main Line College Fair and other Regional Fairs • Senior Experience • Share local summer employment listings and safe-work practices. • Career lessons via Smart Futures
Personal/Social: • Continue meeting with seniors and freshmen • Meet with at-risk students • Signs Of Suicide lessons	Personal/Social: • Awards and Recognition programs for all • Coordinate and implement move up days for rising 9th graders

• Check in with students experiencing college/process anxiety. • Facilitate peer-mentoring sessions for freshmen as needed.	• Facilitate senior transition meetings focused on independence & self-advocacy • Provide closure activities for students moving programs or schools. •
December	**June**
Academic: • Second round of college early and regular decision deadlines • Continuation of schedule changes to adjust course levels • Review student progress toward course-to-career alignment before winter break. • Provide guidance on using break time for enrichment opportunities. •	Academic: • Consult with teachers, parents for students in danger of failing • Graduation • Summer school plans for students who have failed core classes • Review academic progress for students attending summer school and adjust CEW plans accordingly. • Archive year-end CEW evidence for each grade band.
Career: • Begin planning for Career and Military Day • Continue college planning meetings with juniors • Career lessons via Smart Futures • Encourage students to complete SmartFutures reflection badges from 9-11	Career: • Final plans for summer programs • Provide resources for summer enrichment, job search, or CTE exploration.
Personal/Social: • Meet with seniors to support through the college notification process • Mid-semester wellness check for stress or burnout. • Provide holiday-break planning tips for students needing routine and structure.	Personal/Social: • Junior homeroom visits to discuss summer tasks for college admissions process • Provide guidance for students facing significant summer transitions.

Career Guidance Service Action Plan

Grade K Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholders**	**Contact Person**
Listening	Personal/Social/ Career	Bibliotherapy and TE Lesosn Plan	Elementary Schools	Role play	Students and Teachers	Elementary School Counselor
Appropriate Language	Personal/Social	Bibliotherapy and TE Lesosn Plan	Elementary Schools	Role play	Students and Teachers	Elementary School Counselor
Feelings	Personal/Social	Bibliotherapy and TE Lesosn Plan	Elementary Schools	Class Discussion	Students and Teachers	Elementary School Counselor
Personal Safety	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Handout and Class Discussion	Students and Teachers	Elementary School Counselor
Olweus	Personal/Social	Olweus Powerpoint/TE Lesson Plan	Elementary Schools	Class Discussion, Student Worksheet, Parent Handout	Students and Teachers	Elementary School Counselor

Grade 1 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Personal Space	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Role play and Class Discussion	Teacher and Student	Elementary School Counselor
Expected vs. Unexpected	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Handout and Class Discussion	Teacher and Student	Elementary School Counselor
Listening	Personal/Social/ Career	Bibliotherapy and TE Lesson Plan	Elementary Schools	Handout and Class Discussion	Teacher and Student	Elementary School Counselor
Personal Safety	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Class Discussion, Student Worksheet and Parent Handout	Teacher and Student	Elementary School Counselor
Olweus	Personal/Social	Powerpoint/TE Lesson Plan	Elementary Schools	Class Discussion	Teacher and Student	Elementary School Counselor
Differences	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Handout and Class Discussion	Teacher and Student	Elementary School Counselor

Grade 2 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Self-Esteem	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary School	Class Discussion and Student Worksheet	Teachers, Students, and Parents	Elementary School Counselor
Coping Skills	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary School	Class Discussion and Student Worksheet	Teachers, Students, and Parents	Elementary School Counselor
Choices and Consequences	Personal/Social/Career	Bibliotherapy and TE Lesson Plan	Elementary School	Class Discussion and Student Worksheet	Students and Teachers	Elementary School Counselor
Olweus	Personal/Social	Olweus Powerpoint/TE Lesson Plan	Elementary Schools	Class Discussion	Students and Teachers	Elementary School Counselor
Personal Safety	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary School	Class Discussion, Student Worksheet, Parent Handout	Teachers, Students, and Parents	Elementary School Counselor

Grade 3 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Smart Futures #1	Career	Smart Futures Lesson	Elementary School	Class Discussion and Assessment	Students and Teachers	Elementary School Counselor
Personal Safety	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary School	Class Activity, Class Discussion, Parent Handout	Teachers and Students	Elementary School Counselor
Problem Solving	Personal/Social/ Career	Bibliotherapy and TE Lesson Plan	Elementary School	Class Activity and Class Discussion	Teachers and Students	Elementary School Counselor
Coping Skills	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary School	Class Activity and Class Discussion	Teachers and Students	Elementary School Counselor
Smart Futures #2	Career	Smart Futures Lesson	Elementary School	Class Discussion and Assessment	Students and Teachers	Elementary School Counselor
Olweus	Personal/Social	Olweus Powerpoint/TE Lesson Plan	Elementary Schools	Class Discussion	Students and Teachers	Elementary School Counselor

Grade 4 Curriculum Action Plan						
Lesson Content/Program	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Personal Safety	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Class Discussion and Student Worksheet, Parent Handout	Students and Teachers	Elementary School Counselor
Peer Pressure	Personal/Social	Bibliotherapy and TE Lesson Plan	Elementary Schools	Class Discussion and Role Play	Students and Teachers	Elementary School Counselor
Smart Futures #1	Career	Smart Futures Lesson	Elementary School	Class Discussion and Assessment	Students and Teachers	Elementary School Counselor
Smart Futures #2	Career	Smart Futures Lesson	Elementary School	Class Discussion and Assessment	Students and Teachers	Elementary School Counselor
Olweus	Personal/Social	Olweus Powerpoint/TE Lesson Plan	Elementary Schools	Class Discussion	Students and Teachers	Elementary School Counselor

Grade 5 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Orientation to Middle School	Personal/Social/Academic	Handouts/Assignment Book	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
Transition ES to MS - Multiple visits	Academic/Personal/ Social/Career	Handouts/Parent/Teacher Discussion	Elementary/Middle	Student/Parent Feedback	Students/Parents/ Teachers/ Administrators	Grade Level School Counselor
Budgeting	Academic/Personal	Smart Futures	Middle School	Student feedback	Students	Grade Level School Counselor
Interests and Abilities	Academic/Personal/ Career	Smart Futures	Middle School	Student feedback	Students	Grade Level School Counselor

Grade 6 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Orientation to Middle School	Personal/Social	Handouts/Assignment Book	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
Career Clusters and Pathways	Personal/Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor
My Work Values Survey	Personal/ Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor

Grade 7 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Orientation to Middle School	Personal/Social	Handouts/Assignment Book	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
My Interests Survey	Personal/Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor
Knowledge, Skills, Abilities Survey	Personal/Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor

Grade 8 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
CHS Course Selection	Academic/Career	Program of Studies/Smartboard	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
TCHS-Technical College High School	Academic/Career	Bus/Permission Slips/Chaperones	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
TCHS-Technical College High School	Academic/Career	Auditorium/Audio Visual Setup	Middle School	Student/Teacher Feedback	Students	Grade Level School Counselor
Transition MS to CHS	Academic/Personal/ Social	Handouts	Middle/CHS	Student Feedback	Students/ Teachers/ Administrators	Grade Level School Counselor
Learning from Entrepreneurs	Personal/Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor
Goal Setting	Personal/Social/ Career	Smart Futures	Middle School	Student Feedback	Students	Grade Level School Counselor

Grade 9 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
Career Week	Personal/Social/Career/ Academic	Handouts/Speakers/Power Point Presentations	CHS	Evaluation forms	Students/Parents	School Counselor
Classroom course selection meetings	Academic/Career	Powerpoint/Handouts	CHS	Student/Teacher Feedback/Successful Completion	Students	School Counselor
College Fair	Academic/Career	Handouts/College Fair Lesson	CHS	Student Feedback/College Rep Evaluation	Students	School Counselor
Counselor Individual Meeting	Personal/Social/Career	Handouts	CHS	Student Feeback	Students	School Counselor
Counselor Orientation Meetings	Personal/Social/ Academic	Meeting Agenda	CHS	Student Feedback/Participation in available resources and activities	Students	School Counselor
Course Selection Evening	Academic/Career	Powerpoint/Handouts	CHS	Parent Feedback	Parents	School Counselor
Financial Aid Evening	Personal/Career	Powerpoint/handouts/Guest Speaker	CHS	Student/Parent Feedback	Parents	School Counselor
Freshman and New Student Walk Through (1st day of school)	Personal/Social	Schedules/Student Guides	CHS	Positive Start to School Year	Students/Parents	School Counselor
Getting the Most out of High School	Personal/Social/Career/ Academic	Powerpoint	CHS	Feedback Forms	Students/Parents	School Counselor
Military Day	Personal/Social/ Academic/Career	Handout/Speakers	CHS	Student feedback	Students	School Counselor
Military Info Mtgs and Lunch Table Session	Personal/Academic/ Career	Handouts/Guest speakers	CHS	Evaluation forms	Students/Parents	School Counselor
Move-up Day	Personal/Social/Career/ Academic	T-Shirts/Teacher Presentations/Club Fair	CHS	Smooth Transition for New Students to the School	Students	School Counselor
NCAA Presentation	Career/Personal/Social	Powerpoint/handouts/Guest Speaker	CHS	Parent Feedback	Students/Parents	School Counselor
New Student Registration Meetings	Personal/Social/ Academic/Career	Handouts	CHS	Student feedback	Students	School Counselor

Parent meetings in large groups	Academic/Social	Handouts	CHS	Parent Feedback	Parents/ Administrators	School Counselor
PSAT 8/9	Academic/Career	Standardized Test	CHS	College Board Report	Students	School Counselor
SCOIR	Career/Personal/Social	Web based Platorm/Handouts	CHS	Student/Parent Feedback	Students	School Counselor
Signs of Suicide for 9th Grade	Personal/Social	PowerPoint/SOS Lesson	CHS	Student feedback	Students	School Counselor
SmartFutures	Career/Personal/Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
TCHS Information Sessions	Career/Personal/Social	Powerpoint/Handouts/ Guest Speaker	CHS	Student Feedback	Students	School Counselor
Wellness Wednesdays	Personal/Social	Handouts	CHS	Student Feedback	Students	School Counselor /Admin/ Staff

Grade 10 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
ASVAB	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
Career Week	Personal/Social/Career / Academic	Handouts/Speakers/Power Point Presentations	CHS	Evaluation forms	Students/Parents	School Counselor
College Admissions/ Testing Evening	Personal/Social/ Academic/Career	Powerpoint/handouts/ Guest Speaker	CHS	Student/Parent Feedback	Students/Parents	School Counselor
College Fair	Academic/Career	College Representatives/Handouts	CHS	Student Feedback/College Rep Evaluation	Students/College Reps	School Counselor
Course Selection Classroom Visits	Academic/Career	Powerpoint/handouts	CHS	Successful completion of process	Students	School Counselor
Course Selection Evening	Academic/Career	Powerpoint/Presentations	CHS	Parent Feedback	Parents	School Counselor
Financial Aid Evening	Personal/Career	Powerpoint/handouts/ Guest Speaker	CHS	Student/Parent Feedback	Parents	School Counselor
Individual Student Meetings	Personal/Academic/ Career	Handouts/Review Interest Inventory	CHS	Student Feedback	Students	School Counselor
Military Day	Personal/Social/ Academic/Career	Handout/Speakers	CHS	Student feedback	Students	School Counselor
Military Info Mtgs and Lunch Session	Personal/Academic/ Career	Handouts/Guest speakers	CHS	Evaluation forms	Students/Parents	School Counselor
NCAA Presentation	Career/Personal/ Social	Powerpoint/Handouts/ Guest Speaker	CHS	Parent Feedback	Students/Parents	School Counselor
New Student Registration Meetings	Personal/Social/ Academic/Career	Handouts	CHS	Student feedback	Students	School Counselor
Orientation Meeting	Personal/Academic/ Career	Handouts	CHS	Student Feedback	Students	School Counselor
Parent Meetings	Academic/Social	Handouts	CHS	Parent Feedback	Parents/ Admininstrtaors	School Counselor

PSAT	Academic/Career	Standardized Test	CHS	College Board Score Report	Students	School Counselor
SCOIR	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student/Parent Feedback	Students	School Counselor
SmartFutures	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
Sophomore Informational Meeting	Personal/Social/ Academic/Career	Powerpoint/Speaker	CHS	Student Feedback	Students	School Counselor
Sophomore Springboard Evening Event	Personal/Social/ Academic/Career	Powerpoint/handouts/ Guest Speaker	CHS	Student/Parent Feedback	Students/Parents	School Counselor
TCHS Information Sessions	Career/Personal/ Social	Powerpoint/Handouts/ Guest Speaker	CHS	Student Feedback	Students	School Counselor
Wellness Wednesdays	Personal/Social	Handouts	CHS	Student Feedback	Students	School Counselor /Admin/ Staff

Grade 11 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
ASVAB	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
Career Week	Personal/Social/Career/ Academic	Handouts/Speakers/Power Point Presentations	CHS	Evaluation forms	Students/Parents	School Counselor
CCT (College and Career Transition Course ALL 11th Graders	Career/Personal/Social	Powerpoint/Handouts/Guest Speaker/ Classroom	CHS	Student Feedback	Students	School Counselor
College Admissions Night	Persona/Social/Career/ Academic	Powerpoint/Handouts/Guest Speaker	CHS	Student/Parent Feedback	Students/Parents	School Counselor
College Essays	Career/Personal/Social	Handouts	CHS	Student Feedback	Students	School Counselor
College Fair	Academic/Career	Handouts/College Fair Lesson	CHS	Student Feedback/College Rep Evaluation	Students	School Counselor
College Field Trips	Career/Personal/ Social	Handouts	CHS	Student Feedback	Students	School Counselor
College/Trade School Representative Visits	Career/Academic	Guest Speakers	CHS	Student/College Rep Feedback	Students/College Professionals	School Counselor
Course Selection Classroom Visits	Academic	Powerpoint/Handouts	CHS	Successful completion of Process	Students	School Counselor
Course Selection Evening	Academic/Career	Powerpoint/Handouts/ Teacher Presentations/TCHS	CHS	Parent Feedback	Students/Parents/ Teachers	School Counselor
Financial Aid Evening	Personal/Academic	Powerpoint/Handouts/Guest Speaker	CHS	Parent Feedback	Parents/College Community	School Counselor
Military Day	Personal/Social/ Academic/Career	Handout/Speakers	CHS	Student feedback	Students	School Counselor
Military Info Mtgs and Lunch Table Session	Personal/Academic/ Career	Handouts/Guest speakers	CHS	Evaluation forms	Students/Parents	School Counselor

NCAA Presentation	Career/Personal/Social	Powerpoint/Handouts/Guest Speaker	CHS	Parent Feedback	Students/Parents	School Counselor
New Student Registration Meetings	Personal/Social/ Academic/Career	Handouts	CHS	Student feedback	Students	School Counselor
Orientation Meeting	Personal/Academic/ Career	Handouts	CHS	Student Feedback	Students	School Counselor
Parent Meetings in Large Groups	Academic/Social	Handouts	CHS	Parent Feedback	Parents/ Administrators	School Counselor
Post High School Planning Meetings	Career/Personal/ Academic	Handouts	CHS	Student/Parent Feedback & Identification of Individual Goals	Students/Parents	School Counselor
PrinciplesYou	Career/Personal/Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
Pro-social Skills/Character Ed	Personal/Social	PowerPoint/Group Building Lesson	CHS	Student feedback	Students	School Counselor
SCOIR	Career/Personal/Social	Web based Platorm/Handouts	CHS	Student/Parent Feedback	Students	School Counselor
Signs of Suicide for 11th Grade	Academic/Career/ Personal	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
SmartFutures	Career/Personal/Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
TCHS Information Sessions	Career/Personal/Social	Powerpoint/Handouts/Guest Speaker	CHS	Student Feedback	Students	School Counselor
Wellness Wednesdays	Personal/Social	Handouts	CHS	Student Feedback	Students	School Counselor /Admin/ Staff

Grade 12 Curriculum Action Plan						
Lesson Content/Program Content	**ASCA Domain and/or CEW Domain**	**Curriculum and Materials**	**Location**	**Evaluation and Assessment**	**Stakeholder**	**Contact Person**
ASVAB	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
Career Week	Personal/Social/ Career/ Academic	Handouts/Speakers/Power Point Presentations	CHS	Evaluation forms	Students/Parents	School Counselor
College Application Evening	Academic/Career	Powerpoint/Handouts	CHS	Student/Parent Feedback	Students/Parents	School Counselor
College Essays	Career/Personal/ Social	Handouts	CHS	Student Feedback	Students	School Counselor
College Fair	Academic/Career	Handouts/College Fair Lesson	CHS	Student Feedback/College Rep Evaluation	Students	School Counselor
College Field Trips	Career/Personal/ Social	Handouts	CHS	Student Feedback	Students	School Counselor
College Representative Visits	Career/Academic	Guest Speakers	CHS	Student/College Rep Feedback	Students/College Professionals	School Counselor
College/Trade School Representative Visits	Career/Academic	Guest Speakers	CHS	Student/College Rep Feedback	Students/College Professionals	School Counselor
Financial Aid Evening	Career/Personal	Powerpoint/Handouts/Guest Speaker	CHS	Parent Feedback	Parents	School Counselor
Individual Meetings	Academic/Career/ Personal	Handouts	CHS	Student Plan Identified	Students	School Counselor
Military Day	Personal/Social/ Academic/Career	Handout/Speakers	CHS	Student feedback	Students	School Counselor
Military Info Mtgs and Lunch Table Session	Personal/Academic/ Career	Handouts/Guest speakers	CHS	Evaluation forms	Students/Parents	School Counselor
NCAA Presentation	Career/Personal/ Social	Powerpoint/Handouts/ Guest Speaker	CHS	Parent Feedback	Students/Parents	School Counselor

