VISION STATEMENT

Every student who participates in the K-12 counseling program in Monroe Township will become aware of their strengths and interests. They will work on developing positive self-esteem and the ability to respect and get along with others. While becoming aware of opportunities in the workplace, learners will develop an understanding of how their educational program relates to their life long career goals. Students will recognize the skills and the work ethic that will make them desirable in the workplace. Students take the responsibility to use these skills information and relate them to the development of their life plan.

INTRODUCTION AND OVERVIEW

Our students today are faced with many complex personal/interpersonal, educational and career issues. It is our vision for our students to function productively in the areas of socialization, coping skills, future careers, economic stability and being a positive, contributing member of society. Comprehensive, developmental school counseling programs can produce benefits for students, schools, families, and communities. All Williamstown students will participate in classroom, group and individual counseling activities facilitated by a school counselor. The areas of academic development, personal/social development and career development will be addressed according to the appropriate developmental level.

The Williamstown School Counseling Program is designed to meet the needs of all students in our school district. It is structured to fulfill academic, personal/social, and career development needs.

As a developmental program we have shifted the focus from crisis based counseling to a sequential systematic delivery service. The Williamstown School Counseling Program:

- Involves all students
- Is based on a sequential and planned curriculum
- Is intergraded as part of the total education program
- Helps students function academically and learn more efficiently
- Prepares students to handle and cope with life transitions
- Addresses all issues in an open and sensitive manner

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

In 1996, the State of New Jersey Department of Education adopted the New Jersey Core Curriculum Content Standards. The Williamstown Developmental School Counseling Program's student goals and competencies are aligned with Cross Content Workplace Readiness Standards. These Standards include the following:

- 1. All students will develop career planning and workplace readiness skills.
- 2. All students will use technology, information and other tools.
- 3. All students will use critical thinking, decision-making, and problem-solving skills.
- 4. All students will demonstrate self-management skills.
- 5. All Students will apply safety principals.

GRADE LEVEL COUNSELING PROGRAM

ELEMENTARY COUNSELING

The elementary counseling program assists in the early identification and intervention of children's needs. By addressing the areas of personal/social issues, academic, and career awareness the program helps children better cope with transitions and life changes. Activities are organized in a way that is appropriate to students' developmental levels. Counselors also work with teachers in order to address specific problem areas. Students will begin a career portfolio, which will follow them through high school.

MIDDLE SCHOOL COUNSELING

The middle school counseling program offers a strong counseling curriculum-based program in the areas of academic advisement, career exploration, and personal/social issues. The curriculum is carried out through group guidance programs, counseling groups and individual counseling. The middle school counselors work with their students to select courses for 9th grade. By working with parents, teachers, administrators and the child study team they are able to help meet the individual educational goals of the students. The child study team, crisis counselor and outside counseling / intervention agencies provide the middle school counseling team with resources needed to help students succeed.

HIGH SCHOOL COUNSELING

High school counselors work with teachers, parents, administrators and the community to help students to become successful in grades 9-12. Counselors utilize classroom, group activities, and individual counseling to meet student needs in the areas of personal/social, academic and goal setting. Study skills, decision-making, problem solving, educational college and career planning are emphasized to prepare students for the transition to the world of work. The counselors will continue to aid the post-graduation plans, such as college or technical school admissions, entering the military or beginning an apprenticeship.

Counselors at all levels provide services such as; parent/teacher conferences, orientation programs, state testing, standardized testing and referral to outside agencies when needed.

Skill Based Career Program

All students participate in a Career Exploration and Skills Program with specific skills and activities per grade level. The counselors implement the program in the classroom and the Career Center.

Student work is kept in the students' portfolio in the Career Center and contains documentation of skills and activities, results of interest and values inventories, career and college searches and personal information.

Students have access to COIN Software and an Internet based program, Bridges.com.* Also available is One on One with the SAT. A booklet is provided to each entering freshman with information preparing students for entrance to college, with a list of websites available for college and financial aid searches.

Upon completion of our Career Program all students will have addressed the Cross Content Workplace Readiness Standards mandated by the state ASCA.

CROSS CONTENT WORKPLACE READINESS STANDARDS ADDRESSED IN HIGH SCHOOL CAREER PROGRAM

- All students will develop career planning and workplace career readiness skills by researching careers, creating a career portfolio, taking the Personality Tool Kit Inventory and by researching careers.
- All students will use technology, information and the Internet by using COIN and Bridges.com software.
- All students will use critical thinking, decision-making, and problem-solving skills by learning a thoughtful decision-making process and applying the results of inventories and searches to specific educational and career plans.
- All students will demonstrate self-management skills by discussing in small groups the importance of responsibility, punctuality, and integrity in the workplace and revising their portfolio in regards to career and college plans.
- All students will apply safety principals.

