Paving the Way for Success in Your School Counseling Program

Regional Counselor Workshops

Fall 2019

Dr. Jennifer Trammell
Kathy Mangum
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
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
<table>
<thead>
<tr>
<th>Time:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00</td>
<td>Registration</td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td>Introductions &amp; Ice Breaker</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>MDE Updates</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>Promoting your Counseling Program</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>MS Works - SWIB</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>Multi-tiered Behavioral Systems of Supports (MTSS)</td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Lunch on your Own</td>
</tr>
<tr>
<td>12:30 – 1:15</td>
<td>School Counselor Growth System and Resources</td>
</tr>
<tr>
<td>1:15 – 2:00</td>
<td>Get2College</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>Thinking creatively: Expressive Arts activities for school counselors</td>
</tr>
<tr>
<td>3:00 – 3:15</td>
<td>Closing/Evaluations/CEUs</td>
</tr>
</tbody>
</table>
INTRODUCTIONS
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

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.
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)

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

- 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 9th grade.

• **Current 12th Graders:** Career Pathway Diploma, District Option Diploma, Traditional/Standard Diploma, Early Exit Diploma, Mississippi Occupational Diploma, Certificate of Attendance

• **Current 11th Graders:** District Option Diploma, Traditional/Standard Diploma, Early Exit Diploma, Certificate of Attendance
New Traditional Diploma

Effective 2018-19 for all Incoming 9th Graders
## Traditional Diploma Requirements

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

Effective 2018-19 for all Incoming 9th Graders
Requirements for Traditional Diploma

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

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

### 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
### Curriculum Area

<table>
<thead>
<tr>
<th>Curriculum Area</th>
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<tbody>
<tr>
<td>English</td>
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<td>English I, English II</td>
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<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
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<td>Science</td>
<td>3</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics</td>
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<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>7½</td>
<td>Must meet CPC requirements for MS IHLs</td>
</tr>
</tbody>
</table>

**Total** 26

### 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

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

## 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?

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?

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

• 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.
### Students

<table>
<thead>
<tr>
<th>Name</th>
<th>SSN</th>
<th>DOB</th>
<th>Academic Year</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, Jane</td>
<td>XXX-XX-7777</td>
<td>08/10/2000</td>
<td>2019-2020</td>
<td>Hospitality State High School</td>
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<tr>
<td>Doe, John</td>
<td>XXX-XX-8788</td>
<td>05/05/2000</td>
<td>2019-2020</td>
<td>Hospitality State High School</td>
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<tr>
<td>Simmons, Jane</td>
<td>XXX-XX-4897</td>
<td>05/05/2000</td>
<td>2019-2020</td>
<td>Hospitality State High School</td>
</tr>
</tbody>
</table>

Showing 3 of 3 results

### Student Details

**Doe, Jane**  
**DOB: 9/10/2000**

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
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<tr>
<td><strong>Applicant</strong></td>
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<tr>
<td><strong>Academic</strong></td>
<td></td>
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<tr>
<td><strong>Household</strong></td>
<td></td>
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<tr>
<td><strong>Documents</strong></td>
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<td><strong>Awards</strong></td>
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<tr>
<td><strong>High School</strong></td>
<td></td>
</tr>
<tr>
<td>High School GPA</td>
<td></td>
</tr>
<tr>
<td>High School Graduation Date</td>
<td>-</td>
</tr>
<tr>
<td>Highest ACT Composite Score</td>
<td>-</td>
</tr>
<tr>
<td>ACT Test Date</td>
<td></td>
</tr>
<tr>
<td>Highest Combined SAT Score</td>
<td>-</td>
</tr>
</tbody>
</table>

Update Student Information
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
Steps for Setting up an Effective School Counselor Program:

1. **Conduct a Needs Assessment**
   - Students
   - Faculty/Staff
   - Parents
   - Community
Steps for Setting up an Effective School Counselor Program:

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 ins-outs in the office
Steps for Setting up an Effective School Counselor Program

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
Steps for Setting up an Effective School Counselor Program

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
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
Stakeholders

Who Should We Reach Out To?

Community  Students
Parents  Staff
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 several 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!
STUDENTS

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!
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

65
Google Docs Sign-In

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

Reaching out to your staff:

Orientation
Data Reports
Counselor Trivia
Counselor Camp
Orientation

Keep it simple
Data Reports

2ND GRADE

COUNSELING DATA

1ST NINE WEEKS
Data Reports

Who’s Coming To The Counselor?

