

# Paving the Way for Success in Your School Counseling Program

Regional Counselor Workshops

Fall 2019



**Dr. Jennifer Trammell**  
**Kathy Mangum**

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION  
**STRATEGIC PLAN GOALS**

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



# Agenda

Time:	Topic:
7:30 – 8:00	Registration
8:00 – 8:30	Introductions & Ice Breaker
8:30 – 9:00	MDE Updates
9:00 – 9:45	Promoting your Counseling Program
9:45 – 10:00	Break
10:00 – 10:15	MS Works - SWIB
10:15 – 11:00	Multi-tiered Behavioral Systems of Supports (MTSS)
11:00 – 12:30	Lunch on your Own
12:30 – 1:15	School Counselor Growth System and Resources
1:15 – 2:00	Get2College
2:00 – 2:15	Break
2:15 – 3:00	Thinking creatively: Expressive Arts activities for school counselors
3:00 – 3:15	Closing/Evaluations/CEUs

# INTRODUCTIONS



# Elementary School Counselors

# Elementary School Counselors

- Daily schedule – are we meeting the needs of all of our students?
- Provide a college and career awareness and exploration starting in Kindergarten
- Educating teachers and staff on how to properly implement social and emotional learning into instruction
- What services can we provide to ensure the transition from elementary to middle school is as smooth as possible.
- What can we do to guarantee that our students are academically and behaviorally ready for middle school?
- Using data to drive our school counseling programs
- Collaboration with all stakeholders



# Middle School Counselors

# College and Career Readiness

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Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

# Standard 14

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## **Middle School success directly correlates with:**

- A student's ACT score
- GPA
- College Admissions and Scholarships
- Diploma Endorsements
- Remedial college courses taken
- Early Release

# Individual Success Plan (ISP)

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The ISP is a process NOT a document

Five year career exploration plan

*Process Standard 14.1.4:* Beginning in school year 2018-2019, all seventh-grade students are required to have an individual Success Plan (ISP) prior to exiting the seventh grade.

Counselors and students will revisit and revise their ISPs every year.

# Implementing ISPs

## Guiding questions when beginning the implementation process:

- How will parents and educators be informed on ISPs and its process?
- When will the implementation start in seventh grade? Fall? Spring with pre-registration?
- What resources will be used to help guide and strengthen your career program?
- How will ISPs be approached with students? Individually or in a group setting?
- What school personnel will assist the counselor with this process?
- How will the counselor and staff make sure the career pacing guide is followed each year? Will a timeline be created?

# Implementing ISPs

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- What career exploration lessons will take place throughout the year? How many?
- What will be the process to revisit and revise a student's ISP each year?
- How will you meet Process Standard 14.1.4?
- What documentation will be kept verifying a career exploration program has taken place? Will documentation be electronic or paper/pencil?

# High Schools Counselors

# Current Graduation Options



# Graduation Requirements

\* Remember to use the graduation requirements for the school year they entered the 9<sup>th</sup> grade.

- **Current 12<sup>th</sup> Graders:** Career Pathway Diploma, District Option Diploma, Traditional/Standard Diploma, Early Exit Diploma, Mississippi Occupational Diploma, Certificate of Attendance
- **Current 11<sup>th</sup> Graders:** District Option Diploma, Traditional/Standard Diploma, Early Exit Diploma, Certificate of Attendance

# New Traditional Diploma

Effective 2018-19 for all Incoming 9<sup>th</sup> Graders

# Traditional Diploma Requirements

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Math	4	Algebra I
Science	3	Biology I
Social Studies	3 ½	World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2)
Physical Ed	½	
Health	½	
Art	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Electives	5 ½	
<b>TOTAL</b>	<b>24</b>	

# Diploma Endorsements

Effective 2018-19 for all Incoming 9<sup>th</sup> Graders

# Requirements for Traditional Diploma

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Student **shall** identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.

# Career and Technical Endorsement

# Traditional Diploma with Career and Technical Endorsement

Curriculum Area	Carnegie Units	Required Subjects	
English	4	English I	English II
Mathematics	4	Algebra I	
Science	3	Biology I	
Social Studies	3½	1 World History ½ U.S. Government ½ Mississippi Studies	1 U.S. History ½ Economics
Physical Education	½		
Health	½		
Art	1		
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.	
Technology or Computer Science	1		
CTE Electives	4	Must complete a 4-course sequential program of study	
Additional Electives	3½		
<b>Total</b>	<b>26</b>		

## Additional Requirements

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential

# Academic Endorsement



# Traditional Diploma with Academic Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I                      English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	3	Biology I + two (2) additional science courses above Biology I
Social Studies	3½	1 World History                      1 U.S. History ½ U.S. Government                      ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7½	Must meet CPC requirements for MS IHLs
<b>Total</b>	<b>26</b>	

## Additional Requirements

- Earn an overall GPA of 2.5
  - Courses must meet MS IHL college preparatory curriculum (CPC) requirements
  - Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency)
  - Earn two additional Carnegie Units for a total of 26
- Must successfully complete one of the following:
- One AP course with a C or higher and take the appropriate AP exam
  - One DP-IB course with a C or higher and take the appropriate IB exams
  - One academic dual credit course with a C or higher in the course

# Distinguished Endorsement

# Traditional Diploma with Distinguished Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I                      English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	4	Biology I + two (2) additional science courses above Biology I
Social Studies	4	1 World History                      1 U.S. History ½ U.S. Government                      ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	Must meet CPC requirements for MS IHLs
<b>Total</b>	<b>28</b>	

## Additional Requirements

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency
- Earn four additional Carnegie Units for a total of 28

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course

# How do District Changes Affect Endorsements?

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The rule for allowing additional district requirements to the Traditional Diploma mandates that the change is carried throughout the endorsements. It is added to the Traditional diploma; therefore, it carries forward to the endorsements.

# Early Release Requirements

# What is Early Release?

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Early release is a term referring to the practice of students who have earned most of their graduation credits being allowed to leave campus for part of the school day to work in the community during their senior year.

# Early Release Requirements

- For early release, students must have met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.
- Alternately, a student must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy

# Reasons for Changes in Early Release

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- Goal #2 of the SBE
- Responsibility to prepare all students to exit high school ready for post-secondary work without remediation and/or the necessary skills to enter the workforce in a job with a sustainable wage.
- Districts are allocated funds based on a student's enrollment as a fulltime student.
- Making students aware of the readiness requirement will encourage initiative and involvement in meeting standards by the student and parents.



# High School Counselors

Utilize MAAPP, the Mississippi Aid Application, to help your students access state aid to pay for college.



# APPLY for State Aid

Mississippi offers MILLIONS for students to go to college.



For Everyone. Do Everything.

MAAPP is not just for students to apply. Students, student representatives, high school counselors, superintendents, headmasters, and institutional financial aid administrators can also view student accounts, make updates, and do more.

**Apply**  
2020-2021 Aid Year

**Dashboard**  
Login | Request Account

Don't Forget to Apply for Federal Aid!

Undergraduate Programs:   
Graduate Programs:   
Other: Loans Repayment Program:

**How to Submit Documents** →

**Submit an Appeal** →

**Take 15! Cont Full-time Enrollment** →

- HIGH SCHOOL COUNSELOR INFO ▾
- GRANT & SCHOLARSHIP PROGRAMS ▾
- FORGIVABLE LOAN & REPAYMENT PROGRAMS ▾
- SUBMIT & VIEW APPLICATIONS ▾

- Forgivable Loan Repayment Info →
- Institutional Info →
- Postsecondary Board Info →
- Reports & Policies →

- Search 🔍
- FREQUENTLY ASKED QUESTIONS ▾
- GLOSSARY & TERMS ▾



3635 Regency Road, Jackson, MS 39211-6653, 1-800-367-2889 FAX: 601-981-4300

### CONTACT US

Your Name (required)  STATE (required)

Last name (required)  First name (optional)

Your Subject (optional)

Please enter your last name, gender or account ID.

**EMAIL**

**High School Counselor Info**  
3635 Regency Road, Jackson, MS 39211-6653  
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3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653

**Undergraduate Programs**  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653

**Graduate Programs**  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653

**Other: Loans Repayment Program**  
3635 Regency Road, Jackson, MS 39211-6653  
3635 Regency Road, Jackson, MS 39211-6653  
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**MAPP**  
MISSISSIPPI AID APPLICATION

Jennifer Rogers  
Pin: 7PLJ1UeC  
High School Counselor - Last Login: 8/26/2019

Dashboard  
Students  
Messages  
Reports  
Activity Log  
Settings

## Students

Search

Search Students

Date Of Birth Academic Aid Year SSN

2019-2020

Reset Search

Name	SSN	DOB	Academic Aid Year	High School
<a href="#">Doe, Jane</a>	XXX-XX-7777	09/19/2000	2019-2020	Hospitality State High School
<a href="#">Doe, John</a>	XXX-XX-6788	05/31/2000	2019-2020	Hospitality State High School
<a href="#">Ramchandran, Ananth</a>	XXX-XX-4897	03/08/2004	2019-2020	Hospitality State High School

Showing 3 of 3 Results

MISSISSIPPI OFFICE OF STUDENT FINANCIAL AID  
powered by nsparc

<https://fa-mapp.vast.nsparc.mississippi.edu/Students>

**MAPP**  
MISSISSIPPI AID APPLICATION

Jennifer Rogers  
Pin: 7PLJ1UeC  
High School Counselor - Last Login: 8/26/2019

Dashboard  
Students  
Messages  
Reports  
Activity Log  
Settings

## Student Details

**Doe, Jane**  
(DOB: 9/19/2000)

Select Aid Year  
2019-2020

Overview Applicant Academic Household Documents Awards **High School**

High School GPA	-	SAT Test Date	+
High School	+	National Merit	-
Graduation Date	-	Finalist	-
Highest ACT	-	National	-
Composite Score	-	Achievement	-
ACT Test Date	+	Finalist	-
Highest Combined	-	Help Curriculum	-
SAT Score	-	Data Certification Statement	-

Update Student Information

MISSISSIPPI OFFICE OF STUDENT FINANCIAL AID  
powered by nsparc

# High School Grade Submissions & HELP Curriculum Certification

- 7-semester GPA
- Submit files January or February
- Needed by students. Required by law.
- Submit for ALL graduating students
- HELP Curriculum = IHL Required CPC + 1 Advanced Elective



# Steps to Promoting your Counseling Program



## 1. Conduct a Needs Assessment

- Students
- Faculty/Staff
- Parents
- Community



## 2. Create a vision and mission for your program

- Collaborate with feeder schools
- Correlate with the school/district vision/mission
- Believe in what you create
- Involve students

## 3. Meet with your Administration

- Share your vision/mission
- Share the role of the counselor – ASCA
- Share your expectations for the year
- Share Research-ASCA
- Share what you need to be successful!



## 4. Establish an Advisory Committee

- Include the principal, teacher(s), community member, business owner, parent, and student(s)
- Meet each nine weeks or once a semester
- Everyone's goal should be to help the success of our students. Academically, behaviorally, socially, and emotionally



## 5. Develop a calendar

- Establish a yearly, monthly, and weekly calendar of activities.
- Make sure you are aware of your colleague's calendar-collaborate!
- Try to stick with it.

- 6. Develop printed material about your role:**
  - Can be printed or online
  - Examples may include, brochures, newsletters, bulletin boards, etc
  - Place them on your website and by check in-outs in the office

## 7. Plan a Parent Meeting

- Share who you are and your passion for helping their students succeed
- Inform parents of services you provide
- Explain how parents can help
- Provide Food
- Examples may be PTO, Before School Breakfast, Open House, Pastries with Parents



## 8. Speak at a Faculty Meeting

- Explain your role
- Share research-ASCA
- When it is appropriate and NOT appropriate to send students to see you
- Explain how you can help them and their students
- Tips to handling behaviors in the classroom
- Teacher monthly trivia
- Short and Sweet

## 9. Create an inviting space

- Do students feel welcome? Is it your Happy Place??
- Is there enough room for 1-2 students or 2 parents to sit at a time?
- Invite staff to come see your space
- Decorate-bright colors, college attire, eye catching items on the wall
- Have a calm down area with stress relief items
- Sign in area

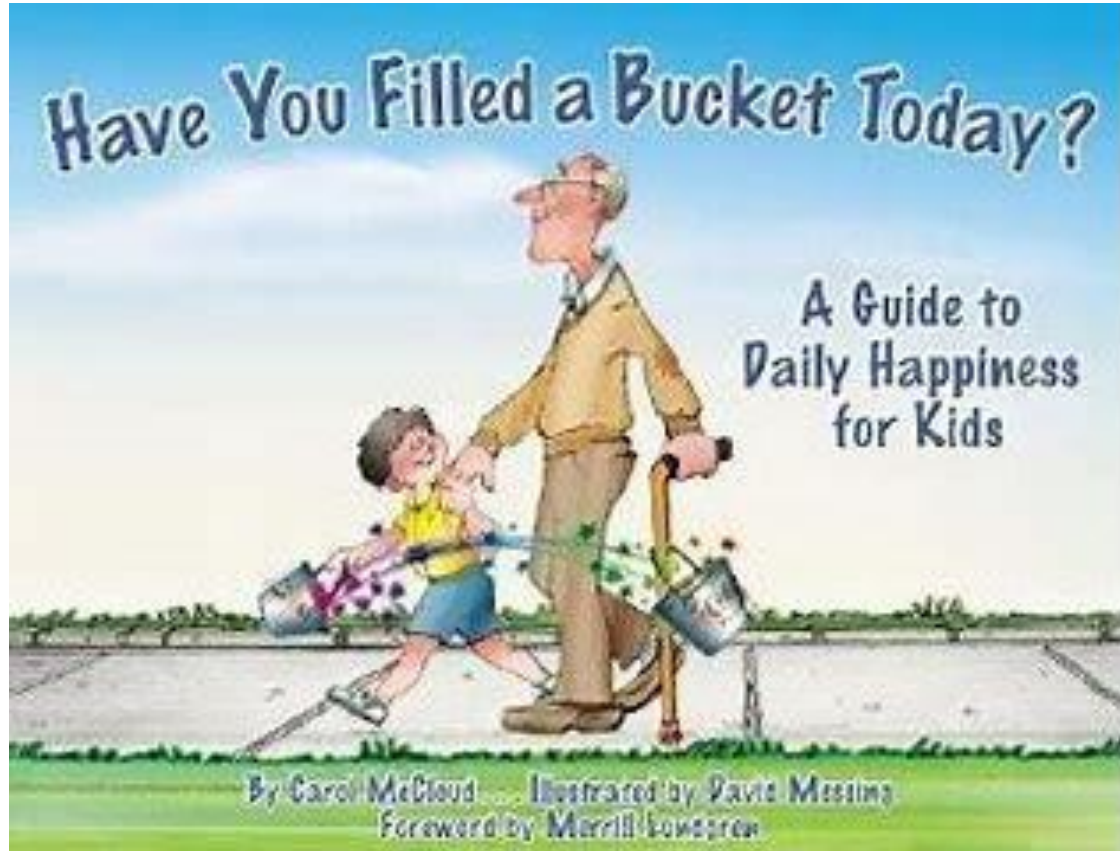
# Steps for Setting up an Effective School Counselor Program

## 10. Dig into Data

- Know your school's achievement data
- Run reports on absences and behavior
- Develop Goals



# Steps for Setting up an Effective School Counselor Program



## 11. Plan Lessons

- ALL students must know you
- Schedule them in advance
- Utilize CCR Course, PE, Art etc.
- Video lessons
- Organize assemblies



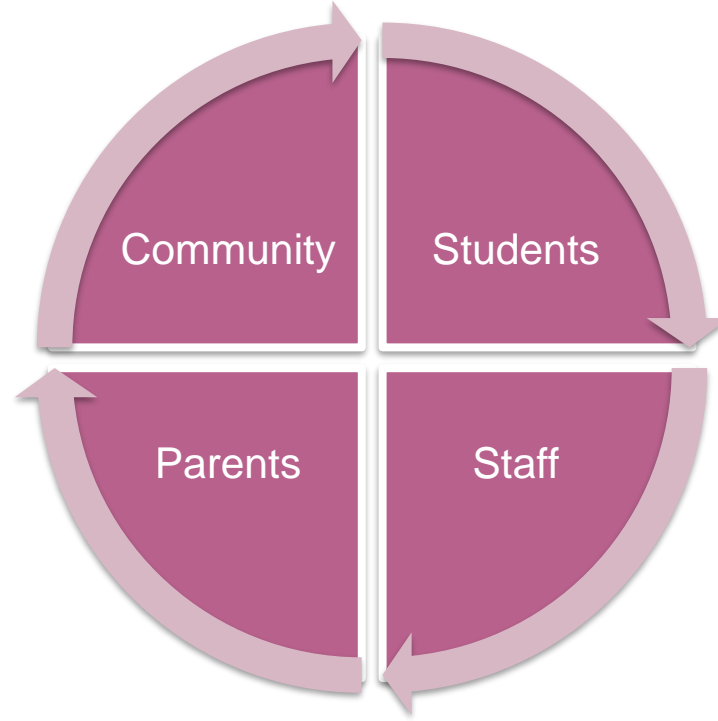
## 12. Stay Connected

- Website
- Vlogs
- Remind 101
- Bulletin Boards
- Advisory Board
- CCR Course



# Collaborating with Stakeholders

## Who Should We Reach Out To?



# Students

# STUDENTS

## Reaching out to students:

Orientation

Classroom Counselor

Meet & Greet

Bitmoji

Counselor Cadets



# STUDENTS



**Orientation**  
Magic Bookbag  
Scavenger Hunt  
Break-Out Boxes  
Vlogs  
PowToon.com



## Magic Book Bag (K-2)

Paper Heart – “I care about every student”

Kleenex – “I am here to talk to you when you get sad”

Giant Eraser – “Mistakes don’t define you”

Bandaid – “I can help when you are hurting”

Puzzle – “I am here to help solve problems”

Hat – “I wear many hats, which means

I have lots of different jobs”

Buzz Lightyear – “I will help you reach for the stars and  
achieve your goals”

## Scavenger Hunt (3-5)

Students are put into small groups and the counselor leaves clues around the school for them.

Clues are focused on job duties and responsibilities of the school counselor.

After figuring out the last clue, the students will end up at the counselor's office.

The clues are strategically placed in areas of the schools that students can find the counselor when she is not in her office.





## Break Out Boxes (3-6)



Students are put into small groups and given a box protected with seven combination locks.

Students are given math problems as clues to how to open each lock.

The box contains a key to the counselors office. The first group to work together to unlock the box is able to walk down the hall to the counselors office.

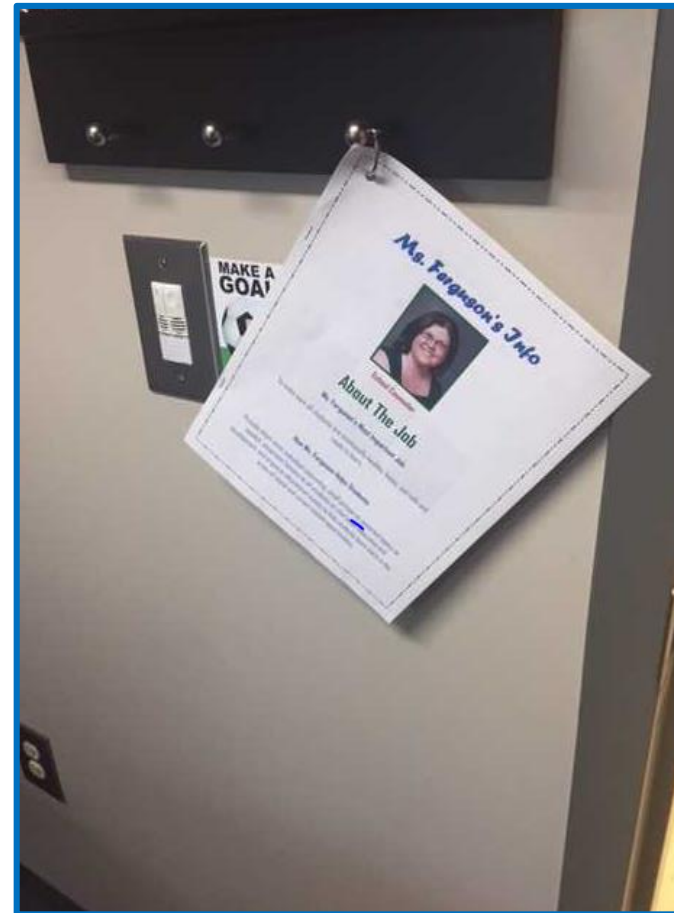
After unlocking her door, the students will discover their counselor and she will come teach the class a lesson

## Orientation Vlog (K-12)

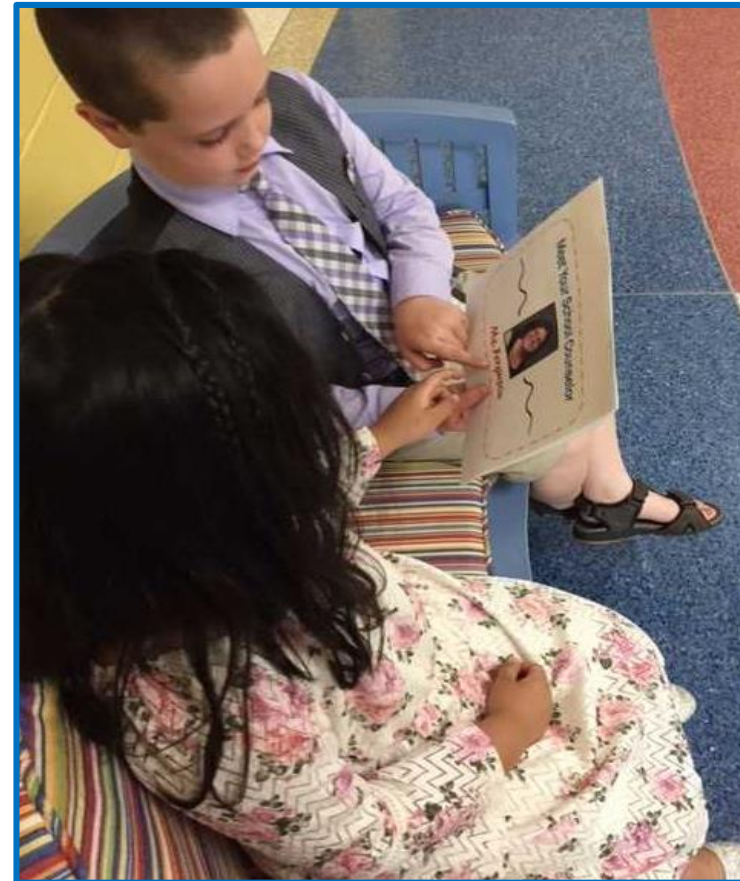


## Classroom Counselors

- Student will never wonder who you are!
- Have your information readily available in each class.
- Train 1-2 students per class
- New students are not left out!



