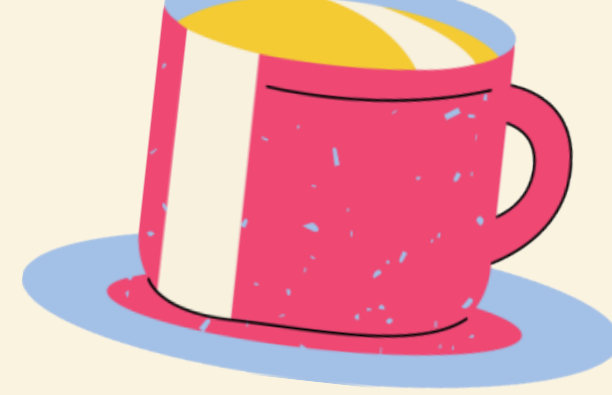


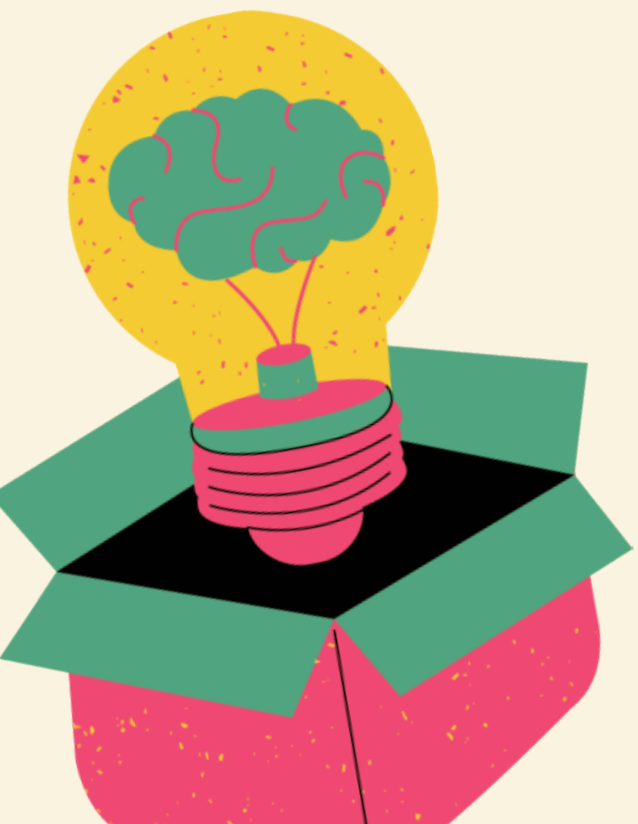


Career Exploration

Keyana Smith

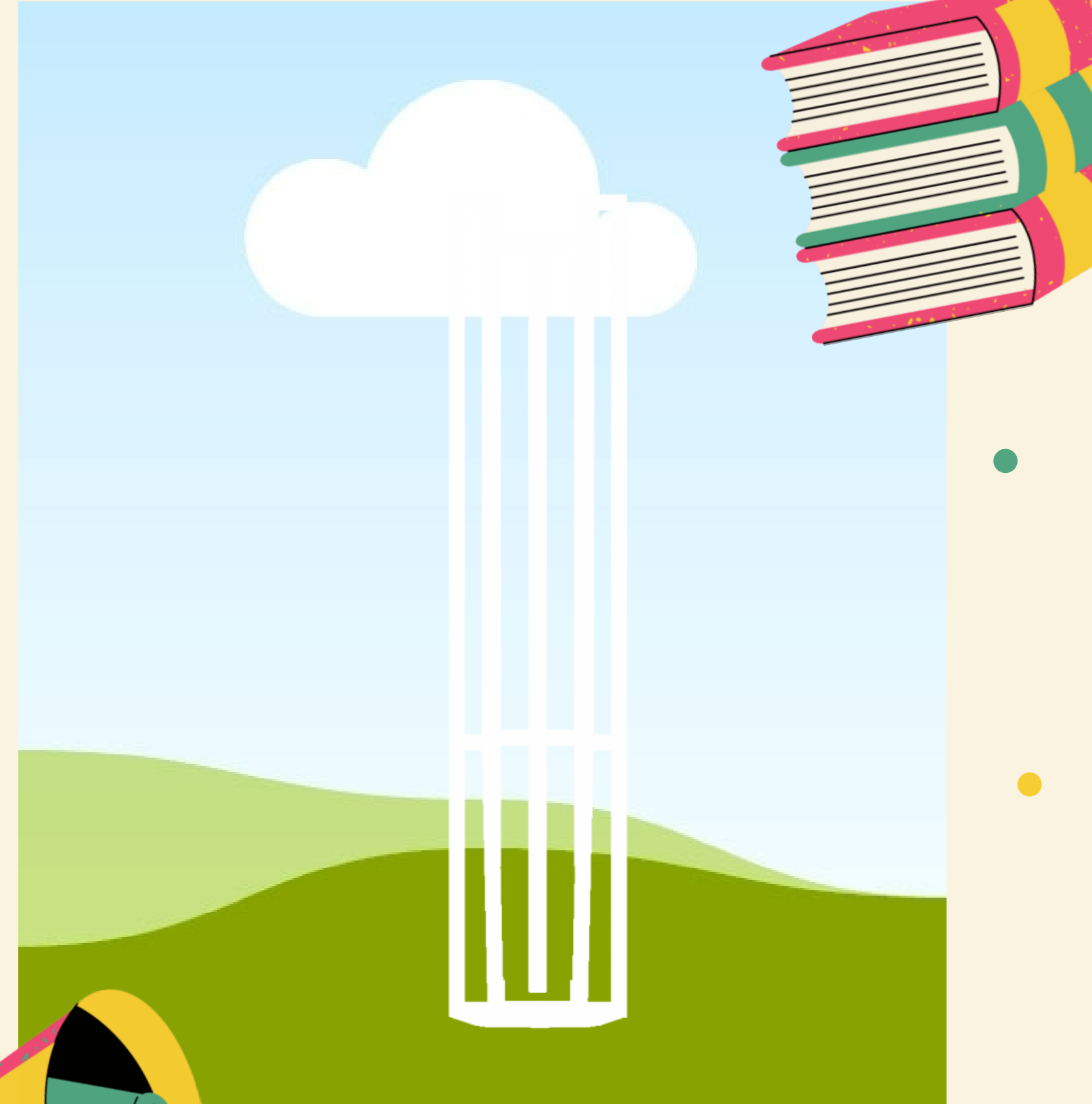
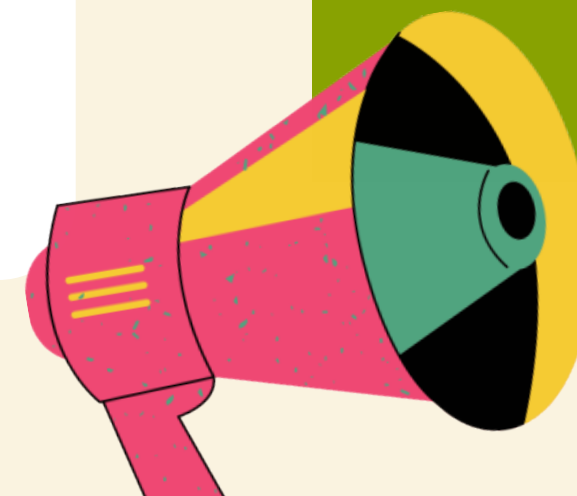
Jodi Stepp

Pine Street Elementary



Agenda

- Data Source
- Needs assessment
- Lesson plan
- AIA Standards
- ASCA Mindsets and Behavior Standards
- State academic standard
- Culturally sensitive
- Evaluations
- References



Data Source



Attendance



Disciplinary



Needs Assessment

- 4th grade students
- 4th grade teachers
- Counselors

Lesson Plan

- How to achieve my career choice?
 - Emotional regulation
 - Conflict resolution
 - Self-evaluation





How to achieve my career goal.