New Student Registration Meetings	Personal/Social/ Academic/Career	Handouts	CHS	Student feedback	Students	School Counselor
Orientation Meetings	Personal/Academic	Handouts	CHS	Student Feedback	Students/College Professionals	School Counselor
Parent Meetings in Large Groups	Academic/Social	Handouts	CHS	Parent Feedback	Parents/Admin	School Counselor
PrincipleYou	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
SCOIR	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student/Parent Feedback	Students	School Counselor
SmartFutures	Career/Personal/ Social	Web based Platorm/Handouts	CHS	Student Feedback	Students	School Counselor
TCHS Information Sessions	Career/Personal/ Social	Powerpoint/handouts/ Guest Speaker	CHS	Student Feedback	Students	School Counselor
Transition Meetings	Personal/Social/ Career	Handouts	CHS	Student Feedback	Students/College Professionals	School Counselor
Wellness Wednesdays	Personal/Social	Handouts	CHS	Student Feedback	Students	School Counselor /Admin/ Staff

Listing of Diverse External Resources
16 National Career Clusters

T/E School District Career and Postsecondary Resources

CEW Strands	Sixteen Career Clusters https://www.acteonline.org/wfd-cte/membership/acte-clusters/	
13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics

CEW Strands	Sixteen Career Clusters https://www.acteonline.org/wfd-cte/membership/acte-clusters/	
13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics

	Government & Public Administration Health Science

ORGANIZATIONS AND AGENCIES

Intermediary Organizations: *Connecting, Collaborating, Convening Organizations*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County Community Food Bank	13.1,13.2,13.3	Agriculture, Food & Natural Resources
Paoli Hospital	13.1,13.2,13.3	Health Science
Chester County Intermediate Unit	13.1,13.2,13.3	Education & Training
NACAC	13.1,13.2,13.3	Education & Training
PACAC	13.1,13.2,13.3	Education & Training
Chester County School Counselors Association CCSCA	13.1,13.2,13.3,13.4	Education & Training
American School Counselors Association ASCA	13.1,13.2,13.3,13.4	Education & Training
PA School Counselors Association PSCA	13.1,13.2,13.3,13.4	Education & Training
School-based Parent/Teacher Organizations		Education & Training
T/E Cares Education Foundation		Education & Training
Foundation for Learning in Tredyffrin/Easttown (FLITE)		Education & Training

Umbrella Organizations: *Organizations that represent a large group of business organizations with a common mission*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County Intermediate Unit	13.1,13.2,13.3,13.4	Education & Training
Rotary	13.1,13.2,13.3,13.4	All Clusters
United Way of Chester County	13.1,13.2,13.3,13.4	All Clusters

Delaware Valley Consortium for Excellence & Equity (UPENN)	13.1,13.2,13.3,13.4	Education & Training

Community & State Organizations:		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County Intermediate Unit	13.1,13.2,13.3,13.4	Education & Training
Chester County Children and Youth Services	13.1,13.2,13.3	Human Services
Berwyn Fire Company	13.1,13.2,13.3	Education & Training
Devereux	13.1,13.2,13.3	Human Services
Tredyffrin/Easttown Library	13.1, 13.2, 13.3	Human Services
Paoli Hospital	13.1, 13.2, 13.3	Human Services
Crime Victims Center of Chester County	13.1, 13.2, 13.3	Human Services
Franklin Institute	13.1, 13.2, 13.3	Education & Training
Upper Main Line YMCA	13.1, 13.2, 13.3	Human Services
Chester County Food Bank		Human Services
Special Olympics of Pennsylvania		Human Services

NETWORKING OPPORTUNITIES

Individual Contacts: *Contacts acquired through networking and interaction*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Job, internship, shadowing opportunities	13.1,13.2,13.3,13.4	All Clusters
Military personnel visits, Military Day	13.1,13.2,13.3	All Clusters
Career Week	13.1,13.2,13.3	All Clusters
College Fairs	13.1, 13.2,13.3	All Clusters
School-based visits from regional college admissions representatives	13.1,13.2,13.3	All Clusters

Community & Business Meetings: *Meetings, which bring cross/community members together to promote growth to further a cause*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
School board meetings	13.1,13.2,13.3	All Clusters
Rotary	13.1,13.2,13.3,13.4	All Clusters
Student Assistance Team/Program	13.1,13.2,13.3	All Clusters
Delaware Valley Consortium for Equity and Excellence	13.1,13.2,13.3	All Clusters
Advisory Council Meeting(s)	13.1,13.2,13.3,13.4	All Clusters

Community Events: *Conferences, Workshops, Grand Openings*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County College Fair	13.1,13.2,13.3,13.4	All Clusters
Main Line College Fair	13.1,13.2,13.3,13.4	All Clusters
Conestoga High School College Fair	13.1,13.2,13.3,13.4	All Clusters
NAVIGATE College and Career Trips and Workshops	13.1,13.2,13.3,13.4	All Clusters
College Planning Night	13.1,13.2,13.3,13.4	All Clusters
College Planning Webinar Series	13.1,13.2,13.3,13.4	All Clusters
Middle School Career Day	13.1,13.2,13.3,13.4	All Clusters
Technical College High School Open house	13.1,13.2,13.3,13.4	All Clusters
Middle School Parent Nights	13.1,13.2,13.3,13.4	All Clusters
Visitation to the Middle School	13.1,13.2,13.3,13.4	All Clusters
High School Move Up Day	13.1,13.2,13.3,13.4	All Clusters

ONLINE & OTHER RESOURCES

Internet Based Links: *Websites educating others and promoting career development and related topics*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
SCOIR	13.1,13.2,13.3,13.4	All Clusters
Smart Futures	13.1,13.2,13.3,13.4	All Clusters

College Board	13.1,13.2,13.3,13.4	All Clusters
ACT	13.1,13.2,13.3,13.4	All Clusters
College Websites	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Website	13.1,13.2,13.3,13.4	All Clusters
www.youscience.com	13.1,13.2,13.3,13.4	All Clusters
www.princplesyou.com	13.1,13.2,13.3,13.4	All Clusters

Media & Advertising: *Various marketing methods that provide contacts, career awareness, ideas and workforce information*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
E-mail solicitation from colleges and universities	13.1,13.2,13.3,13.4	All Clusters
School District website	13.1,13.2,13.3,13.4	All Clusters
Weekly Newsletters	13.1,13.2,13.3,13.4	All Clusters
School District Social Media Accounts	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Center Website	13.1,13.2,13.3,13.4	All Clusters
SPOKE Newspaper	13.1,13.2,13.3,13.4	All Clusters
Schoology	13.1,13.2,13.3,13.4	All Clusters
SCOIR	13.1,13.2,13.3,13.4	All Clusters

Publication & Documents: *Hard copy materials that offer contacts and career/workforce information*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Newspaper Inserts	13.1,13.2,13.3,13.4	All Clusters
Community Program Booklets	13.1,13.2,13.3,13.4	All Clusters
College admissions materials/information booklets	13.1,13.2,13.3,13.4	All Clusters
Technical College High School Catalog	13.1,13.2,13.3,13.4	All Clusters
SPOKE Newspaper	13.1,13.2,13.3,13.4	All Clusters
Folio Literary Magazine	13.1,13.2,13.3,13.4	All Clusters
Conestoga Program of Studies Guide	13.1,13.2,13.3,13.4	All Clusters

POST-SECONDARY OPTIONS

Postsecondary Options: *Colleges, Apprenticeships, Military, Vocational Training*		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway

Colleges West Chester University University of Pennsylvania University of Delaware Delaware County Community Coll Montgomery County Community Neumann University Gwynedd Mercy University Immaculata University Villanova University	13.1,13.2,13.3,13.4	All Clusters
Senior Internship Program	13.1,13.2,13.3,13.4	All Clusters

Penn State University – Brandywine		
Technical College High School	13.1,13.2,13.3,13.4	All Clusters
PHEAA	13.1,13.2,13.3,13.4	All Clusters
ASVAB	13.1,13.2,13.3,13.4	All Clusters

Organizing Career /Postsecondary Resources

The following additional resources are used to connect and build our program to include business/community and postsecondary stakeholders in the career domain.

- Elementary Schools
  - Smart Futures - career readiness program designed to build skills, knowledge, and plans for future success.
  - Guidance Plan - Follow up surveys
  - K-4 Classroom guidance lessons

- Middle Schools
  - Smart Futures - career readiness program designed to build skills, knowledge, and plans for future success. Lesson delivery for all students grade 5-8 as follows:
  - In Grade 5, students begin career exploration by investigating their interests and abilities. They also reflect on their personal schedule and time management as it relates to career retention and advancement.

    In Grade 6, students engage in career awareness and preparation through investigating career clusters and pathways. In addition, students take a work survey.

    In Grade 7, students continue developing career awareness and preparation through the completion of an interest survey, as well as a knowledge skill ability survey.

    In Grade 8, students explore entrepreneurship, career acquisition, career retention and advancement through goal setting and learning from entrepreneurs.

- Conestoga High School
  - Curriculum Planning Guide For Students and Families
  - Smart Futures career lessons
  - **Student Services Resource List:**
    - ***Self-Assessment/Career Information***
      - www.educationplanner.org (career cluster activity, which careers match your skills)
      - www.youscience.com (career, personality, workplace values)
      - www.principlesyou.com
      - www.mynextmove.org {interest profiler} - site links to onetonline.org
      - www.pacareerzone.org (self-assessments)
      - www.roguecc.edu/counseling/hollandcodes (personality)
      - ASVAB
    - ***College Search/ Admissions Criteria***
      - SCOIR
      - www.act.org
      - www.collegeboard.org(educationplanner.org links to this **site** for the college search)
      - www.collegconfidential.com
      - www.fiskeguide.com ("Sizing Yourself Up" survey)
      - www.petersons.com
      - Individual school sites
      - www.collegeresults.org (look up retention rates for colleges)
      - Less High School Stress LLC – college admission stress reduction

    - ***Test Registration/Prep***
      - ***My Ivy Experience267-888-6489 www.myivyexperience.com***
      - ***College Thoughts Keith Wilkerson 610-601-9010 www.collegethoughts.com***
      - ***The Princeton Review 866-TPR-PREP www.princetonreview.com***
      - ***Center for Educational Services Wayne, PA www.cestutoring.com***
      - ***Khan Academy www.khanacademy.org***
      - ***www.petersons.com – SAT/ACT practice tests***
      - ***www.review.com – SAT courses, and tips***
      - ***Kaplan Test Prep www.kaptest.com***
      - ***MJ Test Prep Bryn Mawr, PA 610-525-2840 www.mjtestprep.com***
      - ***Main Line Test Prep Steve Odabashian 484-424-9893 www.mainlinetestprep.com***
      - ***Christianson Tutorials John Christianson 610-457-5288 www.tutortestprep.com***
      - ***Educational Services Prep Wayne, PA 610-687-0627 www.prepwithes.com***
      - ***Critical Point Prep www.criticalpointprep.com***

- ***Advance Test Review Havertown, PA 610-449-6311 www.advancetestreview.com***
- ***i2i Education www.i2ieducation.com***
- ***ACT www.act.org***
- ***SAT www.collegeboard.org***

- ***Financial Aid/Scholarship Information***
  - www.fafsa.gov
  - www.fastweb.com (scholarships)
  - www.finaid.org
  - www.pheaa.org
  - www.scholarships.com
- ***NCAA Clearinghouse***
  - www.ncaa.org (avongrove.org links to this site)
- ***Colleges for Students with Learning Disabilities***
  - www.college-scholarships.com/learning_disabilities (list of schools and you can click on the school to get information about the programs; easy to use)
  - www.going-to-college.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical thinking skills to make informed decisions	**B-SMS 1.**	Responsibility for self and actions	**B-SS 1.**	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	**B-SMS 2.**	Self-discipline and self-control	**B-SS 2.**	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	**B-SMS 3.**	Independent work	**B-SS 3.**	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self- direction for learning	**B-SMS 4.**	Delayed gratification for long-term rewards	**B-SS 4.**	Empathy
B-LS 5.	Media and technology skills to enhance learning	**B-SMS 5.**	Perseverance to achieve long- and short-term goals	**B-SS 5.**	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	**B-SMS 6.**	Ability to identify and overcome barriers	**B-SS 6.**	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	**B-SMS 7.**	Effective coping skills	**B-SS 7.**	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	**B-SMS 8.**	Balance of school, home and community activities	**B-SS 8.**	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.**	Personal safety skills	**B-SS 9.**	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	**B-SMS 10.**	Ability to manage transitions and adapt to change	**B-SS 10.**	Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to focus programmatic content, design culturally sustaining strategies and activities, promote positive mental health, assess student growth and development, and build a program that helps students achieve to their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific standards. These learning objectives become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs and directly reflect the school's vision, mission and goals.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program aligns with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Sample grade-level learning objectives are available at *schoolcounselor.org/studentstandards.* School counselors can download the spreadsheet and identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classroom, large-group, small-group or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement and contributing-factors data such as attendance and discipline to guide the selection of specific standards appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need in achievement data.*
   School counselors identify a specific student challenge found in the school's achievement data. Challenges are revealed when individuals or subset of students are found to be underperforming in achievement, e.g., standardized test scores, grades, credits earned.

2. *Consider contributing-factors data.*
   School counselors consider other challenges contributing to achievement issues, such as attendance, discipline and systemic barriers. They also consider student and partner perspectives to gain insight into achievement issues, as well as factors that contribute to the issues.

3. *Select student standard.*
   School counselors choose a specific behavior standard from the ASCA Student Standards that best aligns with the data and the potential contributing factors.

4. *Write learning objectives aligned with the student standard.*
   School counselors operationalize the selected standard by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*
   School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*
   School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-assessment.*
   School counselors administer the pre-assessment to determine the baseline knowledge and skills of targeted students.

8. *Deliver strategies.*
   School counselors deliver the strategies, activities and/or interventions.

9. *Administer post-assessment.*
   School counselors administer the post-assessment, assessing the students' acquisition of the knowledge and skills.

10. *Reflect on areas for improvement.*
    School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to promote success for each and every student. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive.

As part of the implementation of a school counseling program based on the ASCA National Model®, school counselors shape school environments that help each and every student attain life-readiness and academic success. School counselors have an ethical responsibility to provide curriculum and activities that ensure academic, career and social/emotional development opportunities for each and every student.

Implementing the ASCA Student Standards requires careful and thoughtful implementation to prevent reinforcing the status quo, such as gaps in achievement, opportunity and attainment, as well as disproportionate rates of discipline and suspension. The ASCA Student Standards should be used to promote success for each and every student and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic barriers and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that support success for each and every student
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors that are barriers to each and every student reaching their highest potential
- Serve on school/district committees focused on removing barriers to success, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote success for each and every student and address systemic issues
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunities and ending barriers to students reaching their highest potential
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting ASCA Student Standards Data

Collecting meaningful ASCA Student Standards data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key ASCA Student Standards data concepts: knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The standard selected for the intervention or activity not only provides the basis for content but also forms a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe…, I know… and I can… guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple standards.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the standards measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

Each and every student has the right to access a school counseling program that promotes academic, career and social/emotional development and improves student outcomes. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to focus programmatic content, design culturally sustaining strategies and activities, promote positive mental health, assess student growth and development, and build a program that helps each and every student achieve to their highest potential.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success.* Alexandria, VA: Author.

Resources Used in Development of ASCA Student Standards

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: The Teaching Tolerance Anti-Bias Framework	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively 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.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

277 S. Washington St. • Suite 390 • Alexandria, VA 22314
(703) 683-ASCA • asca@schoolcounselor.org

Updated 10/2025

Academic Standards for Career Education and Work

Pennsylvania Department of Education

Academic Standards for Career Education and Work

XXXVII. TABLE OF CONTENTS

Introduction.....XXXVIII.

THE ACADEMIC STANDARDS

Career Awareness and Preparation.....13.1.
- *A. Abilities and Aptitudes*
- *B. Personal Interests*
- *C. Nontraditional Workplace Roles*
- *D. Local Career Preparation Opportunities*
- *E. Career Selection Influences*
- *F. Preparation for Careers*
- *G. Career Plan Components*
- *H. Relationship Between Education and Career*

Career Acquisition (Getting a Job).....13.2.
- *A. Interviewing Skills*
- *B. Resources*
- *C. Career Acquisition Documents*
- *D. Career Planning Portfolios*
- *E. Career Acquisition Process*

Career Retention and Advancement.....13.3.
- *A. Work Habits*
- *B. Cooperation and Teamwork*
- *C. Group Interaction*
- *D. Budgeting*
- *E. Time Management*
- *F. Workplace Changes*
- *G. Lifelong Learning*

Entrepreneurship.....13.4.
- *A. Risks and Rewards*
- *B. Character Traits*
- *C. Business Plan*

Glossary .....XXXIX.

Academic Standards for Career Education and Work

XXXVIII. INTRODUCTION

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- 13.1 Career Awareness and Preparation
- 13.2 Career Acquisition (Getting a Job)
- 13.3 Career Retention and Advancement
- 13.4 Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.

13.1. Career Awareness and Preparation			
13.1.3. **GRADE 3**	13.1.5. **GRADE 5**	13.1.8. **GRADE 8**	13.1.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:			
A. Recognize that individuals have unique interests.	A. Describe the impact of individual interests and abilities on career choices.	A. Relate careers to individual interests, abilities, and aptitudes.	A. Relate careers to individual interests, abilities, and aptitudes.
B. Identify current personal interests.	B. Describe the impact of personal interest and abilities on career choices.	B. Relate careers to personal interests, abilities and aptitudes.	B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	C. Relate the impact of change to both traditional and nontraditional careers.	C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.	C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
D. Identify the range of jobs available in the community.	D. Describe the range of career training programs in the community such as, but not limited to: • Two-and-four year colleges • Career and technical education programs at centers (formerly AVTS) and high schools • CareerLinks • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship • Vocational rehabilitation centers • Web-based training	D. Explain the relationship of career training programs to employment opportunities.	D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise
E. Describe the work done by school personnel and other individuals in the community.	E. Describe the factors that influence career choices, such as, but not limited to:	E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:	E. Justify the selection of a career.