## Classroom Counselors



## Meet & Greets

- Randomly selected students.
- 1 minute meetings.
- “Pick a Friend” concept.



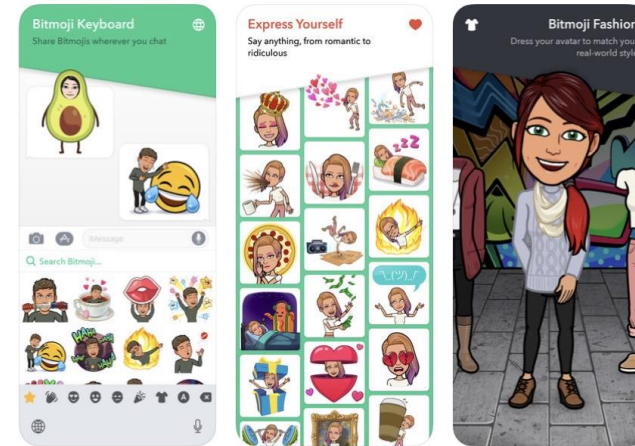
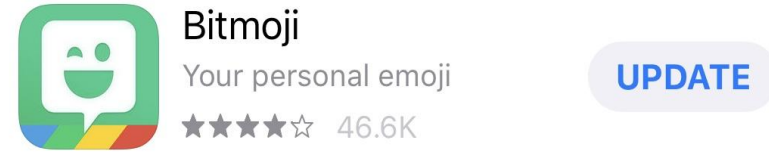
## Bitmoji



- Free Phone App
- Great to use for a newsletter or announcements
- Students are amazed you are a cartoon!

# STUDENTS

## NOW IT'S YOUR TURN!

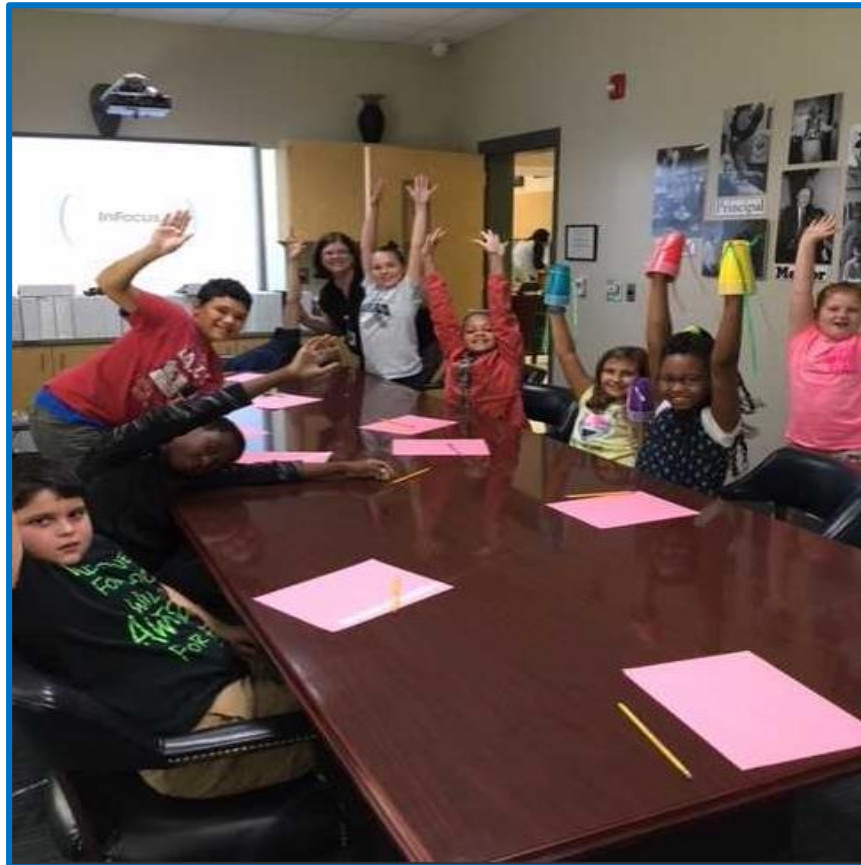


1. Download FREE Phone App
2. Take selfie or start from scratch
3. Edit details of your Bitmoji
4. Share with your neighbor!

# STUDENTS

## Counselor Leadership Groups

- Selected fourth and fifth grade students.
- Educated on counseling duties and soft skills.
- Assist in non-confidential counseling activities.
- Engage in team-building activities once a month.
- Examples: Counselor Cadets, Cougar Cadets, Eagle Elite





## Counselor Cadets

### Top **10** Soft Skills



**Strong Work Ethic**

Dependable

**Positive Attitude**

Self Motivated

**TEAM ORIENTED**

Organized

**WORKS WELL UNDER PRESSURE**

**Effective Communicator**

Flexible

**Confident**



## Google Docs Sign-In

- Helps counselors with accountability, documentation, and data
- Creates procedures for your counseling office
- Helps with time management
  - Spreadsheet
  - Graphs



# Staff

## Reaching out to your staff:

Orientation

Data Reports

Counselor Trivia

Counselor Camp

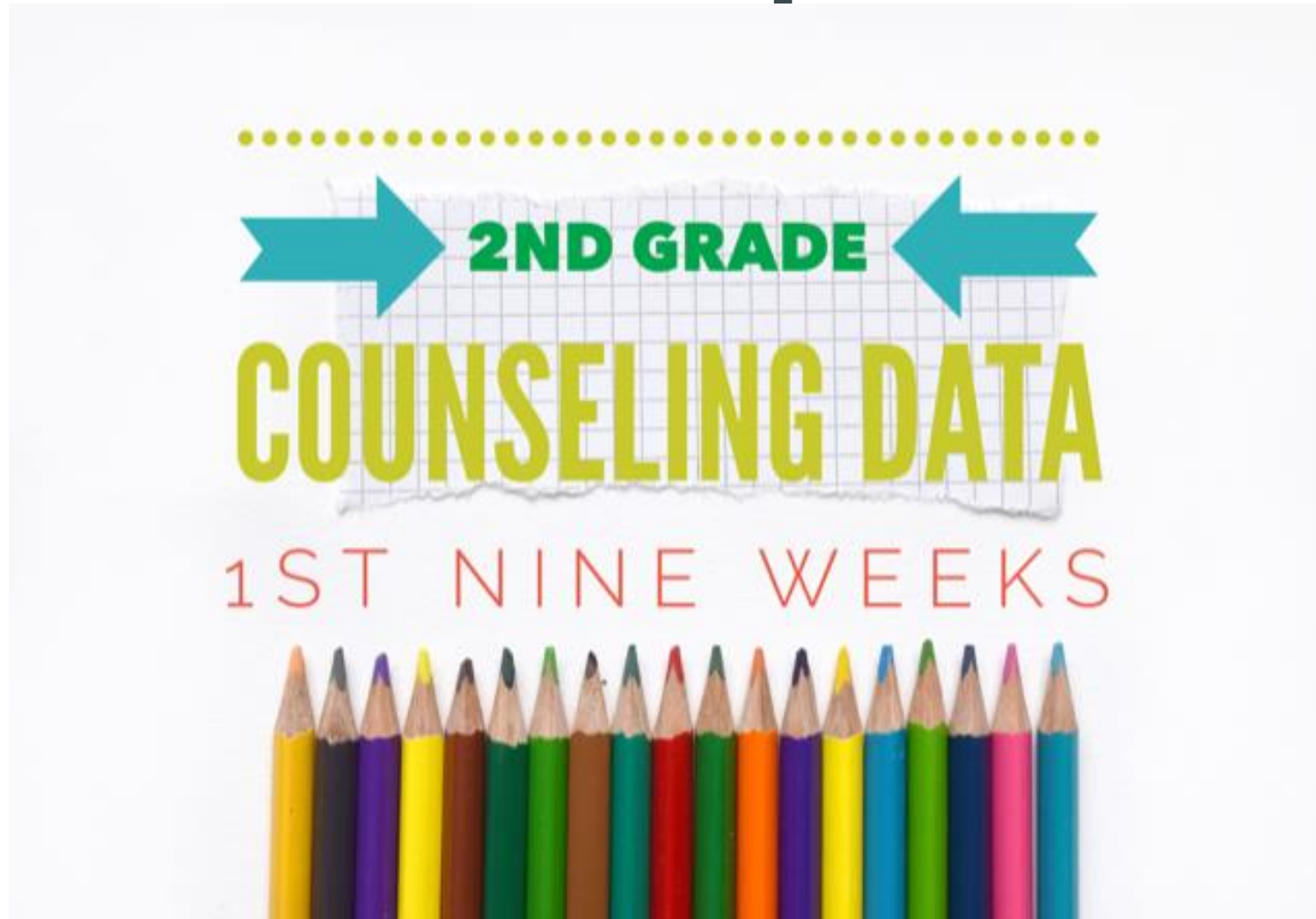


## Orientation



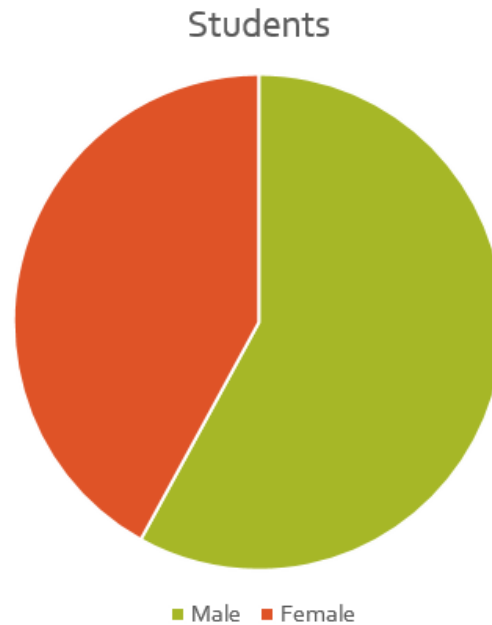
Keep it simple

## Data Reports



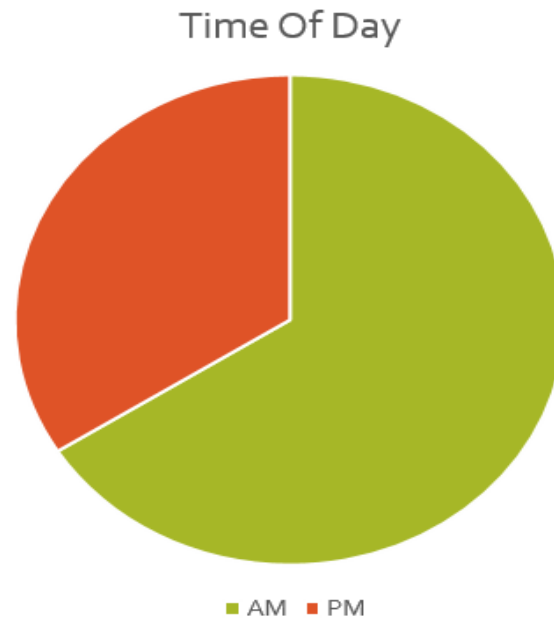
## Data Reports

### Who's Coming To The Counselor?



## Data Reports

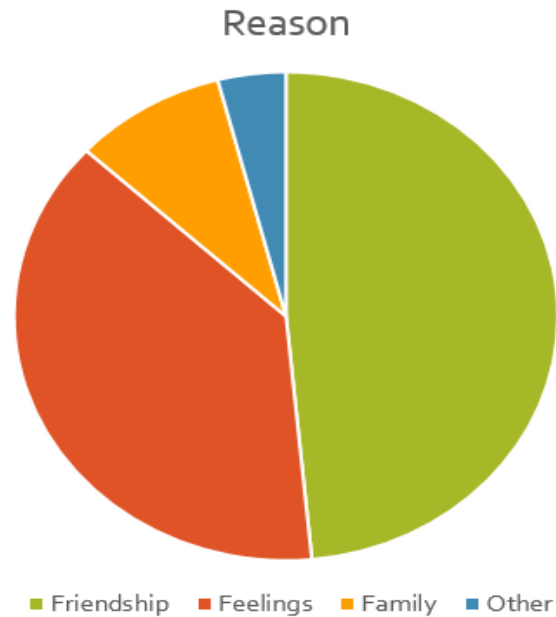
### When Are Students Coming To The Counselor?





## Data Reports

### Why Are Students Coming To The Counselor?



## Counselor Trivia

### Counselor Trivia

Name: \_\_\_\_\_

Please circle one answer.

*Which two counseling theories are most often used by JPES School Counselors?*

- A. Analytic and Existential
- B. Family Systems and Behavior
- C. Solution-Focused and Person-Centered
- D. Gestalt and Adlerian

**GOOD LUCK!**

### Counselor Trivia

Name: \_\_\_\_\_

Please circle one answer.

*How many combined years of counseling experience do JPES School Counselors have...*

- A. Five – Nine Years
- B. Ten – Fourteen Years
- C. Fifteen – Nineteen Years
- D. Twenty Plus Years

**GOOD LUCK!**



## Counselor Camp



1. The role of a school counselor
2. Behavior Flow Chart
3. Components of my Comprehensive Counseling Program
4. Student Leadership Groups
5. College and Career Readiness

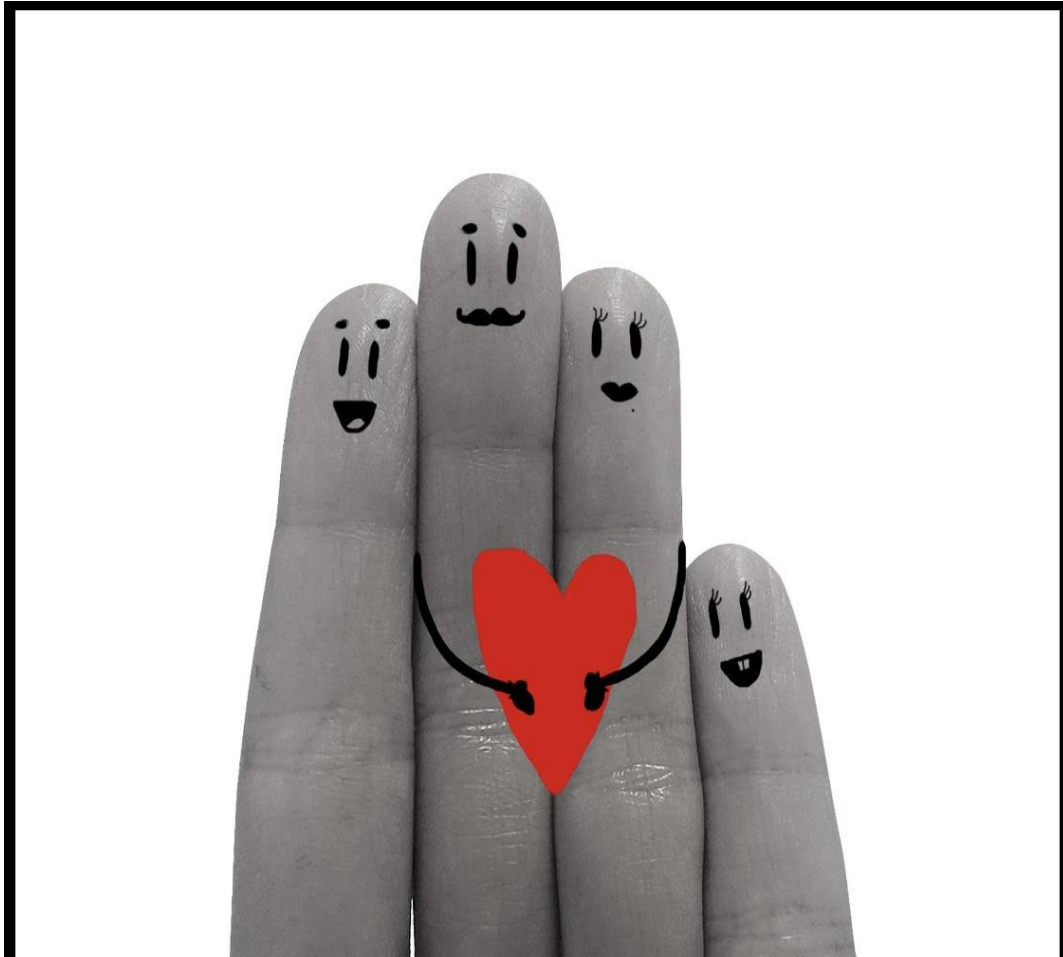
## Counselor Camp



6. Behavioral TST Process
7. Why students come to see me.
8. Confidentiality
9. Mandated Reporting
10. Stress Ball Completion

# Parents

# PARENTS



## Reaching out to parents:

Introductory Letter

Lesson Review Letters

Counselor's Corner

Boo-Hoo Breakfast

Monthly Morning Mixers

PTA

Technology "Tag"

## Introductory Letters

### Meet Your School Counselor

Ms. Ferguson



This year I am excited to be the School Counselor for Kindergarten, Second, and Fourth Grades. I graduated from Charleston Southern University with Dual Degrees in Psychology and Sociology. I received my Master of Education from The Citadel in Counselor Education. I have been employed by Dorchester District Two since 2006. During my employment in Dorchester District Two I have been named Dorchester School District's School Counselor of the Year and now serve as Lead Counselor for the Elementary Schools in Dorchester District Two.

As an Elementary School Counselor, my priority is to ensure that all students are emotionally healthy, happy, and safe which are key elements in being academically productive. It is my belief that students need supportive and nurturing people in their school lives to assist them in achieving all they dream and aspire to become. As a School Counselor, I provide short-term individual counseling, small groups on assorted topics as needed, classroom lessons to all students on character education and development, and organize educational events to extend a student's realm of knowledge of social and career related opportunities.

For more information on the School Counseling profession and the scope of a School Counselor's practice I encourage you to visit the American School Counselor Association (ASCA) website at [www.schoolcounselor.org](http://www.schoolcounselor.org)

- Most parents first impression of you!
- Make yours look different
- Don't brag but be descriptive

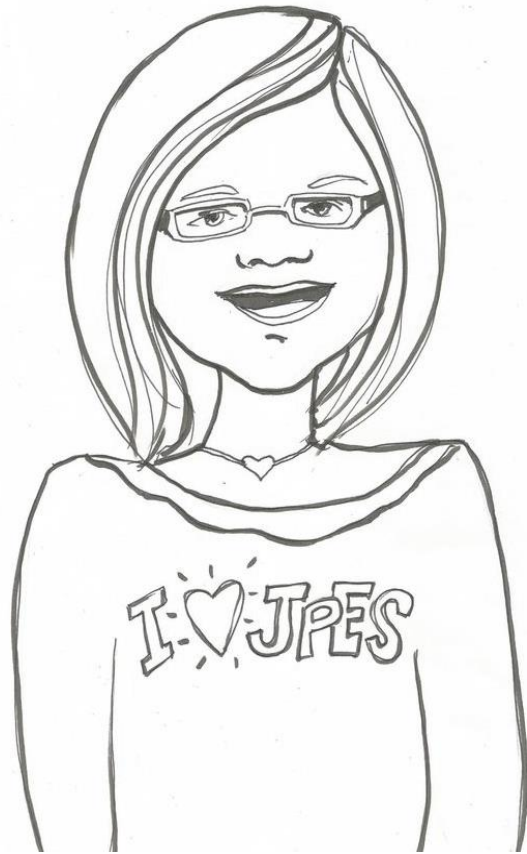
**1<sup>st</sup> Paragraph – Credentials**

**2<sup>nd</sup> Paragraph – Job Duties**

**3<sup>rd</sup> Paragraph – More info on profession  
(include school and ASCA website)**



## Introductory Letters



## Counselor's Corner

- Allotted space in the building for parents to find new and creatively displayed information about your program.
- Try to establish a place by the office where parents frequently visit.