OBJECTIVES OF THE HIGH SCHOOL CAREER PROGRAM

Students will:

- Explore areas of personality and interests
- Assess skills and abilities with career interests
- Assess interests and abilities and incorporate them into future planning
- Explore occupations and career options
- Learn to use the internet to access career planning information
- Understand the importance of responsibility, dependability, punctuality, integrity, effort and getting along in the workplace
- Develop an academic career related portfolio
- Develop self-knowledge to plan for the future
- Learn to control their own decision-making

DISTRICT-WIDE SCHOOL COUNSELING SERVICES

Crisis Intervention: The Child Study Team for each school is trained in suicide assessment as well as other crisis situations. They will be contacted and immediate action will be taken. There is also a crisis counselor on call as situations arise.

Peer to Peer - High School: This is a program for freshman to make a connection with an upperclassman at the high school level to help with the transition. **Middle School:** Peer mediation and peer tutoring. **Elementary School:** Peer mediation and peer helpers.

PAC: This is the Pupil Assistance Committee who identifies at risk students and intervenes through counseling, intervention and arranging tutoring in order to change at risk behaviors. Referrals to community agencies may be made.

EPIC: This is a committee composed of psychologists to help parents learn more effective parenting techniques.

STAR: Students at Risk Program offers recommendations to teachers and parents for assistance with student's weaknesses. Often a peer tutor or helper will be recommended to assist in reinforcement and organizational skills.

Family Outreach: The Williamstown Counselors assist families in the following ways:

- Evening hours
- Parent conferences
- Referrals to community agencies
- Literature and resource materials
- Parents groups to help children prepare for GEPA

Peer Progress:

- Peer leadership
- Peer helps
- Peer mediation
- Tutoring and mentoring programs

PROFESSIONAL DEVELOPMENT

The Monroe Township Counselors receive ongoing training by attending various workshops, in-service programs, conferences, completing graduate studies and reading counseling journals and publications. Counselors are given two professional days a year and 3 in-service workshops are provided to meet the current needs. Counselors hold membership in the Gloucester County Profession Counseling Association and the New Jersey School Counselors Association.

ETHICAL STANDARDS STATEMENT

The Monroe Township School Counselors uphold and adhere to the Ethical Standards as issued by the American School Counselor Association.

DEVELOPMENTAL SCHOOL COUNSELING K-12 DEPARTMENT OBJECTIVES

Ongoing:

- Address student competencies through our K-12 written program by meeting with students individually, in small groups, large group information sessions and school wide programs.
- Support students by working with school staff, faculty, parents, Child Study Team members, crisis counselors and outside community agencies.
- Articulate with counselors between schools to help address concerns relating to 504 Plans, special education students, and at-risk students and for scheduling and testing.
- Adhere to National Standards for School Counseling Programs and Ethical Standards as set forth by the American School Counselor Association.
- Collaborate with counseling team members to ensure sequential follow-through of student goals and competencies.
- Incorporate the New Jersey Cross Content Workplace Readiness Standards in our programs through individual counseling / small group counseling / large group information sessions and district-wide progress.
- Participate in ongoing professional development through district workshops, county-in-services, monthly county counselor meetings, and outside professional workshops.
- Increase participation and awareness of character education
- Continue career education programming through school to career classes, individual counseling, group counseling and the career center.
- Provide awareness and understanding of diversity issues for students and staff.

Goal 2001 – 2002

- To learn and improve counseling techniques that will allow students to grow personally / socially and academically.
- To continue improving career awareness and exploration through various activities offered at the elementary, middle school and high school level.
- Provide elementary counselors with access to and use of computer programs.
- Provide staff with in-service and skills for administering standardized tests.

Scope & Sequence

The K-12 Counseling Program services all students in the district. The Monroe Township K-12 counseling staff has determined skill areas for each grade level. These areas are related to educational development, career development and personal, social and emotional development.

Each topic is identified according to the key below:

A = Academic

P/S = Personal/Social

C = Career

More high school information may be found on our website at www.monroetwp.k12.nj.us/hs/whsmain.httm (click on guidance).

Specific lesson plans are included in the Lesson Notebook in each school.

MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY

Elementary Calendar School Counseling Curriculum



Time of Year	K-2	3-5	ONGOING K-5
September October November	Guidance Orientation P/S Self Esteem P/S Character Education P/S, A,	Guidance Orientation P/S Self Esteem, Self Awareness P/S, C Character Education P/S	Self Esteem P/S Self Awareness P/S, A Character Education P/S, A, C
December January February	Diversity P/S Friendship P/S Conflict Resolution P/S, A	Character Education P/S, A,C Conflict Resolution P/S, A Peer Relationships P/S, A	Conflict Resolution P/S, A Anger Management P/S, A Coping with Divorce, Separation in families, Coping with Grief P/S
March April May June	Test Taking Skills A Terra Nova Testing A Career Awareness C Transitions P/S, A	Test Taking Skills A Terra Nova Testing A ESPA Testing - Grade 4 A Career Awareness C Transitions P/S, A	Organization and Study Skills A Transitions: Grade Levels, Relocating P/S, A

MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY

Middle School Calendar School Counseling Curriculum

TOPIC BY GRADE	

Time of	6	7	8	
Year		,	G	
	Transition / Orientation P/S, A, C	Orientation, Transition and Academic Responsibilities P/S	Orientation P/S, A	
Sept./	Organizational and Study Skills A	Study Skills and Leaning Strategy	Career Awareness The Academies at GCIT A, C	
Oct./	Sexual Harassment P/S	A A	The Academy Program At WHS A,C	
Nov.	Setting Goals P/S, A,C	Study Skills and Learning Strategy A	Respecting Others and Resolving Conflict P/S	
	Decision Making Skills	Dealing with Conflict/ Harassment	Test Taking Skills / Anxiety (GEPA)	
Dec. /	P/S, A, C	P/S	A	
Jan.	Peer Pressure / Self Awareness Coping Skills (How Behavior Affects P/S Others)		High School Orientation P/S, A, C	
		P/S	High School Scheduling A	
Feb. /	Analyzing Skills and Interests for Careers P/S	Making Effective Decisions and Problem Solving P/S	Coin Program	
April	Test Taking Skills A How Behavior Affects Others and Harassment P/S	Test Taking Skills	Assertiveness P/S	
	Terra Nova Testing	Terra Nova Testing	Harassment P/S	
May – June	Self Esteem P/S, A	Time Management A	Transition Issues to Grade 9 P/S, A, C	
Ongoing	Individual Counseling	School to Careers 6 weeks Cycle Course for All Students – Five days a week Individual Counseling	Individual Counseling	

MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY

High School Calendar School Counseling Curriculum

Time of Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Sept./	Transition Orientation / Goal Setting P/S, A	Review Educational Plan / Goals A, C	Review Educational Plan / Goals A, C	Records Check A Review Educational Plan and Goals A, C
Nov.	Scheduling Revision A, C	Scheduling Revision A, C	Scheduling Revision A, C	Senior Year Procedure/ College Planning A, C
	Study Skills A	PSAT A	PSAT A	College Fair A, C
	Records Check	Records Check A Personality Kit C	Records Check A COIN – College Search A,C	College Application A, C
Dec. /	Introductory Bridges Lesson C	Bridges Lesson	Bridges Lesson	Career Procedures
Jan.	Self-Awareness P/S	Interpret PSAT / SAT Results	Interpret PSAT / SAT Results	College Searches as Needed / Financial Aid A
Feb. / March /	Educational Planning Goal Setting	Educational Planning Goal Setting	Educational Planning Goal Setting	Final College Choice
April / May	A, C Test Taking Terra Nova	A, C Test Taking Terra Nova	A, C Test Taking / HSPA A Resume Writing AC	A, C Senior Intentions C Graduation / Attendance A
	T .	Ti di		

End of year Responsibilities

Motivational Counseling – P/S, A Social Skills – P/S Decision Making – P/S, A, C

ONGOING: Anger Management - P/S

June

STUDENT GOALS AND COMPETENCIES

STUDENT GOALS AND COMPETENCIES

Specific counseling program goals and student competencies in the areas of academic, personal / social, and career development are listed sequentially from grades K-12. An asterisk (*) indicates New Jersey Core Curriculum Content Standards with reference to the specific Workplace Readiness Standard number and the specific Progress Indicator.

ELEMENTARY SCHOOL

ACADEMIC GOALS

Learning Effective Study Skills

K-2

Describe the tools needed to do school work.

* Describe plans to do school assignments (3.15, 4.10).

Learn the importance of self-control, listening, following directions, and asking questions in the learning process.

Tell why listening is important in learning.

Describe what a good listener does.

3-5

Practice self-control, listening, following directions, and asking questions in the learning process.

Recognize the importance of writing down and completing assignments.

Learn test taking skills.

- * Identify how to manage time effectively (4.9).
- * Discuss the importance of maintaining a balance between study time and extra curricular activities (4.9).

Setting Goals

K-2

- * Describe how students see themselves in the future (1.2).
- * Describe a goal (4.1).
- * Describe the differences between a short and long term goal (4.1).
- * Learn to work cooperatively in a group (1.1).