Students

Male  Female
Data Reports

When Are Students Coming To The Counselor?

Time Of Day

AM  PM
Data Reports

Why Are Students Coming To The Counselor?

Reason

- Friendship
- Feelings
- Family
- Other
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

Reaching out to parents:
- Introductory Letter
- Lesson Review Letters
- Counselor’s Corner
- Boo-Hoo Breakfast
- Monthly Morning Mixers
- PTA
- Technology “Tag”
Introductory Letters

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

1st Paragraph – Credentials

2nd Paragraph – Job Duties

3rd 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.
• 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
College Day
Invitation to Events
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.
  - Kindergartners 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
        - Strong Interest Inventory
        - Career Tech
      - Commonly used Career Scales
        - U Can Go 2 (Paper)
        - All Aboard (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
  • 1st Annual Fall Fest
  • Attendance Assembly
  • Rewards Day
QUESTIONS?
Dr. Jennifer Trammell
Director of K-12 Academic Counseling
Office of Secondary Education
JTrammell@mdek12.org
Break
• Shipping in October to every school with 8th, 11th, and 12th 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.
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
<table>
<thead>
<tr>
<th>#</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Every Student Proficient and Showing Growth in All Assessed Areas</td>
</tr>
<tr>
<td>2</td>
<td>Every Student Graduates from High School and is Ready for College and Career</td>
</tr>
<tr>
<td>3</td>
<td>Every Child Has Access to a High-Quality Early Childhood Program</td>
</tr>
<tr>
<td>4</td>
<td>Every School Has Effective Teachers and Leaders</td>
</tr>
<tr>
<td>5</td>
<td>Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes</td>
</tr>
<tr>
<td>6</td>
<td>Every School and District is Rated “C” or Higher</td>
</tr>
</tbody>
</table>
MTSS Essential Components
Tier I Behavior

Effective classroom, School, and Home

Common Values
Common experiences
Common Language
Tier I Behavior

❖ 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

- 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

1. **Thumbs up** reminds us to first praise students who ARE behaving appropriately. Next, we can praise students nearby who follow their lead.

2. **Proximity w/ praise**

3. **Redirect**

4. **Reteach**

5. **Provide Choice**

6. **Conference**

---

**START**

1. **Teach Expectations & Procedures**
   - Do: We do - You do

2. **Specific Positive Feedback (SPF)**
   - 4:1 Positive ratio, Performance & Effort

3. **Pre-Corrects**
   - Before: "In a moment, you can successfully use the content/skill by doing ___ & ___ ."

4. **Post-Reflects**
   - After: "In what ways were you just (causal)? How can you learn & build upon your success?"

5. **Active Supervision**
   - Moving, Scanning & Interacting

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Twitter: drewschwartz
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

Data Decision Rules Examples...

2-5 ODR Referrals
- Secondary Prevention
- Specialized Group
- Systems for Students with
  At Risk Behavior

0-1 ODR Referral
- Primary Prevention
- School-wide and
  Classroomwide Systems
  for All Students,
  Staff, & Settings

6 or more ODR referrals
- Tertiary Prevention
- Specialized
- Individualized
- Systems for Students with
  High Risk Behavior

Other data decision rules:
- # referrals
- # minor incident referrals
- absences
- teacher concern
- behavior screening results

~80% of Students
~15%
~5%
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

- Family Involvement in Positive Behavior Support [www.behaviordoctor.org](http://www.behaviordoctor.org)
- Michigan’s Integrated Behavior and Learning Support Initiative [https://miblsi.org](https://miblsi.org)
- Missouri Schoolwide Positive Behavior Support [http://pbismissouri.org](http://pbismissouri.org)
- National Center on Intensive Intervention [www.intensiveintervention.org](http://www.intensiveintervention.org)
Helpful Resources

- PBIS World [www.pbisworld.com](http://www.pbisworld.com)


- Realizing Excellence for ALL Children in Mississippi (REACH MS) [https://www.usm.edu/reachms/about-reach-ms](https://www.usm.edu/reachms/about-reach-ms)


Parent Resources

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

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

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)
Teacher Resources

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

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

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

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

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

- **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

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

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

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

A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)
Student Intervention Supports

**Elementary Specialist**  
Laurie Weathersby  
lweathersby@mdek12.org

**Secondary Specialist**  
Jayda Brantley  
jbrantley@mdek12.org

**Behavior Specialist**  
Ginger Koestler  
gkoestler@mdek12.org

**English Learner Specialist**  
Sandra Elliott (PreK – 12)  
selliott@mdek12.org

**Gifted Specialist**  
Jen Cornett  
jcornett@mdek12.org

**Technology Specialist**  
Melissa Banks  
mbanks@mdek12.org
LUNCH TIME!
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.
## Teacher PGS Summative Rating