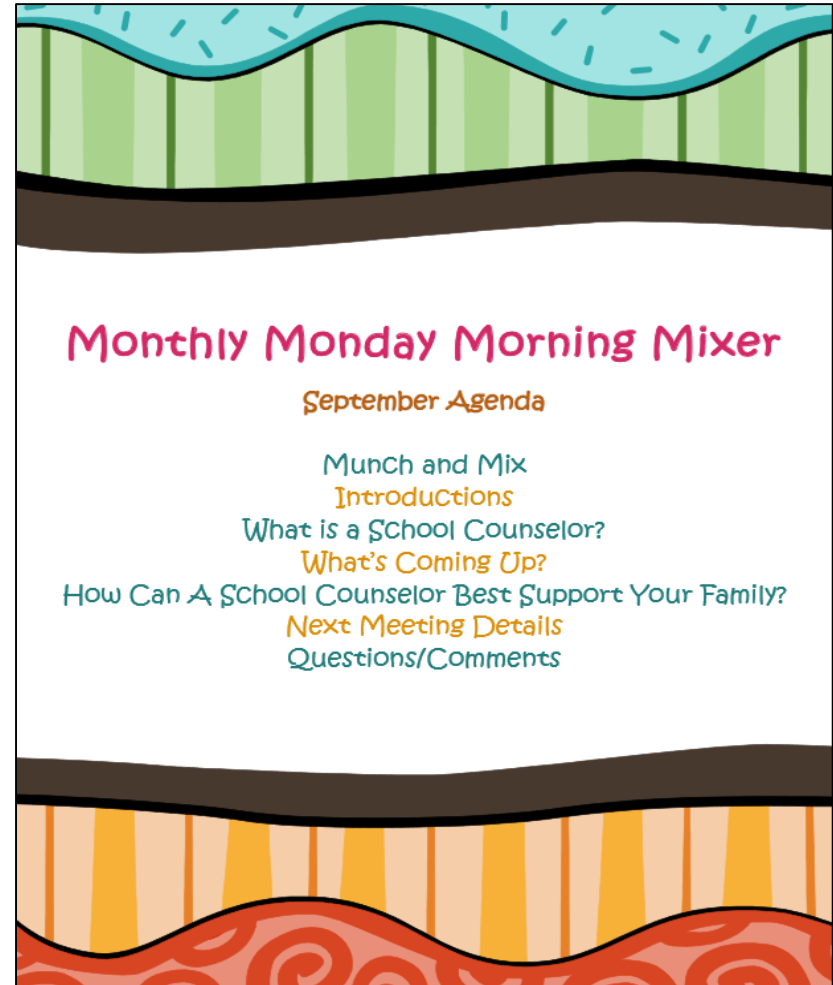
## Boo-Hoo Breakfast



- Attending “BIG” school for the first time is always challenging for both parents and students.
- This breakfast is held the first week of school, specifically for kindergarteners and first graders.
- Parents are able to eat breakfast with their children and mingle with the counselors to help with their child transition to class by themselves.
- As you know, this can be emotionally beneficial for parents just as much as the students!

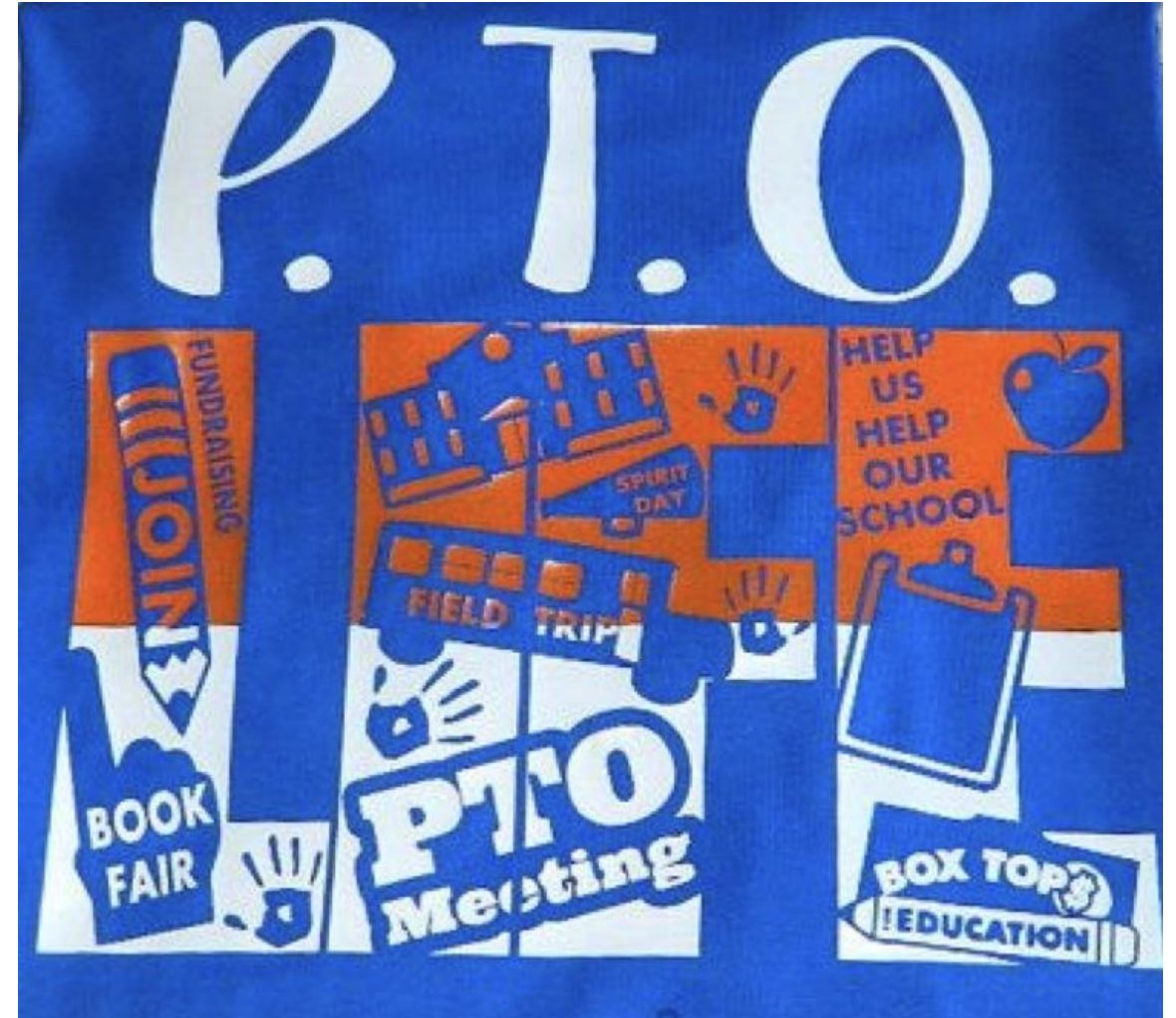
## Monthly Monday Morning Mixer

- An opportunity for parents to be knowledgeable of what is going on in your counseling world and the supports that are offered.
- Have an agenda
- Provide food
- Invite students to share what they learned from being involved in Counselor Leadership Groups or the guidance lessons.



# PARENTS

- Do not wait to be invited!
- Try to share at every meeting.
- What are you including for career exploration this month?
- Student leadership opportunities
- Share your data!
  - It shows you are proud and vested in your program
  - Share the success rate of your small groups



## Technology “Tags”



- **Vlogs**
- **Classroom Lesson Videos**
- **Free-Internet Based Texting (Remind 101)**
- **School Parent Links**



**Reaching out to the  
Community:**  
Personalized Letters  
Community Activities  
Career Fair  
CollegeDay  
Invitation to Events

## Personalized Letters



- Counselor Letters (not administrative letters)
- Create Partnerships
- Inform different businesses and groups of current and upcoming events

### Joseph R. Pye Elementary School

#### College and Career Readiness

##### College and Career Readiness In The Classroom

- Introduction to Careers and the tie in to college begins with our preschoolers in 4K.
  - Students in 4K are instructed on the “essentials”:
    - Why we go to school (including college when we are older).
    - Why we go to work/get a job when we are older (multiple answers reviewed).
    - Being the best at our job (focus on character traits --- tenacity, honesty, responsibility.)
- 4K also participates in Community Helpers during the first semester to familiarize them with common jobs they may encounter as students and that they may be interested in as an adult.
  - 4K Teacher and Assistant Facilitate Community Helpers.
- Kindergarten through second graders continue to build on the essentials taught in 4K; however focus increases on:
  - Being prepared for career via a strong education and skill set.
  - Building a solid character frame that will be sought after by employers.
- Throughout the K-2 experience:
  - Increase their knowledge of available professions and skills and the education required to obtain them.
  - Students participate in “mock jobs” both individually and as a class. These jobs encourage responsibility and assist in building “soft skills” specifically when working together in a group.
- During 3-5 College/Career Exploration:
  - Students are taught and encouraged to explore their interests, skills, and personal future goals to identify potential educational tracks and professional career aspirations.
    - Students are given tools (Interest Inventories and Career Scales) to help define a possible area of interest that can be further explored.
      - Commonly used Interest Inventories
        - Scholastic
        - Career Tech
      - Commonly used Career Scales
        - U Can Go 2 (Paper)
        - All The Tests (Interactive)
    - Students also become familiar with the Career Clusters.



## Community Activities

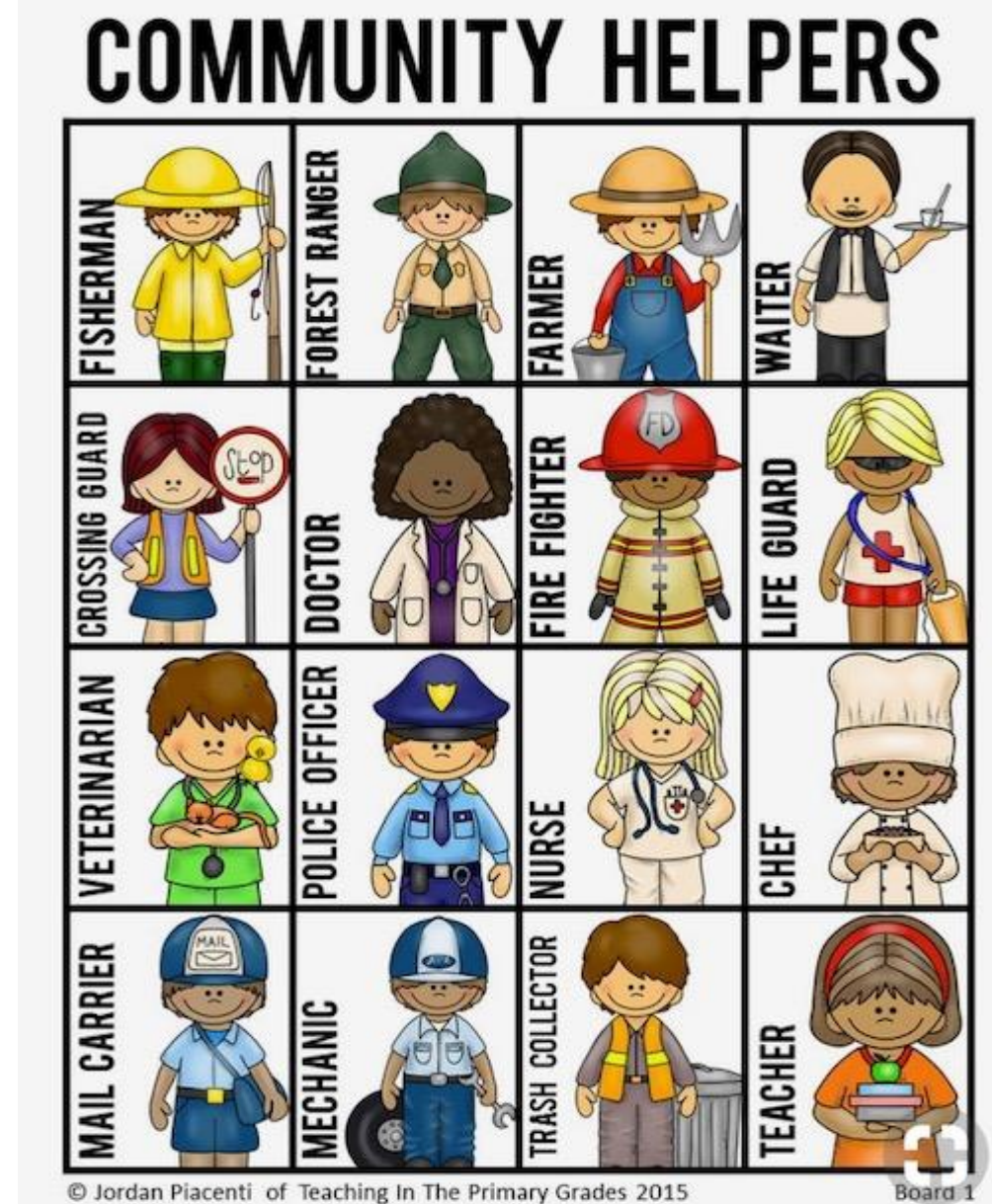


- Show yourself outside of school!
- Family Nights
- Sporting Events
- Town Events
- Becoming involved in community events shows you are vested.

# COMMUNITY

## Career Fairs

- Part of your career exploration program
- Invite professionals into your school
- Expose students to unique professions.
- Incorporate parents
- Rotating Schedule



## College Day

### Preparing for College Day

- Can be part of your career exploration program
- Each class “adopts” a college or university
- Incorporate parents
- Research
- Virtual Tours
- Pennant Creations



### College Day Assembly

- The students/staff wear colors according to their assigned college
  - College Pep Rally (invite them!)
  - Community Speaker
- Classes share information about the college and present their pennant

## Invitations to Events

- “If they don’t know...they won’t show!”
- Invite your district office personnel and members of community to school events.
- Examples:
  - Awards Day
  - 1<sup>st</sup> Annual Fall Fest
  - Attendance Assembly
  - Rewards Day

Join us for a fantabulous **Roald Dahl Day**

# Roald Dahl Day Party!

SEPTEMBER 13, 2013

WEAR SOMETHING YELLOW---  
ROALD'S FAVORITE COLOR!

**LOTS AND LOTS OF EXCITING ACTIVITIES FOR EVERYONE!**

**For Grades 2 to 5**

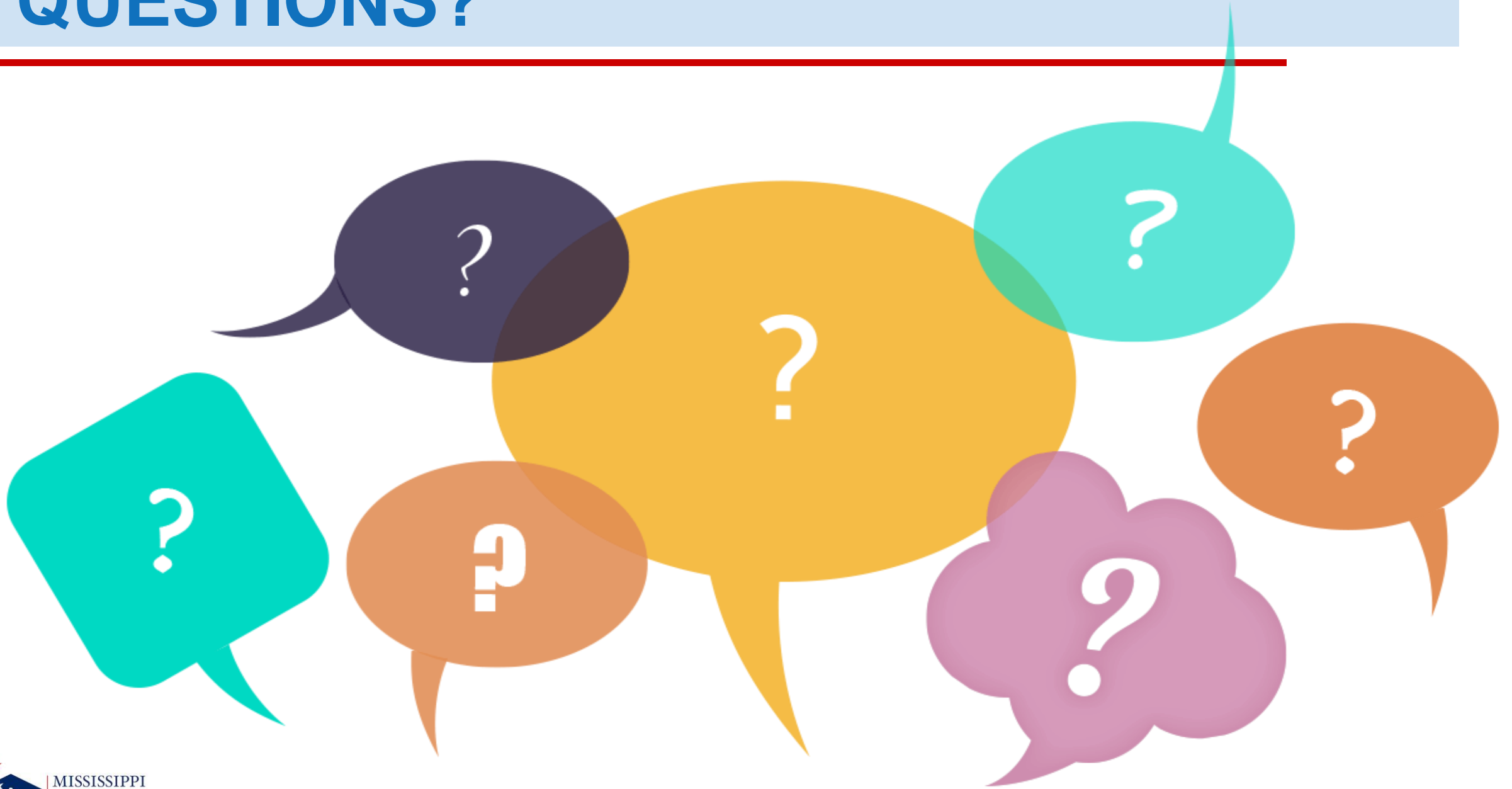
- Phizz-Whizzing Post Card Making
- Who is Roald Dahl?

**For Grades Pre-K to 1**

- Spin Like the Peach
- The Rolling Peach Tumble
- Oompa Loompa Dance
- Chocolate Factory Freebies

It's **PEACH PARTY** time!

# QUESTIONS?



# Contact Information

# BYE!



Dr. Jennifer Trammell  
Director of K-12 Academic Counseling  
Office of Secondary Education

[JTrammell@mdek12.org](mailto:JTrammell@mdek12.org)

# Break



# MSWORKS

a guide to life after high school



**SWIB** | State Workforce  
Investment Board  
*Office of the Governor*



# MS Works Magazine

- Shipping in October to every school with 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.
- A tool to help show post-secondary options in Mississippi.
- Online version that can be sent home to parents in a weekly/monthly email.
- Classroom Activities for the teachers
- Where could you utilize this magazine so it reached every student in those particular grades?
- Online version can also be shared on various social media outlets to ensure parents/guardians see it.