	• Geographic location • Job description • Salaries/benefits • Work schedule • Working conditions	• Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment	
F. Explore how people prepare for careers.	F. Investigate people's rationale for making career choices.	F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational rehabilitation centers
G. Explain why education and training plans are important to careers.	G. Identify the components of a career plan, such as, but not limited to: • Beginnings of career portfolio • Career goals • Individual interests and abilities • Training/education requirements and costs	G. Create an individualized career plan including, such as, but not limited to: • Assessment and continued development of career portfolio • Career goals • Cluster/pathway opportunities	G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

H. Explain how workers in their careers use what is learned in the classroom.	H. Connect personal interests and abilities and academic strengths to personal career options.	• Individual interests and abilities • Training/education requirements and financing H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.	H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2. Career Acquisition (Getting a Job)			
13.2.3. **GRADE 3**	13.2.5. **GRADE 5**	13.2.8. **GRADE 8**	13.2.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:			
A. Identify appropriate speaking and listening techniques used in conversation. B. Discuss resources available in researching job opportunities, such as, but not limited to: • Internet • Magazines • Newspapers C. Compose a personal letter.	A. Apply appropriate speaking and listening techniques used in conversation. B. Identify and review resources available in researching job opportunities, such as, but not limited to: • Internet • Magazines • Newspapers C. Compose and compare a business and a personal letter.	A. Identify effective speaking and listening skills used in a job interview. B. Evaluate resources available in researching job opportunities, such as, but not limited to: • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is *Occupational Outlook Handbook, PA Career Guide*) C. Prepare a draft of career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume	A. Apply effective speaking and listening skills used in a job interview. B. Apply research skills in searching for a job. • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is *Occupational Outlook Handbook, PA Career Guide*) C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume

D. Identify the importance of developing a plan for the future. E. Discuss the importance of the essential workplace skills, such as, but not limited to: • Dependability • Health/safety • Team building • Technology	D. Identify individualized career portfolio components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories E. Apply to daily activities, the essential workplace skills, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology	D. Develop an individualized career portfolio including components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology	D. Analyze, revise, and apply an individualized career portfolio to chosen career path. E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

13.3. Career Retention and Advancement			
13.3.3. **GRADE 3**	13.3.5. **GRADE 5**	13.3.8. **GRADE 8**	13.3.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:			
A. Identify attitudes and work habits that contribute to success at home and school.	A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	A. Determine attitudes and work habits that support career retention and advancement.	A. Evaluate personal attitudes and work habits that support career retention and advancement.
B. Identify how to cooperate at both home and school.	B. Explain the importance of working cooperatively with others at both home and school to complete a task.	B. Analyze the role of each participant's contribution in a team setting.	B. Evaluate team member roles to describe and illustrate active listening techniques: • Clarifying • Encouraging • Reflecting • Restating • Summarizing
C. Explain effective group interaction terms, such as, but not limited to: • Compliment • Cooperate • Encourage • Participate	C. Identify effective group interaction strategies, such as, but not limited to: • Building consensus • Communicating effectively • Establishing ground rules • Listening to others	C. Explain and demonstrate conflict resolution skills: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving	C. Evaluate conflict resolution skills as they relate to the workplace: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving
D. Explain how money is used.	D. Explain budgeting.	D. Analyze budgets and pay statements, such as, but not limited to: • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes	D. Develop a personal budget based on career choice, such as, but not limited to: • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes

E. Discuss how time is used at both home and school.	E. Develop a personal schedule based on activities and responsibilities at both home and school.	E. Identify and apply time management strategies as they relate to both personal and work situations.	E. Evaluate time management strategies and their application to both personal and work situations.
F. Identify the changes in family and friend's roles at home, at school and in the community.	F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	F. Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.	F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
G. Define and describe the importance of lifelong learning.	G. Describe how personal interests and abilities impact lifelong learning.	G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.	G. Evaluate the impact of lifelong learning on career retention and advancement.

13.4. Entrepreneurship			
13.4.3. **GRADE 3**	13.4.5. **GRADE 5**	13.4.8. **GRADE 8**	13.4.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:			
A. Define entrepreneurship.	A. Identify the risks and rewards of entrepreneurship.	A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: • Benefits • Job security • Operating costs • Wages	A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
B. Describe the character traits of successful entrepreneurs, such as, but not limited to: • Adaptability • Creative thinking • Ethical behavior • Leadership • Positive attitude • Risk-taking	B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.	B. Evaluate how entrepreneurial character traits influence career opportunities.	B. Analyze entrepreneurship as it relates to personal character traits.
C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to: • Bake sale • Crafts • Lemonade stand • Pet care	C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: • Marketing • Production • Research and development • Selection of goods and services	C. Identify and describe the basic components of a business plan, such as, but not limited to: • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting	C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: • Community based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers

			• Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) • Venture capital

XXXIX. GLOSSARY

Americans With Disabilities Act (Pub. L. No. 101-336):	The Americans With Disabilities Act is a Federal civil rights law that prohibits discrimination and for ensuring equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, transportation, and requiring the establishment of TDD/telephone relay services.
Aptitudes:	Capacity to learn and understand.
Associate degree:	A postsecondary degree typically earned within a two-year time frame.
Baccalaureate degree:	A postsecondary degree, also known as a bachelor's degree, typically earned within a 4-year time frame from a college or university.
Benefits:	Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.
Budget:	A financial plan that summarizes anticipated income and expenditures over a period of time.
Business plan:	A prepared document detailing the past, present, and future of an organization.
Career and technical centers:	Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.
Career cluster:	A grouping of related occupations, which share similar skill sets.

Career days:	Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.
Career plan:	A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.
Career portfolio:	An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.
Career retention and advancement:	Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.
CareerLinks:	A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.
Certificate/licensure:	A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.
Child labor laws:	Legislation governing the employment of children under the age of 18.
Competitive analysis:	A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.

Entrepreneurs:	Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
Entrepreneurship:	The process of organizing, managing, and assuming the risks of a business or enterprise.
Fair Labor Standards Act:	A Federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
Fixed/variable expenses:	Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
Global influences:	Political and cultural changes, which impact the world and its economy.
Gross pay:	The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
Industrial Resource Centers:	Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
Internship:	A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
Job shadowing:	Typically as part of career exploration activities in late middle and early high school, a student follows an employee for 1 or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
Labor supply:	The number of persons either working or unemployed and actively seeking work.
Marketing:	The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets:	Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
Mediation:	Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
Net pay:	The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
Networking:	The act of exchanging information, contacts, and services.
Nontraditional careers:	Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
O*NET:	Occupational Information Network-- is a free public access online web-based system provided by the United States Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
Operating costs:	The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
OSHA:	The Occupational Safety and Health Administration--A National agency with representatives in each state who monitor health and safety issues in the workplace.
Professional associations:	Organizations of people having common interests.
Professional degree:	A title conferred on students by a college, university or professional school upon completion of a program of study.
Registered apprenticeship:	A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:	A summary of one's personal qualifications, education/training and employment experience.
Salaries/benefits:	Financial compensation paid regularly for services (See "benefits" for definition).
Sales forecasting:	Predicting the number of services or units likely to be sold over a specified period of time.
School-based career centers:	Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.
School-based enterprise:	The production of goods or services as part of a school program.
SCORE:	Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.
Self inventories:	Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.
Tech Prep:	The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.
Technical literacy:	The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.
Time management strategies:	Scheduling techniques used to effectively and efficiently direct or control activities.
Traditional careers:	Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.
Unemployment:	Measurement of the number of people who are not working and who are actively seeking work.

Venture capital:	Public or private funds invested in a potentially profitable business enterprise despite risk of loss.
Vocational rehabilitation centers:	Educational facilities that provide life skills and occupational training services for individuals with special needs.
Wages:	Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.
Web-based training:	Instruction that is available online.
Work habits:	Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.
Working conditions:	The environment in which an individual is employed.

Pennsylvania Career Education and Work Academic Standards

Getting Started!

3rd Grade Benchmarks

Getting started helping students achieve the Career Education and Work Academic Standards is often overwhelming. There are an overabundance of materials and resources available. How do you ever sort through them all?

Below is a suggested set of resources to help you sort through the plethora of materials so that your school can form a strong core for a program for students. Since implementing the Career Education and Work Academic Standards is everyone's job, the resources below can be used in a wide variety of classroom and real-world settings for all students. Implementing these standards will assist in increasing the relevance of school for all students and help students see the value of school as it relates to their personal future.

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.1 Career Awareness and Preparation *A. Abilities and Aptitudes* *B. Personal Interests* *C. Non-Traditional Workplace Roles* *D. Local Career Preparation Opportunities* *E. Career Selection Influences* *F. Preparation for Careers* *G. Career Plan Components* *H. Relationship between Education and Career*	Career Role Playing Games (e.g. Play Real Game, Career Capers) Classroom Events: (e.g. Career Day, Community Day, Careers on Wheels) Children's Occupational Outlook Handbook Activities PHEAA Materials – Going Places Developmental Guidance Classroom Activities (K-3) "How To…" Career Development Activities for Every Classroom (K-3) Career Video Series (e.g. "I Want to Be") "Did You Ever Wonder?") EconomicsPennsylvania Resources Job Shadowing Career Expo Career Speakers Summer Career Camps	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Arthur's Pet Business" "Dinosaur Hunters" "Oh The Places You Will Go!" "Come And See What I Can Be"	PA Career Education and Work Online Learning Program Paws In Jobland (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com

Pennsylvania Career Education and Work Academic Standards

Getting Started!

3rd Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.2 Career Acquisition (Getting a Job) *A. Interviewing Skills* *A. Resources* *B. Career Acquisition Documents* *C. Career Planning Portfolios* *D. Career Acquisition Process*	Career Role Playing Games (e.g. Play Real Game, Career Capers) Classroom Events: (e.g. Career Day, Community Day, Careers on Wheels) Children's Occupational Outlook Handbook Activities PHEAA Materials – Career Portfolio, Going Places Developmental Guidance Classroom Activities (K-3) "How To…" Career Development Activities for Every Classroom (K-3) Character Education Resources: (e.g. Integrity Matters, Groark's Getting Along Series') Job Shadowing	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Arthur's Pet Business" "Dinosaur Hunters" "Oh The Places You Will Go!"	PA Career Education and Work Online Learning Program Paws In Jobland (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com
13.3 Career Retention and Advancement *A. Work Habits* *B. Cooperation and Teamwork* *C. Group Interaction* *D. Budgeting* *E. Time Management* *F. Workplace Changes* *G. Lifelong Learning*	Career Role Playing Games: (e.g. Play Real Game) Children's Occupational Outlook Handbook Activities PHEAA Materials – Career Portfolio, Student Agenda Developmental Guidance Classroom Activities (K-3) "How To…" Career Development Activities for Every Classroom (K-3) Career Video Series (e.g. "I Want to Be", "Did You Ever Wonder?") Character Education Resources: (e.g. Integrity Matters, Groark's Getting Along Series') Job Shadowing Career Expo	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Arthur's Pet Business" "Dinosaur Hunters" "The Three Questions" "Oh The Places You Will Go!" "My Many Colored Days"	PA Career Education and Work Online Learning Program Paws In Job Land (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com

Pennsylvania Career Education and Work Academic Standards

Getting Started!

3rd Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.4 Entrepreneurship *A. Risks and Rewards* *B. Character Traits* *C. Business Plan*	Junior Achievement Resources EconomicsPennsylvania Resources Career Role Playing Games: (e.g. Play Real Game) Children's Occupational Outlook Handbook Activities Developmental Guidance Classroom Activities (K-3) "How To…" Career Development Activities (K-3) Job Shadowing Career Expo	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Arthur's Pet Business" "The Three Questions" "Oh The Places You Will Go!" "A Chair for My Mother"	PA Career Education and Work Online Learning Program Paws In Job Land (Bridges.com) COIN	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm

Pennsylvania Career Education and Work Academic Standards

Getting Started!

5th Grade Benchmarks

Getting started helping students achieve the Career Education and Work Academic Standards is often overwhelming. There are an overabundance of materials and resources available. How do you ever sort through them all?

Below is a suggested set of resources to help you sort through the plethora of materials so that your school can form a strong core for a program for students. Since implementing the Career Education and Work Academic Standards is everyone's job, the resources below can be used in a wide variety of classroom and real-world settings for all students. Implementing these standards will assist in increasing the relevance of school for all students and help students see the value of school as it relates to their personal future.

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.1 Career Awareness and Preparation *A. Abilities and Aptitudes* *B. Personal Interests* *C. Non-Traditional Workplace Roles* *D. Local Career Preparation Opportunities* *E. Career Selection Influences* *F. Preparation for Careers* *G. Career Plan Components* *H. Relationship between Education and Career*	Explorer The Career Game Career Role Playing Games (e.g. Make it Real Game, Career Capers) Classroom Events: (e.g. Career Day, Community Day, Careers on Wheels) Children's Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (4-6) "How To…" Career Development Activities for Every Classroom (4-6) Career Video Series (e.g. "Did You Ever Wonder?" "Careers for Me") "Careers Are Everywhere in Pennsylvania" workbook Dreamcatchers EconomicsPA Resources Jr. Achievement Job Shadowing Career Expo Career Speakers Summer Career Camps Educator in the Workplace America's Career Resource Network	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Gutsy Girl's Who Dare" "The Giver" ISBN 0395645662 "Lyddie" ISBN 0525673385 "Growing Up in Coal Country" ISBN 0395778476 "Alyda's Song" "I Want to Be" Series "Oh The Places You Will Go!" "Come And See What I Can Be" "How to Do Homework Without Throwing Up" "Children's Occupational Outlook Handbook"	PA Career Education and Work Online Learning Program Paws In Jobland (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.careerbookstore.com www.careerkids.com www.hardhattedwomen.org www.acrnetwork.org/

Pennsylvania Career Education and Work Academic Standards

Getting Started!

5th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
	(ACRN) Resources			

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.2 Career Acquisition (Getting a Job) *A. Interviewing Skills* *A. Resources* *B. Career Acquisition Documents* *C. Career Planning Portfolios* *D. Career Acquisition Process*	Career Role Playing Games (e.g. Make it Real Game, Career Capers) Classroom Events: (e.g. Career Day, Community Day, Careers on Wheels) Children's Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (4-6) "How To…" Career Development Activities for Every Classroom (4-6) Character Education Resources: (e.g. Integrity Matters, Positive Action Curriculum, You Can Choose) Boy Scouts of America - Learning for Life – Seekers/Discoverers/Challengers Dreamcatchers Job Shadowing Jr. Achievement Educator in the Workplace America's Career Resource Network (ACRN) Resources	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "Oh The Places You Will Go!" "Too Old for This, Too Young for That" "True and False Tests Stink!" "Children's Occupational Outlook Handbook" "If You Had to Choose What Would You do?" "Gutsy Girl's Who Dare"	PA Career Education and Work Online Learning Program Paws In Job Land (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.careerbookstore.com www.jist.com/free_resources.shtm www.charactereducation.com www.goodcharacter.com www.postiveaction.net www.charactercounts.org www.livewiremedia.com www.wiseskills.com www.acrnetwork.org/

Pennsylvania Career Education and Work Academic Standards

Getting Started!

5th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.3 Career Retention and Advancement *A. Work Habits* *B. Cooperation and Teamwork* *C. Group Interaction* *D. Budgeting* *E. Time Management* *F. Workplace Changes* *G. Lifelong Learning*	Career Role Playing Games: (e.g. Make it Real Game) Children's Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (4-6) "How To…" Career Development Activities for Every Classroom (4-6) Career Video Series (e.g. "Did You Ever Wonder?" "Careers for Me") Character Education Resources: (e.g. Integrity Matters, Positive Action Curriculum, You Can Choose) Boy Scouts of America - Learning for Life – Seekers/Discoverers/Challengers EconomicsPA Resources Dreamcatchers Job Shadowing Career Expo Educator in the Workplace Jr. Achievement America's Career Resource Network (ACRN) Resources	"Elementary Career Awareness Through Children's Literature: 3-5" "Children's Occupational Outlook Handbook" "Cool Careers for Girls" Series "The Three Questions" "Oh The Places You Will Go!" "My Many Colored Days"	PA Career Education and Work Online Learning Program Paws In Job Land (Bridges.com) COIN Climbing Career Trek	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.careerbookstore.com www.acrnetwork.org/

Pennsylvania Career Education and Work Academic Standards

Getting Started!

5th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.4 Entrepreneurship *A. Risks and Rewards* *B. Character Traits* *C. Business Plan*	Jr. Achievement Resources EconomicsPA Resources Career Role Playing Games: (e.g. Play Real Game) Children's Occupational Outlook Handbook Activities Developmental Guidance Classroom Activities (4-6) "How To…" Career Development Activities (4-6) Job Shadowing Career Expo Educator in the Workplace Jr. Achievement America's Career Resource Network (ACRN) Resources	"Elementary Career Awareness Through Children's Literature: 3-5" "Cool Careers for Girls" Series "The Three Questions" "Oh The Places You Will Go!" "A Chair for My Mother" "Better than a Lemonade Stand: Small Business Ideas for Kids" "The Kids Business Book"	PA Career Education and Work Online Learning Program Paws In Job Land (Bridges.com) COIN	www.bls.gov/k12/ www.knowitall.org/kidswork/ www.kids.gov/k_careers.htm www.jobshadow.org www.careeronestop.org www.usatoday.com/educate/careers/careers.htm www.entre-ed.org www.pbs.org/wgbh/theymadeamerica/tguide/resources_elm.html www.careerbookstore.com www.celceel.edu www.acrnetwork.org/

Pennsylvania Career Education and Work Academic Standards

Getting Started!