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

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
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
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
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

Mississippi Articulation and Transfer Tool (MATT)
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
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Activity</th>
<th>Link to Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 9th   | Complete the “Explore Careers” activities on the Career One Stop website  
  - Self-Assessment  
  - Interest Assessment  
  - Skills Assessment  
  - Work Values Assessment  
  Take the “Career Cluster Interest Survey”  
  Explore career opportunities on the Bureau of Labor Statistics  
  Use “My Next Move” to explore careers  
  Review 9th grade “College Planning Guide”  
  Meet with school counselor to:  
  1. Discuss high school expectations and opportunities:  
     a. GPA  
     b. Carnegie units  
     c. Community service hours  
     d. Extracurricular involvement  
     e. Dual credit courses  
     f. Advanced Placement courses  
     g. Career and Technical Education  
  2. Become aware of federal and state financial aid opportunities:  
     a. FAFSA  
     b. MTAG  
     c. HELP  
     d. MESS  
https://careertech.org/student-interest-survey  
https://www.bls.gov/k12/content/students/careers/career-exploration.htm  
https://www.mynextmove.org  
https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf  
https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf  
http://riseupms.com/state-aid/  
https://get2college.org/resources/scholarships/ | | |
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**

- A student should be supported to:
  - explore careers related to students’ strengths, skills, and talents https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml
  - develop an awareness of career clusters and jobs relating to those career clusters https://www.kidsinfo.org/subject/career-education
  - 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 https://www.careeronestop.org/GoMyFuture/ExploreCareers/what-are-you-good-at.aspx
  - create an action plan with academic and personal goals https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_plans.pdf

**A student should know:**

- why people need to work
- what college is, why people go, and the different types (2 year vs. 4 year)
- the relationship between personal qualities, education, training, and the world of work

**BY THE END OF THE 7TH GRADE**

- A student should be supported to:
  - develop an awareness of careers and companies based in MS http://msjobs.com/Planning/Job-Hunter/index.aspx
  - revisit interests and continue to explore careers related to talents and skills https://www.mscareerexplorer.org/ExploreCareers/Assessments/self-assessments.aspx
  - review graduation requirements
  - complete the student planning tool

**A student should know:**

- the importance of academic success and consequences of falling behind
- what an Individual Success Plan (ISP) is and how to create a 5 year academic plan

**BY THE END OF THE 8TH GRADE**

- A student should be supported to:
  - complete a career cluster survey https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture/College-Planning/9th-10th-Graders.pdf
  - attend a career exploration day/career fair
  - Check with your local high school and/or community college
  - be exposed to finance literacy unit in a course or workshop http://financecenterforclassroom.org/passport/8th/math.shtml
  - review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school https://secure-media.collegeboard.org/digitalservices/wk/college-ed/mobile-school-educator-guide/1/files/nt/in/861984397.pdf
  - review/review ISP
  - complete the student planning tool

**A student should know:**

- the concept of career clusters for further exploration
- possible career clusters of interest
- the relationship between community service/extracurricular activities and postsecondary/career goals

**BY THE END OF THE 9TH GRADE**

- A student should be supported to:
  - revisit career interest survey https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture/College-Planning/9th-10th-Graders.pdf
  - develop self-awareness of skills, work values, and interests https://www.careeronestop.org/ExploreCareers/ExploreCareers.aspx
  - explore various careers https://www.mynewmove.org/
  - meet with school counselor to discuss coursework and postsecondary (PS) career plans
  - become aware of federal and state financial aid opportunities https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_Checklist.pdf
  - become aware of institutional and private scholarship opportunities https://www.collegeboard.org/student-tools/scholarships
  - review/review ISP
  - complete the student planning tool

**A student should know:**

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans
- the general cost ranges of various PS options
Student Planning Tool for Traditional Diploma
# Student Planning Tool for Traditional Diploma

## I. STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>MSIS#:</th>
</tr>
</thead>
</table>

### Career Cluster: (select one) Refer to guidance document for additional information
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Sciences
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- STEM
- Transportation, Distribution & Logistics

## II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)

### Academic Endorsement (26 Credits)

**Date Selected:**
- 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 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

### Career and Technical (CTE) Endorsement (26 Credits)

**Date Selected:**
- Earn an overall GPA of 2.5
- Must complete a four-course sequential program of study
- Earn two additional Carnegie units for a total of 26