Attendace



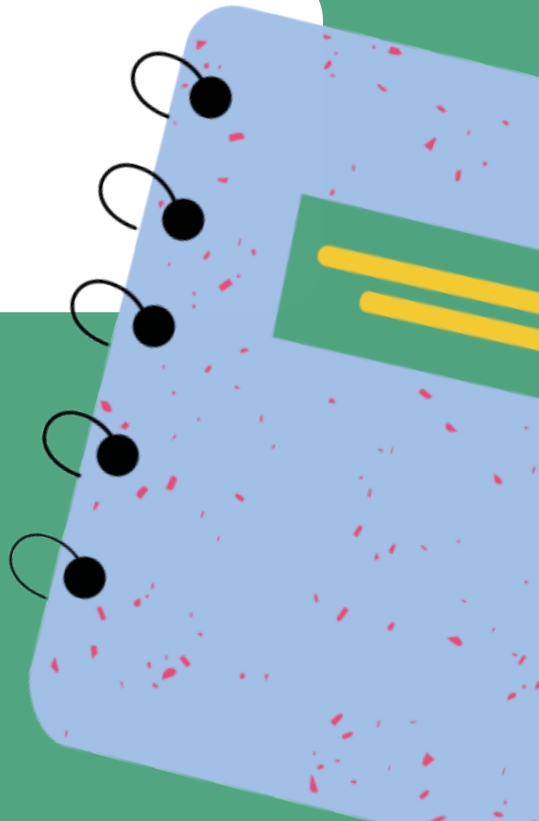
Grades (Sekiwu, 2020)

Associate, Bachelor,
Master, and Doctorate

Emotional Regulation

Breathing Technique(Zaccaro
et al., 2018)

Exercise(Liu et al., 2022)



Seek help



Conflict resolution

Communication



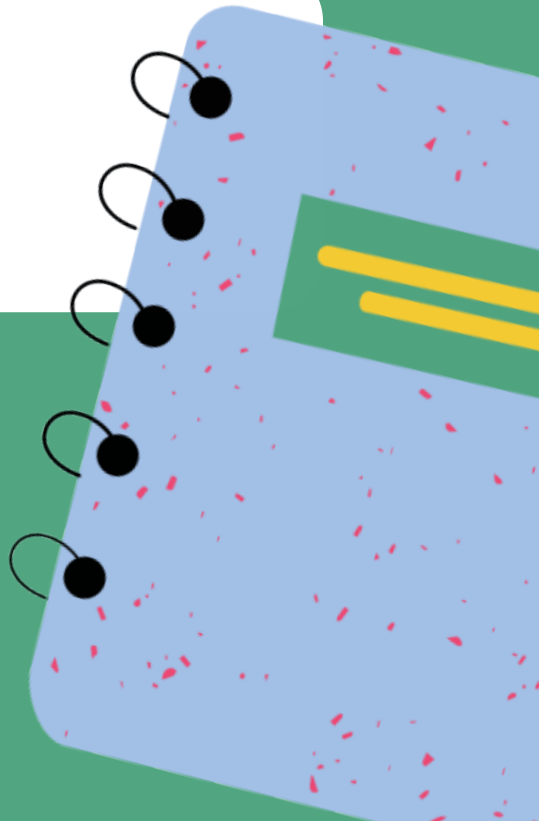
Active listening

Empathy (Moudatsou et al., 2020)

Self-evaluation

As yourself, “what question?”

Accountability (Natria et al., 2022)



Move forward

AIA Standards



Foundation: Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.



RESEARCH & EVALUATION: Applies relevant research findings to inform the practice of school counseling.

ACADEMIC DEVELOPMENT: evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options (Advanced internship assessment Master of Education in School Counseling)





ASCA Mindsets and Behavior Standards



B-SMS 6. Ability to identify and overcome Barriers.

B-SS 9. Social maturity and behaviors appropriate to the situation and environment.

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (American School Counselor Association)