**MSWORKS**  
a guide to life after high school

# An Overview of MTSS

For Counselors

Fall 2019



**Office Elementary Education and  
Reading**  
Student Intervention Services/Supports

## VISION

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

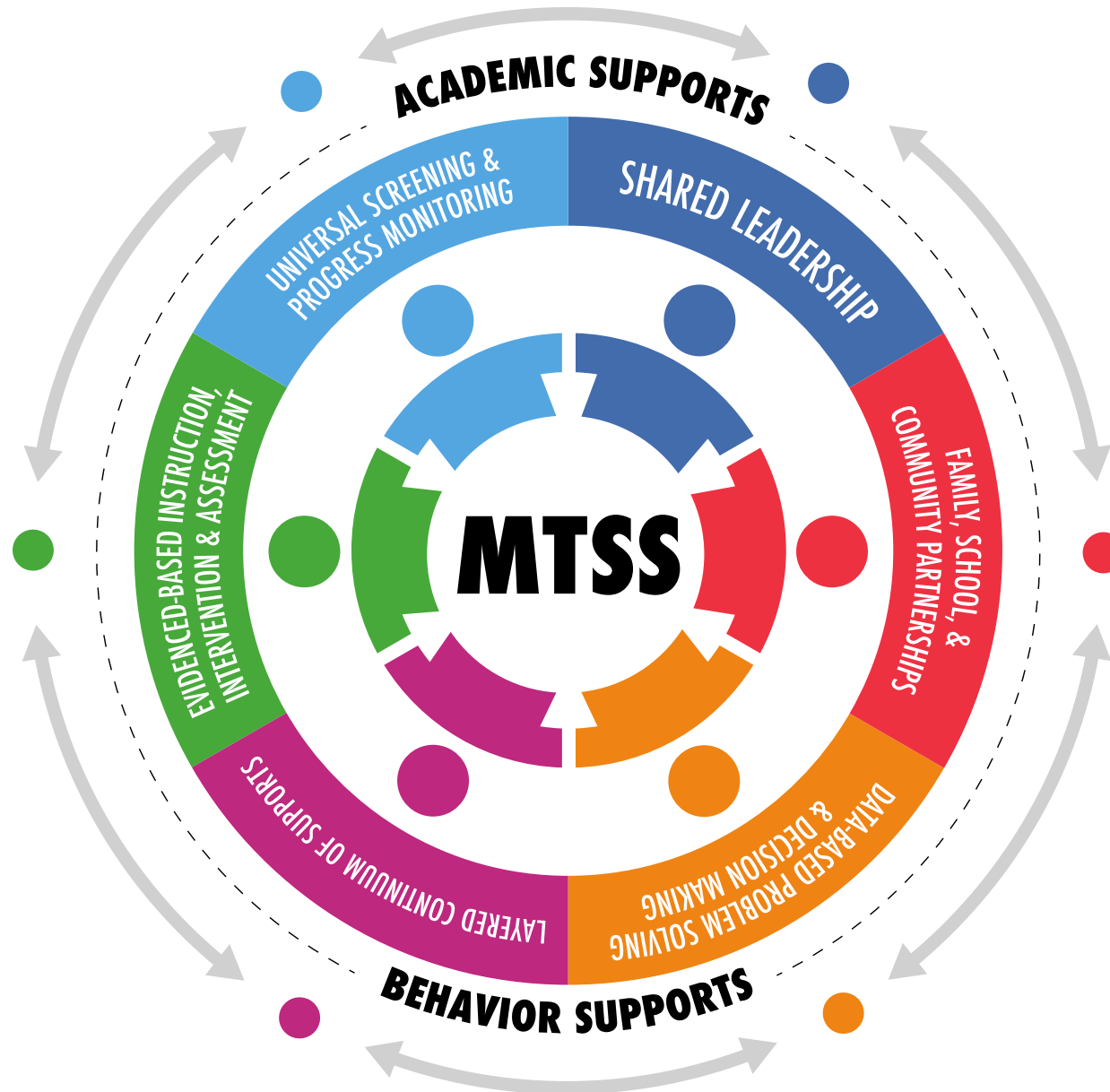


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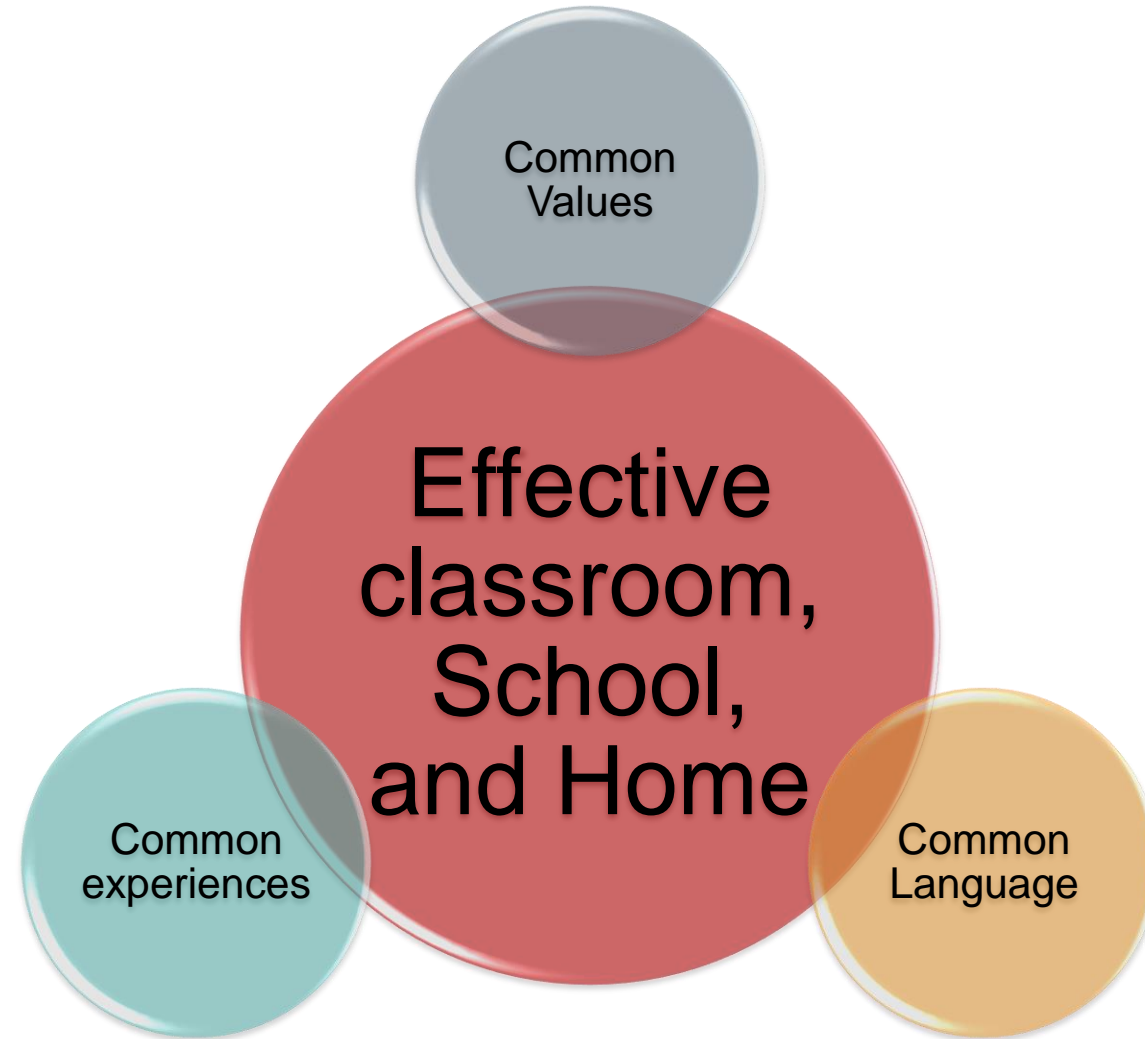
Every School and District is Rated "C" or Higher



# MTSS Essential Components



# Tier I Behavior



# Tier I Behavior

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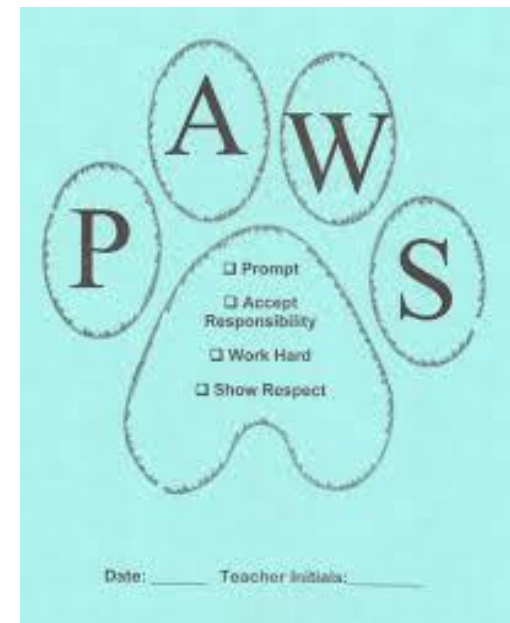
- ❖ Establishment of a core, universal community
- ❖ Agreed upon 3-5 broad school wide behavioral expectations
- ❖ Universal supports for ALL students and staff in all settings
- ❖ Primary goal is prevention

# Tier I Behavior

Be Respectful  
Be Responsible  
Be Ready to Succeed  
**Be a HORNET!**



- ❖ Keep it positive
- ❖ Set the expectation
- ❖ Catch, recognize, and reward students for what is right

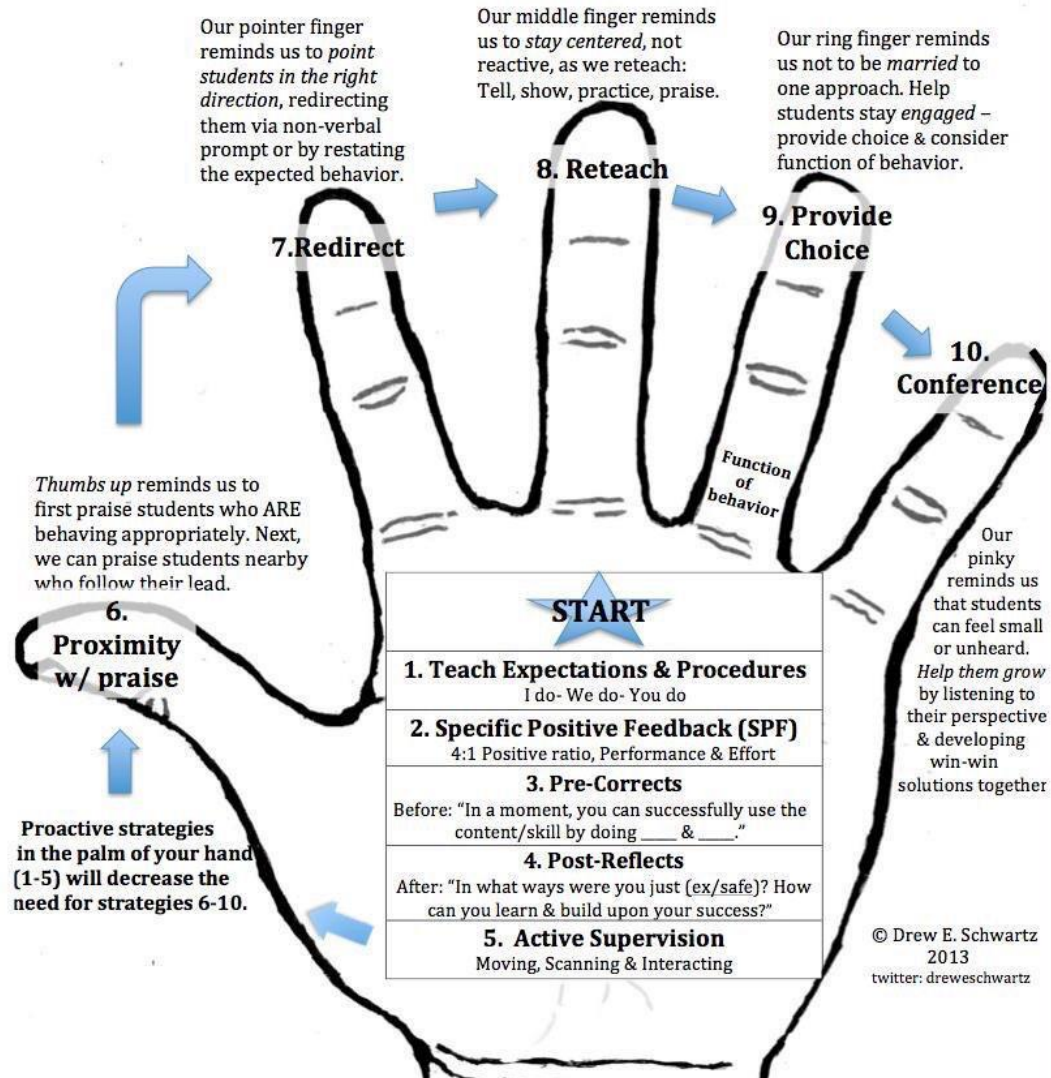




# Tier I Behavior

## Guiding Hand™

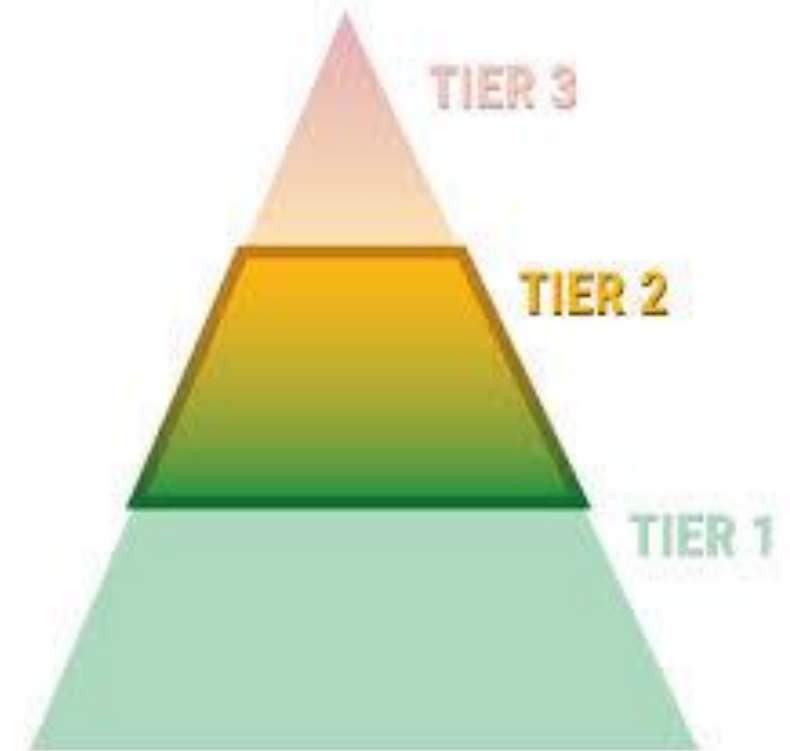
**Proactive Teaching Strategies in the Palm of Your Hand  
& Responsive Strategies for if Students Get off Track at Your Fingertips**



© Drew E. Schwartz  
2013  
twitter: dreweschwartz

# Tier II Behavior

- ❖ Intensive and targeted interventions to support students who are not responding to Tier I
- ❖ Students who are at risk of chronic problem behavior



# Tier II Intervention Examples

- ❖ Social Skills Club
- ❖ Check in/ Check out
- ❖ Lunch Bunch
- ❖ Behavioral Contracting



# Critical Features of Tier II Behavior Interventions

- ❖ Small Group
- ❖ Matched to Student Need(s)
- ❖ Explicit Instruction of Skills
- ❖ Structured Prompts for Appropriate Behavior
- ❖ Opportunities to Practice
- ❖ Frequent Feedback to Students
- ❖ Fading Supports

# Tier II Behavior

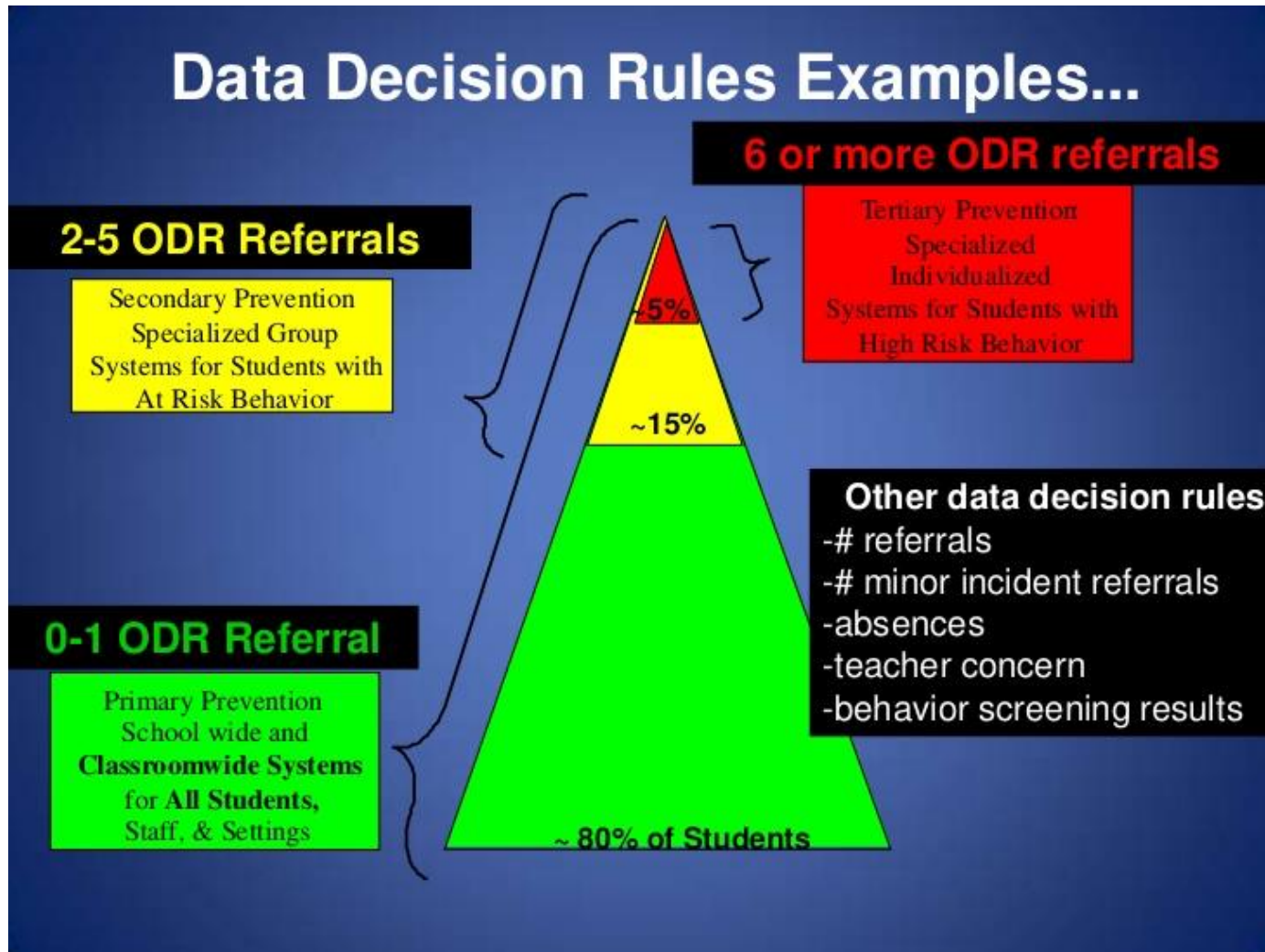
- ❖ Decisions have to be based on current, applicable data
- ❖ Baseline should be established during Tier I...typically it is the reason for moving to Tier II
- ❖ Establish goals related to their difficult areas
- ❖ Goals should be positive, obtainable, and easily progress monitored
- ❖ Progress monitored at least every other week for 8 weeks

# Tier III Behavior

---

- ❖ Intensive programs and strategies for students who need individualized supports
- ❖ Functional Behavioral Assessment (FBA)
- ❖ Develop a comprehensive intervention support plan

# Tiered Behavior



# Activity



- **Follow Child Find Procedures**

- **Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

- Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.*



# Helpful Resources

- Access for All Guide <https://www.mdek12.org/OAE/2019-Access-for-All-Guide>
- Family Involvement in Positive Behavior Support [www.behaviordoctor.org](http://www.behaviordoctor.org)
- Florida's Positive Behavior Support Project: A Multi-Tiered System Support <http://flpbs.fmhi.usf.edu/>
- Implementing MTSS: Recommended Practices for School and District Leaders [http://flpbs.fmhi.usf.edu/pdfs/RtIB\\_guide\\_101811\\_final.pdf](http://flpbs.fmhi.usf.edu/pdfs/RtIB_guide_101811_final.pdf)
- Michigan's Integrated Behavior and Learning Support Initiative <https://miblsi.org>
- Missouri Schoolwide Positive Behavior Support <http://pbissmissouri.org>
- National Center on Intensive Intervention [www.intensiveintervention.org](http://www.intensiveintervention.org)

# Helpful Resources


- PBIS World [www.pbisworld.com](http://www.pbisworld.com)
- Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center <http://www.pbis.org/>
- Realizing Excellence for ALL Children in Mississippi (REACH MS) <https://www.usm.edu/reachms/about-reach-ms>
- Reducing Behavior Problems in the Elementary School Classroom [http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf)
- RTI Action Network [www.rtinetwork.org](http://www.rtinetwork.org)

# Parent Resources

Grades: Kindergarten - 3rd

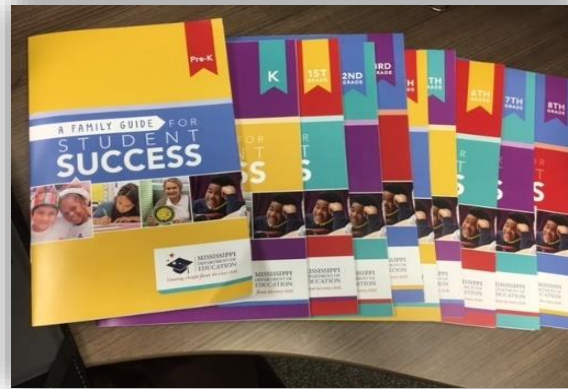
## Parents' Read-At-Home Plan for Student Success



THIS GUIDE INCLUDES Activities to help your child learn the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

**Parents' Read-At-Home Plan**  
(Literacy-Based Promotion Act Parent Document)



**Family Guides for Student Success**  
(Reading & Math: Grades PK-8)

### PLANNING A SUCCESSFUL PARENT NIGHT

GETTING FAMILIES INVOLVED

A parents' night is a great opportunity to connect with parents, share valuable information, and build a sense of community. A successful event can help establish a strong foundation for parent-teacher relationships and set a positive tone for the entire school year. Below are tips to help you make your next parents' night an unforgettable, and enjoyable experience for everyone.

- 1 PLAN AHEAD**  
Plan your event in advance to ensure sufficient time for the logistics. Consider the following questions: when will you hold your event? Weekday afternoons and evenings are typically best for parents' schedules. For a school-wide event, it's not uncommon to block off an entire afternoon. Make sure to check school and community calendars to avoid conflicts.
- 2 LOCATION**  
Pick a space that will accommodate everyone comfortably. Make certain all the necessary technology and resources are available to accomplish your goals. Test the equipment before the event.
- 3 INVITE**  
Send out personal invitations before the event.
- 4 ENGAGE EVERYONE**  
Plan activities that not only extend the event's theme but also encourage active audience participation. Build in activities that allow students and parents to discover the program together.
- 5 PICK AN ENGAGING THEME**  
The best topics excite and engage students and their parents. The best themes usually connect to current programs in your school. Make sure planned activities tie into the theme of your parent event. Keeping all aspects of the event united under the same theme will help you publicize the event and get the message across.
- 6 PUBLICIZE**  
When advertising your event, emphasize that parent night is designed to provide a time for parents to learn more about the topics selected and planned to support the students' success in school. Promote the event with signs and posters in school, during intercom announcements, and on flyers sent home to parents. Don't forget to include announcements in the school newsletter and on the school website, too. Attendance will depend on your success at building excitement around the event - so get people excited!
- 7 QUESTIONS**  
Build in time for questions.
- 8 HAVE FUN**  
After spending hours planning the event, coordinating dates, publicizing, taking care of logistics, and planning activities, your event is set for success. Don't forget to relax, have fun, and enjoy the event that will bring you, your students, their parents and the community closer together.