### Distinguished Academic Endorsement (28 Credits)

**Date Selected:**
- Earn four additional Carnegie units for a total of 28 (4 science and 4 social studies credits)
- Courses must meet MS IHL CPC recommended requirements
- 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:**
- One AP Course with a C or higher and take the appropriate AP exam
- One Diploma Program I-B 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

## III. REQUIREMENTS AND RECOMMENDATIONS

### Date Met

<table>
<thead>
<tr>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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). Alternatively, a student must meet ALL of the following:</td>
</tr>
<tr>
<td>- Have a 2.5 GPA</td>
</tr>
<tr>
<td>- Passed or met all MAAP assessments requirements for graduation</td>
</tr>
<tr>
<td>On track to meet diploma requirements</td>
</tr>
<tr>
<td>Concurrently enrolled in Essentials of College Math or Essentials of College Literacy</td>
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</tbody>
</table>

### Date Met

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>For early graduation, a student should successfully complete an area of endorsement.</td>
</tr>
<tr>
<td>Student should take a math or math equivalency senior year.</td>
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### IV. PROGRAM OF STUDY

(Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Traditional Diploma Carnegie Units</th>
<th>7th grade</th>
<th>8th grade</th>
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<tbody>
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### V. ASSESSMENT INFORMATION

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<td>STEM</td>
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### Mississippi Academic Assessment Program (MAAP)

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<th>SAT-3 US History</th>
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<td>Dual Credit</td>
<td>ACT</td>
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<td>Dual Credit</td>
<td>CTE Requirements with WorkKeys</td>
<td>Dual Credit</td>
<td>CTE Requirements with WorkKeys</td>
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<th>Score</th>
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</table>

| Passed Assessment | Concordance chart | Composite score | ACT | Dual Credit | CTE Requirements with WorkKeys | CTE Requirements with ASVAB | Transfer from accredited nonpublic school or out-of-state |
| Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |

### WorkKeys

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| Passed Assessment | Concordance chart | Composite score | ACT | Dual Credit | CTE Requirements with WorkKeys | CTE Requirements with ASVAB | Transfer from accredited nonpublic school or out-of-state |
| Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |
### Student Planning Tool for Traditional Diploma

<table>
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<th>Supervising Educator</th>
<th>Parent/Guardian Signature &amp; Date</th>
<th>Student Signature &amp; Date</th>
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</thead>
<tbody>
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<td>12th</td>
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</tbody>
</table>

### VII. NOTES

[Image of the Mississippi Department of Education logo]

Ensuring a bright future for every child
Questions?
Contact Information

Dr. Jennifer Trammell
Director of K-12 Academic Counseling
Office of Secondary Education
JTrammell@mdek12.org

Kathy Mangum
Counseling Supervisor
Office of Secondary Education
klmangum@mdek12.org
Kahoot!
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.

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

#1 first u hafta fafsa
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.

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

Kahoot!
## FAFSA DAY

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<thead>
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FAFSA DAY

FAFSA DAY PROCESS CONTRACT

EVENT PROMOTION

Enclosed in your FAFSA toolkit email are:

- Letters to print and display in the school with information on when the event is scheduled and how to sign up (additional letters will be mailed to you so check your office mail for a print-ready 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 data 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 90 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) so that they will know what documents to bring to the appointment. Please fill in the date and time specific to the student.
- When filling out the appointment google sheet, please fill up Counter #1 slots before moving to the Counter #2 slots and so on.
- If you fill up all of your slots and have at least five more students wanting appointments, call Shannon Grimley at 401-331-8530 to see if another counselor can be added. Do not add another counselor without talking to Shannon first.

WE CANNOT ACCOMMODATE WALK-INS – EVERYONE MUST HAVE AN APPOINTMENT!

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 FAFSA.

Make sure that the student’s front office is aware of the event so that FAFSA volunteers and parents can be directed to the location of the FAFSA event.

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

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

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 each Get2College staff or the school person who remains on site in case it is needed for logging in.

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

[Signature] [Date]

Your School’s Name:

[Signature]

Once you have entered & 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 email and fax to 401-331-8530.
For the FAFSA, am I...

Dependent Student

1. No 24 or older by Dec. 31 of the school year for which you are applying for financial aid?

2. No, Will you be working toward a certificate or degree at a college, university, or vocational-technical school?

3. No, Are you married or separated but not divorced?

4. No, Do you have children who receive more than half of their support from you?

5. No, Do you have dependent children other than children in Foster Care or who are homeless or at risk of becoming homeless?