State Academic Standard

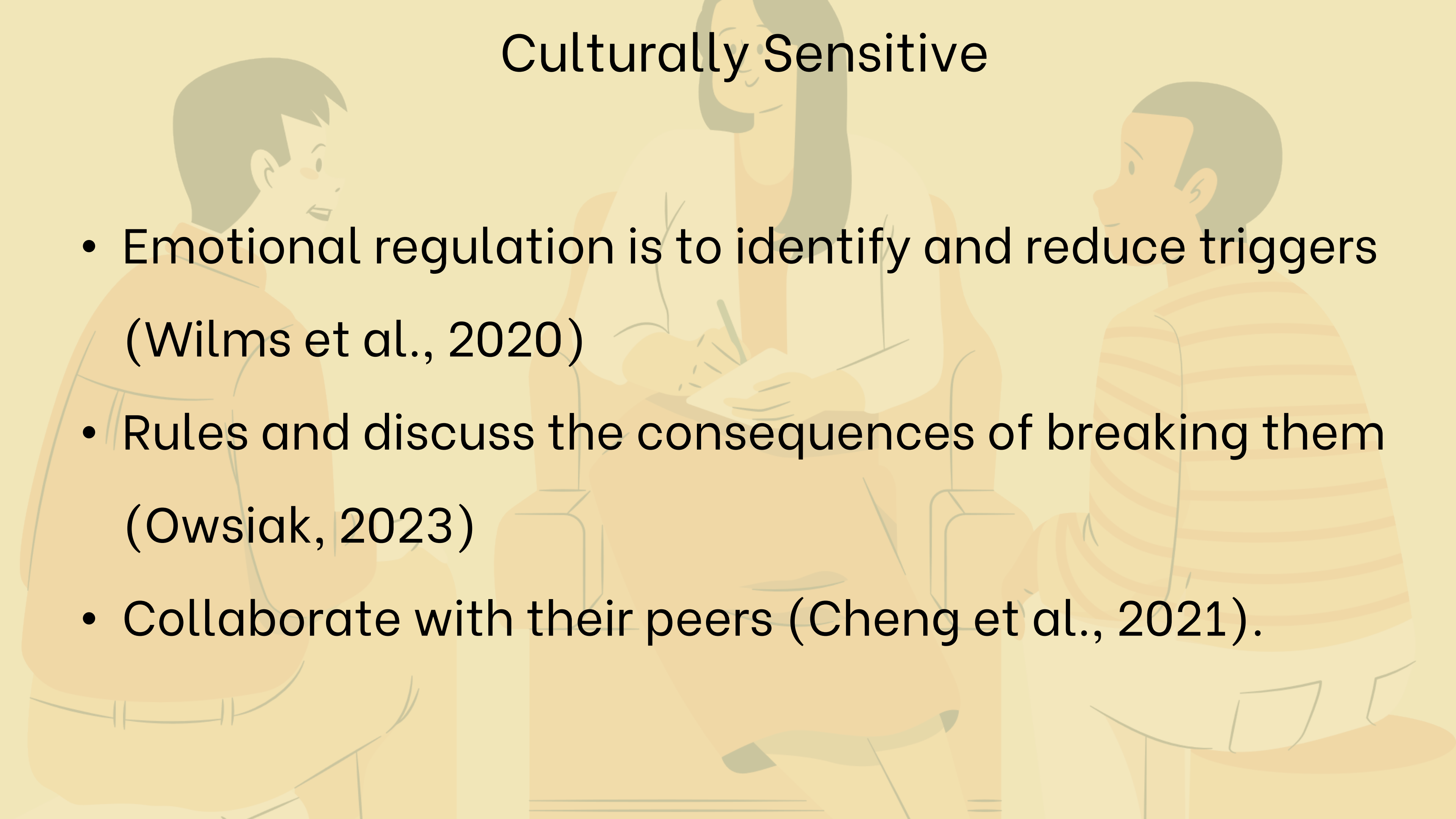


Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

1.1 Formulate questions to focus thinking on an idea to narrow and direct.

further inquiry(South Carolina Standards).

Culturally Sensitive

A faint, stylized illustration in the background shows three people in a meeting. On the left, a man with short dark hair, wearing an orange shirt, is looking towards the center. In the middle, a woman with long dark hair, wearing a light blue top, is sitting and looking down at a notepad she is holding. On the right, a man with short dark hair, wearing a striped orange and white shirt, is looking towards the center. The background is a solid light beige color.

- Emotional regulation is to identify and reduce triggers (Wilms et al., 2020)
- Rules and discuss the consequences of breaking them (Owsiak, 2023)
- Collaborate with their peers (Cheng et al., 2021).

Evaluations



- Pre-Post test
- Students' attendance
- Students' discipline



Do you know what career cluster are?

Do you know your career choice?

Do you know what salary means?

Do you know how to resolve conflict in a workplace?

Do you know how to self-evaluate?