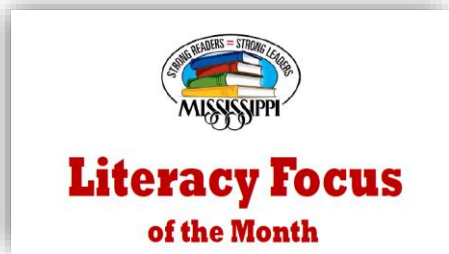
MISSISSIPPI DEPARTMENT OF EDUCATION  
Office of Elementary Education and Reading  
Student Intervention Services  
msde12.org/EE

## Literacy-Based Promotion Act: Parents as Partners

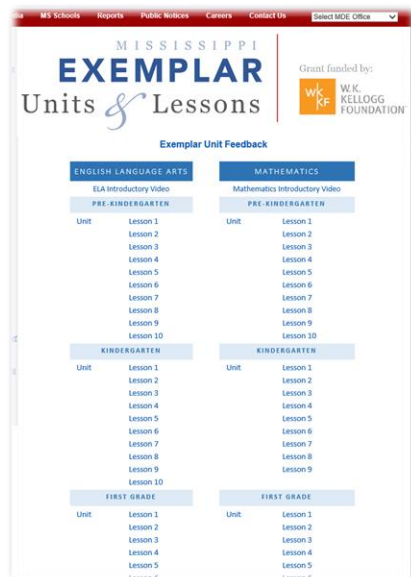
Strong Readers, Strong Leaders



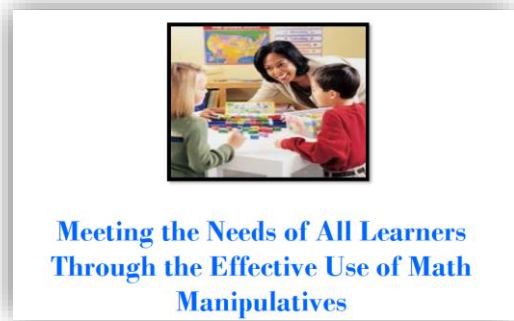
**Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA**  
(Literacy-Based Promotion Act Parent Presentation K-3)



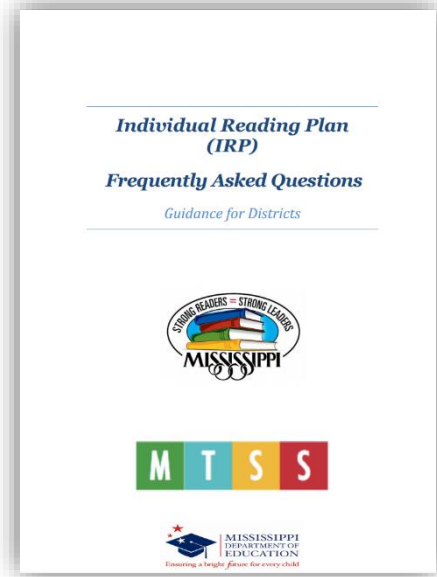
**Literacy Focus of the Month**  
(Transdisciplinary: Grades PK – 12)



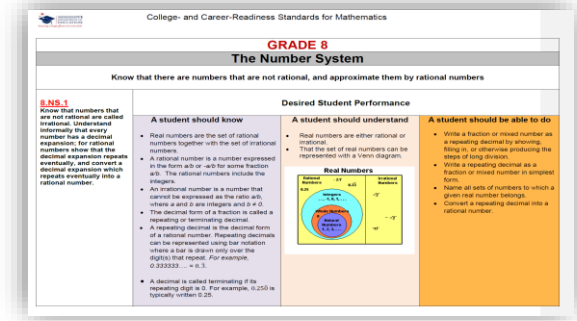
**Kellogg Grant Exemplar Lesson & Unit Plans**  
(ELA and Math, Grades PK – HS)



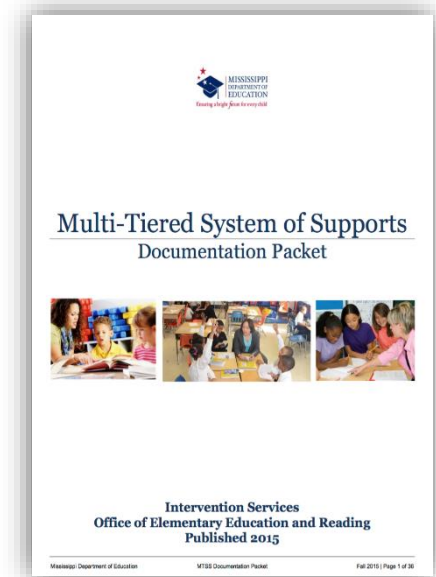
**Math Manipulative Training**  
(Lowest Performing Schools: Grades K-6)



**Individual Reading Plan FAQs**  
(Literacy-Based Promotion Act  
Guidance Document K-4)



**Instructional Scaffolding Document**  
(ELA & Math: Grades PK-8)

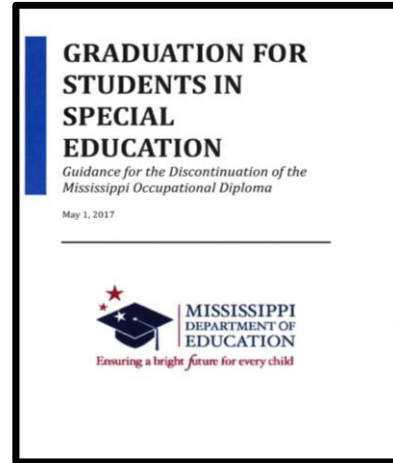


**Multi-Tiered System of Supports**  
(Transdisciplinary, Grades PK-12)

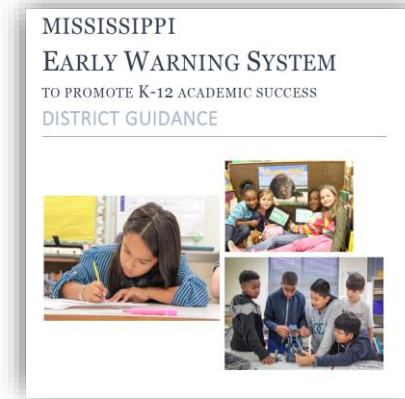
# Administrator Resources



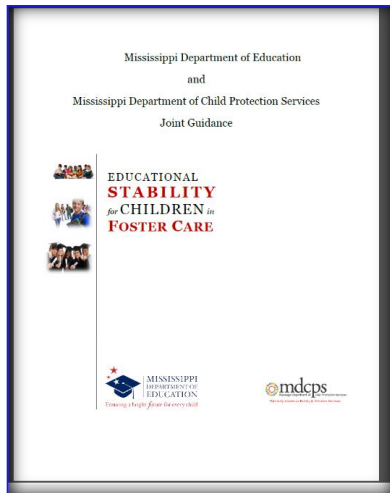
*On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)*



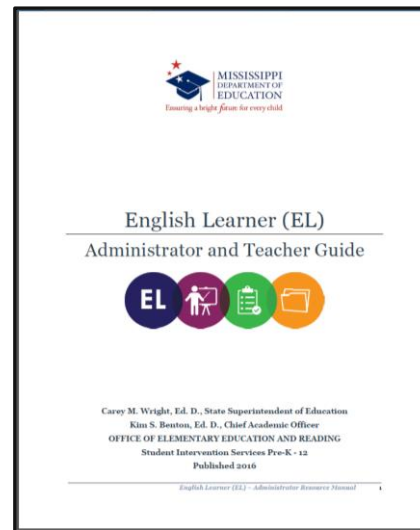
*MOD Discontinuation Guidance*



*Early Warning System  
(College and Career Readiness Data Guidance Document)*



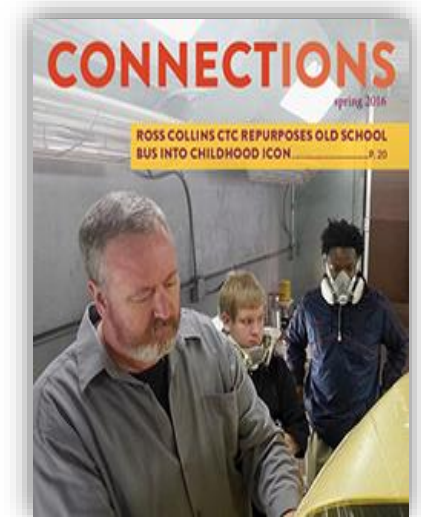
*Educational Stability for Children in Foster Care  
(Foster Care Guidance Document)*



<http://mdek12.org/ESE/english-learners>



*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*



# Student Intervention Supports

## Elementary Specialist

Laurie Weathersby

[lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

## Secondary Specialist

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## Behavior Specialist

Ginger Koestler

[gkoestler@mdek12.org](mailto:gkoestler@mdek12.org)

## English Learner Specialist

Sandra Elliott (PreK – 12)

[selliott@mdek12.org](mailto:selliott@mdek12.org)

## Gifted Specialist

Jen Cornett

[jcornett@mdek12.org](mailto:jcornett@mdek12.org)

## Technology Specialist

Melissa Banks

[mbanks@mdek12.org](mailto:mbanks@mdek12.org)





# Counselor Growth System

# Purpose

## The Mississippi counselor performance evaluation process will:

- Enhance the impact that the professional school counselor and the school-counseling program have on the students and other stakeholders.
- Will highlight the school counselor's areas of strength and identify areas of growth.
- Serve as a guide for counselors as they reflect on their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

# Changes

## Teacher PGS Summative Rating

Component	Description	Tested Teachers Weight	Non-Tested Teachers/ Instructional Coaches Weight	Support Faculty Weight (i.e. School Counselors, Librarians, & Speech Pathologist)
<b>Instructional Practices</b>	Minimum of 3 Observations related to the Teacher PGS Rubric, observing 4 domains weighted equally (all 9 standards)	50%	50%	50%
<b>Student Feedback</b>	Average Student Feedback survey score based off school climate survey	10%	10%	10%
<b>Student Growth</b>  (as approved by district and school leaders)*	SMART Goal** related to performance on state test:  (MKAS, 3 <sup>rd</sup> Grade, 4 <sup>th</sup> /8 <sup>th</sup> grade Math and ELA, 5 <sup>th</sup> grade science, English II, Algebra I, ACT/SAT)	20%		
	SMART Goal related to schoolwide initiatives			20%
	SMART Goal related to performance on district diagnostic test (iReady, STAR, Benchmarks, End-of-course exams, district exams, pre-post, etc.)		20%	
	<b>***Schoolwide Student Performance</b> - Bottom 25% (Math/ELA Average)	20%	20%	20%
<b>TOTAL WEIGHT</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

# Summative Rating

---

- **Level 4:** Performance as a school counselor is exemplary.
- **Level 3:** Performance as a school counselor consistently meets expectations and addresses them fully.
- **Level 2:** A beginning school counselor or a counselor in need of focused professional development.
- **Level 1:** Not acceptable performance as a school counselor.

# Domain I: Program Delivery

**Standard 1:** Plans and provides direct and indirect services to students for 80% of the time.

- Provides instruction in school counseling core curriculum career, and personal/social development for all student achievement and success
- Provides individual student planning to assist students in educational, career, and personal goals.
- Refers students and parents to appropriate school and community resources to support students
- Provides prevention and crisis intervention strategies.

# Domain I: Program Delivery

- **Standard 2:** Engages in positive interactions with students
- Creates routines and expectations for students to safely voice opinions and ask questions
- Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.
- Adapts communication in response to students' behavior and needs.
- Works appropriately closely with students to set and monitor goals and recognize success.

# Domain II: Data Use

**Standard 3:** Plans and delivers services utilizing academic performance, behavioral, and attendance data.

- Uses data to adjust programs to meet needs
- Uses data to identify students' needs and school and community trends
- Uses data from program activities to evaluate program effectiveness annually and set improvement goals.

# Domain III: Professional Responsibilities

- **Standard 4: Engages in professional learning**
- Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement.
- Applies current research and best practices to enhance student outcomes.
- Stays current on best practices, legal concerns, and training through membership in professional organizations.



# Domain III: Professional Responsibilities

- **Standard 5: Collaborates with colleagues**
- Engages with colleagues in creating a positive school culture.
- Is an active member of a professional learning community within the school/district.



# Domain III: Professional Responsibilities

- **Standard 6:** Demonstrates high ethical standards
- Acts in alignment with MS Codes of Ethics and the American School Counselor Association's Ethical Standards for School Counselors.
- Complies with school and district regulations and timelines.
- Use information and technology ethically and maintains confidentiality of students records and required by law.

# Domain IV: Stakeholder Involvement

- **Standard 7: Establishes and maintains effective communication with stakeholders.**
- Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success.
- Establishes convenes an advisory counsel for the school counseling program.
- Effectively communicates program goals and results to stakeholders and advisory committee members elicit feedback.

## Things to Remember

- MCAR no longer exists
- This is not the same observation as used for teachers!
- Principals should be completing school counselor observations using this rubric
- Direct link to these domains on our website

[Counselor Growth Rubric](#)

# School Counselor Resources

# Technology Resources

# School Counselor Resources

## Technology Tools for School Counselors

- Google
- Google Classroom
- Kami
- Youcanbookme.com
- Kahoot.it
- Brainpop
- Brainpop Jr.



# College and Career Development Resources



## Mississippi Department of Education Resources

<https://www.mdek12.org/CTE/OCCSS>

- Mississippi Resource Guidance Document
- Mississippi Career Development Pacing Guide
- Mississippi Career Exploration and Planning Expectations
- ISP Student Planning Tool
- Career Ready Lesson Plans (K-12)
- Mississippi Diploma Options Guide

# MS Career Development Resource Document

# MS Career Development Resource Document



## MISSISSIPPI CAREER DEVELOPMENT Resource Document



### **The MS Career Development Resource Document will:**

- establish common practices for career development
- serve as a guide for making local decisions about curriculum development, delivery and assessment in this important area

# MS Career Development Resource Document

## Academic Resources

- ACT
- Advanced Courses
- Advanced Placement Courses (AP)
- Dual Enrollment Courses
- PSAT
- SAT
- High School college Readiness Courses
- Credit Recovery
- Mississippi Diploma Tracks
- Traditional Diploma Endorsement Options
- Course Sequencing
- Assessment Calendar
- Mississippi Institution for Higher Learning (IHL)
- NCAA Requirements

## Career and Technical Educational Resources

- **Career Clusters and Pathways**
- **Student Organizations**
- **Student Services**
- **Mississippi Scholar Tech Master**
- **ACT Work Keys**
- **National Center for Construction Education and Research (NCCER)**
- **ProStart**

## Mississippi Career Development Resources

- **Lesson Plans**
- **Pacing Guides**
- **Mississippi Career Exploration and Planning Expectations**
- **Professional Organizations**
- **Career Development Resources**

## Workforce Connections

- **Career Academies**
- **Work-based Learning (WBL) Opportunities**
  - Apprenticeships**
  - Job Shadowing**
  - Career Fairs**
  - Mentors**

# Career Development Pacing Guide



# Career Development Pacing Guide

## Mississippi Career Development Pacing Guide 9<sup>th</sup>–12<sup>th</sup> grade

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	9 <sup>th</sup> Grade	<p>Complete the “Explore Careers” activities on the Career One Stop website</p> <ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Interest Assessment</li> <li>● Skills Assessment</li> <li>● Work Values Assessment</li> </ul> <p>Take the “Career Cluster Interest Survey”</p> <p>Explore career opportunities on the Bureau of Labor Statistics</p> <p>Use “My Next Move” to explore careers</p> <p>Review 9th grade “College Planning Guide”</p> <p>Meet with school counselor to:</p> <ol style="list-style-type: none"> <li>1. Discuss high school expectations and opportunities:               <ol style="list-style-type: none"> <li>a. GPA</li> <li>b. Carnegie units</li> <li>c. Community service hours</li> <li>d. Extracurricular involvement</li> <li>e. Dual credit courses</li> <li>f. Advanced Placement courses</li> <li>g. Career and Technical Education</li> </ol> </li> <li>2. Become aware of federal and state financial aid opportunities               <ol style="list-style-type: none"> <li>a. FAFSA</li> <li>b. MTAG</li> <li>c. HELP</li> <li>d. MESH</li> </ol> </li> <li>3. Become aware of institutional and private scholarship opportunities</li> </ol>	<p><a href="https://www.careeronestop.org/ExploreCareers/explore-careers.aspx">https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</a></p> <p><a href="https://careertech.org/student-interest-survey">https://careertech.org/student-interest-survey</a></p> <p><a href="https://www.bls.gov/k12/content/students/careers/career-exploration.htm">https://www.bls.gov/k12/content/students/careers/career-exploration.htm</a></p> <p><a href="https://www.mynextmove.org">https://www.mynextmove.org</a></p> <p><a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf</a></p> <p><a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture Financial Aid checklist.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture Financial Aid checklist.pdf</a></p> <p><a href="http://riseupms.com/state-aid/">http://riseupms.com/state-aid/</a></p> <p><a href="https://get2college.org/resources/scholarships/">https://get2college.org/resources/scholarships/</a></p>	

# MS Career Exploration and Planning Expectations

# MS Career Exploration and Planning Expectations



## Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

BY THE END OF THE 6TH GRADE	BY THE END OF THE 7TH GRADE	BY THE END OF THE 8TH GRADE	BY THE END OF THE 9TH GRADE
<b>A student should be supported to:</b>	<b>A student should be supported to:</b>	<b>A student should be supported to:</b>	<b>A student should be supported to:</b>
<ul style="list-style-type: none"> <li>take an interest assessment <a href="https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx">https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</a></li> <li>explore careers related to students' strengths, skills, and talents <a href="https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml">https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml</a></li> <li>develop an awareness of career clusters and jobs relating to those career clusters <a href="https://www.knowitall.org/subject/career-education">https://www.knowitall.org/subject/career-education</a></li> <li>identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers <a href="https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-are-you-good-at.aspx">https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-are-you-good-at.aspx</a></li> <li>create an action plan with academic and personal goals <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>create an Individual Success Plan (ISP)</li> <li>develop an awareness of careers and companies based in MS <a href="http://riseupms.com/planning/job-hunter/">http://riseupms.com/planning/job-hunter/</a></li> <li>revisit interests and continue to explore careers related to talents and skills <a href="https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx">https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</a></li> <li>review graduation requirements</li> <li>complete the student planning tool</li> </ul>	<ul style="list-style-type: none"> <li>complete a career cluster survey <a href="https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf">https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf</a></li> <li>attend a career exploration day/career fair</li> <li>Check with your local high school and/or community college</li> <li>be exposed to finance literacy unit in a course or workshop <a href="http://financeintheclassroom.org/passport/eighth/math.shtml">http://financeintheclassroom.org/passport/eighth/math.shtml</a></li> <li>review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school <a href="https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/files/inc/861984397.pdf">https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/files/inc/861984397.pdf</a></li> <li>review/revise ISP</li> <li>complete the student planning tool</li> </ul>	<ul style="list-style-type: none"> <li>revisit career cluster interest survey <a href="https://www.bls.gov/k12/content/students/careers/career-exploration.htm">https://www.bls.gov/k12/content/students/careers/career-exploration.htm</a></li> <li>develop self-awareness of skills, work values, and interests <a href="https://www.careeronestop.org/ExploreCareers/explore-careers.aspx">https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</a></li> <li>explore various careers <a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></li> <li>review 9th grade "College Planning Guide" <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf</a></li> <li>meet with school counselor to discuss coursework and postsecondary (PS) career plans</li> <li>become aware of federal and state financial aid opportunities <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf</a></li> <li>become aware of institutional and private scholarship opportunities <a href="https://get2college.org/student-tools/scholarships/">https://get2college.org/student-tools/scholarships/</a></li> <li>review/revise ISP</li> <li>complete the student planning tool</li> </ul>
<b>A student should know:</b>	<b>A student should know:</b>	<b>A student should know:</b>	<b>A student should know:</b>
<ul style="list-style-type: none"> <li>why people need to work</li> <li>what college is, why people go, and the different types (2 year vs. 4 year)</li> <li>the relationship between personal qualities, education, training, and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>the importance of academic success and consequences of falling behind</li> <li>what an Individual Success Plan (ISP) is and how to create a 5 year academic plan</li> </ul>	<ul style="list-style-type: none"> <li>the concept of career clusters for further exploration</li> <li>possible career clusters of interest</li> <li>the relationship between community service/extracurricular activities and postsecondary/career goals</li> </ul>	<ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</li> <li>the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans</li> <li>the general cost ranges of various PS options</li> </ul>

# Student Planning Tool for Traditional Diploma

# Student Planning Tool for Traditional Diploma

I. STUDENT INFORMATION					
<b>Student Name:</b>				<b>MSIS#:</b>	
<b>Career Cluster:</b> (select one) Refer to guidance document for additional information		<input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Arts, A/V Technology & Communications <input type="checkbox"/> Business, Management & Administration		<input type="checkbox"/> Education & Training <input type="checkbox"/> Finance <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Health Science	
		<input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections & Security		<input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> Transportation, Distribution & Logistics	
II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)					
Academic Endorsement (26 Credits) Date Selected:		Career and Technical (CTE) Endorsement (26 Credits) Date Selected:		Distinguished Academic Endorsement (28 Credits) Date Selected:	
Earn an overall GPA of 2.5		Earn an overall GPA of 2.5		Earn an overall GPA of 3.0	
Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements		Must complete a four-course sequential program of study		Earn four additional Carnegie units for a total of 28 (4 science and 4 social studies credits)	
Earn MS IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL.		Earn two additional Carnegie units for a total of 26		Courses must meet MS IHL CPC recommended requirements	
Earn two additional Carnegie units for a total of 26		Earn silver level on ACT WorkKeys		Earn national college readiness benchmarks on each subtest established by ACT 18 in English and 22 in Math or SAT equivalency as established by College Board and IHL	
Must successfully complete one of the following:		Must successfully complete one of the following:		Must successfully complete one of the following:	
One AP Course with a C or higher and take the appropriate AP exam		One CTE dual credit or earn articulated credit in the high school CTE course		One AP course with a B or higher and take the appropriate AP exam	
One Diploma Program-IB course with a C or higher and take the appropriate IB exams		Work-Based Learning experience or Career Pathway Experience		One Diploma Program-IB course with a B or higher and take the appropriate IB exams	
One academic dual credit course with a C or higher in the course		Earn a State Board of Education approved national credential		One academic dual credit course with a B or higher in the course	
III. REQUIREMENTS AND RECOMMENDATIONS					
Date Met	Requirements				
	Student identifies an endorsement prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature)				
	For early release, student must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following: <ul style="list-style-type: none"> <li>• Have a 2.5 GPA</li> <li>• Passed or met all MAAP assessments requirements for graduation</li> <li>• On track to meet diploma requirements</li> <li>• Concurrently enrolled in Essentials of College Math or Essentials of College Literacy</li> </ul>				
Date Met	Recommendations				
	For early graduation, a student should successfully complete an area of endorsement.				
	Student should take a math or math equivalency senior year.				

August 2017: Begins with incoming freshmen of 2018-2019

# Student Planning Tool for Traditional Diploma

IV. PROGRAM OF STUDY: (Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)							
Curriculum Area	Traditional Diploma Carnegie Units	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
English	4						
Math	4						
Science	3						
Social Studies	3.5						
*Physical Ed	.5						
*Health	.5						
Art	1						
College & Career Readiness	1						
Technology or Computer Science	1						
Electives	5.5						
Additional & CTE Electives (if applicable)							
<b>TOTAL Carnegie Units Earned/GPA</b>		<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>

V. ASSESSMENT INFORMATION																		
ACT							SAT				National Certification			WorkKeys				
Date(s)	Math	Science	STEM	English	Reading	Composite	Date(s)	Reading/Writing	Math	Composite	Test Name	Date(s)	Score	Date(s)	Score			
Mississippi Academic Assessment Program (MAAP)											DP-IB			Advanced Placement				
MAAP Algebra 1			MAAP English 2				SATP-3 Biology			SATP-3 US History			Test Name	Date(s)	Score	Test Name	Date(s)	Score
<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment
<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart
<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score
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<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit
<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys
<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB
<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

# Student Planning Tool for Traditional Diploma

## VI. DOCUMENTATION OF REVIEW OF INDIVIDUAL SUCCESS PLAN (ISP):

Requirement at exit of 7th grade (Pending Accreditation Approval)

Signatures are only required in the 2nd semester

Grade	Date of Review	Supervising Educator	Parent/Guardian Signature & Date	Student Signature & Date
7th				
8th				
9th				
10th				
11th				
12th				

## VII. NOTES

Large empty rectangular box for notes.