6. No, Are you an emancipated minor or in the care of a legal guardian as determined by a court?

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.

Independent Student

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

2. Yes, Will you be working toward a certificate or degree at a college, university, or vocational-technical school?

3. Yes, Are you married or separated but not divorced?

4. Yes, Do you have children who receive more than half of their support from you?

5. Yes, Do you have dependent children other than children in Foster Care or who are homeless or at risk of becoming homeless?

6. Yes, Are you an emancipated minor or in the care of a legal guardian as determined by a court?

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

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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 residential card (if applicable)
- List of colleges (up to 10) that you want to receive your FAFSA information.
  *With the MS colleges you are most likely to attend (MS Ad 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 FAFSA ID (username and password). Please bring this information, this will be necessary to complete the FAFSA.
**FAFSA DAY**

### FINANCIAL AID DATASHEET

**The FAFSA**

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**STUDENT FSA ID:**

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**Question #1:** What city were you born in? Answer: ___________

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

**Question #1:** Answer: ___________

**Question #2:** Answer: ___________

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

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**Question #1:** What city were you born in? Answer: ___________

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

**Question #1:** Answer: ___________

**Question #2:** Answer: ___________

### Mississippi Financial Aid

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$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: __________________________
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. Students attending a private college will receive an award amount equal to the amount of a student attending the nearest public university.

APPLY BY MARCH 31 AT 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 Supplemental Plan (HESP) grant is funded by the Mississippi Legislature and is subject to change.
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

COLLEGE SIGNING DAY
get2college
IT'S TIME TO CELEBRATE ALL STUDENTS AND THEIR COMMITMENT TO COMPLETE THEIR EDUCATION BEFORE HIGH SCHOOL.

FAFSA DAY
get2college
Make an appointment today!

To give myself more opportunities to succeed

DID YOU KNOW
By 2020, 65% of all the jobs in the United States will require a postsecondary education.

#WhyApply #CollegeApplicationDay get2college

#WhyApply
#CollegeApplicationDay

Georgetown University Center on Education and the Workforce
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
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.
State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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
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
Mississippi College- and Career-Readiness Arts Learning Standards
Creative Practices

**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 21st century skills which they develop through the arts.
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


Do you think that non-creative behavior is learned?
How Art Complements 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 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
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.
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.
Locating the ARTS Standards by Disciplines
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

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<th><strong>COMMUNICATION</strong></th>
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<td>The arts 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).</td>
</tr>
<tr>
<td><strong>LIFELONG GOALS</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THE ARTS AS</strong></th>
<th><strong>CREATIVE PERSONAL REALIZATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHILOSOPHICAL FOUNDATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>LIFELONG GOALS</strong></td>
<td>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.</td>
</tr>
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<thead>
<tr>
<th><strong>THE ARTS AS</strong></th>
<th><strong>CULTURE, HISTORY, AND CONNECTORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHILOSOPHICAL FOUNDATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>LIFELONG GOALS</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>THE ARTS AS</strong></th>
<th><strong>MEANS TO WELLBEING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHILOSOPHICAL FOUNDATION</strong></td>
<td>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.</td>
</tr>
<tr>
<td><strong>LIFELONG GOALS</strong></td>
<td>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
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<tr>
<th><strong>THE ARTS AS</strong></th>
<th><strong>COMMUNITY ENGAGEMENT</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>PHILOSOPHICAL FOUNDATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>LIFELONG GOALS</strong></td>
<td>Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.</td>
</tr>
</tbody>
</table>
**Philosophical Foundations**

| **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. |

---

**Diagram: Maslow's Hierarchy of Needs**

- **Self-actualization:** achieving one’s full potential, including creative activities
- **Esteem needs:** prestige and feeling of accomplishment
- **Belongingness and love needs:** intimate relationships, friends
- **Safety needs:** security, safety
- **Physiological needs:** food, water, warmth, rest

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**Mississippi College- and Career-Readiness Arts Learning Standards**

**Philosophical Foundations and Lifelong Goals for Artistic Literacy**
Artistic Processes are the way the brain and body make art and define the link between art making and the learner.