3-5

- * Learn to work cooperatively in a group as well as independently (1.1).
- * Recognize goals students have already achieved (4.3).
- * Learn to set short term and long term goals (4.1).
- * Utilize learning both in and out of school to achieve goals (4.1).
- * Recognize attitudes and behaviors that lead to successful learning (1.1).
- * Understand the concepts of dependability, productivity, and initiative (1.1).

PERSONAL AND SOCIAL GOALS

Self Awareness

K - 2

Learn coping skills for managing loss.

Describe their appearances.

Recognize special personal traits and positive attributes.

- * Identify career interest, abilities, and skills (1.3).
- * Evaluate their own actions and accomplishments (4.3). Begin to understand the concept of self-esteem. Describe ways they are different from others.

Self-Awareness

3-5

* Recognize changes that have occurred in their lives and coping skills needed for transition. Learn techniques for managing stress (4.3).

Recognize special personal traits and positive attributes in self and others.

Define "values" and describe their own.

Discuss how self-esteem affects performance.

Specify personal characteristics they value.

Identify personal strengths and weaknesses.

Describe and apply techniques for managing stress.

Develop coping skills for managing loss.

Learn how to cope with peer pressure.

Respecting Others

K-2

Learn assertiveness skills for self-protection and advocacy.

- * Describe ways people are different (4.6).
- * Recognize special or unique characteristics about others (4.6).
- * Recognize commonalities and uniqueness in themselves and others (4.6). Become aware of their cultural identity. Foster awareness of people with disabilities.
- * Describe what they like about other people (4.6). Learn differences between appropriate and inappropriate physical contact. Identify behavior that is hurtful to others.

3-5

Describe and practice assertiveness skills for self-protection and advocacy.

- * Appreciate differences in others (4.6).
- * Specify personal characteristics they value in others (4.6).

 Demonstrate knowledge of the differences between appropriate and inappropriate physical contact.
 - Foster sensitivity toward people with disabilities.
- * Recognize cultural difference in themselves and others and describe ways to appreciate these differences (4.6).
 - Recognize forms of harassment and impact on others.

Gaining Responsibility and Resolving Conflicts

K-2

- * Learn basic social problem solving and decision making skills (3.1).
- * Describe cooperation (3.1).
- * Name helping adults and know when to ask for help (3.4).

Describe their play relationships.

Describe feelings they have in various situations.

Recognize how their actions effect others.

Describe the process of making and keeping a friend (1.1).

* Describe why listening is important.

Foster active listening skills.

Understand the importance of responsibility in school.

Demonstrate knowledge of personal information (i.e. telephone number, home address and emergency contact).

3-5

- * Learn social problem solving and decision making skills (3.1).
- * Describe ways to express feelings and get attention in a socially acceptable manner (1.1).

Reinforce active listening skills and their importance in communication.

- * Understand the concept of choices and their consequences in themselves and others (3.9).
- * Identify helping adults and when to ask for help. (3.4).

Discuss the responsibilities of students in the school environment.

- * Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (1.1).
- * Utilize time and task management skills. (4.9).

Making Effective Decisions and Problem Solving

K-2

- * Describe choices and decisions they make at school (3.1).
- * Describe choices and decisions they make by themselves (3.1).

Recognize why some choices are made for them.

- * Recognize that decisions and choices have consequences (3.14).
- * Learn effective problem solving and decision making skills to make safe and healthy choices (3.12).

Learn about emotional and physical dangers of substance use and abuse.

- * Develop a decision making process (3.1, 3.3). Understand that there are positive and negative consequences for their choices.
- * Apply effective problem solving and decision making skills to make safe and healthy choices (3.12).
- * Understand and utilize decision-making and problem solving skills (3.1, 3.2). Recognize the emotional and physical dangers of substance use and abuse.

CAREER GOALS

Forming a Career Identity

K-2

- * Define work and understand why people work (1.1).
- * Realize that interests and choices may change (1.3).
- * Realize that people are influenced by interests and abilities (1.3).
- * Describe tools and clothing associated with various occupations (1.1).

3-5

- * Recognize relationship between short-term and long-term goals in the career planning process (4.1).
- * Identify interests abilities as they relate to various occupations (1.2).
- * Understand how being successful at school relates to their occupational choices (1.6, 1.7).

Analyzing Skills and Interests

K-2

- * Recognize activities that interest them (1.3).
- * Identify skills they have (1.3).
- * Identify skills needed for various occupations (1.2, 1.3)

3-5

- * Identify skills needed for various occupations (1.2, 1.3).
- * Recognize relationship between personal skills and interests (1.2).
- * Recognize importance of school in developing skills and interest (1.7).
- * Learn how to interact and work cooperatively in teams (4.2).
- * Recognize various ways of developing skills and interests (3.14).