# Questions?





# Contact Information



**TALK**  
*soon*

Dr. Jennifer Trammell  
Director of K-12 Academic Counseling  
Office of Secondary Education

[JTrammell@mdek12.org](mailto:JTrammell@mdek12.org)

Kathy Mangum  
Counseling Supervisor  
Office of Secondary Education

[klmangum@mdek12.org](mailto:klmangum@mdek12.org)



get2college  
WOODWARD HINES EDUCATION FOUNDATION

REGIONAL COUNSELOR  
WORKSHOP

# College Countdown MS

Kahoot!

# College Countdown MS

College Countdown MS is the Mississippi partner of The American College Application Campaign (ACAC). The mission is to help Mississippi high school seniors gain access to college through assistance with completing college applications, submitting the FAFSA (Free Application for Federal Student Aid) and the state grant application, and celebrating their acceptance to college.



Offering students the resources, tools and encouragement to complete college applications on designated Application Days.

[Learn More](#)



Providing students and their parents with one-on-one assistance completing their FAFSA and MS Office of Student Financial Aid application with guidance on funding from federal, state, college and private resources.

[Learn More](#)



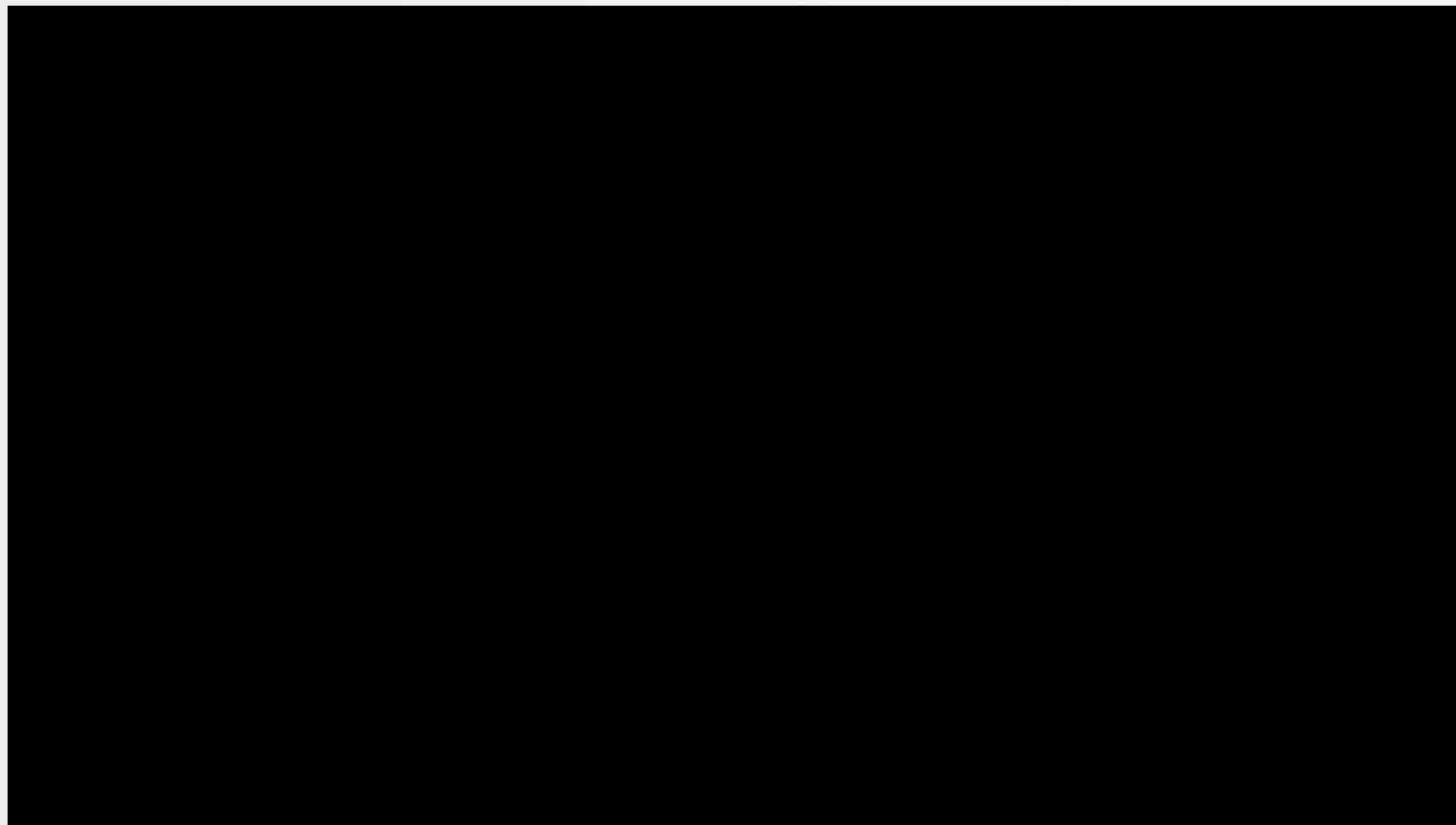
College Signing Days are fun events designed to celebrate students' hard work and their commitment to the college of their choice.

[Learn More](#)

# APPLICATION DAY








# APPLICATION DAY



FAFSA DAY








Kahoot!

# FAFSA DAY

Name	Date modified	Type	Size
 1- Start Here	8/27/2019 2:05 PM	File folder	
 2- Pre-FAFSA Day Planning Materials	8/22/2019 2:00 PM	File folder	
 3- FAFSA Day of Materials	8/22/2019 1:01 PM	File folder	
 4- Promotion Flyers	8/22/2019 1:03 PM	File folder	
 5- Data	8/22/2019 1:04 PM	File folder	



# FAFSA DAY

Name	Date modified	Type	Size
 FAFSA Day Contract	8/22/2019 2:35 PM	Microsoft Word D...	73 KB
 FAFSA Dependency Graphic	10/22/2018 3:25 PM	JPG File	1,179 KB
 FAFSA Dependency	8/21/2019 3:27 PM	Microsoft Word D...	18 KB
 FAFSA Thermometer Guide	8/22/2019 10:50 AM	Microsoft Word D...	52 KB
 FAFSA Toolkit Guide	8/28/2019 9:54 AM	Microsoft Word D...	45 KB
 FAFSA What You Need To Know	8/21/2019 3:32 PM	Microsoft Word D...	44 KB
 Your Information Privacy and Get2Colleg...	8/3/2017 10:45 AM	Microsoft Word D...	16 KB

# FAFSA DAY

## FAFSA DAY PROCESS CONTRACT



### EVENT PROMOTION

Enclosed in your FAFSA toolkit email are:

- Posters to print and display in the school with information on when the event is scheduled and how to sign up (additional posters will be mailed to you so check your office mail for a flat-rate package).
- Fliers to print and distribute to your seniors with information on when the event is scheduled and how to sign up.
- Sample announcements for you to use for daily school announcements, automated dialing/text or email communication with parents, and a short article for your school newspaper/newsletter and website.

### APPOINTMENT SCHEDULING

Provided to you in your FAFSA date confirmation email:

- A link to a [Google sheet](#) for you to record appointments. Please record the student's name and contact information so that reminders can be sent. **BOOK ONLY ONE STUDENT IN EACH 30-MINUTE TIME SLOT.** This is an active document and will save as you input information. A video to guide you through the google sheets is also in the email.
- You can give appointment reminder cards to students (also in the FAFSA toolkit email folder) so that they will know what documents to bring to the appointment. Please fill in the date and time specific to the student.

INITIAL  
HERE →

When filling up the appointment Google sheet, please fill up Counselor #1 slots before you move to the Counselor #2 slots and so on. \_\_\_\_\_ (Initial)

If you fill up all of your slots and have at least five more students wanting appointments, call Shannon Grimsley at 601-321-5530 to see if another counselor can be added. Do not add another counselor slot without talking to Shannon first!

INITIAL  
HERE →

WE CANNOT ACCOMMODATE WALK-INS – EVERYONE MUST HAVE AN APPOINTMENT! \_\_\_\_\_ (Initial)

### DAY OF THE EVENT

In the event of inclement weather, Get2College reserves the right to cancel the event.

Same as last year, trained FAFSA volunteers may be assisting Get2College staff with completing FAFSAs.

INITIAL  
HERE →

Make sure that the school's front office is aware of the event so that FAFSA volunteers and parents can be directed to the location of the FAFSA event. \_\_\_\_\_ (Initial)

The FAFSA Day location should be a quiet space. Because of the sensitive nature of the information required by the FAFSA, it is important that the area be as private as possible.

INITIAL  
HERE →

I, or a school representative, will be on-site during the entire FAFSA Day to assist with any problems which may arise.

\_\_\_\_\_ (Initial)

You will need to provide as many computers as counselor slots on your appointment sheet and a working printer connected to all computers. Please make sure all computers have been logged in and provide the password to either Get2College staff or the school person who remains on site in case it is needed for logging in again.

Sign & date here to accept terms & conditions of the FAFSA Day Contract.

INITIAL  
HERE →

\_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

Your School's Name \_\_\_\_\_

Submit Form

Once you have initialed & signed, please click the SUBMIT button. This will allow you to email the contract to Get2College. If you experience trouble in submitting via email, please print and fax it to 601-321-5544.

# For the FAFSA, am I...

## Dependent Student

or

## Independent Student



no **24+** yes

Will you be 24 or older by Dec 31 of the school year for which you are applying for financial aid?

no  yes

Will you be working toward a master's or doctorate degree? (MA, MBA, MD, JD, PhD, EdD etc.)

no  yes

Are you married or separated but not divorced?

no  yes

Do you have children who receive more than half of their support from you?

no  yes

Do you have dependents (other than children or a spouse) who live with you and receive more than half of their support from you?

no  yes

Are you an emancipated minor or are you in a legal guardianship as determined by a court?

no **Foster Care** yes

At any time since you turned 13, were both of your parents deceased, were you in foster care, or were you a ward or dependent of the court?

no **Risk of being homeless** yes

Are you an unaccompanied youth who is homeless or self-supporting and at risk of being homeless?

no  yes

Are you currently serving on active duty in the U.S. armed forces for purposes other than training? Are you a veteran of the U.S. armed forces?








You may be a **Dependent Student**

If you answered no to all these questions, you may be considered a dependent student and may be required to provide your parents' financial information when completing the FAFSA.

You may be an **Independent Student**

If you answered yes to any of these questions, then you may be an independent student. You may not be required to provide parental information on your FAFSA.

# FAFSA DAY

Name	Date modified	Type	Size
 Financial Aid Datasheet- FSA ID	6/4/2019 1:28 PM	Adobe Acrobat D...	112 KB
 Full Sheet- INFORMATION NEEDED TO COMPLETE THE FAFSA	8/22/2019 9:21 AM	Microsoft Word D...	41 KB
 HALF SHEET- INFORMATION NEEDED TO COMPLETE THE FAFSA	8/22/2019 9:22 AM	Microsoft Word D...	30 KB
 HELP Grant Curriculum Checklist	8/22/2019 10:40 AM	Adobe Acrobat D...	169 KB
 HELP Grant Flyer 4 Pages	7/17/2019 11:37 AM	Adobe Acrobat D...	1,231 KB
 HELP Grant Flyer 11x17	7/17/2019 11:38 AM	Adobe Acrobat D...	1,228 KB
 HELP-Grant-checklist_07272017	7/27/2017 3:08 PM	Adobe Acrobat D...	319 KB

# FAFSA DAY



## INFORMATION NEEDED TO COMPLETE THE FAFSA

In order to complete the FAFSA, you will need to bring information for the parent(s) and the student. If your parents are divorced or separated, bring the information below for the parent you have lived with the most in the last 12 months. If that parent has remarried, bring information for the step-parent as well. Do not bring information on a grandparent, aunt, or anyone other than a parent unless you have been legally adopted (even if someone else claims you on the federal tax return.)

### Checklist for what to bring to your FAFSA appointment:

- Parent(s) and student's legal names.
- Parent(s) and student's Social Security Numbers.
- Parent(s) and student's dates of birth
- Parent(s) Mississippi issued ID or driver's license number.
- Email address with immediate access for student and parent.
- Permanent resident card (if applicable).
- List of colleges (up to 10) that you want to receive your FAFSA information.  
*With the MS [college](#) you are most likely to attend (MS Aid App allows only 1).*
- Access to cell phones for parent and student to verify phone number via text.
- Info for parents with whom you live: marriage date, divorce date, widowed date, or separation date.
- If you are in a legal guardianship, bring court papers for the guardianship.
- W-2 forms and other records of money earned in 2018 (student and parents).
- 2018 Federal Income Tax Return (the 1040 form, Schedules, and MS return for student and parents) – If your parents or parent and step-parent file separately, bring copies of both tax returns.
- Value of bank accounts and investments (excluding those in formal retirement accounts).
- Child support and other untaxed income.

**Parents who have completed the FAFSA for themselves or other children will use their same FSA ID (username and password). Please bring this information, this will be necessary to complete the FAFSA.**



Get2College Centers:

Jackson: 601.321.5533 | Gulf Coast: 228.875.4441 | North MS: 662.349.2789



# FAFSA DAY

## FINANCIAL AID DATASHEET

### The FAFSA

fafsa.gov

Student's name: \_\_\_\_\_ Date FAFSA submitted: \_\_\_\_\_

FAFSA Save Key: \_\_\_\_\_

### STUDENT FSA ID:

Student Username: \_\_\_\_\_

Student Password: \_\_\_\_\_

Student Email: \_\_\_\_\_  Verified

Student Cell Phone: \_\_\_\_\_  Verified

Question #1: What City were you born in? Answer #1: \_\_\_\_\_

Question #2: What is your mother's maiden name? OR What is your high school's mascot?

Answer #2: \_\_\_\_\_

Question #3: \_\_\_\_\_

Answer #3: \_\_\_\_\_

Question #4: \_\_\_\_\_

Answer #4: \_\_\_\_\_

### PARENT FSA ID: Parent 1 or Parent 2 (circle one)

Parent Username: \_\_\_\_\_

Parent Password: \_\_\_\_\_

Parent Email: \_\_\_\_\_  Verified

Parent Cell Phone: \_\_\_\_\_  Verified

Question #1: What City were you born in? Answer #1: \_\_\_\_\_

Question #2: What is your mother's maiden name? OR What is your high school's mascot?

Answer #2: \_\_\_\_\_

Question #3: \_\_\_\_\_

Answer #3: \_\_\_\_\_

Question #4: \_\_\_\_\_

Answer #4: \_\_\_\_\_








### Mississippi Financial Aid

msfinancialaid.org

Student Username: \_\_\_\_\_

Student Password: \_\_\_\_\_

# FAFSA DAY

Name	Date modified	Type	Size
 FAFSA Flyer	8/13/2019 10:31 AM	Adobe Acrobat D...	95 KB
 FAFSA Flyer_BW	7/30/2019 4:10 PM	Adobe Acrobat D...	95 KB
 HELP Grant Poster 1	8/6/2019 2:50 PM	Adobe Acrobat D...	6,693 KB
 HELP Grant Poster 2	8/6/2019 2:50 PM	Adobe Acrobat D...	1,429 KB
 Remote FAFSA Assistance Card	7/22/2019 2:40 PM	Microsoft Word D...	44 KB
 types of degrees 8.5x11_PRINT	8/21/2019 3:31 PM	Adobe Acrobat D...	319 KB
 types of degrees 11x17_PRINT	8/21/2019 3:27 PM	Adobe Acrobat D...	393 KB

# \$3 BILLION in MONEY FOR COLLEGE goes unclaimed EVERY YEAR



See what funds for college are available by filling out your Free Application for Federal Student Aid (FAFSA). Get2College and college representatives will be at your school to help you complete your financial aid applications.

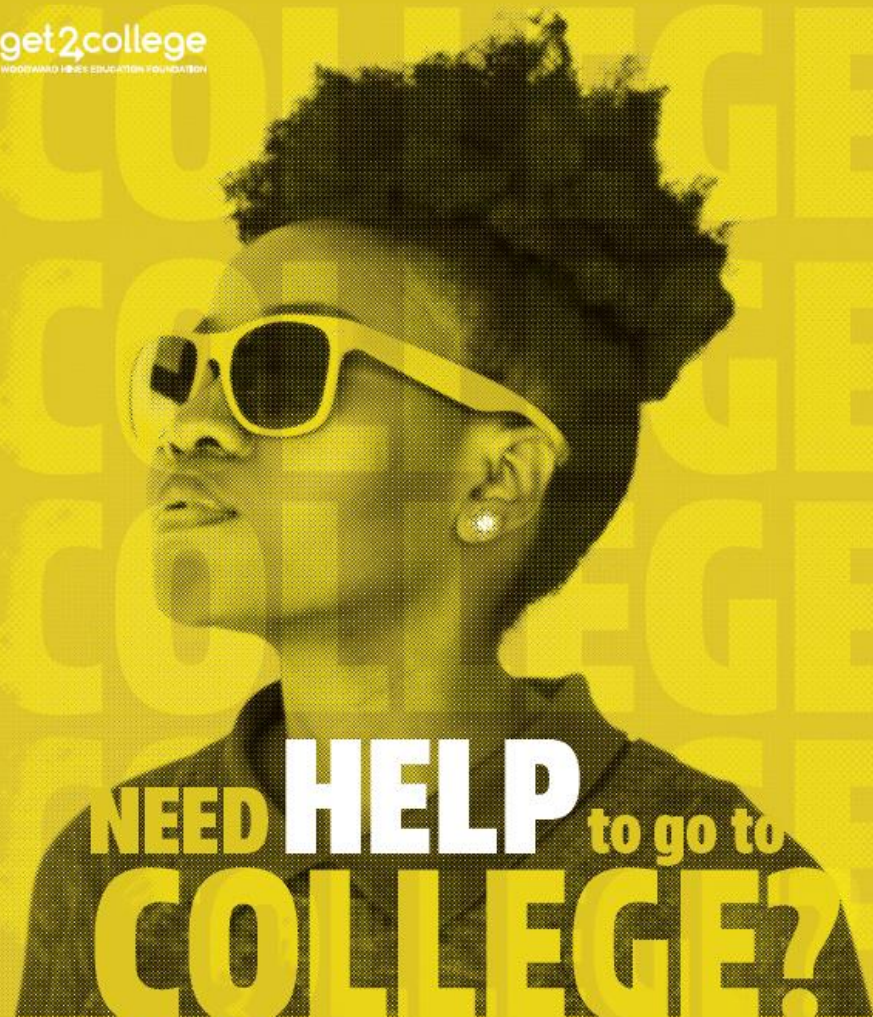
Date: \_\_\_\_\_

Time: \_\_\_\_\_

Ask for an appointment: \_\_\_\_\_



get2college  
WOODWARD HINES EDUCATION FOUNDATION



NEED **HELP** to go to  
**COLLEGE?**

ASK YOUR COUNSELOR ABOUT THE  
**HELP GRANT**  
THAT PAYS FULL TUITION & FEES  
TO ANY PUBLIC COLLEGE OR  
UNIVERSITY IN MISSISSIPPI

Recipients attending a private college will receive an award amount equal to the award of a student attending the nearest public university.

