Use the paper on your table to create a replica of a student you love!

On one side of your paper, illustrate what you want for your student **academically** for college & career readiness.

On the other side of the paper, represent what you want for your student **socially & emotionally** for college & career readiness.

Complete your student replica by tearing him/her out of the sheet of paper.

Think of a Student You Love...
You love...
Future Ready Students: Utilizing a Comprehensive Counseling Program to Build College & Career Readiness

Naperville Community School District 203
Who are we?

Why are we in this work?

Naperville Community School District 203

- Jill Hlavacek, Director of Innovation & Learning
- Lisa Xagas, Director of Student Services
Outcomes

Identify a framework for developing a comprehensive counseling curriculum

Describe the links between a comprehensive school counseling program and post-secondary success for students
Background & Research
High School to College & Careers

School Counseling

D2O3 Blueprint

GOAL 2025: COLLEGE CHANGES EVERYTHING
High School to College & Careers

Identify and recommend rigorous pathways and partnerships to increase the number of graduates earning college credit and/or authentic career credentials and experiences by conducting a thorough analysis of dual credit offerings, AP courses, and career pathway experiences and endorsements.

School Counseling

Conduct an analysis of the college & career counseling process to design and recommend a system that will support all students’ postsecondary success.
Comprehensive Counseling

Curriculum & Delivery

Foundation & Accountability

Professional Development

Management
Comprehensive Counseling

2017–2018
➔ Developed vision, mission & beliefs
➔ Identified standards for students to master
➔ Presented curriculum framework to BOE
➔ Implemented professional learning on why & what of comprehensive counseling program and standards

2018–2019
➔ Implemented curriculum pilot
➔ Implemented advisory councils
➔ Implemented annual agreements at each site
➔ Identified and piloted individual learning plan tool
➔ Delivered ongoing professional learning

2019–2020
➔ Implement new ILP system & practices
➔ Implement curriculum
➔ Develop and implement process for feedback, review and revision
➔ Deliver ongoing professional learning
➔ Monitor student growth
➔ Implement department restructure
VISION
Every student will acquire the knowledge and skills necessary to achieve personal growth and postsecondary success.

MISSION
Comprehensive counseling services in Naperville 203 provide students with preventative and responsive services that promote academic, social emotional, and college & career skill development in order to advance and empower students to achieve postsecondary success.
1. **ALL STUDENTS**
   - belief statement #1
   - will develop self-advocacy skills and utilize resources within the school community in order to transition into adulthood
   - will have the ability to grow in the areas of academic, social/emotional and career readiness
   - will have access to the tools they need to achieve balance in their definition of success

2. **ALL COUNSELORS**
   - belief statement #2
   - lead, advocate and collaborate to create equitable access and opportunities for every student in the academic, social/emotional and college & career domains
   - participate in relevant professional development that promotes individual and departmental growth within the counseling profession
   - understand that students have unique ethnic, cultural, racial, academic, and sexual differences that need to be considered in their delivery of service

3. **THE COUNSELING PROGRAM**
   - belief statement #3
   - is a comprehensive 6-12 plan which meets all students’ academic, social/emotional, and college & career needs
   - values the importance of student’s social/emotional well-being as well as their academic growth
   - is goal-oriented, data driven, and adaptable to meet the needs of our diverse student population
Future Ready: Selecting Standards
What makes THIS work important for STUDENTS?

