Eastern Lebanon County School District

Comprehensive K-12 Counseling Program

June 2011

Mission Statement

The mission of Eastern Lebanon County School District school counseling department is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. School counselors assist all students in acquiring the skills needed to successfully meet the challenges and responsibilities of the future.

Philosophy and Rationale

The Eastern Lebanon County School District believes that the counseling program is an essential part to the overall education process. Growth and learning are developmental and therefore the counseling program must be developmental in nature and reach every student in the district. Effective school counseling programs are a collaborative effort between the professional school counselor, parents and other educators to create an environment that promotes student achievement. Staff and professional school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access for all students to participate fully in the educational process.

As counselors in Eastern Lebanon County School District we believe:
 * All students have dignity and worth
 * All students have the capacity to learn and be successful
 * All students are entitled to a safe, caring, and supportive environment prepared and overseen by nurturing professionals
 * All students have the right to participate in the school counseling program
 * All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program
 * All students have access to a full-time, state-certified, master's-degree-level school counselor to deliver the counseling program

And that the school counseling program should:
 * Be based on specific goals and developmental student competencies for all students
 * Use data to drive program development and evaluation
 * Engage students in classroom, group and/or individual activities to enhance student learning

And that all school counselors:
 * Abide by the professional school counseling ethics as advocated by the American School Counselor Association
 * Shall participate in professional development activities essential to maintaining a quality school counseling program

Benefits

When the comprehensive school counseling program is implemented in the schools the following benefits are possible.

For Students:

* Focuses on all students
* Enhances students' academic performance
* Centers on students' needs
* Seeks students' input
* Encourages more interaction among students
* Provides a developmental and preventative focus
* Promotes knowledge and assistance in career exploration and development
* Enhances life-coping skills
* Develops decision-making skills
* Increases knowledge of self and others
* Broadens knowledge of our changing work world
* Increases opportunities for professional school counselor-student interaction
* Develops a system of long-range planning for students

For Parents:

* Enhances students' academic performance
* Encourages the input of parents/guardians
* Encourages outreach to all parents/guardians
* Provides support for parents/guardians regarding each child's educational development
* Increases opportunities for parent/professional school counselor interaction
* Provides parents/guardians information about available resources
* Assures parents/guardians that all children will receive support from the guidance program

For Teachers:

* Contributes to a team effort to enhance students' academic performance
* Provides relevant guidance curriculum ideas
* Encourages teachers' input
* Establishes the professional school counselor as a resource/consultant
* Encourages positive, collaborative working relationships
* Defines the role of professional school counselors as educators

For the Community:

- Encourages input from business, industry, labor, and other community partners
- Provides increased opportunities for collaboration among professional school counselors and business, industry, labor, and other community partners
- Enhances the role of the professional school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners to actively participate in the total school program
- Enhances students' academic performance
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

For the Board of Education:

- Enhances students' academic performance
- Encourages greater school-community interaction
- Provides a rationale for including a comprehensive counseling program in a school system
- Provides a basis for determining funding allocations
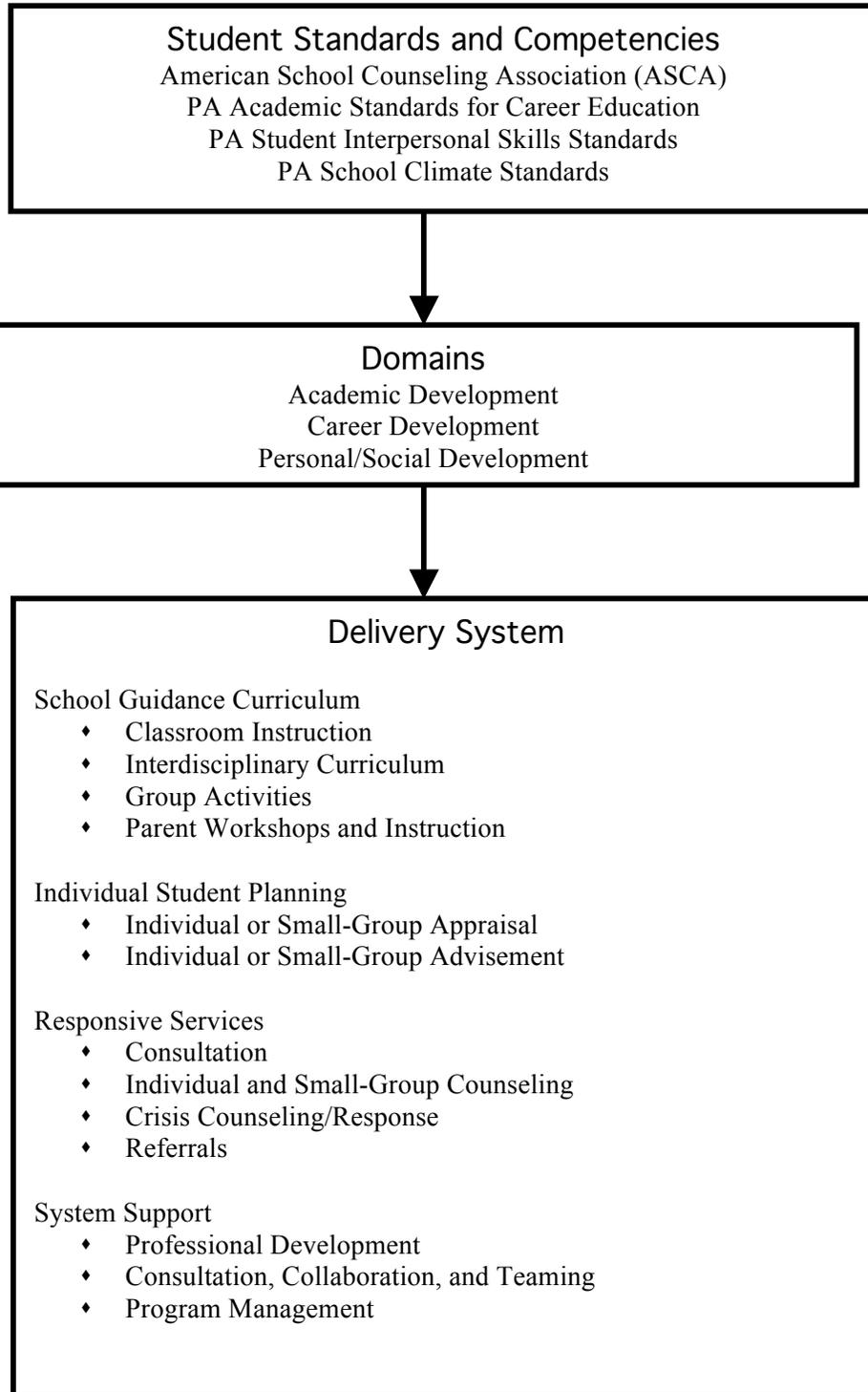- Provides ongoing data relative to the attainment of student competencies through the comprehensive guidance program

For Administrators:

- Enhances students' academic performance
- Provides a clearly defined role and job description for professional school counselors
- Provides a way to supervise and evaluate professional school counselors
- Encourages administrative input and involvement
- Provides structure for the comprehensive guidance program
- Provides a means of accountability through program evaluation
- Enhances the image of the comprehensive guidance program in the community
- Promotes the professional school counselor as a resource/consultant

For Professional School Counselors:

- Provides clearly defined roles
- Offers the opportunity to reach all students
- Provides a tool for program management and evaluation
- Outlines clearly defined responsibilities for helping students master guidance competencies
- Enhances student academic performance
- Changes the focus of counseling and guidance to a program model rather than an individual job description