**CREATING:**
Conceiving and developing new artistic ideas and work.

**PERFORMING:**
Realizing artistic ideas and work through interpretation and presentation.

**RESPONDING:**
Understanding and evaluating how the arts convey meaning.

**CONNECTING:**
Relating artistic ideas and work with personal meaning and external context.

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

**PRODUCING:**
Realizing and presenting artistic work.
## Artistic Processes and Anchor Standards

### Cr — Creating
Conceiving and developing new artistic ideas and work.

### Pr — Performing/ Presenting/ Producing
- **Performing** (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
- **Presenting** (visual arts): Interpreting and sharing artistic work.
- **Producing** (media arts): Realizing and presenting artistic ideas and work.

### Re — Responding
Understanding and evaluating how the arts convey meaning.

### Cn — Connecting
Relating artistic ideas and work with personal meaning and external context.

### Anchor Standards

<table>
<thead>
<tr>
<th><strong>Students Will</strong></th>
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<th><strong>Students Will</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
<td>7. Perceive and analyze artistic work.</td>
<td>10. Synthesize and relate knowledge and personal experiences to make art.</td>
</tr>
<tr>
<td>2. Organize and develop artistic ideas and work.</td>
<td>5. Develop and refine artistic techniques and work for presentation.</td>
<td>8. Interpret intent and meaning in artistic work.</td>
<td>11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</td>
</tr>
<tr>
<td>3. Refine and complete artistic work.</td>
<td>6. Convey meaning through the presentation of artistic work.</td>
<td>9. Apply criteria to evaluate artistic work.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Visual Arts</th>
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<tbody>
<tr>
<td>CREATING</td>
<td>INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE</td>
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<tr>
<td>PRESENTING</td>
<td>SELECT, ANALYZE, SHARE</td>
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<tr>
<td>RESPONDING</td>
<td>PERCEIVE, ANALYZE, INTERPRET</td>
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<td>SYNTHESIZE, RELATE</td>
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**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.

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<tr>
<th>Artistic Processes</th>
<th>Process Components for Dance</th>
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<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td>EXPLORE, PLAN, REVISE</td>
</tr>
<tr>
<td><strong>PERFORMING</strong></td>
<td>EXPRESS, EMBODY, PRESENT</td>
</tr>
<tr>
<td><strong>RESPONDING</strong></td>
<td>ANALYZE, INTERPRET, CRITIQUE</td>
</tr>
<tr>
<td><strong>CONNECTING</strong></td>
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<tr>
<th>Artistic Processes</th>
<th>Process Components for Media Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td>CONCEIVE, DEVELOP, CONSTRUCT</td>
</tr>
<tr>
<td><strong>PRODUCING</strong></td>
<td>INTEGRATE, PRACTICE, PRESENT</td>
</tr>
<tr>
<td><strong>RESPONDING</strong></td>
<td>PERCEIVE, INTERPRET, EVALUATE</td>
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<th>Artistic Processes</th>
<th>Process Components for Music</th>
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<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td>IMAGINE, PLAN, MAKE, EVALUATE, REFINE, PRESENT</td>
</tr>
<tr>
<td><strong>PERFORMING</strong></td>
<td>SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT</td>
</tr>
<tr>
<td><strong>RESPONDING</strong></td>
<td>SELECT, ANALYZE, INTERPRET, EVALUATE</td>
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<tr>
<th>Artistic Processes</th>
<th>Process Components for Theatre</th>
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<tr>
<td><strong>CREATING</strong></td>
<td>ENVISION, CONCEPTUALIZE, DEVELOP, REHEARSE</td>
</tr>
<tr>
<td><strong>PERFORMING</strong></td>
<td>SELECT, PREPARE, SHARE, PRESENT</td>
</tr>
<tr>
<td><strong>RESPONDING</strong></td>
<td>REFLECT, INTERPRET, EVALUATE</td>
</tr>
<tr>
<td><strong>CONNECTING</strong></td>
<td>EMPATHIZE, INTERRELATE, RESEARCH</td>
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The Arts Experience
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?

- 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

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

KEEP GOING!

I need a Hug!

I HOPE I Pass the TEST!!

Awesome
sweet
bradley

歷史

inspiring

Luke Bryan

Great

Animals

Agathis

Cool

Horses
Expressive Arts Activities

Creating visual imagery that symbolizes the worry or problem will help with one's 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**.

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
601-359-3461
leubanks@mde.k12.ms.us
www.mde.k12.ms.us/ESE/VPA
THANK YOU FOR ATTENDING THE TRAINING!

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Dr. Jennifer Trammell  
Director of K-12 Academic Counseling  
Office of Secondary Education  
JTrammell@mdek12.org

Kathy Mangum  
Counseling Supervisor  
Office of Secondary Education  
klmangum@mdek12.org