MIDDLE SCHOOL

ACADEMIC GOALS

Learning Effective Study Skills

- * Describe test taking skills for different types of tests (4.10).
- * Identify develop and maintain a balance between study time and extra-curricular activities (4.9, 4.10).
 - Describe and discuss different ways, which students learn.
- * Ask for academic assistance from teachers or peers (3.4).
- * Recognize importance of self-control, listening, following directions, and asking questions in the learning process (4.9, 4.10).

Identify study skills that will enable academic success.

Identify and implement learning various styles to be used in and out of the school environment.

Setting Goals

Identify attitudes and behaviors that lead to successful learning. Demonstrate how effort and persistence positively affect learning.

Display a positive interest in learning.

* Practice working cooperatively in a group as well as independently (1.1). Develop a tentative four-year educational plan.

Become familiar with various academic programs (GCIT and WHS).

PERSONAL AND SOCIAL GOALS

Gaining Responsibility and Resolving Conflicts

Identify situations requiring peer support and those requiring adult assistance.

- * Develop time-management skills (4.0).
- * Utilize social problem solving and decision making skills (3.1).
- * Utilize time and task management skills (4.9).
- * Discuss the importance of responsibility, dependability, punctuality, integrity and effort in the workplace (1.1).

Analyze how conflict resolution skills improve relationships with others.

Evaluate how listening and talking accurately help solve problems.

Discuss the responsibilities of students in the school environment.

Respecting Others

- * Evaluate the effect of a students' behavior on others (1.1)
- * Recognize differences and similarities in others (4.6)
- * Describe the differences of other cultures (4.6)
- * Understand impact of racism and intolerance and their harmful effects (4.6). Understand legal issues related to harassment and discrimination.
- * Compare and discuss different personalities (4.3). Learn differences between appropriate and inappropriate physical contact. Identify behavior that is harmful to others.
 - Recognize forms of harassment and impact on others.

Making Effective Decisions and Problem Solving

Describe and discuss various situations when their behavior affects others.

- * Provide examples of how past decisions have affected present actions (3.11).
- * Identify and implement decision-making skills that enable safe and healthy choices to be made when solving a problem (3.12).

Discuss the emotional impact and physical changes peer pressure can have on students, especially peer pressure relating to substance use and abuse.

Develop and implement coping skills.

PERSONAL AND SOCIAL GOALS

Self Awareness

- * Examine how abilities change and how they can be expanded (4.1).
- * Identify characteristics, abilities and strengths (1.3).

 Define and discuss self-esteem and how it affects performance.

 Explore how thoughts and feeling affect life choices / decisions.

 Practice coping skills for managing stress.

 Apply techniques for managing stress.

 Identify their strengths and weaknesses.

CAREER GOALS

Forming a Career Identity

Monroe Township students will:

- * Continue to add to their career-planning portfolio 1.3,2.5.
- * Explore various careers of interest (1.2).
- * Recognizing skills needed for the world of work (1.3).
- * Identify ways in which social and personal relationships affect employment (1.2).
- * Identify learning behaviors and attitudes that may be important both in school and on the job (from school to career) (1.7).
- * Learn about various jobs that make up specific career clusters (1.5).
- * Develop problem-solving skills to be used on the job (1.1, 1.2)
- * Examine obstacles to decision making (3.1).
- * Identify career opportunities in various geographic areas in the United States (1.9).
- * Recognize the effects of male/female roles on career choices (4.6).
- * Develop a program of study directed toward career goals (1.4).
- * Demonstrate knowledge of how to use occupational information sources such as: Dictionary of Occupational Titles, Guide to Occupations Exploration, Occupations Outlook, Handbook, Occupational Outlook Quarterly and WCIS Publications (3.4) or (3.5).

Analyzing Skills and Interests

- * Recognize why people choose certain work activities and that career paths may change (1.7).
- * Describe present skills and look at future opportunities (1.3, 1.9). Analyze various methods of monitoring their programs toward a goal.
- * Exploring various reasons why people seek employment at different times in their lives. (1.3) (1.4) (1.5)
- * Completing an interest inventory appropriate for their age and grade level (1.4). Identify school and community resources which provide career information.

HIGH SCHOOL ACADEMIC GOALS

Learning Effective Study Skills

- * Evaluate appropriateness of educational goals (1.6). Evaluate study habits ad appropriate changes (4.3).
- * Stress liste4ning, following directions and asking questions in the learning process (4.10).
- * Maintain balance between study / extracurricular activities / job (4.9).
- * Determine appropriateness of current educational goals (4.3).
- * Encourage extra curricular activities and community service to enhance school experience (3.12).
- * Enable students to maintain self-control in the educational setting (4.2). Advocate for reasonable accommodations to address special needs. Use test taking skill strategies appropriately. Understand learning style and use knowledge appropriately.