Program foundation

Student Standards and Competencies
American School Counseling Association (ASCA)
PA Academic Standards for Career Education
PA Student Interpersonal Skills Standards
PA School Climate Standards

Domains
Academic Development
Career Development
Personal/Social Development

Delivery System

School Guidance Curriculum
- Classroom Instruction
- Interdisciplinary Curriculum
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning
- Individual or Small-Group Appraisal
- Individual or Small-Group Advisement

Responsive Services
- Consultation
- Individual and Small-Group Counseling
- Crisis Counseling/Response
- Referrals

System Support
- Professional Development
- Consultation, Collaboration, and Teaming
- Program Management

Standards and Competencies

Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competencies are specific expectations that students achieve in the content standard areas within the academic, career, and personal/social domains.

Indicators describe the specific knowledge, skills, or abilities that individuals demonstrate to meet a specific competency.

The ASCA National Standards, including the competencies and indicators is included in Appendix A.

The PA Academic Standards for Career Education is included in Appendix B.

The PA Student Interpersonal Skills Standards is included in Appendix C.

The PA School Climate Standards is include in Appendix D.

Domains

Domains are broad developmental areas including standards and competencies and promote behaviors that enhance learning for all students. The three broad and interrelated domains of student development are:
- Academic development – Learning to Learn
- Career development – Learning to Work
- Personal/Social development – Learning to Live

Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are composed of specific knowledge, attitudes, and skills.

Delivery System

Guidance Curriculum

Guidance Curriculum is one area of the delivery system that reaches all students. It consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors, and delivered,

as appropriate, by school counselors and other educators. Guidance curriculum includes structured developmental experiences presented systematically through classroom and group activities. The curriculum is organized around the three domains: academic, career, and personal/social.

The Eastern Lebanon County School District Guidance Curriculum is included in the next section.

Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. This component includes counseling and guidance activities to assist all students to plan, monitor, and manage their own learning experiences as well as their career and personal development. School counselors help make the transition from school to school, school to work, or school to higher education. These activities are generally delivered on an individual basis or by working with individuals in small groups. Individual planning emphasizes test interpretation, informal counseling, educational counseling, and career planning.

Responsive Services

The responsive services component of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs require counseling, consultation with parents, teachers, or other specialists, or referral.

Individual Counseling - Professional school counselors provide individual counseling for students who are experiencing educational difficulties, personal concerns, or normal developmental tasks. Individual counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken.
Small-Group Counseling - Professional school counselors provide small-group counseling to students who need and will benefit from a small-group setting to address their needs and concerns. Interventions may take the form of short-term issue groups or crisis intervention groups that deal with such topics as social skills, anger management, relationship issues, grief issues, and study skills.
Consultation - Consultation is an interactive process that professional school counselors provide to help parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.
Referral - Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, and/or social services.

System Support

System support consists of management activities that establish, maintain, and enhance the total school counseling program.

Professional Development – School counselors are regularly involved in updating and sharing their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Consultation, Collaboration, and Teaming - Professional school counselors consult with teachers and other staff members in order to provide information and receive feedback on the emerging needs of students. Activities also include community outreach designed to help counselors become more knowledgeable about community resources, referral agencies, employment opportunities, and local labor market information. Counselors also serve on district committees.

Program Management – This includes the planning and management tasks needed to support activities conducted in the school counseling program. Such activities might include conducting time/task analyses, developing a yearly calendar of activities, developing a yearly budget, writing reports regarding the comprehensive guidance program, establishing priorities for the year, and identifying resources needed to implement the program.