APPLY BY MARCH 31 AT  
[MSFINANCIALAID.ORG/HELP](http://MSFINANCIALAID.ORG/HELP)

- Score 20+ on the ACT
- Have a 2.5 GPA or higher
- Complete your FAFSA
- Meet income requirements
- Take the right classes

The Higher Education Legislative Plan (HELP) grant is funded by the Mississippi Legislature and is subject to change

get2college  
WOODWARD HINES EDUCATION FOUNDATION

# SIGNING DAY



# SIGNING DAY



# SIGNING DAY



# SIGNING DAY



# SIGNING DAY

## Resources & Giveaways

- Donors Choose
- Reach out to local businesses

# How Does This Connect?

- College and Career Readiness Class
  - Requirement for current sophomores for graduation
  - The application day and FAFSA Day initiative of College Countdown MS are tied directly to Units 3 and 4 of the CCR class.
  - [CCR Curriculum Draft](#)

# Resources for College Countdown MS

## CCR Resources



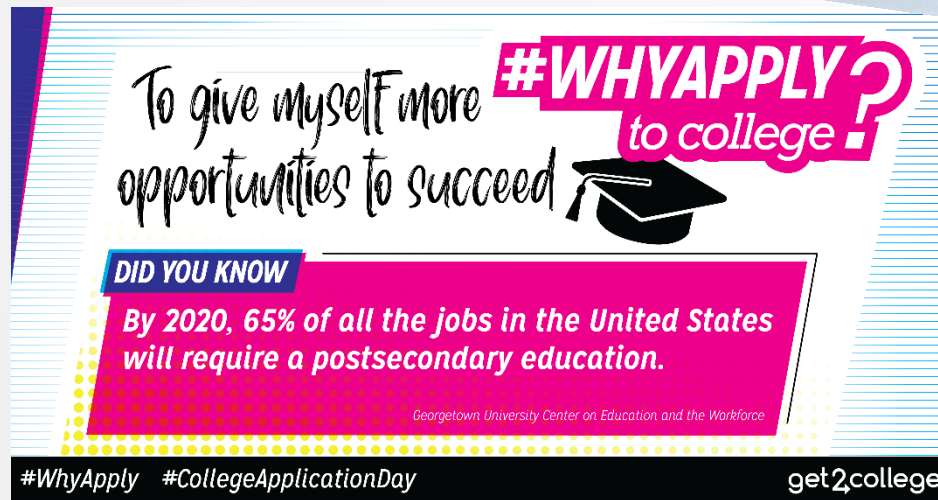
# SOCIAL MEDIA TOOLKIT

get2college  
*Social Media Toolkit*

*New!*



# SOCIAL MEDIA TOOLKIT



# get2college

WOODWARD HINES EDUCATION FOUNDATION



# Break



# Thinking Creatively: Expressive Arts Activities

Regional School Counselor Workshop

2019



**Limeul L. Eubanks**, B.A., M.Ed., M.F.A

Pre-K-12 Arts: Dance, Media Arts, Music, Theatre, Visual Arts

World Languages

Office of Secondary Education

[leubanks@mdek12.org](mailto:leubanks@mdek12.org)

## VISION

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



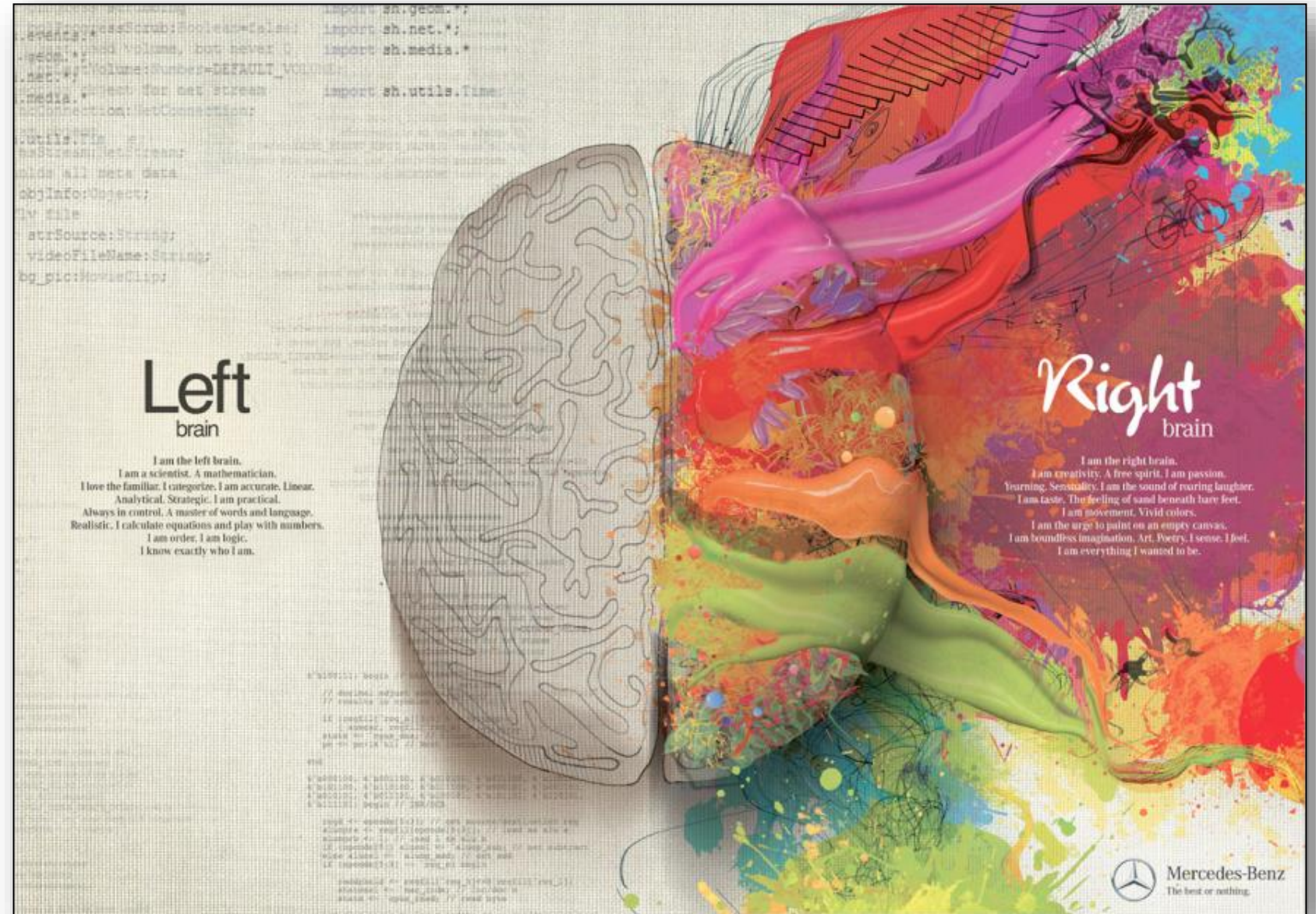
6

Every School and District is Rated "C" or Higher



# Well-Rounded Education

We believe every child deserves to be taught in and through the Arts, thus nurturing the imagination and creatively impacting life long learning.





# Creativity

## What is Creativity?

- the act of turning new and imaginative ideas into reality.
- characterized by the ability to **perceive the world in new ways, to make connections** between seemingly unrelated phenomena, and to **generate solutions**.

## **Creativity involves two processes:** thinking, then producing.

- If students have ideas but don't act on them, they are imaginative but not creative.
- To raise new questions, new possibilities, and to regard old problems from a new angle requires creative imagination.

# Creative Process

---

- Art begins with imagery, a function of the right hemisphere. When right-hemispheric gifts are honored and developed, they serve as a protective shield and channel energy in a positive direction.
- When they are ignored or neglected, children and youth seek other outlets that may be detrimental to themselves and society.

# Showing Students The Value Of Problem Solving



### CREATIVE PRACTICES

#### IMAGINE

To form a mental image of concept

#### INVESTIGATE

To observe or study through exploration or examination

#### CONSTRUCT

To make or form by combining or arranging a series of elements

#### REFLECT

To think deeply or carefully about his or her work

Through arts experiences, the creative practices will help students understand what it means to be artistically literate, and how that literacy can enrich their education and their lives through the use of 21<sup>st</sup> century skills which they develop through the arts.

# Creativity Test

A research study was conducted to test the creativity of 1,600 children, ages 3 to 5, who were enrolled in a Head Start program and then re-tested at age 10 and then again at age 15. The results from this study were astounding.

- Test results amongst 5 year olds: \_\_\_% 98
- Test results amongst 10 year olds: \_\_\_% 30
- Test results amongst 15 year olds: \_\_\_% 12
- Same test given to 280,000 adults: \_\_\_% 2

(Source: George Land and Beth Jarman, *Breaking Point and Beyond*. San Francisco: Harper Business, 1993)

**Do you think that non-creative behavior is learned?**

# How Art Compliments Character Education

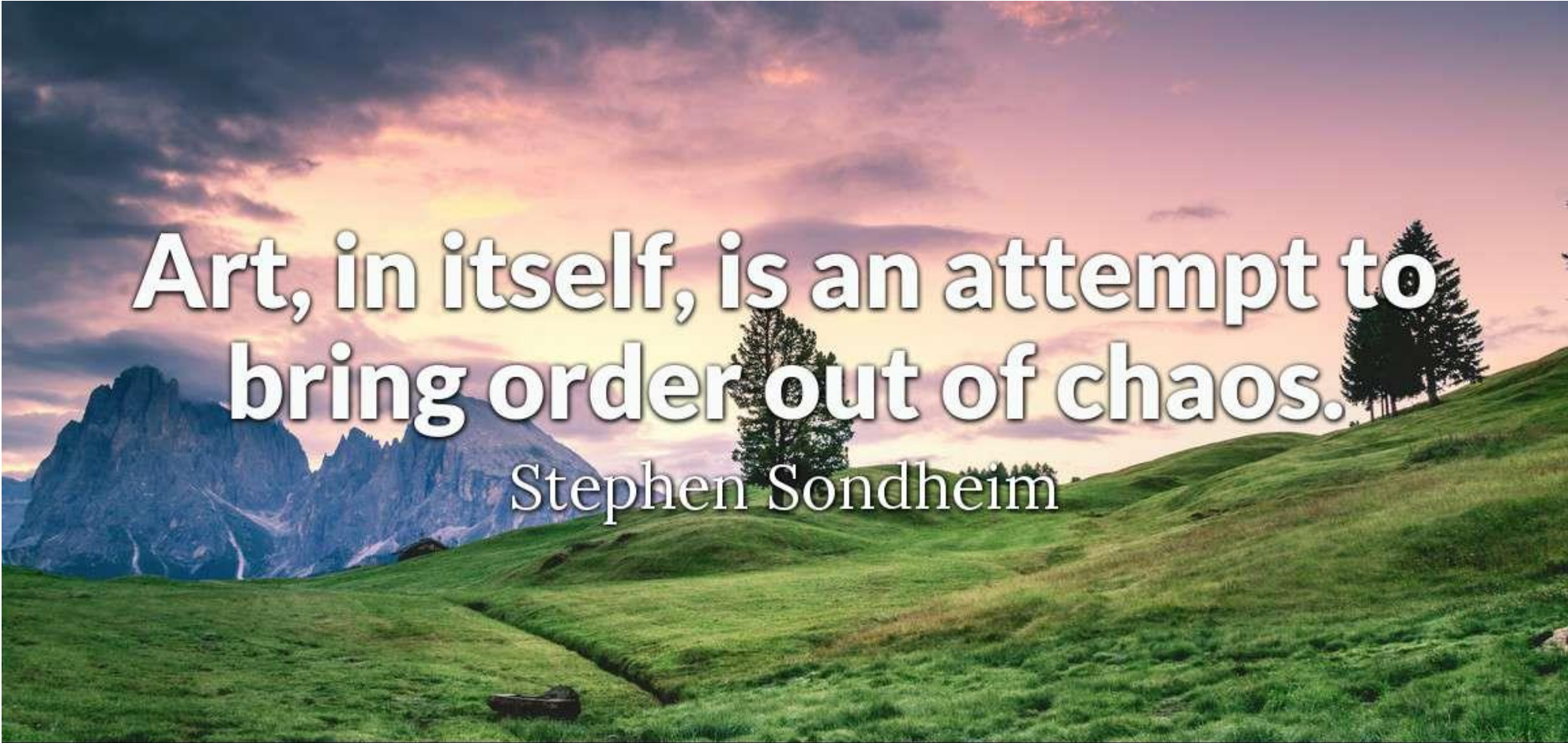
**Arts education is central to a youth's individual and social development and nurtures a child's development by:**

- Teaching creative problem solving skills
- Building self esteem and self discipline
- Encouraging the ability to imagine and articulate thoughts
- Teaching responsibility to complete tasks from start to finish
- Increasing literacy skills
- Deterring delinquent behavior and truancy problems

# Research Shows Arts Education Benefits At-risk Youth

- Teenagers and young adults of low socio-economic status who have a history of in-depth arts involvement show better academic outcomes than low-socio-economic status youth with less arts involvement.
- At-risk students in the in the United States who have access to the arts in or out of school have better work opportunities and more civic engagement.
- Art can guide creative exploration of feelings, expression and personal reflection.

# Arts Activities Can Relieve Stress



**Art, in itself, is an attempt to  
bring order out of chaos.**

Stephen Sondheim

 BrainyQuote®



# How Art Addresses Social Issues

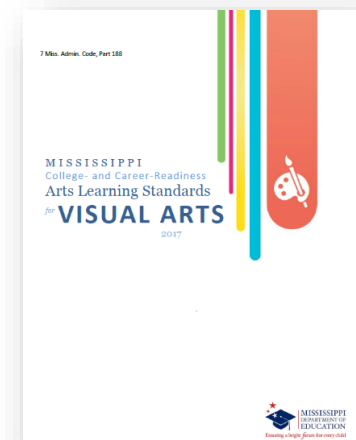
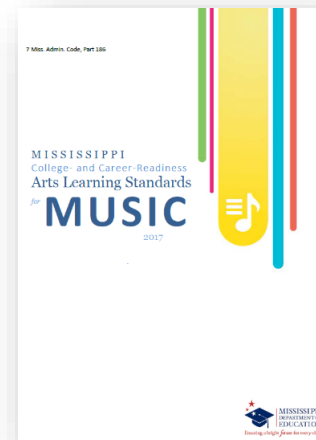
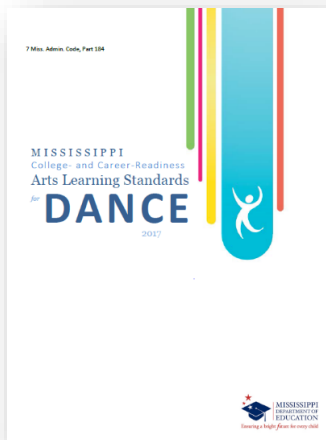
- Art programs and activities provide alternatives for youth to help participants learn how to express themselves in an appropriate non-violent manner.
- The arts teach creative problem solving skills and build self confidence and self discipline.
- Involvement in the arts is an unparalleled means for young people to develop the strength, resiliency and self-image that allow them to participate in society on healthy terms.

# Mississippi College and Career-Readiness Arts Learning Standards

## Purpose:

The *Mississippi CCR Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts*. The Standards describes what students should know and be able to do in dance, media arts, music, theatre, and visual arts.

- To provide guidance in defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the focus of the instruction.
- Identifying Creative Practices during each step of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the arts discipline as a resource to use the Arts Learning Standards in lesson planning, instructional strategies and assessment methods that foster best practices in arts integration.



# Mississippi College and Career-Readiness Arts Learning Standards



## Arts: Dance, Media Arts, Music, Theatre, Visual Arts

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The Arts standards also serve to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms.

Ensuring a Well-Rounded Education means that all students have access and the opportunity to experience a high-quality instruction in the Arts (Dance, Media Arts, Music, Theatre, and Visual Arts).

**Mississippi College- and Career-Readiness Arts Learning Standards 2017**  
**Note: It is recommended to print the following documents in color.**

### Dance (PreK-12)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017](#)

### Media Arts (PreK-12)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017](#)

### Music (PreK-12)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017](#)

### Theatre (PreK-12)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017](#)

### Visual Arts (PreK-12)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017](#)

### Secondary Education

- ☎ 601-359-3461
- 👤 Staff
- 🔗 FAQ

### Services

- Academic Standards
- Arts: Dance, Media Arts, Music, Theatre, Visual Arts
- Business & Technology (Academic)
- Career and Technical Education
- Driver Education
- Early Childhood
- English/Language Arts
- Health
- Mathematics
- Physical Education
- School Counseling and Support Services
- Science

Locating the ARTS Standards by Disciplines

# Arts Integration

Arts Integration is...

an **APPROACH**  
to **TEACHING** in which  
students construct and demonstrate  
**UNDERSTANDING**  
through an  
**ART FORM.**

Students engage in a  
**CREATIVE PROCESS**  
which **CONNECTS**  
an art form and another subject area  
and meets  
**EVOLVING OBJECTIVES** in both.

© *The John F. Kennedy Center for the Performing Arts*

<https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration>

# Mississippi College- and Career-Readiness Arts Learning Standards

## Philosophical Foundations and Lifelong Goals for Artistic Literacy

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

# Mississippi College- and Career-Readiness Arts Learning Standards

## Philosophical Foundations and Lifelong Goals for Artistic Literacy

### Philosophical Foundations

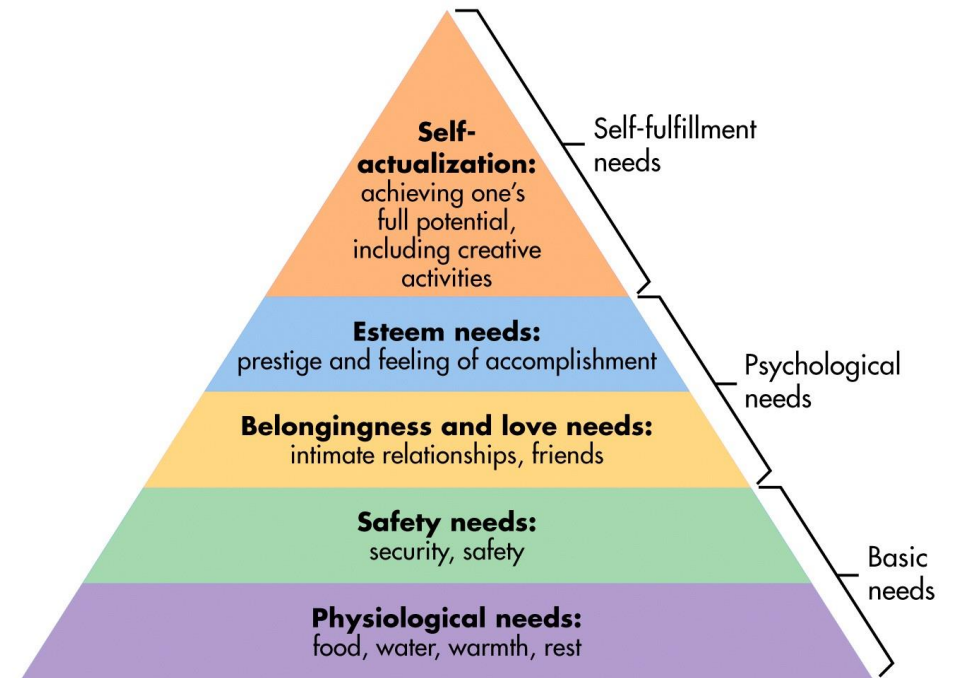
### Lifelong Goals

**The Arts as Creative Personal Realization**

Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.

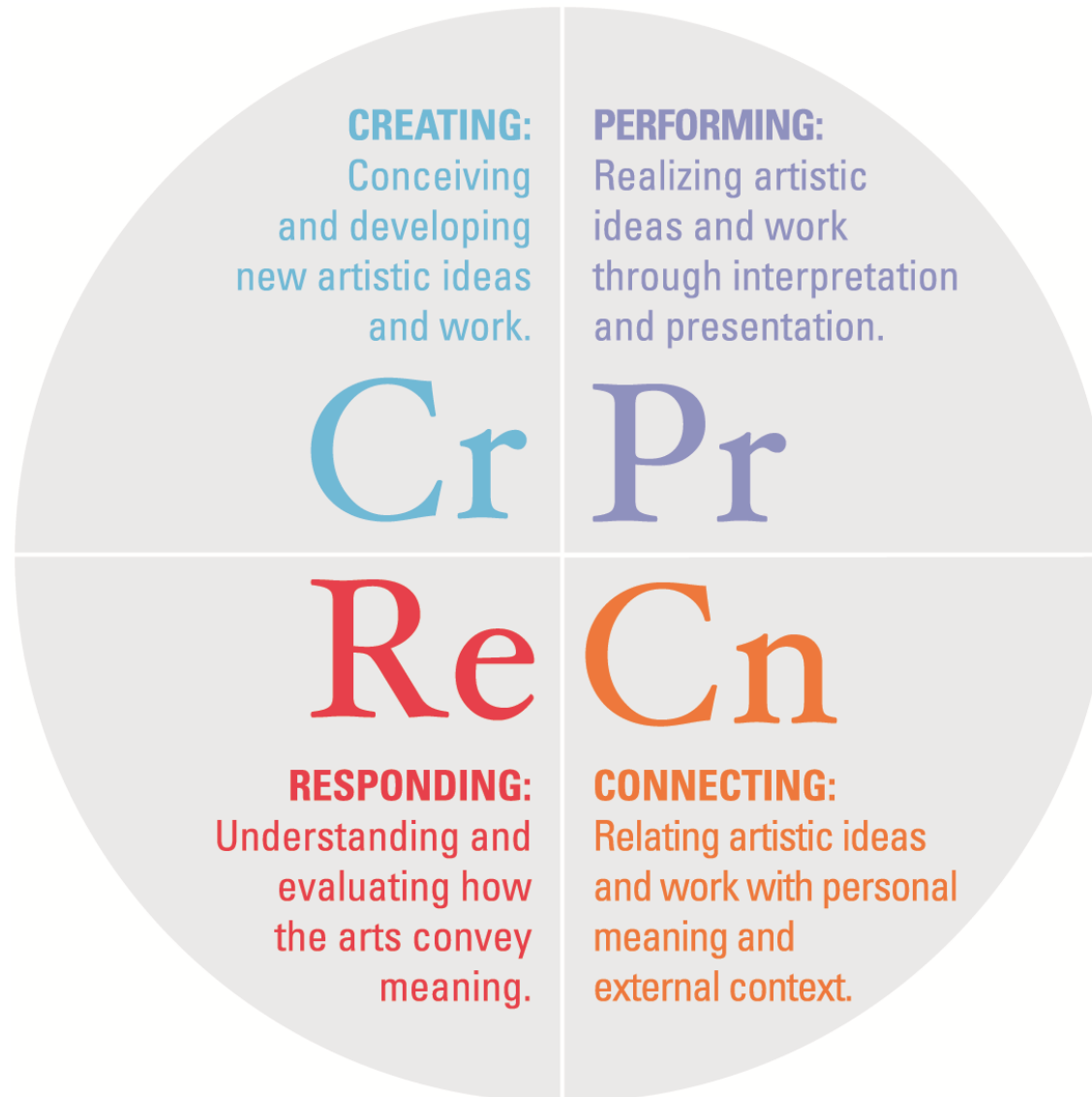
**The Arts as a Means to Well-being**

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.



### Artistic Processes

are the way the brain and body make art and define the link between art making and the learner.