Setting Goals

- * Evaluate future educational / career goals (1.6, 4.3).
- * Read and interpret high school transcripts and recognize importance of permanent records (3.12).

Draw on past successes and use these to gear toward future success (4.3).

Utilize community resources to reach educational goals (3.4).

Explore post- secondary educational / career information (1.3).

* Contact post-secondary educational and technical institution and visit the job market (1.8).

Demonstrate the ability to work cooperatively in a group as well as independently (1.1).

Plan for transition to post-secondary education / training / workplace (1.7, 1.8).

Build and maintain relationships with people or agencies that support them.

Incorporate dependability, productivity and initiative into a life style (1.1).

Be aware of strengths and weaknesses to set realistic goals (1.4).

PERSONAL AND SOCIAL GOALS

Self-Awareness

- * Appreciate who they are and their abilities (4.3).
 Analyze how thoughts and feelings affect performance.
 Identify what they like / dislike in themselves and others.
 Learn alternative behaviors for managing anger and stress.
- * Reframe weakness as opportunity for growth (4.4)
- * Focus on strengths rather than limitations (4.3). Reinforce and apply techniques for managing anger and stress.

Respecting Others:

- * Respect people who are different from themselves (4.6).
- * Demonstrate appreciation and respect for cultural differences (4.6).
- * Describe how prejudices are formed are formed and examine consequences (4.6).
- * Discuss ways to overcome biases and prejudices toward others (4.6).
- * Understand the difference between appropriate and inappropriate physical contact and analyze the consequences of inappropriate physical contact (5.8).
- * Understand legal issues related to harassment and discrimination.

Gaining Responsibility and Resolving Conflicts:

- Discuss responsibilities of the student in the school environment.
- * Assess time management skills and how they affect achievement of personal / social, career and academic goals (4.9).
- * Evaluate the effectiveness of various solutions to different problems (3.14).
- * Assume responsibilities for their actions and utilize problem solving skills to resolve conflicts (3.1, 3.2, 3.13).
- * Understand and demonstrate the importance of responsibility, dependability, punctuality, and integrity in the workplace (1.1).
- * Utilize time and task management skills (4.9).
- * Apply social problem solving / decision making skills (3.1).

Making Effective Decisions and Problem Solving

- * Identify decisions they have made and analyze their validity.
- * Analyze the importance of generating alternatives and assessing the consequences (3.11).
- * Reframe problem situations as opportunities for growth (4.4).
- * Apply effective problem solving and decision making skills to make safe and healthy choices (3.13).
- * Assess the consequences of decisions they make (3.14).

CAREER GOALS

Forming a Career Identity

- * Use technology to review educational plans, set educational and career goals based on self-assessment and career exploration.
- * Every student will have a career folder that will follow them K-12.
- * Evaluate the importance of setting realistic goals and working to achieve them (4.3).
- * Reassess and update a career-planning portfolio (1.3, 1.10, 1.11).
- * Use computer programs to produce resume (2.8, 1.10).
- * Understand the relationships between school and career (1.7).

Analyzing Skills and Interests

- * Explore skills, abilities and interests (2.5, 2.7, 4.3).
- * Conduct an assessment of current skills, abilities and career prospects (1.3, 2.5, 2.7, 4.3).
- * Assess their abilities to achieve past goals and integrate this information into future planning (4.11).
- * Explore occupational outlook of future career options (1.0, 2.5, 2.7).

MONROE TOWNSHIP COMPETENCIES COMPARISON TO NATIONAL STANDARDS

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

BACKGROUND

In April 2000, the Department of Education for the State of New Jersey added the requirement of a comprehensive K-12 school counseling program for New Jersey students in administrative School Counseling Standards. As part of assuring that this administrative code is implemented, the Department of Education for the state of New Jersey in cooperation with the New Jersey Counselor Association, has developed the "New Jersey School Counselor Initiative: Developing Strategic Plans for Creating Comprehensive School Counseling Programs". The counseling from Monroe Township have attended training sessions to learn more about the "New Jersey School Counselor Initiative" and our school district has been selected by the state as a pilot school during the 2001-2002 school year regarding this initiative

The National Standards for School Counseling Programs, based on 50 years of research, theory, and practice, represents the American School Counselor Association's vision and commitment to assure that school counseling programs "assist students to achieve educational expectations and meet the challenges of the 21st century." The standards are a public document stating what "*all* students should know, understand and be able to do to enhance their development" as a result of being part of a school counseling program.

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge and

skills that contribute to effective learning in school

and across the life span.

Standard B: Students will complete school with the academic

preparation essential to choose from a wide range of substantial post secondary options, including college.