8th Grade Benchmarks

Getting started helping students achieve the Career Education and Work Academic Standards is often overwhelming. There are an overabundance of materials and resources available. How do you ever sort through them all?

Below is a suggested set of resources to help you sort through the plethora of materials so that your school can form a strong core for a program for students. Since implementing the Career Education and Work Academic Standards is everyone's job, the resources below can be used in a wide variety of classroom and real-world settings for all students. Implementing these standards will assist in increasing the relevance of school for all students and help students see the value of school as it relates to their personal future.

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.1 Career Awareness and Preparation *A. Abilities and Aptitudes* *B. Personal Interests* *C. Non-Traditional Workplace Roles* *D. Local Career Preparation Opportunities* *E. Career Selection Influences* *F. Preparation for Careers* *G. Career Plan Components* *H. Relationship between Education and Career*	Career Role Playing Games (E.g. Make It Real, Real Game) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (7-9) "How To…" Career Development Activities for Every Classroom (7-9) Career Video Series (Vocational Biography Series) PDE Career Clusters –Focusing Education on the Future EconomicsPA Resources (e.g. Stock Market Game) Job Shadowing Career Expo Career Speakers Summer Career Camps Educator in the Workplace Pa CareerLink Resources PA Workforce Development Materials (e.g. PA Career Guide) Junior Achievement (e.g. Economics of Staying in School) America's Career Resource Network (ACRN) Resources	145 Things to Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Oh The Places You Will Go	PA Career Education and Work Online Learning Program Career Futures/Choices (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.jist.com/free_resources.shtm www.careersolutionsgroup.com www.ja.org www.educationplanner.com www.keys2work.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.acrnetwork.org/ www.cacareerzone.org http://online.onetcenter.org/

Pennsylvania Career Education and Work Academic Standards

Getting Started!

8th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.2 Career Acquisition (Getting a Job) *A. Interviewing Skills* *B. Resources* *C. Career Acquisition Documents* D. *Career Planning Portfolios* E. *Career Acquisition Process*	Career Role Playing Games (e.g. Make It Real, Real Game) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (7-9) "How To…" Career Development Activities for Every Classroom (7-9) Career Video Series (Vocational Biography Series) Character Education Series (e.g. Character Counts, Character A Guide for Middle Grade Students) EconomicsPA Resources Job Shadowing Career Expo Career Speakers Summer Career Camps Educator in the Workplace Junior Achievement Boy Scouts Learning for Life (Challengers, Builders) America's Career Resource Network (ACRN) Resources	145 Things To Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Kid Stories The Seven Habits of Highly Effective Teens Don't Sweat the Small Stuff for Teams Life Strategies for Teens The Three Questions My Many Colored Days	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.positiveaction.net www.jist.com/free_resources.shtm www.charactereducation.com www.goodcharacter.com www.careersolutionsgroup.com www.pde.state.pa.us/bcte www.ja.org www.educationplanner.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.acrnetwork.org/ www.cacareerzone.org http://online.onetcenter.org/

Getting Started!

8th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.3 Career Retention and Advancement *A. Work Habits* *B. Cooperation and Teamwork* *C. Group Interaction* *D. Budgeting* *E. Time Management* F. *Workplace Changes* G. *Lifelong Learning*	Career Role Playing Games (e.g. Make It Real, Real Game) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (5-8) "How To…" Career Development Activities for Every Classroom (5-8) Career Video Series (Vocational Biography Series) Character Education Series (e.g. Character Counts, Character A Guide for Middle Grade Students) EconomicsPA Resources Job Shadowing Career Expo Career Speakers Summer Career Camps Educator in the Workplace Junior Achievement Boy Scouts Learning for Life (Challengers, Builders) America's Career Resource Network (ACRN) Resources	145 Things To Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Kid Stories The Seven Habits of Highly Effective Teens Don't Sweat the Small Stuff for Teams Life Strategies for Teens The Three Questions My Many Colored Days	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.positiveaction.net www.jist.com/free_resources.shtm www.charactereducation.com www.careersolutionsgroup.com www.pde.state.pa.us/bcte www.ja.org www.educationplanner.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.acrnetwork.org/ www.cacareerzone.org http://online.onetcenter.org/
13.4 Entrepreneurship *A. Risks and Rewards* *B. Character Traits* C. *Business Plan*	Junior Achievement (i.e. Enterprise in Action) Career Role Playing Games (i.e. The Real Game) Center for Entrepreneurial Assistance Materials (i.e. Entrepreneur's Guide) America's Career Resource Network (ACRN) Resource	Conversations With Teen Entrepreneurs: Success Secrets of the Younger Generation Weekend Entrepreneur: 101 Great Ways to Earn Extra Cash	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.jist.com/free_resources.shtm www.careersolutionsgroup.com www.inventpa.com www.celcee.edu www.entre-ed.org www.entrepreneur.com www.cacareerzone.org

Pennsylvania Career Education and Work Academic Standards

Getting Started!

11th Grade Benchmarks

Getting started helping students achieve the Career Education and Work Academic Standards is often overwhelming. There are an overabundance of materials and resources available. How do you ever sort through them all?

Below is a suggested set of resources to help you sort through the plethora of materials so that your school can form a strong core for a program for students. Since implementing the Career Education and Work Academic Standards is everyone's job, the resources below can be used in a wide variety of classroom and real-world settings for all students. Implementing these standards will assist in increasing the relevance of school for all students and help students see the value of school as it relates to their personal future.

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.1 Career Awareness and Preparation *A. Abilities and Aptitudes* *B. Personal Interests* *C. Non-Traditional Workplace Roles* *D. Local Career Preparation Opportunities* *E. Career Selection Influences* *F. Preparation for Careers* *G. Career Plan Components* *H. Relationship between Education and Career*	Career Role Playing Games (e.g. Be Real, Get Real) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (10-12) "How To…" Career Development Activities for Every Classroom (10-12) Career Video Series (Vocational Biography Series, REAL Life 101) PDE Career Clusters –Focusing Education on the Future EconomicsPA Resources (e.g. Strive to Drive) Job Shadowing/Internships/Co-ops/Apprenticeships Career & Post-Secondary Expos Career Speakers Summer Career Camps Educator in the Workplace Pa CareerLink Resources PA Workforce Development Materials (e.g. PA Career Guide) Junior Achievement (e.g. The Global Business Ethic) Post-Secondary Resource Materials Individualized Career Portfolios America's Career Resource Network (ACRN) Resources	145 Things to Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Oh The Places You Will Go	PA Career Education and Work Online Learning Program Career Futures/Choices (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.jist.com/free_resources.shtm www.careersolutionsgroup.com www.ja.org www.educationplanner.com www.keys2work.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.papsa.org http://online.onetcenter.org/ www.cacareerzone.org

Pennsylvania Career Education and Work Academic Standards

Getting Started!

11th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.2 Career Acquisition (Getting a Job) *A. Interviewing Skills* *B. Resources* *C. Career Acquisition Documents* D. *Career Planning Portfolios* E. *Career Acquisition Process*	Career Role Playing Games (e.g. Make It Real, Real Game) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (10-12) "How To…" Career Development Activities for Every Classroom (10-12) Career Video Series (Vocational Biography Series) Character Education Series (e.g. In Search of Character) EconomicsPA Resources Job Shadowing/Internships/Co-ops/Apprenticeships Career & Post-Secondary Expos Career Speakers Summer Career Camps Educator in the Workplace Junior Achievement Boy Scouts Learning for Life (Navigators) America's Career Resource Network (ACRN) Resources Post-Secondary Resource Materials Individualized Career Portfolios	To Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Kid Stories The Seven Habits of Highly Effective Teens Don't Sweat the Small Stuff for Teams Life Strategies for Teens The Three Questions My Many Colored Days Getting Real Other Ways To Win What Color Is Your Parachute	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.positiveaction.net www.jist.com/free_resources.shtm www.charactereducation.com www.goodcharacter.com www.careersolutionsgroup.com www.pde.state.pa.us/bcte www.ja.org www.educationplanner.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.bgca.org www.acrnetwork.org/ www.papsa.org http://online.onetcenter.org/ www.cacareerzone.org

Pennsylvania Career Education and Work Academic Standards

Getting Started!

11th Grade Benchmarks

CEW Standard	Career-related Materials & Resources	Literature Resources	Software Products	Internet-based Resources
13.3 Career Retention and Advancement *A. Work Habits* *B. Cooperation and Teamwork* *C. Group Interaction* *D. Budgeting* *E. Time Management* F. *Workplace Changes* G. *Lifelong Learning*	Career Role Playing Games (e.g. Make It Real, Real Game) Classroom Events: (e.g. Career Day, Pathway/Career Panels, Post-Secondary and Work Site Visits) Occupational Outlook Handbook Activities PHEAA's Career Materials Developmental Guidance Classroom Activities (5-8) "How To…" Career Development Activities for Every Classroom (5-8) Career Video Series (Vocational Biography Series) Character Education Series (e.g. Character Counts, Character A Guide for Middle Grade Students) EconomicsPA Resources Job Shadowing/Internships/Co-ops/Apprenticeships Career & Post-Secondary Expos Career Speakers Summer Career Camps Educator in the Workplace Junior Achievement Boy Scouts Learning for Life (Challengers, Builders) Post-Secondary Resource Materials America's Career Resource Network (ACRN) Resources Individualized Career Portfolios	Life Strategies for Teens Getting Real Other Ways To Win What Color Is Your Parachute 145 Things To Be When You Grow Up Tom Sawyer Young Person's Occupational Outlook Handbook Kid Stories The Seven Habits of Highly Effective Teens Don't Sweat the Small Stuff for Teams The Three Questions My Many Colored Days	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.careerclusters.org www.pde.state.pa.us/bcte www.positiveaction.net www.jist.com/free_resources.shtm www.charactereducation.com www.careersolutionsgroup.com www.pde.state.pa.us/bcte www.ja.org www.educationplanner.com www.jff.org www.paworkforce.state.pa.us www.usatoday.com/educate/careers/careers.htm www.pathway-pals.com www.acrnetwork.org/ http://online.onetcenter.org/ www.cacareerzone.org
13.4 Entrepreneurship *A. Risks and Rewards* *B. Character Traits* C. *Business Plan*	Junior Achievement (i.e. Enterprise in Action) Career Role Playing Games (i.e. The Real Game) Center for Entrepreneurial Assistance Materials (i.e. Entrepreneur's Guide) America's Career Resource Network (ACRN) Resources	Conversations With Teen Entrepreneurs: Success Secrets of the Younger Generation Weekend Entrepreneur: 101 Great Ways to Earn Extra Cash	PA Career Education and Work Online Learning Program Career Futures (Bridges.com) COIN (Career Targets) Career Cruising Keys2Work Career Trek Education Planner (PHEAA)	www.jist.com/free_resources.shtm www.careersolutionsgroup.com www.inventpa.com www.celcee.edu www.entre-ed.org www.acrnetwork.org/ http://online.onetcenter.org/ www.pfew.org www.cacareerzone.org www.entrepreneur.com

THE 16 CAREER CLUSTERS & 79 CAREER PATHWAYS

Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems

Architecture & Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications
- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Health Science
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism
- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics
- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics
- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

Career Guidance Services
Goals

Elementary (K-Grade 4)
School Counseling Career Goals 2025-2026

SMART Goal - Career	
Specific Issue: What is the specific issue based on our school's data?	Students in grade 3 will have the opportunity to complete career activities in our career platform, Smart Futures.
Measurable: How will we measure the effectiveness of our interventions?	All students in grade 3 will log at least two artifacts for their career readiness portfolios in Smart Futures by the end of the 2025-2026 school year.
Attainable: What outcome would stretch us but is still attainable?	Students in grade 3 will participate in the following lessons via Smart Futures by the end of 2025-2026 school year: My Interests, Preparation for Careers, Cooperation in Group Settings, and Successful Attitudes.
Results-Oriented: Is the goal reported in results-oriented data (process, perception, and outcome)? Process - Interventions used, # of students involved, # of staff involved Perception - Beliefs, attitudes, knowledge (survey) Outcome - What changed?	**Process**. Students in grade 3 will complete a lesson on interests and the roles people serve in our community. **Perception:** Students will have the opportunity to reflect on the programs offered and available to them as they move forward at the secondary level. **Outcome:** Students present increased knowledge and awareness of career opportunities.
Time Bound: When will our goal be accomplished?	Data will be collected by the end of the 2025-2026 school year.

Middle School (Grades 5-8)
School Counseling Career Goals 2025-2026

SMART Goal - Career	
Specific Issue: What is the specific issue based on our school's data?	Students in grade 6 will begin to work toward their grade 8 Career Plan via Smart Futures
Measurable: How will we measure the effectiveness of our interventions?	Students will complete career activities in the Smart Futures curriculum and save in their portfolio.
Attainable: What outcome would stretch us but is still attainable?	All students in grade 6 will complete, at a minimum, the required career readiness activities for the 2025-2026 school year: Career Clusters and Pathways and My Work Values Survey.
Results-Oriented: Is the goal reported in results-oriented data (process, perception, and outcome)? Process - Interventions used, # of students involved, # of staff involved Perception - Beliefs, attitudes, knowledge (survey) Outcome - What changed?	**Process**: All students in grade 6 **Perception**: Students will have the opportunity to reflect on the lessons via a survey. **Outcome**: Students will have increased knowledge and awareness on career opportunities.
Time Bound: When will our goal be accomplished?	Data will be collected by the end of the 2025-2026 school year.

High School
School Counseling Career Goals 2025-2026

SMART Goal - Career	
Specific Issue: What is the specific issue based on our school's data?	Students in grades 10 and 11 need more structured opportunities to develop active listening skills, a core employability competency identified through SmartFutures lesson data and schoolwide career readiness indicators. To address this, all grade 10 students will complete the Abilities and Aptitudes lesson and all grade 11 students will complete the Active Listening activity in SmartFutures during the 2025–2026 school year.
Measurable: How will we measure the effectiveness of our interventions?	All students in grade 10 and 11 should be able to utilize their Active Listening and Aptitude skills to connect to careers related to their College and Career portfolio in Smart Futures.
Attainable: What outcome would stretch us but is still attainable?	This goal aims to increase the percentage of students who: • Identify their own strengths and aptitudes (grade 10) • Demonstrate knowledge and use of active listening strategies (grade 11) • Maintain complete, college- and career-ready SmartFutures portfolios
Results-Oriented: Is the goal reported in results-oriented data (process, perception, and outcome)? Process - Interventions used, # of students involved, # of staff involved Perception - Beliefs, attitudes, knowledge (survey) Outcome - What changed?	• Completion Rate: At least 95% of students in grades 10 and 11 will complete their assigned SmartFutures lessons. • Perception Data: Students will work to learn more on how they can apply their unique Skills, Abilities, and Knowledge in real world settings. • Outcome Data: Completion will be verified via saved artifacts in each student's SmartFutures portfolio.
Time Bound: When will our goal be accomplished?	By the end of 2025-2026 school year.