**PRESENTING:**  
Interpreting and sharing artistic work.

**PRODUCING:** Realizing and presenting artistic work.

# Mississippi College- and Career-Readiness Arts Learning Standards

## Artistic Processes and Anchor Standards

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
<b>Cr— CREATING</b>	<b>Pr— PERFORMING/ PRESENTING/ PRODUCING</b>	<b>Re— RESPONDING</b>	<b>Cn— CONNECTING</b>
<b>DEFINITION</b>	<b>DEFINITION</b>	<b>DEFINITION</b>	<b>DEFINITION</b>
Conceiving and developing new artistic ideas and work.	<p><b>PERFORMING</b> (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</p> <p><b>PRESENTING</b> (visual arts): Interpreting and sharing artistic work.</p> <p><b>PRODUCING</b> (media arts): Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
<b>STUDENTS WILL</b>	<b>STUDENTS WILL</b>	<b>STUDENTS WILL</b>	<b>STUDENTS WILL</b>
<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ol>



# Mississippi College- and Career-Readiness Arts Learning Standards

## Process Components for Visual Arts

**Process Components** are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines.

- Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

Artistic Processes	Process Components for Visual Arts
<b>CREATING</b>	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
<b>PRESENTING</b>	SELECT, ANALYZE, SHARE
<b>RESPONDING</b>	PERCEIVE, ANALYZE, INTERPRET
<b>CONNECTING</b>	SYNTHESIZE, RELATE

# Mississippi College- and Career-Readiness Arts Learning Standards

## Process Components for Each Arts Disciplines

**Process Components** are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines. Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

Artistic Processes	Process Components for Dance
CREATING	EXPLORE, PLAN, REVISE
PERFORMING	EXPRESS, EMBODY, PRESENT
RESPONDING	ANALYZE, INTERPRET, CRITIQUE
CONNECTING	SYNTHESIZE, RELATE

Artistic Processes	Process Components for Media Arts
CREATING	CONCEIVE, DEVELOP, CONSTRUCT
PRODUCING	INTEGRATE, PRACTICE, PRESENT
RESPONDING	PERCEIVE, INTERPRET, EVALUATE
CONNECTING	SYNTHESIZE, RELATE

Artistic Processes	Process Components for Music
CREATING	IMAGINE, PLAN, MAKE, EVALUATE, REFINE, PRESENT
PERFORMING	SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT
RESPONDING	SELECT, ANALYZE, INTERPRET, EVALUATE
CONNECTING	CONNECT

Artistic Processes	Process Components for Theatre
CREATING	ENVISION, CONCEPTUALIZE, DEVELOP, REHEARSE
PERFORMING	SELECT, PREPARE, SHARE, PRESENT
RESPONDING	REFLECT, INTERPRET, EVALUATE
CONNECTING	EMPATHIZE, INTERRELATE, RESEARCH

Artistic Processes	Process Components for Visual Arts
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE

# The Arts Experience



# Visual Reading: Learning to Look at Art

## What is Reading?

- Reading is a complex cognitive process of decoding symbols for intention of deriving meaning (reading comprehension) and/or constructing meaning.
- *Reading is a* means of language acquisition, of communication, and of sharing information and ideas.

# Reading is...

---

- Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.
- The reading process requires continuous practices, development, and refinement.

# What is Visual Thinking?

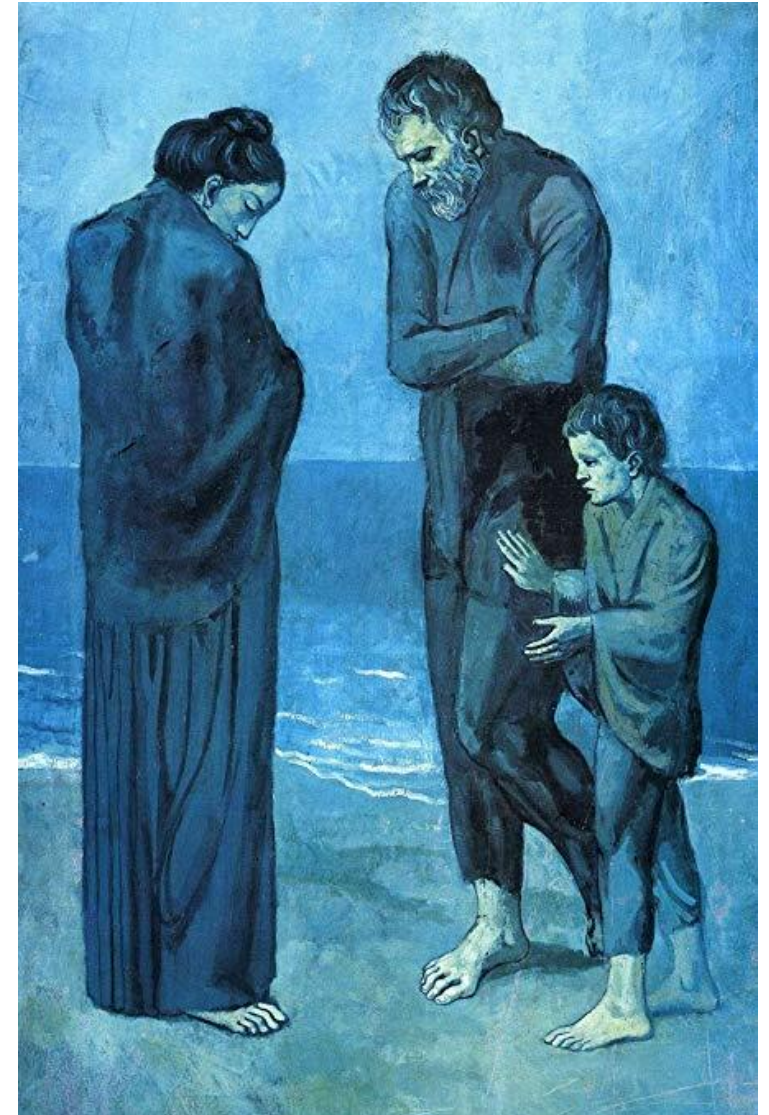
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- It is often believed that just as people can ‘verbalize’ their thinking, they can ‘visualize’ it.
- “We all look at the same things, yet see different things” – Claude Monet

# Artwork Showing Emotion



*Christina's World (1948) Andrew Wyeth*



*The Tragedy (1903) Pablo Picasso*

# Looking at Art: Description

---

## “What do I see?”

- What (colors, shapes, lines, textures, etc.) can you name?
- What kinds of things do you see in this artwork?
- What words would you use to describe this artwork?
- What else do you see?
- How would you describe this painting to a person who could not see it?

## What are the FACTS?



# Looking at Art: Analysis

---

- What is the most interesting part of the artwork?
- Balance (asymmetrical or symmetrical)
- Focal Point – what are the first thing that you see when you look at the work of art?
- What can you tell me about the colors in this artwork?
- What questions would you ask the artist about this work if she/he were here?

# Looking at Art: Interpretation

- What is happening?
- What is the artist trying to say?
- What is happening in this painting?
- Pretend you are inside this painting. What does it feel like?
- Why do you suppose the artist created (made) this artwork?  
What makes you think that?
  - **You can make guesses!**

# Looking at Art: Judgment/Evaluate It

---

- Did the artist do a good job?
- What do you think is good about this artwork? What is not so good?
- Why do you think other people should see this work of art?
- What does it mean or say to you?

# Looking at Art: Assessment

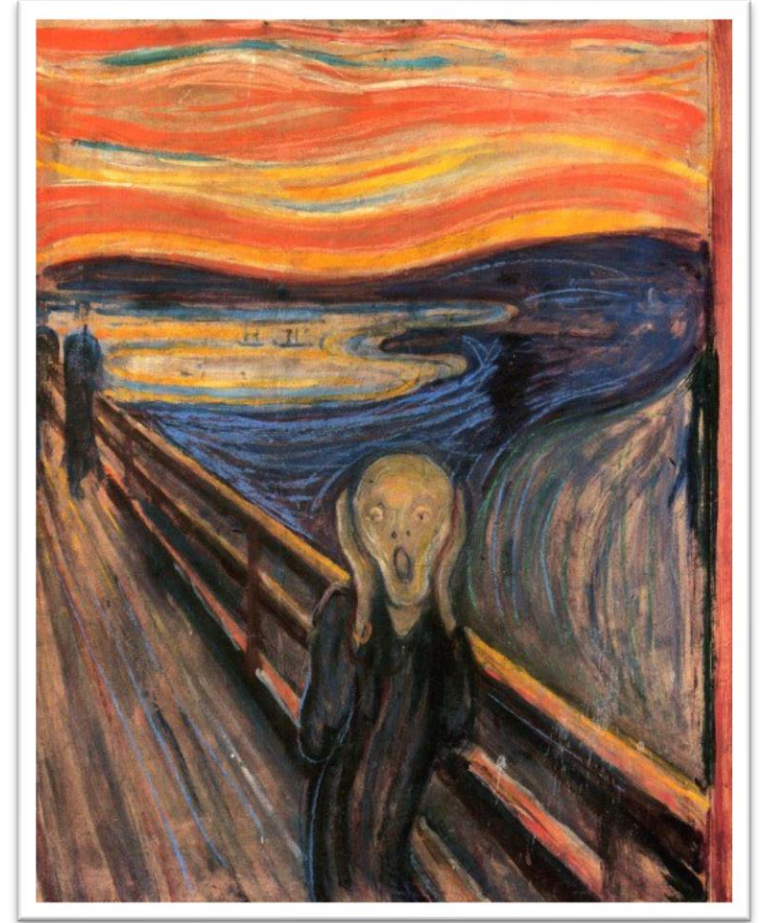
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- How would you use these skills in your classroom?
- How might you use art works, photographs or prints in your classroom?

# Expressive Arts Activities: Visual Arts

## Ways to convey emotions in Visual Arts

- Looking at artworks of various artists throughout history to see how they utilized colors, lines, objects, etc. to create and build tension.
- How did the artist use real life?
- How did the artist introduce symbolism?
- What words would you associate to describe the images in the artwork?
- What feelings did the artist convey in their artwork? Why?
- What narrative would you write to describe this artwork to others so that they can associate with ...



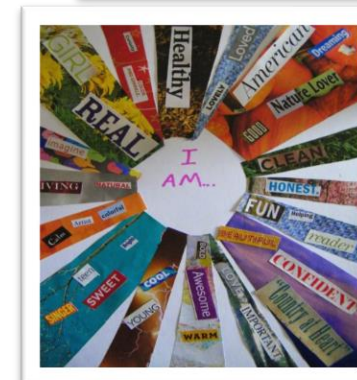
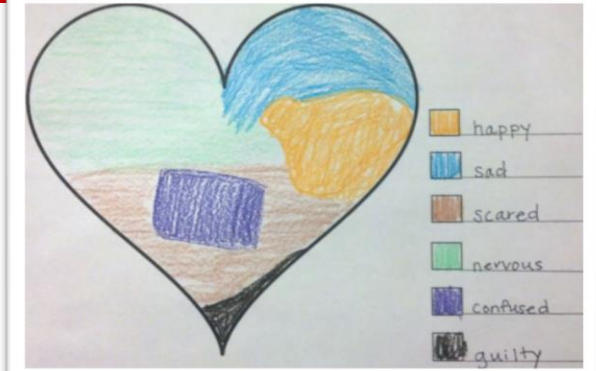
Edvard Munch *The Scream* ...

# Expressive Arts Activities: Visual Arts

**Feelings** – Every day we have lots of feelings and all feelings are okay and normal. Sometimes we are happy: smiling, talking, laughing, giggling, playing, etc. and sometimes we are sad/worried: frowning, not talking, crying, not engaged, zoned out, etc.

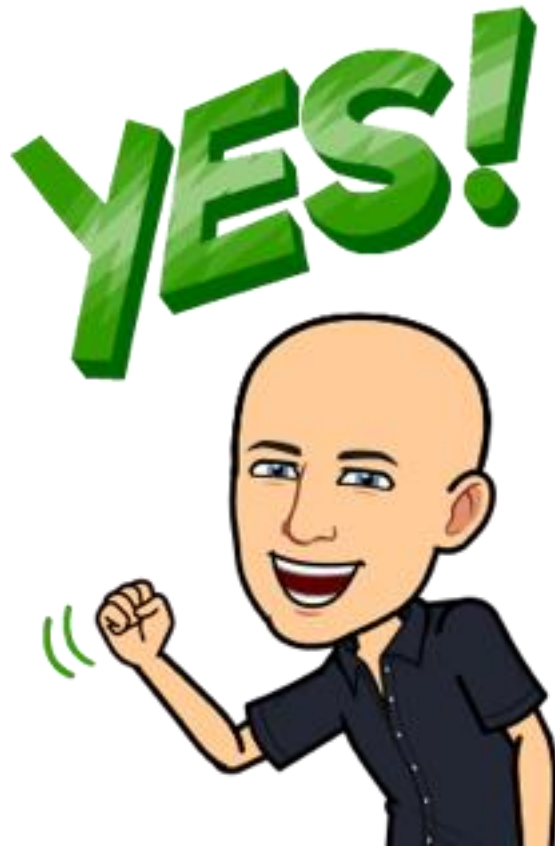
Creative ways to process and address our feelings is to use visual images (example: flower, heart, etc.).

- Write down present feelings: I am ... happy, sad, scared, nervous, confused, guilty, etc.
- Draw a visual image as a metaphor and label using different colors for each of the feelings by shading sections of the image showing the percentage of each emotions.
- Using magazines cut out images and collage backgrounds, and motivational words, and positive quotes.



# Expressive Arts Activities: Technology

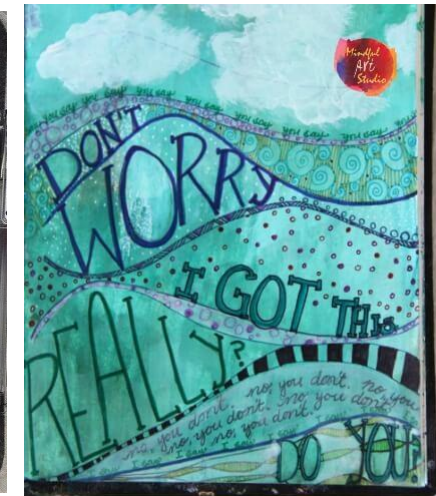
- Create your own bitmoji or picture to express your feelings



# Expressive Arts Activities: Visual Arts

## Doodling/Journaling

- Getting thoughts onto paper will help process your feelings. While some may take to drawing or collaging, others may need words to express their ideas. There are many different ways to journal. They can list items they're grateful for, observations on the changes in their feelings, etc.

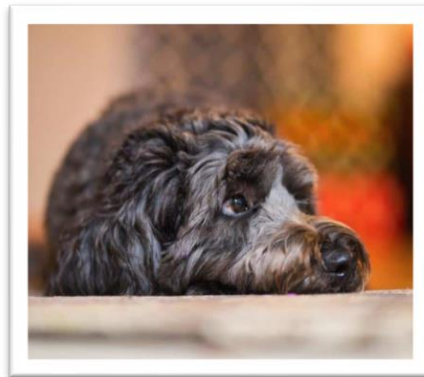
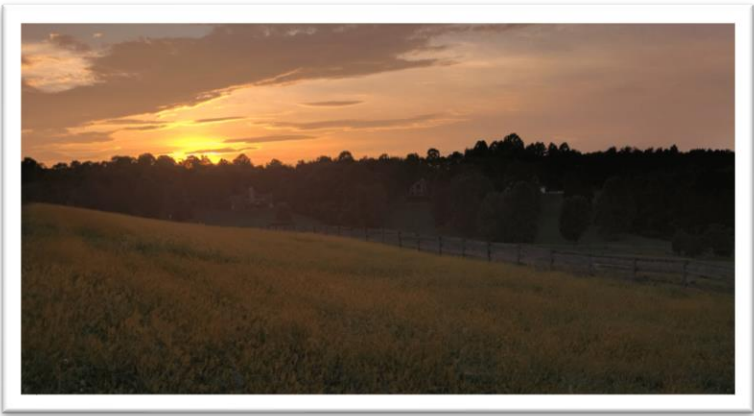




# Expressive Arts Activities: Visual Arts

## Photograph it

- According to the PewResearchCenter, 73% of teens have access to a smartphone. Take advantage of that by asking them to photograph their environment. What's important to them? What images make them feel safe, anxious, happy, or alone? Talk about the pictures and why they evoke the feelings they do.



# Expressive Arts Activities: Inspirational Words

Painting stones with positive words on them

- Trust
- Smile
- Hope
- Believe
- Courage
- Inspire



# Expressive Arts Activities: Watercolor Resist

I Feel... \_\_\_\_\_

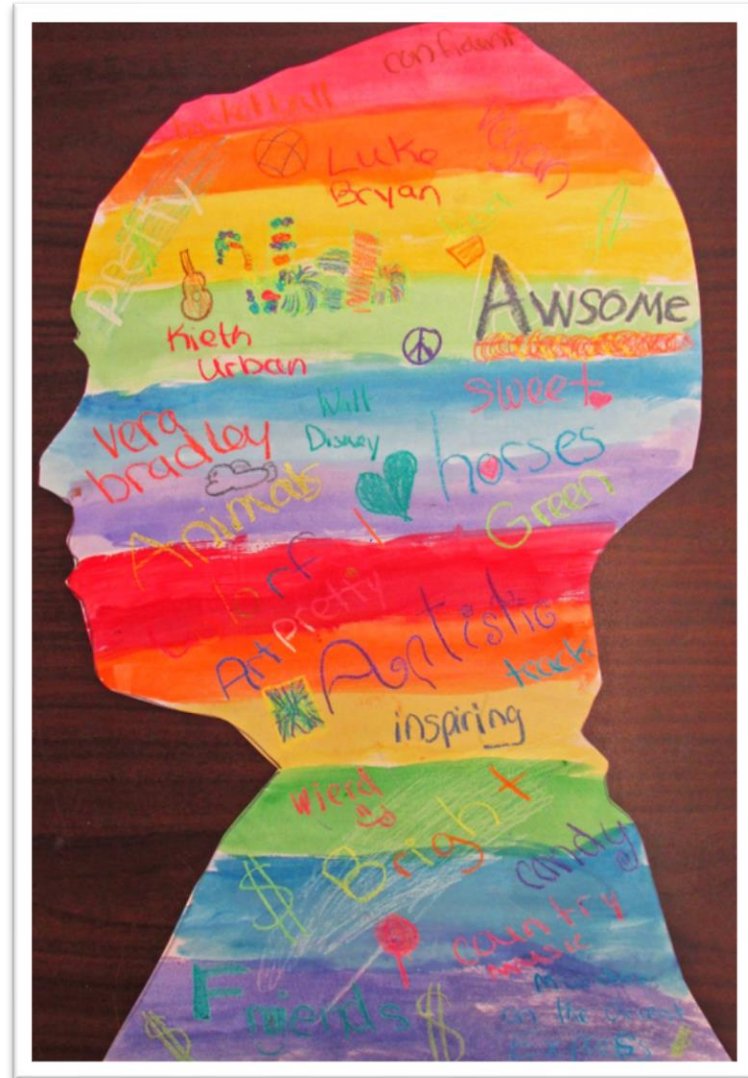
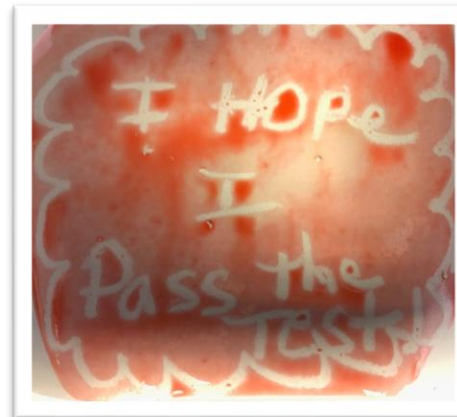
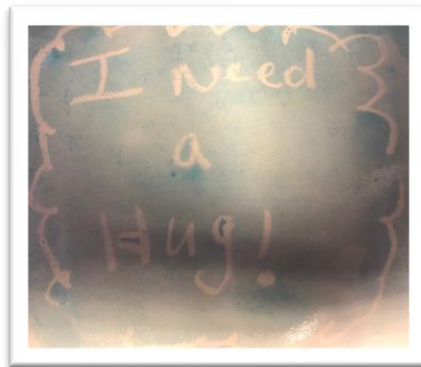
I Wish... \_\_\_\_\_

I think... \_\_\_\_\_

I Need... \_\_\_\_\_

I Hope... \_\_\_\_\_

I Want... \_\_\_\_\_



# Expressive Arts Activities



- Creating visual imagery that symbolizes the worry or problem will help with ones understanding of our feelings and thoughts at a particular moment. Creating a mental picture or a visual image will help us change and reprogram our mind to develop positive thinking.

# Having a creative outlets help keep emotions in check

- Improve self-awareness
- Reduce feelings of stress, anxiety, and depression
- Help a child deal with feelings associated with sickness, trauma, and grief
- Improve communication skills
- Boost self-esteem
- Allow children to see problems from a different point of view
- Improve problem-solving skills
- Encourages youths to think about themselves and others in a different way.
- Improves problem solving, decision making, and conflict resolution skills.
- Promotes safe and healthy school climates.
- Proactive approach to addressing high-risk behaviors.

# 10 Lessons the Arts Teach

1. The arts teach children to make **GOOD JUDGMENTS** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.
3. The arts celebrate multiple **PERSPECTIVES**. One of their large lessons is that there are many ways to **SEE** and **INTERPRET** the world.
4. The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the **ABILITY** and a **WILLINGNESS** to surrender to the unanticipated possibilities of the work as it unfolds.
5. The arts make **VIVID** the fact that neither words in their literal form nor numbers exhaust what we can **KNOW**. The limits of our language do not define the limits of our **COGNITION**.

# 10 Lessons the Arts Teach

6. The arts teach students that **SMALL DIFFERENCES** can have **LARGE EFFECTS**. The arts traffic in subtleties.
7. The arts teach students to think through and within a material. All art forms employ some means through which **IMAGES** become **REAL**.
8. The arts help **CHILDREN LEARN** to say what cannot be said. When children are invited to disclose what a work of art helps them **FEEL**, they must reach into their **POETIC CAPACITIES** to find the words that will do the job.
9. The **ARTS ENABLE** us to have **EXPERIENCE** we can have from no other source and through such experience to **DISCOVER** the range and variety of what we are capable of **FEELING**.
10. The arts' position in the school curriculum symbolizes to the young what adults **BELIEVE** is **IMPORTANT**.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press.



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## **THANK YOU FOR ATTENDING THE TRAINING!**

- CEU forms
- Please fill out the short evaluation form before you leave. Safe Travels!

# Contact Information



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