Standard C: Students will understand the relationship of

academics to the world of work, and to life at home

and in the community.

II. 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.

Standard B: Students will employ strategies to achieve future

career goals and success and satisfaction.

Standard C: Students will understand the relationship between

personal qualities, education, training, and the world

of work.

III. Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes, and

interpersonal skills to help them understand and

respect self and others.

Standard B: Students will make decisions, set goals, and take

necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Each of the nine National Standards defines specific goals and student competencies. The following shows how these national goals and competencies are addressed in the Monroe Township School Counseling Curriculum.

Academic Development

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

NATIONAL GOALS AND COMPETENCIES

1. Improve Academic Self-Concept

Monroe Township students will:

- Develop feelings of self-esteem.
- Evaluate study habits and make appropriate changes.
- Recognize importance of writing down assignments.
- Learn how to organize and complete work.
- Advocate for reasonable accommodations to address special needs.
- Develop an educational plan that matches student abilities.
- Develop realistic academic goals to match student competencies.
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors, which lead to successful learning.
- Learn how to get help from proper sources.
- Recognize goals they have achieved.

2. Acquire Skills for Improving Learning

- Learn test-taking skills.
- Use communication skills to know when and how to ask for help when needed.
- Apply time management and task management skills.
- Demonstrate how effort and persistence positively affect learning.
- Learn study skills.
- Describe good listening skills and why it is important in learning.
- Maintain balance between study / work / social activities.
- Recognize the importance of self-control in the classroom.
- Evaluate study habits and make changes if necessary.
- Develop a study plan.

3. Achieve School Success

- Work cooperatively with peers and teachers.
- Demonstrate the ability to work independently, being productive and taking initiative.
- Develop interests in extracurricular activities.
- Recognize goals they have already achieved.
- Tell why learning is important.

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

NATIONAL GOALS AND COMPETENCIES

1. Improve Learning

Monroe Township students will:

- Recognize what motivates them to perform well.
- Identify past victories as motivation toward future success.
- Learn test-taking skills.
- Read and interpret high school transcripts and recognize significance of permanent records.
- Develop a tentative 4-year educational plan for high school to be reviewed each year.
- Develop good study habits and manage study time.
- Be a self-motivated independent learner.
- Organize and apply academic information from a variety of services.
- Apply study skills necessary at each academic level.
- Learn and apply critical thinking skills.
- Seek information and support from faculty, staff, family and peers.

2. Plan to Achieve Goals:

- Establish challenging academic goals K-12.
- Use past performance in academic planning.
- Use and maximize their study plans.
- Understand the relationship between classroom performance, school success and job success.
- Identify realistic post secondary options that match interests, achievement and abilities.
- Set long term, short-term goals.
- Apply knowledge of aptitudes and interests to goal setting.
- Read and interpret high school transcripts and recognize significance of permanent records.
- Build and maintain relationships with people and agencies that support them.
- Access appropriateness of current goals academic / career / personal and social.

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

NATIONAL GOALS AND COMPETENCIES

1. Relate School to Life Experiences

- Demonstrate the ability to balance schoolwork, extra-curricular activities and work.
- Seek co-curricular activities and community experiences to enhance the school experience.
- Understand the relationship between learning and work.
- Set and review educational plans based on self-assessment and career exploration.
- Understand how school success and academic achievement enhance future career and a vocational opportunities.
- Appreciate that learning can also take place out of school.

Personal and Social Development

Standard A: Student will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

NATIONAL GOALS AND COMPETENCIES

1. Acquire Self-Knowledge

- Develop a positive attitude toward self as a unique and worthy person.
- Learn the goal setting process.
- Distinguish between appropriate and inappropriate behaviors.
- Recognize personal boundaries, rights, and privacy needs.
- Understand the need for self-control and how to practice it.
- Describe feelings they have in various situations.
- Describe their own appearances.
- Recognize special personal traits and positive attributes in self and others.
- Discuss two skills they have.
- Define "values" and describe their own.
- Specify personal characteristics they value.
- Define and discuss self-esteem and how it affects performance.
- Explore how thoughts and feelings affect life choices.
- Develop skills to cope with change and transition.
- Analyze how their thoughts and feelings affect performance.
- Focus on strength rather than limitations, which can be used to overcome barriers.
- Introduce concept of self-esteem.
- Identify personal strength of students in the school environment.

NATIONAL GOALS AND COMPETENCIES

2. Acquire Interpersonal Skills

- Recognize that everyone has rights and responsibilities.
- Respect alternative points of view.
- Recognize, accept, respect, and appreciate ethnic and cultural diversity.
- Recognize and respect differences in various family configurations.
- Know that communication involves speaking, listening, and nonverbal behavior.
- Learn how to make and keep friends.
- Identify characteristics and abilities they appreciate in themselves and others.
- Describe cooperation.
- Understand the concept of choices and their consequences in themselves and others.
- Evaluate the effect of their behavior on others.
- Use affective communication skills.