Career Guidance Services Activities that Increase Awareness of Career and Technical Education Options

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT
SMART FUTURES INTEGRATION PLAN
REQUIRED CAREER READINESS ACTIVITIES AND APPLICABLE STANDARDS

Grade 3

Lesson 1

My Interests	**Career Awareness and Preparation (13.1), Career Retention (13.3)**
Preparation for Careers	**Career Awareness and Preparation (13.1)**

Lesson 2

Cooperation in Group Settings	**Career Acquisition (13.2), Career Retention and Advancement (13.3)**
Successful Attitudes	**Career Retention and Advancement (13.3)**

Grade 4

Lesson 1

Character Traits of Real Entrepreneurs	**Entrepreneurship (13.4)**
Risks and Rewards of Entrepreneurs	**Entrepreneurship (13.4)**

Lesson 2

Speaking Skills	**Career Acquisition (13.2), Career Retention and Advancement (13.3)**

Grade 5

Interests and Abilities	Career Awareness and Preparation, Career Retention and Advancement
Budgeting	Career Retention and Advancement

Grade 6

Career Clusters and Pathways*	Career Awareness and Preparation
My Work Values Survey*	Career Awareness and Preparation

Grade 7

My Interests Survey*	Career Awareness and Preparation
Knowledge Skill Ability Survey*	Career Awareness and Preparation

Grade 8

Learning from Entrepreneurs	Entrepreneurship
Goal Setting	Career Acquisition, Career Retention and Advancement

*Required for M.S. Individualized Career Plan

Grade 9

My Personality Type	Career Awareness and Preparation, Career Retention and Advancement
Personal Interests	Career Awareness and Preparation

Grade 10

Abilities and Aptitudes	Career Awareness and Preparation
Career Clusters and Pathways	Career Awareness and Preparation

Grade 11

New Thinking About Career Success	Career Awareness and Preparation
Active Listening	Career Acquisition, Career Retention and Advancement
The Entrepreneur Within	Entrepreneurship
Personal Budget	Career Retention and Advancement

**Required for H.S. Individualized Career Plan

Orientation to Career and Technical Options

District: TREDYFFRIN/EASTTOWN

Student Awareness:

Grade	Intervention/ Program/Events	Stakeholder Delivering	Data Used Success Indicator	Begin & End	Contact Person
8	Assembly from CTE in middle schools	Counselors	Audience feedback Follow-up inquiries	Winter	Counselors
9-10	Visitation to Conestoga High School Course Selection Evening	Counselors	Audience feedback Follow-up inquiries	Winter	Counselors
8-11	Ensure that postsecondary CTE is included in outreach and implementation planning	Counselors	Audience feedback Follow-up inquiries	Ongoing	Counselors
8-11	Discussion of Career and Technical Education Center programs and career planning during transition to high school and junior year conferences	Counselors	Audience feedback Follow-up inquiries	Winter and Spring	Counselors
8-11	Visitation to the local Career and Technical education Centers (i.e., Technical College HS)	Counselors	Audience feedback Follow-up inquiries	Winter	Counselors

Parent Awareness:

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Ensure that postsecondary CTE is included in outreach and implementation planning	Ongoing	Counselors and Administration	Follow-up inquiries	Counselors and Administration
Visitation to Conestoga High School Course Selection Evening	Winter	Counselors and Administration	Audience feedback Follow-up inquiries	Counselors and Administration

Publication of local Career and Technical Education Center programs in course selection booklet	Winter	Counselors and Administration	Audience feedback Follow-up inquiries	Counselors and Administration
Discussion of Career and Technical Education Center programs and career planning during junior year conference	Ongoing	Counselors and Administration	Audience feedback Follow-up inquiries	Counselors and Administration
Curriculum Night for all levels to help introduce teacher and curriculum to parents	August/September	Counselors, Teachers, and Administration	Audience feedback Follow-up inquiries	Counselors, Teachers, and Administration
College Application Evening	September	Counselors and Administration	Audience feedback Follow-up inquiries	Counselors and Administration
Parent Conferences	November and March	Teachers and Counselors	Attendance	Teachers and Counselors
New Family Orientation	August	Counselors and Administration	Attendance feedback Follow- up inquiries	Counselors and Administration
4th Grade Transition Meetings	May	Counselors and Administration	Attendance feedback Follow- up inquiries	Counselors and Administration
8th Grade Transition Meetings	February	Counselors and Administration	Attendance feedback Follow- up inquiries	Counselors and Administration
College Admission Evening	February	Counselors	Attendance	Counselors
9th Grade Orientation	August	Counselors	Attendance	Counselors
Financial Aid Meeting	March	Counselors	Attendance	Counselors
Course Selection Meeting	January	Counselors	Attendance	Counselors
Grade Level Parent Meetings	Ongoing	Counselors, Teachers, and Administration	Attendance	Counselors, Teachers, and Administration
PTO Meetings	Ongoing	Administrator and Counselors	Attendance	Administrator

Educator Awareness:

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Include CTE leaders in efforts to create a broader view of college and career readiness.	Ongoing	Administration	Follow-up inquiries	Administration
Implement a communications plan that specifically includes CTE administrators and instructors and uses a wide variety of communication strategies: email informational videos, local workshops and presentations, and regional and statewide conferences	Ongoing	Administration	Surveys/Program Evaluation Follow-up inquiries	Administration
Engage counselors and administrators in discussion of how Common Core Standards relate to CTE standards	Ongoing	Administration	Follow-up inquiries	Administration
Bring CTE and district educators together in structured professional development activities	Ongoing	Administration	Surveys/Program Evaluation	Administration

Career and Guidance Services from School to Work, College, or Military

Career Placement and Transition Services Activities Available for Students

Career Portfolio

- All students are required to have a minimum of eight career artifacts in their Smart Futures career portfolio by the end of their junior year.
- Various artifacts are offered for different grade levels as detailed below.

9th Grade Career Artifact Examples from Smart Futures

Artifact 1: My Personality Type

Standard: CAREER AWARENESS AND PREPARATION

Overview:
Students will view a presentation that explains the Myers Briggs personality type references. They will then take a personality survey to discover what their preferred type is and learn about this type. In addition, they will be able to explore careers that would be a good fit based on their type.

Key Points:

- Based on the MBPT, there are 4 dimensions of personality and 16 specific personality types.
- Knowing your personality type can help you be successful.
- Each type has its own strengths and weaknesses.
- Types can be matched with careers that are a good fit.

Artifact 2: Personal Interests

Standard: CAREER AWARENESS AND PREPARATION

Overview:
In this lesson, students will view a short video that describes John Holland's Six Personality Types (realistic, investigative, artistic, social, enterprising, and conventional) and the importance of choosing a career that fits their personal "interests". Or watch on our site. Students will be given a brief survey to help identify their strongest three personality types. Upon completion, students will be able to view and select careers that match these types and include the careers in their portfolios. Finally, students will reflect on the importance of relating personal "interests" to careers.

Key Points:

- John Holland's personality theory is useful for discovering your type.
- Personality type is important when selecting a career.

10th Grade Career Artifact Examples from Smart Futures

Artifact 3: Abilities and Aptitudes

Standard: CAREER AWARENESS AND PREPARATION

Overview:

In this activity, students view a presentation on the importance of abilities and aptitudes in making good career choices. They have an option to watch a video on choosing the right career. Each student will pick three things that he/she can do and/or are good at doing from a list. These three strengths are matched to careers that would be a good fit. The matched careers can be explored.

Key Points:

- The difference between an ability and an aptitude.
- Abilities and aptitudes are strengths.
- Recognizing your strengths.
- Strengths help you choose a career that is a good fit.

Artifact 4: Career Clusters and Pathways

Standard: CAREER AWARENESS AND PREPARATION

Overview:

In this lesson, the student will watch a short video defining career clusters and career pathways. Or watch on our site. Next, a survey allows the student to explore each of the 16 career clusters and the 2 to 9 pathways in each cluster. The student will choose 3 favorite clusters. Each chosen cluster has a plan of study and a descriptive brochure that the student can open. The final step is to pick 1 favorite cluster and 1 favorite pathway from this cluster. The favorite pathway has a complete plan of study for secondary and post-secondary education.

Key Points:

- Career clusters are categories of careers.
- There are 16 clusters.
- Pathways are groups of careers based on job tasks.

11th Grade Career Artifact Examples from Smart Futures

Artifact 5: New Thinking About Career Success

Standard: CAREER AWARENESS AND PREPARATION ENTREPRENEURSHIP

Overview:

- In this activity, students will be able to watch a short video on gaining a competitive advantage in the new economy.
- Students have the choice to view another non-video activity that contains the same information.
- In both cases, a 7-question short-answer survey will be presented to the student.

Key Points:

- The economy and the world have changed.
- There is a misalignment between college degrees and job skills.
- Tangible skills get you a job.
- Formal education is expensive.

Artifact 6: Active Listening

Standard: CAREER RETENTION AND ADVANCEMENT

Overview:

- Students will view a video on active listening. Or view on our site.
- They will then be paired with another student to complete an active listening exercise.
- Each student will complete a self-evaluation on his/her listening skills.

Key Points:

- The basics of active listening include using good body language, nodding, and eliminating distractions.
- Four other components of active listening are clarifying, encouraging, reflecting, and summarizing.
- Becoming an active listener helps you become a better employee and friend.

Artifact 7: The Entrepreneur Within

Standard: ENTREPRENEURSHIP

Overview:

- Students will choose an entrepreneur to study.
- They will watch a video featuring the chosen entrepreneur to discover what makes him/her successful.
- Based on the video, each student will answer three important questions.

Key Points:

- Entrepreneurs have certain traits that make them successful.
- Entrepreneurs have personal stories that can help you discover what contributed to their success.

Artifact 8: My Personal Budget

Standard: CAREER RETENTION AND ADVANCEMENT

Overview:

- Students will create a personal monthly budget for the future based on their career choice.
- It will include both income and expenses (based on research).

Key Points:

- Budgeting makes sure that your monthly expenses do not exceed your monthly income.

Additional Transition Activities and Services

1. Smart Futures Career Portfolio Activities Offered in Classes - Students have the opportunity to add to their Smart Futures portfolio by completing both required and non-required activities in specific elective and/or Social Studies courses.

2. Career Portfolio Activities Offered Through the Technical College High School (TCHS) - Students that attend TCHS have the opportunity to complete career artifacts while at TCHS.

3. The Junior College Conferences - All 11th grade students (and families when possible) will have an appointment to discuss their individual post-secondary plans, senior year course selection, graduation requirement status, and any applicable application processes (i.e. TCHS, Dual Enrollment, College applications).

4. Service Learning - Juniors and seniors may request special scheduling of required courses to free no more than half of the school day for experience-based learning experiences. Scientific research, community service, independent study, and communication projects may be guided by faculty advisors and community sponsors. The Service Learning course is governed by a signed contract stipulating the responsibilities of the student.

5. Senior Internship Program - Conestoga's Senior Internship Program is an optional program for seniors in good standing. The program provides an opportunity for students to explore a potential career area and, at the same time, to enjoy a workplace experience outside Conestoga. Interns leave school the last four weeks before Commencement to participate in a program of observation or hands-on experience guided by a faculty advisor and a community sponsor.

6. College and Career Transition (CCT) Course – This required course for 11th grade students will enhance college and career readiness skills. College and Career Transition (CCT) will increase students' capacity to navigate different environments with renewed self-awareness and further explore post-secondary options such as 2-or 4-year college, Career/Technical Institute, Interviewing, Employment, Internships and Year of Service. Students will build essential skills in resiliency, decision-making, and effective communication. Topics will include but are not limited to: digital citizenship, healthy relationships, substance misuse, cultural competencies, financial literacy, goal setting, and time management. CCT will culminate with a digital portfolio for use with the post-secondary transition.

7. Course Selection Presentation and Evening Program - Offer classroom lessons and evening program presentations on the Graduation Requirements (including credits and Keystones), Courses offered related to the PA Career Readiness Standards such as the various electives and overview of Dual Enrollment. Department Chairs (Teachers) speak with families and/or students about these course offerings.

8. Eighth Grade Move Up Day - An introduction to high school opportunities (academics, activities, athletics, expectations) as well as a reflection on the ways that eighth grade counts and prepares them for high school are highlighted and presented to our students during the annual 8th Grade "Move Up Day" program.

9. College Visits - Throughout the school year numerous colleges and universities visit our school to present their information to interested students. We have community, military, and technical/trade schools that visit, in addition to the traditional post-secondary colleges/universities. Students can sign up for these presentations via SCOIR. In a typical year we have approximately over 200 schools that present to our students.

10. TCHS Presentations - A TCHS representative will provide students with an overview of programs offered and how to apply. Additionally, if students are interested in pursuing a career in Medicine or Education, a TCHS representative will provide a separate presentation for senior-only programs: Allied Health and Teacher Leadership Academy.

11. Dual Enrollment Student Information Lesson- Presented to student interested in learning more about Dual Enrollment program related to criteria to apply, potential college courses offered, and cost effectiveness for the student's future.

Role of School Counselors
Student Success in School and Beyond

Tredyffrin/Easttown School District (TESD) counselors strive to identify and reduce the effects of environmental and institutional barriers that impede students' success. School counseling services are developmental in nature and are recognized as an integral part of the educational program. TESD counselors provide proactive leadership to ensure that every student can succeed. They manage the comprehensive program and coordinate strategies and activities with others (teachers, support staff, parents, community agencies, business representatives) to meet the stated goals, standards, and competencies. See *ASCA National Model: A Framework for School Counseling Programs.*

A. School Counselor as a Leader

TESD counselors are invested in making schools a welcoming learning community where all students can achieve academic, career, and personal/social success. They initiate collaboration around the school counseling program and orchestrate its implementation as an infrastructure for personalization. See *ASCA National Model: A Framework for School Counseling Programs.*

Counselors in TESD reinforce an academic culture by nurturing in students the confidence to aspire to college. They maintain high expectations by providing adequate supports and conveying the conviction that all students can succeed.

B. School Counselor as an Advocate

TESD counselors are advocates for the students they serve. All students need advocates, especially those who do not have the skills to self-advocate and who are at risk of dropping out of school. School counselors work diligently for systemic change to eliminate practices that inhibit or stratify student opportunity. See *ASCA National Model: A Framework for School Counseling Programs.*

Counselors in TESD advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals. They provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. They create opportunities for all students, especially for under-resourced students, to learn how to link their academic planning and career and college exploration to future career options. Counselors also ensure equitable exposure to a wide range of opportunities that build leadership, nurture talents and interests, and increase engagement with school. They foster and promote:

- Equity
- Inclusion
- Diversity
- Cultural sensitivity

C. School Counselor as a Collaborator

TESD counselors use their collaboration and group process skills to work with all school community members. Counselors collaborate most closely with teachers to deliver the counseling curriculum. In addition, they use meetings and professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects. See *ASCA National Model: A Framework for School Counseling Programs.*

Counselors in TESD collaborate with teachers and administrators to review attendance, discipline, and other matters to ensure equity for all student groups.

D. School Counselor as an Agent of Systemic Change

TESD counselors act as consultants to help parents, teachers, and students work together effectively. They can seek solutions to improve the educational experience for all students. School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families. See *ASCA National Model: A Framework for School Counseling Programs.*

Counselors in TESD also examine enrollment, performance and completion data for courses, reviewing practices to ensure equity for all students.

TESD counselors are instructors who:

- Offer small group settings to use peer interactions as a vehicle to address academic, personal, and social issues.
- Provide crisis intervention.
- Provide student orientation activities that assist students and families new to the school with their transition, as well as transition of current students between levels.
- Implement developmental school counseling programs through classroom instruction, activities and events, according to curriculum guidelines.

TESD counselors are instructors who:

- Provide career development activities for self-awareness and decision-making.
- Provide individual counseling for academic, personal/social, and career development.
- Help students to understand the connection between school and the world of work, college, and military.
- Help students plan for and make a successful transition from school to the world of work, college, and military and from job to job across the lifespan.
- Teach the College and Career Transition course as a graduation requirement for all students in grade 11.

TESD counselors are consultants and collaborators who:

- Work with teachers, parents, and administrators to monitor student progress and needs.
- Work with private therapists, mental health specialists, doctors, agencies and probation officers with consent of parent.
- Assist with student placement.
- Participate in parent meetings and other school programs.
- Assist in collection of data for purposes of identifying student needs.

TESD counselors are coordinators and leaders who:

- Arrange for and chair 504 Service Agreement meetings.
- Collaborate with multi-disciplinary team (MDT) to coordinate the referral process for interventions and supports
- Assist with coordination and administration of state and local standardized assessments.
- Arrange and monitor instruction of homebound students.
- Assist with the re-entry of students in alternative school settings.
- Participate in the summer new students' registration and placement process.

OVERVIEW: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The major functions of the school counselor job description incorporate the District's guiding mission to empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

1.1 Discusses the comprehensive school counseling program with the school administration.

1.2 Develops and maintains a written plan for effective delivery of the school counseling program based on national and local standards and current individual school data.

1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).

1.4 Maintains current and appropriate resources for education stakeholders.

1.5 Uses the majority of time providing direct services through the ~~Guidance~~ School Counseling Curriculum, Individual Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability

1.6 Uses data to develop comprehensive programs that meet student needs.

2. *MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM*

School Counselor Curriculum

2.1 Provides leadership and collaborates with other educators in the school-wide integration of the school counseling curriculum.

2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

2.3 Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Individual Student Planning

2.4 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.

2.5 Accurately and appropriately interprets and utilizes student data.

2.6 Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.

Preventive and Responsive Services

2.7 Provides individual and group counseling to students with identified concerns and needs.

2.8 Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.

2.9 Implements an effective referral and follow-up process as needed.

2.10 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

2.11 Provides appropriate information to school personnel related to the comprehensive school counseling program.

2.12 Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.

2.13 Participates in professional development activities to improve knowledge and skills.

2.14 Uses available technology resources to enhance the school counseling program.

2.15 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. *MAJOR FUNCTION: ACCOUNTABILITY*

3.1 Conducts a continual review to assess extent of program implementation and effectiveness.

3.2 Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.

3.3 Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

4. *CONSULTATION AND COLLABORATION*
   - Consult with teachers as a member of the following teams and/or committees:
     1. Core/Student Intervention Team (SIT) team - Elementary
     2. Grade level team - Elementary & Middle
     3. Special area team - Elementary & Middle
     4. Multi-Intervention Team - Elementary, Middle, & High School
     5. Gifted/Challenge team - Elementary
     6. Multi-Disciplinary Team (MDT team - Elementary, Middle, & High School
     7. 504 Service Agreement team - Elementary, Middle, & High School
     8. Early Intervention - Elementary
     9. SSC - High School
     10. Student Asssitance Program (SAP) team - Elementary, Middle, & High School
     11. Child Study - Elementary & Middle
     12. Concussion Management Team (CMT) - Elementary, Middle, & High School)

   - Consult with teachers in informal staff consultations.
   - Consult with Administrators in various contexts such as: CORE team; informal information sharing; crisis management; communication sessions with principal.
   - Consult with therapists, District Mental Health Specialist, family-based services, day and residential treatment facility personnel with consent of parent.
   - Consult with school grade level teams for appropriate placements based on social and emotional needs.
   - Consult with outside schools to help determine appropriate placements in the district.
   - Consult with reading specialist, principal, and parents in placing new students.
   - Participate in parent conferences upon request.
   - Provide orientation activities that assist current students with transition.
   - Assist in the collection of data for purposes of identifying trends in learning within the school.
   - Interpret standardized tests to staff and parents.
   - Consult with teachers, parents and mental health specialist to develop the following: Student Attendance Improvement Plan (SAIP), Functional Behavioral Assessment (FBA), and Positive Behavior Support Plan (PBSP).

5. *COORDINATION AND LEADERSHIP*
   - Serve as Service Learning coordinator of the many outreach opportunities available within the school and in the community (i.e. UNICEF, ConKerr Cancer, Alex's Lemonade Stand, St. Jude's Children's Hospital, response to natural disasters).
   - Serve as coordinator of the School Climate committee.
   - Facilitated the School Wide Theme of Antibullying (Peace Day, Pride Day, Bucket-filling)
   - Serve as coordinator for school Mentor program.