Illinois PaCE

ASCA Mindsets & Behaviors

IL SEL Standards

Describe the links between a comprehensive school counseling program and post-secondary success for students
NCUSD #203 Counseling Standards

### A.S.C.A. Mindsets
- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M2: Self-confidence in the ability to succeed
- M3: Sense of belonging in the school environment
- M4: Understanding that postsecondary education and lifelong learning are necessary for long term career success
- M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6: Positive attitude toward work and learning

### Academic Development Standards/Benchmarks

<table>
<thead>
<tr>
<th>A.S.C.A.</th>
<th>Career Exploration and Development</th>
<th>Social &amp; Emotional Development Standards/Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>L8-A.</td>
<td>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in schools and across the lifespan.</td>
<td>SEL 1.</td>
</tr>
<tr>
<td>L8-B.</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</td>
<td>1.C.4.b.</td>
</tr>
<tr>
<td>L8-C.</td>
<td>Students will understand the relationship of academics to the world of work, and to life at home in the community.</td>
<td>1.C.5.a.</td>
</tr>
</tbody>
</table>

### Career Development Standards/Benchmarks

<table>
<thead>
<tr>
<th>A.S.C.A.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L8-A.</td>
<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td>SEL 1.</td>
</tr>
<tr>
<td>L8-B.</td>
<td>Students will employ strategies to achieve future career goals with success and satisfaction.</td>
<td>1.C.4.a.</td>
</tr>
<tr>
<td>L8-C.</td>
<td>Students will understand the relationship between personal qualities, education, training and the world of work.</td>
<td>1.C.4.a.</td>
</tr>
</tbody>
</table>

### College Exploration, Preparation and Selection

- Create education plan and mapped course of study.
- Evaluate post-secondary pathway option in relation to personal skills and career goals.
- Develop an individualized plan for post-secondary goals.
- Understand post-secondary admission process, procedures, and timeline for accessing education/training.
- Understand relationship between post-secondary plans and extracurricular activities.

### Financial Aid and Literacy

- Apply financial literacy skills to make post-secondary decisions.
- Understand the financial impact of post-secondary plans in relation to career goals.
- Develop knowledge and skills to complete financial aid application process for post-secondary education/training.
- Understand terms and conditions related to scholarships and post-secondary loans.

### Social & Emotional Development Standards/Benchmarks

<table>
<thead>
<tr>
<th>SEL 1.</th>
<th>Demonstrate skills related to achieving personal and academic goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.4.a</td>
<td>Identify strategies to make use of resources and overcome obstacles to achieve goals.</td>
</tr>
<tr>
<td>1.C.5.a</td>
<td>Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</td>
</tr>
<tr>
<td>1.C.5.b</td>
<td>Demonstrate ability to delay immediate gratification for long-term rewards.</td>
</tr>
<tr>
<td>1.C.5.c</td>
<td>Demonstrate ability to overcome barriers to learning.</td>
</tr>
<tr>
<td>1.C.5.d</td>
<td>Demonstrate effective coping skills when faced with a problem.</td>
</tr>
<tr>
<td>1.C.5.e</td>
<td>Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.</td>
</tr>
</tbody>
</table>
Building Consensus

- Team identifies a **Synthesizer** and **Facilitator**
  - Facilitator works to ensure the process
  - Synthesizer will take notes to help determine consensus based upon what is shared/discussed

- Each individual presents their recommended edits/changes to the structure/language of the D203 Standards Document for 2 minutes
  - Clarity questions asked for 2 minutes
  - Warm & cool feedback for 2 minutes

- At the end, the Synthesizer reports out on similarities and differences to bring the group to consensus
Standards

User Friendly

Skill Statements
Identify a framework for developing a comprehensive counseling curriculum
Curriculum Mapping

A

B
Learning through PLAY
How do we provide services?

Direct Instruction

- Whole Group
- Individual
- Self-Paced

Experiences

- Experiences (Family Engagement)
### Year Long Counseling Curriculum

#### NCUSD203 Comprehensive School Counseling Curriculum

<table>
<thead>
<tr>
<th>ASCA Behavior</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10.5: Demonstrate ability to manage transitions to manage personal and interpersonal situations</td>
<td>With support, implement strategies to manage new and changing situations</td>
<td>Independently implement strategies to manage personal and interpersonal situations</td>
<td>Formulate a plan to manage personal and interpersonal situations</td>
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</tr>
<tr>
<td>1A.4.b: Develop ways to express more positive attitudes in social situations</td>
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<tr>
<td>1C.5.b: Monitor progress toward achieving a goal, and evaluate one’s academic performance against criteria</td>
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#### Social Emotional Learning - Grades 9-12