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

NATIONAL GOALS AND COMPETENCIES

1. Self-Knowledge Applications

- Identify alternative solutions to a problem.
- Demonstrate a respect and appreciation for individual and cultural differences.
- Know when peer pressure is influencing a decision.
- Identify alternate ways of achieving goals.
- Learn basic social problem-solving and decision-making skills.
- Describe choices and decisions they make at school.
- Describe choices and decisions they make by themselves.
- Recognize that choices and decisions have consequences.
- Develop a decision-making process.
- Understand that there are positive and negative consequences for their decisions.
- Describe situations where their behaviors affect others.
- Provide examples of how past decisions have affected present actions.
- Demonstrate how gaining more information helps in decision-making.
- Analyze importance of generating alternatives and assessing consequences.
- Assess the consequences of the decisions they make.
- Apply effective problem solving and decision making skills to make safe and healthy choices.
- Understand and utilize decision-making, problem-solving skills.

Standard C: Students will understand safety and survival skills:

NATIONAL GOALS AND COMPETENCIES

1. Acquire Personal Safety Skills

- Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- Learn the difference between appropriate and inappropriate physical contact.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Differentiate between situations requiring peer support and situations requiring adult professional help.
- Identify resource people in the school and community and know how to seek their help.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Learn about the emotional and physical dangers of substance use and abuse.
- Learn how to cope with peer pressure.
- Learn techniques for managing stress and conflict.
- Learn coping skills for managing life events.
- Understand legal issues related to harassment and discrimination.
- Recognize forms of harassment and impact on others.
- Learn assertiveness skills for self-protection and advocacy.

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.

NATIONAL GOALS AND COMPETENCIES

1. Development Career Awareness

Monroe Township students will:

- Develop skills to locate, evaluate and interpret career information.
- Learn about the variety of traditional and non-traditional occupations.
- Develop an awareness of personal abilities, skills, interests and motivation.
- Develop a valid decision-making process.
- Learn to set realistic long and short term goals
- Recognize the relationship between short term and long term career goals.
- Understand the importance of planning.
- Recognize activities that interest them.
- Understanding the importance of balancing, study time, extracurricular activities and work.
- Recognize how school success relates to occupational choices.
- Understand that occupational choices are influenced by interests and abilities.
- Define work and understand why people work.

NATIONAL GOALS AND COMPETENCIES

2. Develop Employment Readiness

- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Utilize time-and-task management skills.
- Demonstrate knowledge about the changing workplace.
- Respect individual uniqueness in the workplace.
- Understand and develop a good work ethic.
- Learn to write a resume.
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- Learn about the rights and responsibilities of employers and employees.
- Develop a positive attitude toward work and learning.
- Specify characteristics and abilities of a good employee.
- Recognize appropriate behavior in the workplace.

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

NATIONAL GOALS AND COMPETENCIES

1. Acquire Career Information

Monroe Township students will:

- Assess their skills, abilities and interests for career prospects.
- Apply decision-making skills to career planning, course selection, and career transitions.
- Demonstrate knowledge of the career planning process.
- Explore post-secondary educational / occupational information.
- Know the various ways which occupations can be classified.
- Use research and information resources to obtain career information.
- Learn to use the Internet to access career planning information.
- Analyze how traditional and non-traditional occupations affect their career identities.
- Understand how changing economic and societal needs influence employment trends and future training.

NATIONAL GOALS AND COMPETENCIES

2. Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals.
- Assess and modify their educational plan to support career goals.
- Select course work that is related to career interests.
- Develop a career planning portfolio.
- Maintain and update a career-planning portfolio.

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

NATIONAL GOALS AND COMPETENCIES

1. Acquire Knowledge to Achieve Career Goals

Monroe Township students will:

- Understand the relationship between educational achievement and career success.
- Explain how work can help to achieve personal success and satisfaction.
- Review and evaluate educational plans and set educational goals based on selfassessment and career exploration.
- Begin self-exploration in areas of skills, abilities, interests, and knowledge, which influence career choices.
- Recognize the relationship between personal skills and interests.
- Recognize the importance of school in developing skills and interest.
- Recognize various ways of developing skills and interests.
- Assess their abilities to achieve past goals and integrate these into future planning.

NATIONAL GOALS AND COMPETENCIES

2. Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
- Evaluate current communications and conflict resolution skills.
- Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts.
- Describe cooperation.
- Learn how to write a resume.
- Stress the importance of acquiring new skills and lifelong learning.