- Coordinate referral process for Evaluation Reports, 504 Service Agreements, Challenge, OT/PT.
    - Gather information from parents, teachers, nurse and other pertinent staff members.
    - Schedule feedback meetings.
- Coordinate kindergarten exception process.
- Participate in the new students' placement process.
- Plan, administer, interpret and report upon standardized testing assessments (i.e. ERB, PSSA, SAGES).
    - Coordinate the administration of district-selected assessments at the building level.
    - Coordinate and/or administer make-up tests.
- Collect, maintain and disseminate student record information as established by state and federal regulation and incorporated into district policy.
- Attend school curriculum night.
- Participate in district committees
- Coordinate and train Bulldog and Eagle ambassadors (VFMS & TEMS)
- Collaborate with peer mediators (CHS)

Additionally, elementary counselor responsibilities include:

Counseling Instruction

- Offer opportunities to students in a small group setting to use peer interactions as a vehicle to address academic, personal and social issues such as:
    - Changing Families
    - Bereavement
    - Social Skills
    - Anger Management
    - Resiliency
- Provide individual counseling for academic and personal /social issues, such as those listed above.
    - Single sessions
    - Multiple sessions (4-6 sessions)
- Provide new student orientation activities that assist students new to the school with transition.
- Provide activities delivered through formal classroom presentation, usually to all students at a given grade level.
    - Kindergarten: Identifying and expressing feelings, character education, social skills, problem solving, personal safety
    - First Grade: Getting along/prosocial skills, friendships, personal issues, drug and alcohol prevention, diversity, personal safety
    - Second Grade: BABES (Beginning Alcohol and Addictions Basic Education Studies), Digital Citizenship, personal safety
    - Third Grade: Conflict resolution, character education, Digital Citizenship, personal safety, Career Readiness
    - Fourth Grade: Conflict resolution, character education, personal safety, Digital Citizenship, Career Readiness

Delivery System of Guidance Curriculum, Prevention and Intervention, Student Planning and Support

SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
ELEMENTARY (K-4)

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students K-4.	**Prevention, Intervention and Responsive Services** Addresses school and student needs.	**Individual Student Planning** Assists students and parents in development of academic and career plans.	**System Support** Includes program, staff and school support activities and services.
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals.	**Purpose** Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	**Purpose** Program delivery and support.
Academic • Move up day • Kindergarten Orientation	**Academic** • Attend and coordinate Student Intervention, MTI and CORE team meetings • Early Intervention Transition Meetings	**Academic** • Consult with faculty about student placement/IEP/504 plan • Attend ER, IEP, and 504 meetings • Coordinate all 504 and initial evaluation paperwork	**Academic** • Grade 3 & 4 PSSA Coordination • Organize and share transition data with staff • Manage multidisciplinary evaluations
Career • K-2 career exposure through classroom guidance lessons • Third grade career exploration lessons • Fourth grade career exploration lessons	**Career** • K-4 Deliver classroom guidance lessons which allow for exposure to various careers	**Career** • Consult with students, parents and staff to determine appropriate levels for core subjects • Determine if additional interventions or enrichment are needed for programming purposes	**Career** • Help students discover work through various career resources and exposure to a broad spectrum of careers

Personal/Social • Kindergarten through 4th grade classroom guidance curriculum. • Kindergarten through 4th grade small group instruction.	**Personal/Social** • Attend and coordinate Student Intervention and CORE team meetings • Reinforce Olweus Program; *Bullying Prevention* • Assist families with personal needs (family consultation, identifying resources for families) • Parent consultation • Collaboration and consultation with community resources (T&E Care, FLITE, mental health professionals) • Threat assessment team member • Chair of school wide committees	**Personal/Social** • Scheduled individual counseling • IEP/504 driven counseling • Drop in individual counseling (as needed)	**Personal/Social** • Consult with local/community agencies and volunteers
Percentage of Time **50%**	**Percentage of Time** **30%**	**Percentage of Time** **10%**	**Percentage of Time** **10%**

SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
MIDDLE SCHOOL (GRADES 5-8)

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students grades 5-8.	**Prevention, Intervention and Responsive Services** Addresses school and student needs.	**Individual Student Planning** Assists students and parents in development of academic and career plans.	**System Support** Includes program, staff and school support activities and services.
Purpose Student awareness, skill development and application of skills needed to achieve academically and be ready for high school.	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals.	**Purpose** Individual student academic and career readiness, decision making, goal setting and preparing for academic transition to high school.	**Purpose** Coordinating with school staff and community resources to deliver needs based programs and supports.
Academic To help students understand themselves as lifelong learners, take academic risks and encourage them to develop skills that will enable them to reach their academic potential.	**Academic** To identify factors that impact learning and determine a course of action to provide appropriate support.	**Academic** To utilize a variety of measures to assess student academic performance. Assisting grades 5,6 and 7 in course selection for the following school year Assisting 8th grade students in course selection for the high school.	**Academic** To identify factors that impact learning and determine a course of action to provide school support measures, including multi-tiered intervention services. Grades 5-8 PSSA coordination
Career To help students choose and advance in their career aspirations via career readiness lessons in Smart Futures in grades 5,6,7 and 8.	**Career** To provide students with the opportunity to assess personal interests and aptitudes in relation to career interest in grades 5,6,7 and 8 via career readiness lessons in Smart Futures.	**Career** Creation of career portfolio for each student in grades 5-8. Identify and introduce 8th grade students to alternative post-secondary school options including a technical school campus visit.	**Career** To help students discover the world of work through various career resources and exposure to a broad spectrum of careers in grades 5,6,7 and 8 via career readiness lessons in Smart Futures.

Personal/Social To assist students to develop positive interpersonal relationship and resiliency skills involving respect for diversity and cultural competence.	**Personal/Social** To assist students to develop appropriate problem-solving and decision making skills to resolve conflicts and to accept responsibility for their choices.	**Personal/Social** To assist students to be aware of one's beliefs and interests and to develop a positive self-image.	**Personal/Social** To assist students in developing resiliency and effective coping skills.
Counselor Role Deliver 5th, 6th, 7th and 8th grade career readiness lessons via Smart Futures Deliver guidance lessons, small group instruction Visit classes/grade level meetings to discuss role of counselor Middle School orientation/transition for incoming 5th graders High School orientation/transition for rising 9th graders	**Counselor Role** Attend intervention, team, 504, and IEP meetings Assist families with personal needs (family consultation, identifying resources for families) Review students' academic progress Deliver individual or group counseling Hold weekly meetings with respective grade level teachers Attend weekly Child Study team meetings	**Counselor Role** Orient new students and families Review and support students' academic and social-emotional progress Provide student transition activities Conduct parent meetings Hold weekly meetings with respective grade level teachers	**Counselor Role** Consult with teachers and parents concerning student needs Collaborate and consult with community resources (T&E Cares, FLITE, mental health professionals) Administer tests and assessments and benchmark assessments (PSSA, Firefly, SAGES etc.)
Percentage of Time 25	**Percentage of Time** 35	**Percentage of Time** 30	**Percentage of Time** 10

SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
HIGH SCHOOL (GRADES 9-12)

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students grades 9-12.	**Prevention, Intervention and Responsive Services** Addresses school and student needs.	**Individual Student Planning** Assists students and parents in development of academic and career plans.	**System Support** Includes program, staff and school support activities and services.
Purpose Student skill development and application of skills needed to achieve academically and be career and college ready by graduation.	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals.	**Purpose** Individual student academic and occupational planning, decision making, goal setting and preparing for post-secondary academic or career transition.	**Purpose** Program delivery and support.
Academic To help students understand themselves as learners and encourage them to develop skills that will enable them to reach their academic and career potential.	**Academic** To identify factors that impact career acquisition and determine a course of action to provide individual support.	**Academic** To utilize a variety of measures to assess student academic performance. Assist students in selecting courses that align with their career pathway/s.	**Academic** To identify factors that impact learning and determine a course of action to provide school support measures, such as multi-tiered intervention services. Coordination of PSAT and SAT testing for grades 9-12. Assist in Keystone Exams administration for students in the applicable course of the tested subject areas
Career To help students choose and advance in a program that will enable them to reach their post-secondary academic and career goals via career readiness lessons in Smart Futures in grades 9, 10, and 11, as well as	**Career** To provide students college and career readiness through the required College and Career Transition Course in grade 11.	**Career** Creation of career portfolio for each student in grades 9-11 utilizing SCOIR and Smart Futures.	**Career** To maximize the use of Scoir in the college application process.

the senior experience program in grade 12.			
Personal/Social To assist students to develop positive interpersonal relationship skills involving respect for diversity and cultural competence.	**Personal/Social** To assist students to develop appropriate problem-solving and decision-making skills to resolve conflicts and to accept responsibility for their choices.	**Personal/Social** To assist students to be aware of one's beliefs and interests and to develop a positive self-image.	**Personal/Social** To assist students in developing resiliency and effective coping skills.
Counselor Role Instruct 9th graders and 10th graders using the Smart Futures Personality assessments in school Deliver other classroom guidance lessons, small group instruction Visit classes/grade level meetings/homerooms Provide instruction on SCOIR for 10th grade students; employ career assessment tools Organize and involve students in Career Week and Military Day Organize study and organizational skills and time management seminars	**Counselor Role** Lead student support and intervention teams Attend 504 Service Agreement and IEP meetings Participate in crisis intervention and interagency meetings Assist families with personal needs (family consultation, identifying resources for families) Arrange for and/or deliver individual or group counseling Offer "drop-in days" periodically Run seminars and support meetings for underperforming students Make referrals to and consult with community-based organizations	**Counselor Role** Orient new students and families Review students' academic progress Provide student transition activities Advise students on course selection Run individual post-secondary planning meetings with juniors Write college/post high school recommendation letters Develop plans for students at-risk for academic failure or addiction Collaborate with outside Community Based Organizations to support students and/or families	**Counselor Role** Sponsor service learning projects Consult with teachers and parents Collaborate and consult with community resources (T&E Cares, FLITE, mental health professionals) Administer tests and assessments (SAT, PSAT, AP, etc.) Support Open House program Provide for Financial Aid, Course Selection, College Testing, College Admissions Night, Sophomore Springboard Host parent coffees Organize Senior Awards and Commencement Programs
Percentage of Time 20	Percentage of Time 20	Percentage of Time 45	Percentage of Time 15

2025-2026 CONESTOGA HIGH SCHOOL COURSE SELECTION OVERVIEW

• GRADE 9 •

Levels
A = Academic
X = Accelerated
H = Honors
AP = Advanced Placement

TYPICAL MAJOR/MINOR COURSES

ENGLISH
- Literary Foundations (H, X, A)

SCIENCE
- Biology (AP, H, X, A)

SOCIAL STUDIES
- World History (AP, H, X, A)

MATHEMATICS
- Pre-Algebra
- Algebra 1 (X, A)
- Geometry (H, X, A)
- Algebra 2 (Pre-AB, Pre-BC, X, A)
- Other courses by teacher recommendation

WELLNESS/FITNESS
- Health/Fitness – 1 semester
- PE Core 9 – 1 semester

WORLD LANGUAGES
- French (H, X, A)
- Spanish (H, X, A)
- German (H, X)
- Latin (H, X)
- Italian (H, X)

CORE AREA ELECTIVES

2 credits required for graduation to include 1 course in each from Business/Tech, Visual & Performing Arts, and FCS. **Italicized classes must go through application process before being added*

VIS & PERFORMING ARTS
- Drawing/Painting (.25)
- Ceramics / Advanced Ceramics (.5)
- 3D Sculpture and Crafts/Adv 3D (.5) BT
- Graphic Design/Animation (.5) BT
- Studio Art (1) BT
- Theatre Arts (.25)
- Applied Music Theory (.5) BT
- Beginning Guitar (3) / Adv Guitar (.5)
- Piano Lab (.25)
- Music Production (.5) BT
- Studio Session (.5) BT
- Broadway Musical (.5)

BUSINESS/TECH
- Personal Finance (.5)
- Marketing (.5)
- Sports and Entertainment Marketing (.5)
- Sports Broadcasting (.5)
- Digital Photography (.25) / Adv Photography (.5) VP
- Intro to TV Broadcast Journalism (.5)
- Film Screenwriting and Production (1)
- Mechanical/Electrical Engineering (.5)
- Engineering Design, Production and Auto (.5)
- Structural/Environmental Engineering (.5)
- Robotic Engineering (.5)
- AP Computer Science A (1)
- AP Computer Science Principles (1)
- Coding (.5)
- Architectural Design (.5)

FAMILY CONSUMER SCIENCES
- Culinary Arts 1 (.25)
- Nutrition & Foods (.25)
- Fashion Design (.25)

MUSICAL ENSEMBLES(V/P)
- Cantata (S/A)
- Concert Choir (T/B)
- *Chorale (SATB)*
- Concert Band
- String Ensemble
- Percussion Ensemble
- *Wind Ensemble*
- *Symphony Orchestra*
- *Jazz Band*
- *Jazz Ensemble*

INDIVIDUAL LEARNING
- *Academic Seminar*
- *Academic Reading*
- *Academic Skills*

MAJOR AREA ELECTIVES
- *Science Olympiad (.25 or .5)*
- **Newspaper (.25) BT*
- **Yearbook (.25) BT*
- **Lit Mag (.25) BT*
- Journalism Foundations (.5) (H,X)

SAFETY EDUCATION
- Highway Safety

Grade 9

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English	Literary Foundations →	
2.	Social Studies	World History →	
3.	Science	Biology →	
4.	Math		
5.	World Language		
6.	Health/PE	Health/PE	PE / .25 core elective (optional)
7.	Electives – In each semester, take (2) .25 Core Electives or (1) .5 Core Elective		
8.	Co-Curricular/Support (If applicable)		

Total Credits:

- Your schedule must include at least five periods, plus Health/PE and PE.
- The maximum number of classes is seven (not including co-curricular/support).
- Major classes may occur any period/order.
- Elective classes, health, and PE may occur either semester and any period.

Notes:

_____

_____

_____

_____

Grade 9 SAMPLE Schedule

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English	Literary Foundations →	
2.	Social Studies	World History →	
3.	Science	Biology →	
4.	Math	Algebra 1 →	
5.	World Language	Spanish 3 →	
6.	Health/PE	Health/PE	PE / Culinary Art
7.	Electives – In each semester, take (2) .25 Core Electives or (1) .5 Core Elective	Drawing & Painting / Fashion Design	Robotic Engineering
8.	Co-Curricular/Support (If applicable)		

Total Credits:

- Your schedule must include at least five periods, plus Health/PE and PE.
- The maximum number of classes is seven (not including co-curricular/support).
- Major classes may occur any period/order.
- Elective classes, health, and PE may occur either semester and any period.

Notes:

_____

_____

_____

_____

2025-2026 CONESTOGA HIGH SCHOOL
COURSE SELECTION OVERVIEW

• GRADE 10 •

TYPICAL MAJOR/MINOR COURSES

Levels
A = Academic
X = Accelerated
H = Honors
AP = Advanced Placement
D - currently offered as dual enrollment

ENGLISH

- American Voices (H, X, A)

SCIENCE

- Environmental Science (AP, H, X,A)
- Chemistry 1 (AP, H, X, A)
- Anatomy/Physiology (H, X)
- Astronomy (.5) (H, X)
- Forensic Science (.5) (H, X)
- Genetics (.5) (H, X)
- Microbiology (.5) (H, X)

MATHEMATICS

- Geometry (H, X, A)
- Algebra 2 (Pre-BC, Pre-AB, X, A)
- Math Analysis (Pre-BC, Pre-AB, X)
- Other courses by teacher recommendation

WELLNESS/FITNESS

- PE Core
- Basketball
- Floor Hockey
- Mind-Body PE
- Personal Fitness
- EEPE
- Team Sport

SOCIAL STUDIES

- US History (AP, H, X, A)

WORLD LANGUAGES

- French (AP, H, X, A)
- Spanish (AP, H, X, A)
- German (H, X)
- Latin (H, X)
- Italian (H, X)

INDIVIDUAL LEARNING

- *Academic Seminar*
- *Academic Reading*
- *Academic Skills*

CORE AREA ELECTIVES

2 credits required for graduation to include 1 course in each from BT, VPA, and FCS.
**Italicized classes must go through application process before being added.*

VIS & PERFORMING ARTS

- Drawing/Painting (.25)
- Ceramics / Advanced Ceramics (.5)
- 3D Sculpture&Crafts/Adv 3D (.5) BT
- Graphic Design/Animation (.5) BT
- Studio Art (.5 or 1) BT
- Theatre Arts (.5) / Adv Theatre (1)
- Applied Music Theory (.5)
- AP Music Theory (1) BT
- Beginning Guitar (.25) / Adv Guitar (.5)
- Piano Lab (.25)
- Music Production (.5)
- Studio Session (.5) BT
- Broadway Musical (.5)

BUSINESS/TECH

- Accounting 1/Accounting 2 (.5) (D)
- Personal Finance (.5)
- Sports and Entertainment Marketing (.5)
- Marketing (.5)
- Digital Photography (.25) /Adv Photo (.5) VP
- Introduction to TV Broadcast Journalism (.5)
- Sports Broadcasting (.5)
- Film Screenwriting and Production (1)
- Adv TV Production/Broadcast Journalism (GMS) (1)
- Architectural Design (.5)
- Engineering Production, Design, and Auto (.5)
- Mechanical/Electrical Engineering (.5)
- Structural/Environmental Engineering (.5)
- Robotic Engineering (.5)
- AP Computer Science A (1)
- AP Computer Science Principles (1)
- Coding (.5)

FAMILY CONSUMER SCIENCES

- Culinary Arts (.25)
- Nutrition & Foods (.25)
- Signature Dish (.5)
- Regional Cuisine (.25)
- Fashion Design (.25)
- Child Development (.5)

MUSIC ENSEMBLES (V/P)