Appendix A

ASCA National Standards

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept
> A:A1.1 Articulate feelings of competence and confidence as learners
> A:A1.2 Display a positive interest in learning
> A:A1.3 Take pride in work and achievement
> A:A1.4 Accept mistakes as essential to the learning process
> A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
> A:A2.1 Apply time-management and task-management skills
> A:A2.2 Demonstrate how effort and persistence positively affect learning
> A:A2.3 Use communications skills to know when and how to ask for help when needed
> A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success
> A:A3.1 Take responsibility for their actions
> A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
> A:A3.3 Develop a broad range of interests and abilities
> A:A3.4 Demonstrate dependability, productivity and initiative
> A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning
> A:B1.1 Demonstrate the motivation to achieve individual potential
> A:B1.2 Learn and apply critical-thinking skills
> A:B1.3 Apply the study skills necessary for academic success at each level
> A:B1.4 Seek information and support from faculty, staff, family and peers
> A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.6 Learn how to write a résumé
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn to use the Internet to access career-planning information
C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
C:B2.4 Select course work that is related to career interests
C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals
      C:C1.1 Understand the relationship between educational achievement and career success
      C:C1.2 Explain how work can help to achieve personal success and satisfaction
      C:C1.3 Identify personal preferences and interests influencing career choice and success
      C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
      C:C1.5 Describe the effect of work on lifestyle
      C:C1.6 Understand the importance of equity and access in career choice
      C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
      C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
      C:C2.2 Learn how to use conflict management skills with peers and adults
      C:C2.3 Learn to work cooperatively with others as a team member
      C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge
      PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
      PS:A1.2 Identify values, attitudes and beliefs
      PS:A1.3 Learn the goal-setting process
      PS:A1.4 Understand change is a part of growth
      PS:A1.5 Identify and express feelings
      PS:A1.6 Distinguish between appropriate and inappropriate behavior
      PS:A1.7 Recognize personal boundaries, rights and privacy needs
      PS:A1.8 Understand the need for self-control and how to practice it
      PS:A1.9 Demonstrate cooperative behavior in groups
      PS:A1.10 Identify personal strengths and assets
      PS:A1.11 Identify and discuss changing personal and social roles
      PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills
      PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events

Appendix B

PA Academic Standards for Career Education

Standard Area – 13.1: Career Awareness and Preparation

Grade Level – 13.1.3: Grade 3

13.1.3.A: Recognize that individuals have unique interests.

13.1.3.B: Identify current personal interests.

13.1.3.C: Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.

13.1.3.D: Identify the range of jobs available in the community

13.1.3.E: Describe the work done by school personnel and other individuals in the community

13.1.3.F: Explore how people prepare for careers.

13.1.3.G: Explain why education and training plans are important to careers.

13.1.3.H: Explain how workers in their careers use what is learned in the classroom.

Grade Level 13.1.5: Grade 5

13.1.5.A: Describe the impact of individual interests and abilities on career choices.

13.1.5.B: Describe the impact of personal interest and abilities on career choices.

13.1.5.C: Relate the impact of change to both traditional and nontraditional careers.

13.1.5.D: Describe the range of career training programs in the community such as, but not limited to:

- Two-and-four year colleges
- Career and technical education programs at centers (formerly AVTS) and high schools
- CareerLinks
- Community/recreation centers
- Faith-based organizations
- Local industry training centers
- Military
- Registered apprenticeship
- Vocational rehabilitation centers
- Web-based training

13.1.5.E: Describe the factors that influence career choices, such as, but not limited to: Geographic location

- Job description
- Salaries/benefits
- Work schedule
- Working conditions

13.1.5.F: Investigate people's rationale for making career choices.

13.1.5.G: Identify the components of a career plan, such as, but not limited to:
- ⬩ Beginnings of career portfolio
- ⬩ Career goals
- ⬩ Individual interests and abilities
- ⬩ Training/education requirements and costs

13.1.5.H: Connect personal interests and abilities and academic strengths to personal career options.

Grade Level – 13.1.8: Grade 8

13.1.8.A: Relate careers to individual interests, abilities, and aptitudes.

13.1.8.B: Relate careers to personal interests, abilities and aptitudes.

13.1.8.C: Explain how both traditional and nontraditional careers offer or hinder career opportunities.

13.1.8.D: Explain the relationship of career training programs to employment opportunities.