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#### College and Career Exploration & Preparation - Grades 9-12

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<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C.5.a: Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families</td>
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#### Academic Behaviors - Grades 6-8

<table>
<thead>
<tr>
<th>ASCA Behavior</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-15-1: Demonstrate critical-thinking skills</td>
<td>Compare multiple perspectives when making an informed decision</td>
<td>Gather evidence and consider multiple perspectives when making an informed decision</td>
<td>Utilize research skills to gather evidence and apply the decision-making process to academic tasks</td>
</tr>
<tr>
<td>D-15-2: Demonstrate creativity</td>
<td>Explore your talents and imagination to generate ideas</td>
<td>Explore and practice using talents and imagination to generate ideas and complete tasks</td>
<td>Apply talents and imagination to generate ideas and complete tasks</td>
</tr>
<tr>
<td>D-15-3: Use time-management, organizational, and study skills</td>
<td>Investigate and practice study, organizational, and time-management skills</td>
<td>Demonstrate study, organizational, and time-management skills</td>
<td>Evaluate effectiveness of one’s own study skills, organization, and time management</td>
</tr>
<tr>
<td>D-15-5: Apply media and technology skills</td>
<td>Utilizes a variety of media and technology to gather information and communicate effectively regarding postsecondary planning</td>
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<td>Gather information from various media and technology sources to identify problems and potential solutions in the postsecondary planning process</td>
</tr>
<tr>
<td>D-15-4: Apply self-motivation and self-direction to learning</td>
<td>Develop and practice a self-management system to promote academic success</td>
<td>Engage in organizational, self-motivation, and goal-setting skills to work independently</td>
<td>Consistently apply a self-management system to promote academic success</td>
</tr>
</tbody>
</table>
# Maps Revisited

<table>
<thead>
<tr>
<th>Unit 1: Be the Best Student</th>
<th>Unit 2: Team Member Contributor</th>
<th>Unit 3: Investigate My Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-Spt</td>
<td>Oct-Dec</td>
<td>Fall-Winter</td>
</tr>
<tr>
<td>Experiences</td>
<td>Self-Assessment</td>
<td>IMPACTED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Template** for exemplars

<table>
<thead>
<tr>
<th>Counseling Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>Timeframe</td>
</tr>
<tr>
<td>Minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (xx minutes) Add Description</td>
</tr>
<tr>
<td>2. (xx minutes) Add Description</td>
</tr>
<tr>
<td>3. (xx minutes) Add Description</td>
</tr>
</tbody>
</table>

**GOAL 2025**

**Maps & Templates**
Getting to the Curriculum Site & Reading the Curriculum Map

Implementation Expectations for 2019-2020

1. All counselors implement the approved ILP tool (SchoolLinks) with students.
   - Each student in Grades 6-10 creates an ILP within SchoolLinks.
   - Students in Grades 8-11 plan, select, and register for courses within SchoolLinks.

2. All counselors implement the approved curriculum from D203 curriculum maps.
   - Each counselor delivers whole group lessons with students in Grades 6-10.
   - Each counselor delivers individual student course counseling sessions with students in Grades 6-10.

3. All counselors analyze Grades 6-10 ABC (Attendance, Behavior, Course Grades) Report student data and use these data to inform service delivery.
   - Each Grades 9-12 counselor reviews data on a monthly basis.
   - Each Grades 6-8 counselor reviews data mid-trimester and at the end of each trimester.

Curriculum Overview

Trimester 1

- Grade 6
- Grade 7
- Grade 8

Trimester 2

- Coming Soon

Trimester 3

- Coming Soon
Here goes something...
Future Ready Students:
Utilizing a Comprehensive Counseling Program to Build College & Career Readiness

Questions?

Naperville Community School District 203

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