- Cantata (S/A)
- Concert Choir (T/B)
- **Chorale (SATB)*
- Concert Band
- String Ensemble
- Percussion Ensemble
- **Wind Ensemble*
- **Symphony Orchestra*
- **Jazz Band*
- **Jazz Ensemble*

MAJOR AREA ELECTIVES

- AP Seminar
- Positive Psychology (.5)
- Science Olympiad (.25 or .5)
- Journalism Foundations (.5) (H,X)

CO-CURRICULAR COURSES

- **Newspaper (.5) BT*
- **Yearbook (.5) BT*
- **Lit Mag (.5) BT*

SAFETY EDUCATION

- Highway Safety

Grade 10

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English		
2.	Math		
3.	Science		
4.	Social Studies		
5.	World Language		
6.	Elective		
7.	Elective (Optional)		
8.	Co-Curricular/Support (If applicable)		

Core Electives Taken:

_____

_____

_____

_____

_____

_____

Categories Achieved:

BT ____

VP ____

FCS ____

Total Core Elective Credits: ____

Wellness	S1	S2
EEPE		
Team Sport		

- Your schedule must include at least six periods plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____

_____

Grade 10 SAMPLE Schedule

Conestoga High School

Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English	American Voices →	
2.	Math	Geometry →	
3.	Science	Chemistry →	
4.	Social Studies	US History →	
5.	World Language	French 4 →	
6.	Elective	Studio Art 2 →	
7.	Elective (Optional)	PE / Nutrition & Foods	Finance →
8.	Co-Curricular/Support (If applicable)		

Sample

Core Electives Taken:

_____

_____

_____

_____

_____

_____

Categories Achieved:

BT ____

VP ____

FCS ____

Total Core Elective Credits: ____

Wellness	S1	S2
EEPE		
Team Sport		

- Your schedule must include at least six periods plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____

_____

2025-2026 CONESTOGA HIGH SCHOOL
COURSE SELECTION OVERVIEW

Levels
A = Academic
X = Accelerated
H = Honors
AP = Advanced Placement
D - currently offered as Dual Enrollment

• GRADE 11 •

TYPICAL MAJOR/MINOR COURSES

ENGLISH

- Lang and Comp (AP, H, X, A)

SCIENCE

- Environmental Science (AP, H, X,A)
- Chemistry 1, 2 (AP, H, X, A)
- Anatomy/Physiology (H, X)
- Astronomy (.5) (H,X)
- Forensic Science (.5) (H,X)
- Genetics (.5) (H,X)
- Microbiology (.5) (H,X)
- Fund. of Organic Chem (.5) (H,X)
- Physics (AP, H, X,A)

MATHEMATICS

- Algebra 2 (Pre-BC, Pre-AB, X, A)
- Math Analysis (Pre-BC, Pre-AB, X)
- Calculus (AP- AB, BC)
- Statistics (AP, H, X)

SOCIAL STUDIES

- **US Gov/Politics (AP, H, X, A)**
- Criminal Justice (.5) (H,X,A)(D)
- Ethics, Inquiry, Discourse (.5)
- Philosophy (.5) (H)
- Positive Psychology (.5) (H)
- Psychology (.5) (H,X,A)
- Sociology (.5) (H,X,A) (D)
- African American Studies (.5) (H,X,A)
- Ancient World History (1 - full year)(H)
- AP Psych (1 - full year) (D)
- AP Comp Government (.5)
- Asian American Studies (.5) (H,X,A)

WORLD LANGUAGES

- French (AP, H, X, A)
- Spanish (AP, H, X, A)
- German (AP, H, X)
- Latin (AP, H, X)
- Italian (AP, H, X)

WELLNESS/FITNESS

- PE Core
- Basketball
- Floor Hockey
- Mind-Body PE
- Personal Fitness
- EEPE
- Team Sport

CCT

- College and Career Transition (.25)

INDIVIDUAL LEARNING

- *Academic Seminar*
- *Academic Reading*
- *Academic Skills*

CORE AREA ELECTIVES

2 credits required for graduation to include 1 course in each from BT, VPA, and FCS.
**Italicized classes must go through application process before being added.*

VIS & PERFORMING ARTS

- Art History (1 - full year) (AP,H,X)
- Drawing/Painting (.25)
- Ceramics / Advanced Ceramics (.5)
- 3D Sculpture&Crafts/Adv 3D (.5) BT
- Graphic Design/Animation (.5) BT
- Studio Art 1,2,3 or AP (.5, 1) BT
- Theatre Arts (.5) / Adv Theatre (1)
- Applied Music Theory (.5) BT
- AP Music Theory (1 - full year)
- Beginning Guitar (.25) / Adv Guitar (.5)
- Piano Lab (.25)
- Music Production (.5) BT
- Studio Session (.5) BT
- Broadway Musical (.5)

BUSINESS/TECH

- Accounting 1/Accounting 2 (.5) (D)
- Coding (.5)
- App Development (.5)/App Development 2 (.5)
- Entrepreneurship (.5)
- Personal Finance (.5)
- Sports and Entertainment Marketing (.5)
- Marketing (.5)
- Digital Photography (.25) /Adv Photo(.5) VP
- Intro to TV Broadcast Journalism (.5)
- Film Screen Writing and Production (1)
- Adv TV Production/Broadcast Journalism (GMS) (1)
- Sports Broadcasting (.5)
- Architectural Design (.5)
- Engineering Production, Design, and Auto (.5)
- Mechanical/Electrical Engineering (.5)
- Structural/Environmental Engineering (.5)
- Robotic Engineering (.5)
- AP Computer Science A (1 - full year)
- AP Comp Science Principles (1- full year)

FAMILY CONSUMER SCIENCES

- Culinary Arts 1 (.25)
- Nutrition & Foods (.25)
- Pastry (.25)
- Regional Cuisine (.25)
- Signature Dish (.5)
- Fashion Design (.5)
- Child Development (.5)

MUSIC ENSEMBLES (V/P)

- Concert Choir
- **Camerata*
- Concert Band
- String Ensemble
- Percussion Ensemble
- **Wind Ensemble*
- **Symphony Orchestra*
- **Jazz Band*
- **Jazz Ensemble*

MAJOR AREA ELECTIVES

- AP Seminar (1)
- AP Research (1)
- AP Econ (1) (D)
- Science Olympiad (.25 or .5)
- Language of Film (.5)
- The Writer's Craft (.5) (H,X)
- Journalism Foundations (.5) (H,X)

CO-CURRICULAR COURSES

- **Newspaper (.5) BT*
- **Yearbook (.5) BT*
- **Lit Mag (.5) BT*

SAFETY EDUCATION

- Highway Safety

Grade 11

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English		
2.	Math		
3.	Science		
4.	Social Studies		
5.	World Language		
6.	Elective	CCT (.25)	
7.	Elective (Optional)		
8.	Co-Curricular/Support (If applicable)		

Wellness	S1	S2
EEPE		
Team Sport		

Total Credits:

- Your schedule must include at least five majors plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____

_____

_____

_____

Grade 11 SAMPLE Schedule

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English	Language & Composition →	
2.	Math	Algebra 2 →	
3.	Science	Environmental Science →	
4.	Social Studies	US Government/Politics →	
5.	World Language	Spanish →	
6.	Elective	CCT (.25) PE	Ceramics →
7.	Elective (Optional)	Philosophy →	Genetics →
8.	Co-Curricular/Support (If applicable)		

Sample

Wellness	S1	S2
EEPE		
Team Sport		

Total Credits:

- Your schedule must include at least five majors plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____

_____

_____

_____

2025-2026 CONESTOGA HIGH SCHOOL
COURSE SELECTION OVERVIEW

• GRADE 12 •

TYPICAL MAJOR/MINOR COURSES

Levels
A = Academic
X = Accelerated
H = Honors
AP = Advanced Placement
D - currently offered as Dual Enrollment

ENGLISH

- Comp Lit Mayhem (H, X)
- Comp Lit Mirrors (H,X) Comp Lit Masks (H, X)
- AP Literature & Composition

SCIENCE

- Physics 1,2 (AP, H, X, A)
- Environmental Science (AP, H, A)
- Chemistry 1,2 (AP, H, X, A)
- Anatomy/Physiology (H, X)
- Astronomy (H,X)
- Forensic Science (H,X)
- Genetics (H,X)
- Microbiology (H,X)
- Fund. of Organic Chemistry (H,X) (.5)

MATHEMATICS

- Math Analysis (Pre-AB, Pre-BC, X)
- Trig and Alg 3 (X)
- Calculus (AP, H, X)
- Statistics (AP,H, X)
- Multivariable Calculus (H)
- Algebra 2 (X,A)

SOCIAL STUDIES

- Criminal Justice (.5) (D)
- Ethics, Inquiry, Discourse (.5)
- Philosophy (.5) (H)
- Positive Psychology (.5) (H)
- Psychology (.5) (H,X,A)
- Sociology (.5) (H,X,A) (D)
- African American Studies (.5) (H,X,A)
- Asian American Studies (.5)(H,X)
- Ancient World History (1) (H)
- AP Psych (1) (D)
- AP Comp Government (.5)

WORLD LANGUAGES

- French (AP, H, X, A)
- Spanish (AP, H, X, A)
- German (AP, H, X)
- Latin (AP, H, X)
- Italian (AP, H, X)

WELLNESS/FITNESS

- PE Core
- Basketball
- Floor Hockey
- Mind-Body PE
- Personal Fitness
- EEPE
- Team Sport

EXPERIENTIAL

- Allied Health
- Teacher Academy
- TCHS Program

INDIVIDUAL LEARNING

- *Academic Seminar*
- *Academic Reading*
- *Academic Skills*

CORE ELECTIVES

2 credits required for graduation to include 1 course in each from BT, VPA, and FCS.
**Italicized classes must go through application process before being added.*

VIS & PERFORMING ARTS

- Art History (1) (AP, H, X)
- Drawing/Painting (.25)
- Ceramics / Advanced Ceramics (.5)
- 3D Sculpture&Crafts/Adv 3D (.5) BT
- Graphic Design/Animation (.5) BT
- Studio Art 1,2,3,4,AP (.5, 1) BT
- Theatre Arts (.25) / Adv Theatre (1)
- Applied Music Theory (.5) BT
- AP Music Theory (1)
- Beginning Guitar (.25) / Adv Guitar (.5)
- Piano Lab (.25)
- Music Production (.5) BT
- Studio Session (.5) BT
- Broadway Musical (.5)

BUSINESS/TECH

- Accounting 1 /Accounting 2 (.5) (D)
- Business Law/Ethics (.5)
- Entrepreneurship (.5)
- Personal Finance (.5)
- Marketing (.5)
- Digital Photography (.25) /Adv Photography (.5)
- Film Screenwriting Production (1)
- Adv TV Production/Broadcast Journalism (GMS) (1)
- Sports Broadcasting (.5)
- Intro to TV Broadcast Journalism (.5)
- Architectural Design (.5)
- Engineering Design, Production and Auto (.5)
- Mechanical/Electrical Engineering (.5)
- Structural/Environmental Engineering (.5)
- Coding (.5)
- App Development/App Development 2 (.5)
- AP Computer Science A (1)
- AP Comp Science Principles (1)

FAMILY CONSUMER SCIENCES

- Culinary Arts 1 (.25)
- Nutrition & Foods (.25)
- Pastry (.25)
- Regional Cuisine (.25)
- Signature Dish (.5)
- Fashion Design (.25)
- Child Development (.5)

MUSIC ENSEMBLES (V/P)

- Concert Choir
- **Camerata*
- Concert Band
- String Ensemble
- Percussion Ensemble
- **Wind Ensemble*
- **Symphony Orchestra*
- **Jazz Band*
- **Jazz Ensemble*

MAJOR AREA ELECTIVES

- AP Seminar (1)
- AP Research (1)
- AP Econ (1) (D)
- Science Olympiad (.25 or .5)
- Language of Film (.5)
- The Writer's Craft (.5) (H,X)
- Journalism Foundations (.5) (H,X)

CO-CURRICULAR COURSES

- **Newspaper (.5) BT*
- **Yearbook (.5) BT*
- **Lit Mag (.5) BT*

Grade 12

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2
1.	English		
2.	Math		
3.	Science		
4.	Social Studies		
5.	World Language		
6.	Elective		
7.	Elective (Optional)		
8.	Co-Curricular/Support (If applicable)		

Core Electives Taken:

_____
_____
_____
_____
_____
_____

Categories Achieved:
BT ____
VP ____
FCS ____

Total Core Elective Credits: ____

Wellness	S1	S2
EEPE		
Team Sport		

- Your schedule must include at least five majors plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____

_____

Grade 12 SAMPLE Schedule

Conestoga High School
Course Selection Worksheet

	Subject	Semester 1	Semester 2	
1.	English	Comp. Lit. Masks →		
2.	Math	Calculus →		
3.	Science	Physics →		
4.	Social Studies	Philosophy	Criminal Justice	
5.	World Language	Latin 4 →		
6.	Elective	Comp. Sci. Principles →		
7.	Elective (Optional)	Forensics →	PE	Pastry Chef
8.	Co-Curricular/Support (If applicable)			

Sample

Core Electives Taken:

_____
_____
_____
_____
_____
_____

Categories Achieved:
BT ____
VP ____
FCS ____

Total Core Elective Credits: ____

Wellness	S1	S2
EEPE		
Team Sport		

- Your schedule must include at least five majors plus PE/EEPE/Team Sport at a minimum.
- The maximum number of classes is seven, not including co-curricular/support nor EEPE/Team Sport.

Notes:

_____
_____

Conestoga High School Four-Year Planning Sheet

Use this worksheet to develop a four-year plan for meeting promotion and graduation requirements. Use the spaces provided to list courses you have taken and will take, indicating the number of periods (Pd), credits (Cr), and course numbers (Cn). If you have questions or need assistance, contact your counselor.

Courses	Grade 9	Pd	Cr	Cn	Grade 10	Pd	Cr	Cn	Grade 11	Pd	Cr	Cn	Grade 12	Pd	Cr	Cn
English																
Social Studies																
Math																
Science																
Lang.																
Well/Fit																
P. E.																
VPA																
Bus/Tech																
Electives																
CCT																
Total																
Cum Total																
Min Cr Req				5.5				11.0				17.0				24.0
Max Pds			*42*			*42*				*42*				*42*		

Stakeholder Involvement

Stakeholders

Students:

"Students participate actively and assume responsibility for meeting the counseling standards and competencies. They can identify the skills, knowledge, and attitudes that they have gained in structured counseling sessions, students and their families, working individually with counselors, develop learning plans for school and transition plans for post-secondary options." *ASCA National Model: A Framework for School Counseling Programs* (2005)

The comprehensive guidance and counseling program is designed for students so that they have an opportunity to learn and are prepared for current challenges as well as ones that lie ahead. Counselors' service to students is both direct and indirect. Students are expected to participate in the program as both a beneficiary and contributor, as they increasingly assume a decision-making role in their education. As a result of participating in the program, they learn to be better advocate for themselves and broaden their access to opportunities within and beyond school.

Parents/Guardians:

"Parents work cooperatively with school personnel in delivering the program by first supporting their own children in academic, career, and personal/social development. They serve on committees and provide linkages to the community by communicating program goals to others." *ASCA National Model: A Framework for School Counseling Programs* (2005)

Parents enjoy the closest proximity to and have the richest knowledge base about their children. Moreover, they are personally invested in their success and well being. As such, they spend an enormous amount of time and energy ensuring that their children receive a quality education and do well in school so that they can have attractive post-secondary options and enjoy rewarding, productive lives. Counselor service to parents is sometimes direct (e.g., a program targeted to parents) but mostly indirect (individual planning and counseling with students). Service is most often provided to the student or someone else with close ties to the parent, who benefits indirectly. As a valuable resource, parents are involved in their children's lives and in the life of the school and counseling program. They attend school functions, participate in decision making processes, encourage their children to succeed, model desirable behavior for their children, among other things.

Educators:

"Educators
are partners with school counselors. They develop and infuse guidance activities that are integral to good learning rather that extraneous, disconnected, or added material into the instructional program. Teachers can team or co-teach with counselors in the classroom, or

serve as advisors or mentors to students." *ASCA National Model: A Framework for School Counseling Programs* (2005)

As key actors in the education process, like parents, teachers enjoy close proximity to students. Teachers possess the professional knowledge to lead the students in instruction. Taking on a number of roles beyond instructor, they are viewed as having a direct and significant influence on the success or failure and satisfaction and dissatisfaction of students. In this sense, they traditionally exert tremendous influence on school practices and school culture. Through collaboration and consultation processes, counselors often provide direct service to teachers in the service of supporting the academic success of students. Conversely, counselors often provide indirect service to teachers through their direct service to students. When part of an interdisciplinary team effort to address student needs and educational goals, counselors assist with defining teachers' guidance role and placing it within the context of the guidance and counseling program and student learning.

Administrators:

"Administrators provide leadership in developing a comprehensive school counseling program and in ongoing program improvement. They provide continuous support emphasize the importance of the program to others and promote cooperation among counselors, faculty, staff and the entire school community. Additionally, they provide facilities, resources, and allow time for facilitating the program process." *ASCA National Model: A Framework for School Counseling Programs* (2005)

Administrators at the school and district office levels possess some measure of direct authority over counselors in their ascribed roles. Administrators are knowledgeable about the ways in which schools do business, and may use their position to assist with the flow of information and to create opportunities for resources to accrue to serve a particular set of values or group of people. They are strategically situated to push through change when necessary. Like counselors, they may engage in many behaviors, present wildly different orientations, and assume many complex roles to enable and empower the change process. Administrators rely on counselors for professional development, consultation, collaboration, supervision, program management and operations that address school needs.