13.1.8.E: Analyze the economic factors that impact employment opportunities, such as, but not limited to:
- ⬩ Competition
- ⬩ Geographic location
- ⬩ Global influences
- ⬩ Job growth
- ⬩ Job openings
- ⬩ Labor supply
- ⬩ Potential advancement
- ⬩ Potential earnings
- ⬩ Salaries/benefits
- ⬩ Unemployment

13.1.8.F: Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

13.1.8.G: Create an individualized career plan including, such as, but not limited to:
- ⬩ Assessment and continued development of career portfolio
- ⬩ Career goals
- ⬩ Cluster/pathway opportunities Individual interests and abilities
- ⬩ Training/education requirements and financing

13.1.8.H: Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.

Grade Level: 13.1.11: Grade 11

13.1.11.A: Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D: Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:

- Career days
- Career portfolio
- Community service
- Cooperative education
- Graduation/senior project
- Internship
- Job shadowing
- Part-time employment
- Registered apprenticeship
- School-based enterprise

13.1.11.E: Justify the selection of a career.

13.1.11.F: Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:

- Associate degree
- Baccalaureate degree
- Certificate/licensure
- Entrepreneurship
- Immediate part/full time employment
- Industry training
- Military training
- Professional degree
- Registered apprenticeship
- Tech Prep
- Vocational rehabilitation centers

13.1.11.G: Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H: Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Standard Area – 13.2: Career Acquisition (Getting a Job)

Grade Level – 13.2.3: Grade 3

13.2.3.A: Identify appropriate speaking and listening techniques used in conversation.

13.2.3.B: Discuss resources available in researching job opportunities, such as, but not limited to:

- Internet
- Magazines
- Newspapers

13.2.3.C: Compose a personal letter.

13.2.3.D: Identify the importance of developing a plan for the future.

13.2.3.E: Discuss the importance of the essential workplace skills, such as, but not limited to:

- Dependability
- Health/safety
- Team building
- Technology

Grade Level – 13.2.5: Grade 5

13.2.5.A: Apply appropriate speaking and listening techniques used in conversation.

13.2.5.B: Identify and review resources available in researching job opportunities, such as, but not limited to:

- Internet
- Magazines
- Newspapers

13.2.5.C: Compose and compare a business and a personal letter.

13.2.5.D: Identify individualized career portfolio components, such as, but not limited to:

- Achievements
- Awards/recognitions
- Career exploration results
- Career plans
- Community service involvement/projects
- Interests/hobbies
- Personal career goals
- Selected school work
- Self inventories

13.2.5.E: Apply to daily activities, the essential workplace skills, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Personal initiative
- Scheduling/time management
- Team building
- Technical literacy
- Technology

Grade Level – 13.2.8: Grade 8

13.2.8.A: Identify effective speaking and listening skills used in a job interview.

13.2.8.B: Evaluate resources available in researching job opportunities, such as, but not limited to:

- CareerLinks
- Internet (i.e. O*NET)
- Networking

- Newspapers
- Professional associations
- Resource books (that is Occupational Outlook Handbook, PA Career Guide)

13.2.8.C: Prepare a draft of career acquisition documents, such as, but not limited to:
- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Request for letter of recommendation
- Resume

13.2.8.D: Develop an individualized career portfolio including components, such as, but not limited to:
- Achievements
- Awards/recognitions
- Career exploration results
- Career plans
- Community service involvement/projects
- Interests/hobbies
- Personal career goals
- Selected school work
- Self inventories

13.2.8.E: Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

Grade Level – 13.2.11: Grade 11

13.2.11.A: Apply effective speaking and listening skills used in a job interview.

13.2.11.B: Apply research skills in searching for a job.
- CareerLinks
- Internet (i.e. O*NET)
- Networking
- Newspapers
- Professional associations

- Resource books (that is Occupational Outlook Handbook, PA Career Guide)

13.2.11.C: Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:
- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Postsecondary education/training applications
- Request for letter of recommendation
- Resume

13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E: Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

Standard Area – 13.3: Career Retention and Advancement

Grade Level – 13.3.3: Grade 3

13.3.3.A: Identify attitudes and work habits that contribute to success at home and school.

13.3.3.B: Identify how to cooperate at both home and school.

13.3.3.C: Explain effective group interaction terms, such as, but not limited to:
- Compliment
- Cooperate
- Encourage
- Participate

13.3.3.D: Explain how money is used.

13.3.3.E: Discuss how time is used at both home and school.

13.3.3.F: Identify the changes in family and friend's roles at home, at school and in the community.

13.3.3.G: Define and describe the importance of lifelong learning.

Grade Level – 13.3.5: Grade 5

13.3.5.A: Explain how student attitudes and work habits transfer from the home and school to the workplace.

13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task.

13.3.5.C: Identify effective group interaction strategies, such as, but not limited to:

⬥ Building consensus
⬥ Communicating effectively
⬥ Establishing ground rules
⬥ Listening to others

13.3.5.D: Explain budgeting.

13.3.5.E: Develop a personal schedule based on activities and responsibilities at both home and school.

13.3.5.F: Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.

13.3.5.G: Describe how personal interests and abilities impact lifelong learning.

Grade Level – 13.3.8: Grade 8

13.3.8.A: Determine attitudes and work habits that support career retention and advancement.

13.3.8.B: Analyze the role of each participant's contribution in a team setting

13.3.8.C: Explain and demonstrate conflict resolution skills:

⬥ Constructive criticism
⬥ Group dynamics
⬥ Managing/leadership
⬥ Mediation
⬥ Negotiation
⬥ Problem solving

13.3.8.D: Analyze budgets and pay statements, such as, but not limited to:

⬥ Charitable contributions
⬥ Expenses
⬥ Gross pay
⬥ Net pay
⬥ Other income
⬥ Savings
⬥ Taxes

13.3.8.E: Identify and apply time management strategies as they relate to both personal and work situations.

13.3.8.F: Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.

13.3.8.G: Identify formal and informal lifelong learning opportunities that support career retention and advancement.

Grade Level – 13.3.11: Grade 11

13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques:
- Clarifying
- Encouraging
- Reflecting
- Restating
- Summarizing

13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace:
- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

13.3.11.D: Develop a personal budget based on career choice, such as, but not limited to:
- Charitable contributions
- Fixed/variable expenses
- Gross pay
- Net pay
- Other income
- Savings
- Taxes

13.3.11.E: Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F: Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement.

Standard Area – 13.4: Entrepreneurship

Grade Level – 13.4.3: Grade 3

13.4.3.A: Define entrepreneurship.

13.4.3.B: Describe the character traits of successful entrepreneurs, such as, but not limited to:
- Adaptability
- Creative thinking
- Ethical behavior
- Leadership
- Positive attitude
- Risk-taking

13.4.3.C: Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:
- Bake sale
- Crafts
- Lemonade stand
- Pet care

Grade Level – 13.4.5: Grade 5
13.4.5.A: Identify the risks and rewards of entrepreneurship.
13.4.5.B: Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
13.4.5.C: Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:
- Marketing
- Production
- Research and development
- Selection of goods and services

Grade Level – 13.4.8: Grade 8
13.4.8.A: Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:
- Benefits
- Job security
- Operating costs
- Wages

13.4.8.B: Evaluate how entrepreneurial character traits influence career opportunities.
13.4.8.C: Identify and describe the basic components of a business plan, such as, but not limited to:
- Business idea
- Competitive analysis
- Daily operations
- Finances/budget
- Marketing
- Productive resources (human, capital, natural)
- Sales forecasting

Grade Level – 13.4.11: Grade 11
13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
13.4.11.C: Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:
- Community based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers)
- Financial institutions

- School-based career centers Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
- Venture capital