Business and Community:

"Representatives from business, industry, and others in the community serve on committees, talk with classes, act as mentors, provide financial support, and generally serve as partners in the education of youth. Connections established are vital in developing work-based learning opportunities." *ASCA National Model: A Framework for School Counseling Programs* (2005)

Like parents, businesses and community members without children currently in the school system are taxpayers and have a stake in what happens in school. Counselors find themselves educating the community to the needs of the school and the school to the needs of the community. At the same time, though, counselors are often called upon to demystify their role and to demonstrate the effectiveness of the counseling program in measurable terms, particularly as new and/or discretionary initiatives are introduced. As a result, school counselors need to be able to provide data that expresses how students are different as a result of the school counseling program. They need to be comfortable explaining the impact of the school counseling program on student achievement, attendance and behavior and how at-cost proposals would improve future results for all students. Counselors seek appropriate opportunities for collaboration among counselors and community businesses and industries. Through career days and other special events, counselors involve community business and industry to participate actively in the total school program.

Post-Secondary:

Just as counselors are proactively involved in professional organizations promoting school counseling at the local, state and national levels, they are equally invested in post-secondary institutions. Counselors address how the school counseling program is organized and what goals will be accomplished, solicit feedback, provide data and achievement results, and allot significant professional time in direct communication with the post-secondary community on behalf of students. Counselors stay abreast of trends in the post-secondary world and keep this community informed as well as. By encouraging active participation in the school counseling program through school visitation, appropriate access to students, committee participation, and conference gatherings, counselors are able to broker strong relationships with key players in the post-secondary community.

Tredyffrin/Easttown School District Stakeholders Engagement to Career and Technical Options

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K- 12 Guidance Program
	The counselors in the T/E School District (TESD) will work with our stakeholders through our Advisory Council in developing a K-12 comprehensive school counseling program that addresses all students. Students will participate in individual student planning to develop goals related to their interests, abilities, and future plan. Students will serve roles in mentoring other students in the personal/social, academic, and career domains. Students will demonstrate their knowledge in the school counseling program as part of a variety of school programs and activities.	Elementary School ● Successful completion of developmental guidance activities. ● Creation of career portfolio artifacts. ● Feedback from students during classroom discussion. ● Completion of reflection documents following specific events/lessons. Middle School ● Student Ambassadors assist in welcoming new students and support the transition of students entering from elementary school. ● Students participate on various committees within the school district. Some examples include Student Council, Ambassador Programs, Model UN. ● Students provide evaluative feedback regarding counseling department programming. ● Students participate in assemblies to learn about the Technical Career HS opportunities. High School ● Peer Mediators assist in the welcoming of new students and support the transition of students from middle school. ● Students will participate in Wellness Week, Career Week, and Military Days to learn about a variety of post-secondary opportunities.

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	Counselors and teachers will provide lessons focusing on the personal/social, academic, and career domains in order to help students make educated and reasonable decisions that will lead to a successful future. Educators will be made aware of the mission and goals of the counseling program through informational sessions during professional development days, the school counseling website, and presentations. Educators will be asked to promote the mission of the school counseling program and utilize Smart Futures to collect student feedback.	At the beginning of the school year, Educators will be reminded of the K-12 school counseling program and Career Education and Work Standards. Educators will be included in implementation of career activities through different curricular departments. Educators will assist the counseling program by connecting their curriculum to various aspects of career exploration, acquisition, retention, and entrepreneurship. By raising awareness to the career standards, school counselors will work collaboratively with educators to further integrate these ideas into their current practices. Educators will also be represented on the Advisory Council.

Stakeholder: Educator

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Share with the staff the Career Education and Work Standards and state requirements to meet the goals/standards	Each staff member will be able to identify what the CEW Standards are and what activities are being done in their classrooms that contribute to the CEW Standards.	**13.1.3** **13.2.3** **13.1.5** **13.2.5**	**K-12**	Faculty meeting with staff at the beginning of the school year.	Number of career artifacts at each grade level.	August to June

Parents	How parents/guardians benefit from the K-12 Guidance Program	How parents/guardians assist with the delivery of the K- 12 Guidance Program
	Parents play an integral part in helping their children as they move through their school years focusing and building upon the skills needed to be successful in the areas of personal/social, academic, and career development. Parents will help their children plan for their future, as well as advocate for their children in order to assist them in making appropriate choices. Parents will provide input to the school counseling program through their participation in a variety of school programs. Parents may offer to be a speaker during Career Week to share their experiences and preparation for their careers.	Elementary School Parents/guardians will be informed of career related activities during K-4 developmental guidance lessons through a short summary of lesson content and suggestions for parents to extend learning sent home. Smart Futures will be used to introduce career clusters to students. Some parents/guardians will be invited to participate on the Advisory Council. Middle School Parents/guardians will be informed of career related activities and Smart Futures through newsletters that are sent home via email. Parents/guardians and students can access the child's career portfolio in Smart Futures. Parents/guardians will also be invited to participate in Parent Transition Nights. Some parents/guardians will be invited to participate on the Advisory Council. High School Parents/guardians are invited to be speakers at Career Week, then are involved in CTE information sessions at Program of Studies Evening, Open House and PTO meetings. Some parents/guardians will be invited to participate on the Advisory Council.

Stakeholder: Parents

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educate parents about our K-12 guidance plan.	Increase parent awareness of our K-12 guidance plan by 50%.	**13.1.3** **13.2.3** **13.1.5** **13.2.5**	**K-12**	Information in our principal's newsletter, information shared during course selection, student led conferences (Student Portfolio).	Collection of evidence for student portfolio.	August through June
Educate parents about TCHS and technical education.	Expose 100% of parents/guardians to information about TCHS programming for 8th grade students	**13.1.11** **13.2.11** **13.3.11**	**8-12**	Information in our newsletter, information shared during course selection, counselor website.	Collection of evidence for student portfolio.	August through June

Business & Community	How business/community partners benefit from the K-12 Guidance Program	How business/community partners assist with the delivery of the K-12 Guidance Program
	The business/community will benefit from a K-12 school counseling program by having access to future employees who understand the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workplace.	As partners, business/community members serve on the Advisory Council and will provide opportunities for students to explore careers through the Senior Internship and work opportunities. They will share industry trends, necessary soft skills, and the connections between school and the world of work as guest speakers.

Stakeholder: Business/Community

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Help create connections for elementary students between their current academic experience and their future selves through interactions with business and community members	To assist students in identifying their interests and abilities, School Counselors will have students complete at least two Career Portfolio activities per school year.	**13.1.3** **13.1.5** **13.3.3** **13.3.5** **13.4.3** **13.4.5**	**K-4**	Participation in field trips to local businesses and organizations such as farms/orchards, museums, and historical sites. Provide assemblies from various presenters such as authors, artists, theater, dance and musical groups.	Pieces of evidence are accumulated from Smart Futures lessons.	August through June
Help create connections for middle school students between their current academic experience and their future selves through interactions with business and community members	By May of each school year 100% of students will have completed two or more career activities connecting their current learning with future considerations. By the end of 5th grade, students will meet the PA career and work standard to connect future endeavors. By the end of 8th grade, students will meet the PA career and work standard to connect future endeavors.	**13.2.11** **13.3.11** **13.4.11**	**5-8**	Provide opportunities for field trips to businesses and/or invite speakers to make presentations to students.	Pieces of evidence are accumulated from Smart Futures lessons.	August through June
Help create connections for high school students between their current academic experience **interactions with business and community members.**	A minimum of 98% of students in 11th grade will have a completed career portfolio consisting of at least eight career artifacts in Smart Futures junior year to connect to postsecondary opportunities.	**13.1.11.D**	**9-12**	Invite businesses to speak at Career Week. College and Career Transition course delivers career lessons and reviews Smart Futures results to relate to career pathways. College and Career Transition Course uses YouScience.com to find connections between interests, abilities and career pathways.	Pieces of evidence are accumulated for the Future Ready PA Index in Smart Futures.	August through June

Post secondary	How postsecondary partners benefit from the K- 12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	Post-secondary partners will assist the school counseling program in preparing the students for post-secondary success. Post-secondary partners will network with students, parents, and educators in order to provide meaningful information that will help lead to future success. Partners gain interns during the Senior Internship Program.	Post-Secondary Partners (four-year, two-year, career and technical, apprenticeship partners, and military) impact our school counseling program by providing resources for students to transition to the next level of training and education. Through collaboration with these constituents, the school counselors will provide students with opportunities to explore a wide range of post- secondary options. By serving on the Advisory Council, they will share how students are transitioning from high school to their post- secondary placement and help counselors identify areas of need.

Stakeholder: Postsecondary

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Create parents, staff, and student awareness of post- secondary options	100% of parents, staff, and students will be given an increased general awareness of available post-secondary opportunities through career lessons, team meetings and information shared with families at individual conferences.	**13.1.5** **13.3.5** **13.4.5**	**K-4**	Learning about teamwork (communication, collaboration, compromise) and how interests can develop into career paths and opportunities. Review of career readiness requirements and CEW standards at team meetings. Information shared with families at conferences and open houses.	Completion of developmental guidance activities. Creation of digital career portfolio artifacts. Faculty meeting attendance. Completion of and data collected from stakeholder surveys.	August through June
Create parents, staff, and student awareness of post- secondary options	100% of parents, staff, and students will be informed about post- secondary schooling, programs, training, degrees, and certifications through career lessons, faculty meetings, and newsletters.	**13.1.8** **13.2.8**	**5-8**	Touring TCHS Learning about careers and job training. Participating in the course selection process. Having opportunities presented about extracurricular activities.	Completion of Smart Futures tasks Faculty meeting attendance. Survey of community - baseline data. Newsletter	August through June
Middle School Counselors will increase their knowledge about post-secondary options	At least one counselor will attend a workshop or information session annually to stay current on career and college trends (e.g. jobs of the future, college fields of study, etc.).	**13.1.8** **13.2.8**	**5-8**	Attend TCHS breakfast Regional Counselors' Meeting	Attendance at workshops.	August through June
Create parents, staff, and student awareness of post- secondary options	100% of parents, staff, and students will be informed about post- secondary schooling, programs, training, degrees, and certifications through individual grade level conferences.	**13.1.8** **13.2.8**	**9-12**	Touring TCHS. Information Sessions Learning about careers and job training. Participating in the course selection process. Club Fair, Career Week, Military Days, College Fairs.	Completion of Smart Futures tasks. Senior graduation survey. Weekly newsletter.	August through June

Career Guidance Services Stakeholder Group

Advisory Council

The School Counseling Advisory Group provides a structure for District staff and administrators, community members, students, and School Board representatives to offer support and ideas for the school counseling program. The Advisory Council advocates for the program and aides in increasing its visibility, both internally and externally. The group also serves as a forum for program stakeholders—school and community partners, business supporters, youth, parents, government—to communicate their opinions, offer advice on the program services, and share their expertise. Housed within Strategic Planning Committee, the Advisory Council offers an organized way to strengthen guidance services and the school counseling program. Mark Cataldi, Director of Assessment and Accountability and Supervisor of School Counseling, serves as the administrative liaison for the Advisory Council.

Membership

District Staff

Noah Austin
Shawnette Brown
Lizz DePascale
Wendy Dirico
Seth Dixon
Muna Elshakhs
Tori Hall
Jeremy Hampton
Lisa Lukens
Dan McDermott
Joseph Perkins
Nicole Shatraw
Marquis Weeks

District Administration

Anthony DiLella
Rich Gusick
Amy Meisinger
Andy Phillips
Michele Staves
Wendy Towle

Community Members

Betsy Fadem
John Murphy
Mary Simon
Tory Stagnaro
Shweta Yadav

Students

Sam Lienert
Nico Ramirez

School Board

Todd Kantorczyk
Sue Tiede

Hillside Elementary School

* Required

* This form will record your name, please fill your name.

1. First Name *

2. Last Name *

3. Elementary School *

- ◯ Beaumont Elementary School
- ◯ Devon Elementary School
- ◯ Hillside Elementary School
- ◯ New Eagle Elementary School
- ◯ Vally Forge Elementary School

4. Grade *

- ◯ 3rd Grade
- ◯ 4th Grade

5. After the Smart Futures lesson, I feel like I have a better understanding of my personal strengths. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

6. I feel it is interesting to start thinking about what I would like to do after I graduate high school. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

7. I understand there is a connection between my interests and abilities and my future career. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Career Effectiveness Survey (TEMS) (2)

* This form will record your name, please fill your name.

1. First Name

2. Last Name

3. Grade

- 4th Grade
- 8th Grade
- 11th Grade

4. School

- Devon Elementary School
- Hillside Elementary School
- Beaumont Elementary School
- New Eagle Elementary School
- Valley Forge Elementary School
- Tredyffrin Easttown Middle School
- Valley Forge Middle School
- Conestoga High School

5. Read the statements and rate your response

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
After the lesson, I feel like I have a better understanding of my personal strengths.	◯	◯	◯	◯	◯
I feel it is important to start thinking about what I would like to do after I graduate high school.	◯	◯	◯	◯	◯
I understand there is connection between my interest and abilities and my future career.	◯	◯	◯	◯	◯

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

VFMS 8th Grade - Career Effectiveness Survey

* This form will record your name, please fill your name.

1. First Name

2. Last Name

3. After the lesson, I feel like I have a better understanding of my personal strengths

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

4. I feel it is important to start thinking about what I would like to do after I graduate from high school

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

5. I understand there is a connection between my interests and abilities and my future career

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Career Survey 2026 - Conestoga HS

Attention Juniors!

Please complete this brief survey about your experience with the SmartFutures career lessons that you completed this year during your College and Career Transition (CCT) course.

Thank You!

Student Services

* Required

* This form will record your name, please fill your name.

1. Last Name *

2. First Name *

3. School *

- ◯ Beaumont Elementary School
- ◯ Devon Elementary School
- ◯ Hillside Elementary School
- ◯ New Eagle Elementary School
- ◯ Valley Forge Elementary School
- ◯ Tredyffrin-Easttown Middle School
- ◯ Valley Forge Middle School
- ◯ Conestoga High School

4. Grade *

- ◯ 4th Grade
- ◯ 8th Grade
- ◯ 11th Grade

5. Which best describes your current plan after graduation? *

- ☐ 4-year college
- ☐ 2-year college
- ☐ Trade/ Vocational School
- ☐ Apprenticeship
- ☐ Worksforce
- ☐ Gap Year
- ☐ Undecided
- ☐ Other

6. I feel it is important to start thinking about what I would like to do after I graduate from high school. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Undecided
- ◯ Disagree
- ◯ Strongly disagree

7. Its Important to plan for what I want to do after high school, now! *

- ◯ Strongly agree
- ◯ Agree
- ◯ Undecided
- ◯ Disagree
- ◯ Strongly disagree

8. After the SmartFutures career lessons in CCT, I feel like I have a better understanding of my personal strengths. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Undecided
- ◯ Disagree
- ◯ Strongly disagree

9. I see the connection between my interests/abilities and careers I might pursue in the future. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Undecided
- ◯ Disagree
- ◯ Strongly disagree

10. How prepared do you feel to apply for a part-time job, internship, or program? *

- ◯ Very prepared
- ◯ Somewhat prepared
- ◯ Neither prepared nor unprepared
- ◯ Somewhat unprepared
- ◯ Very unprepared

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

JUNIOR QUESTIONNAIRE

Please answer at least 10 questions.

1. What are the first words that come to mind describing yourself? Why did you choose these words? Feel free to tell us a story.

2. What was/is your favorite class and why?

3. What would your teachers say about you? If I were to sit in on one of your classes, what would I see?

4. How have you exhibited leadership during your time at Conestoga? (NOTE: Leadership can be found in many places & in many forms – in the classroom, in a club, at work, at home, etc. People lead in different ways – the loudest person isn't always the best leader.)

5. Discuss your most meaningful organized activities inside or outside of school. Think about athletics, volunteer/service, music, performing arts, visual arts, school clubs, religious groups, and summer programs/activities. If you can, please include a minimum of three activities.

6. Have you had any work experiences during your time in high school? If so, where have you worked, and what were your responsibilities? What skills did you develop through your work?

7. Besides the activities listed above, describe other hobbies, leisure activities or unique experiences you enjoy? Tell me something cool and interesting!

8. How have you changed personally in the past three years? What do you think contributed to those changes?

9. What challenges have you faced inside and outside of Conestoga?

10. Is there anything about your family that has had an impact on your life? Do you have specific family commitments or responsibilities?

11. Select a quotation that reflects who you are as a person. Explain why you chose it, using examples.

12. Do you have an area of study you are thinking of pursuing in college and why? If so, what has influenced this interest?

13. Will you be a first-generation college student?(A first-generation college student is defined as someone whose family does not have a college-going tradition. Colleges interpret this term differently, but generally speaking, it refers to students from families whose parents did not earn a four-year degree. This could also include students whose parents earned their degree outside of the United States.)

CONESTOGA HIGH SCHOOL
STUDENT SERVICES OFFICE

PARENT REFLECTION

As we begin to think about writing your child's recommendation for college, we would love to hear from you! We value the wisdom you have about your child and will use this information as a guide. This is your chance to have some input into your child's recommendation. College admission counselors love **stories** – ones that bring each student's uniqueness to life.

If you do not find these particular questions helpful, you can also try writing a narrative to the counselor.

This can be submitted directly to your child's counselor or if you prefer, you can send via email.

---

1. The following are examples of traits that colleges look for in prospective students: maturity; motivation; leadership; integrity; reaction to setbacks; concern for others; self-confidence; initiative/independence, etc. Please choose three traits and tell us how your child has exhibited these qualities in the past four years. If possible, share a specific story (stories).

2. How has your child shown development in the following areas?
   - Academic
   - Social
   - Interests / Activities
   - Any other areas you would like to mention

3. Is there anything you wish to add which would help your counselor in writing the recommendation for colleges (e.g. educational background; special family situation; special medical history; family trauma; personal achievements, etc.)?

Thank you for taking the time to complete these questions!

The Student Services Staff