I know what empath means and how to show it in a work place?

Attendance and grades will not effect my career choice.

I have a hard time identifying my emotions.

I know what accountable mean?

I do a lot of self-blaming.

When an issue occur I think people are the problem and not me.

I have self control of my emotions.

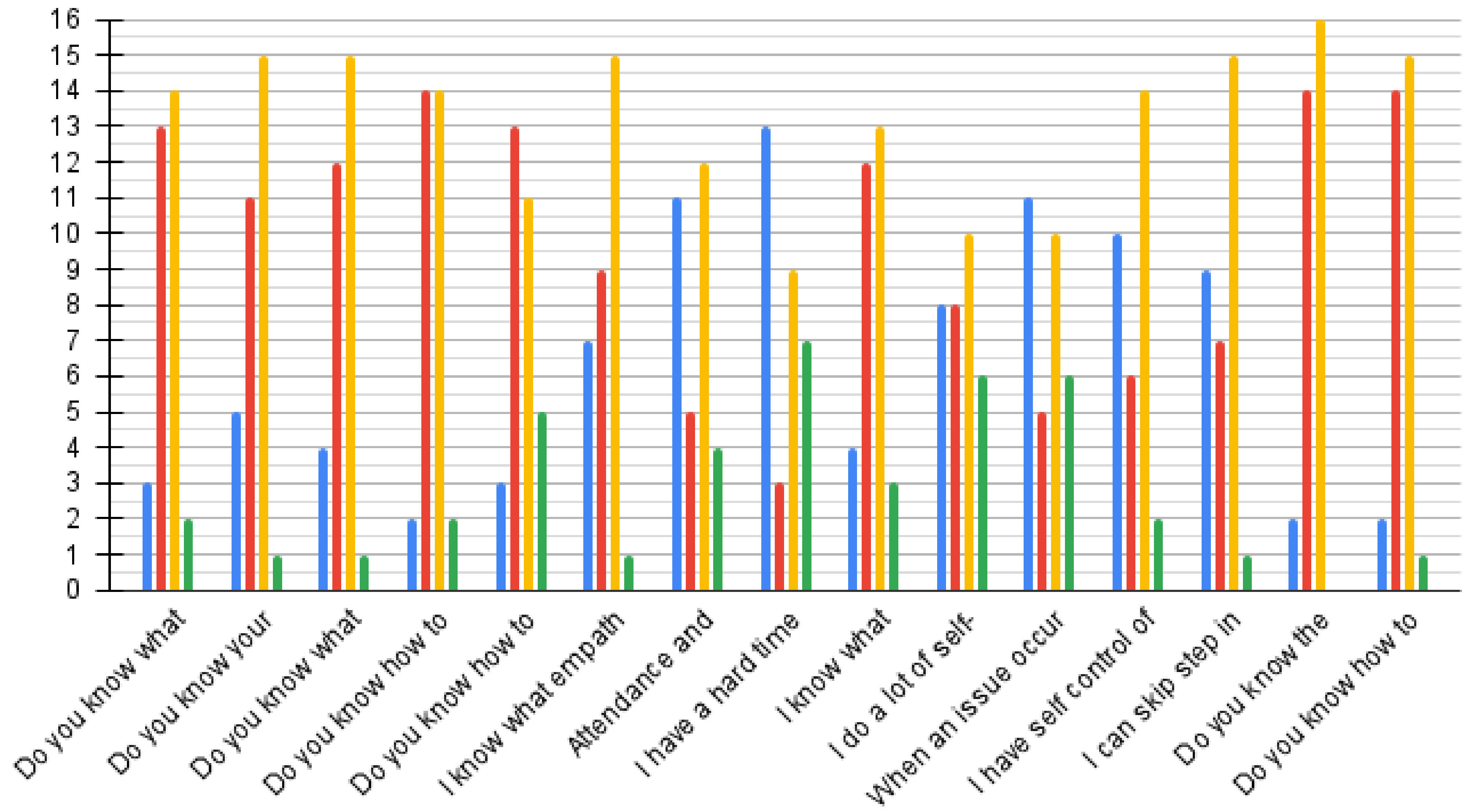
I can skip step in order to acheive my career goal.

Do you know the amount of education it take to meet your career choice?

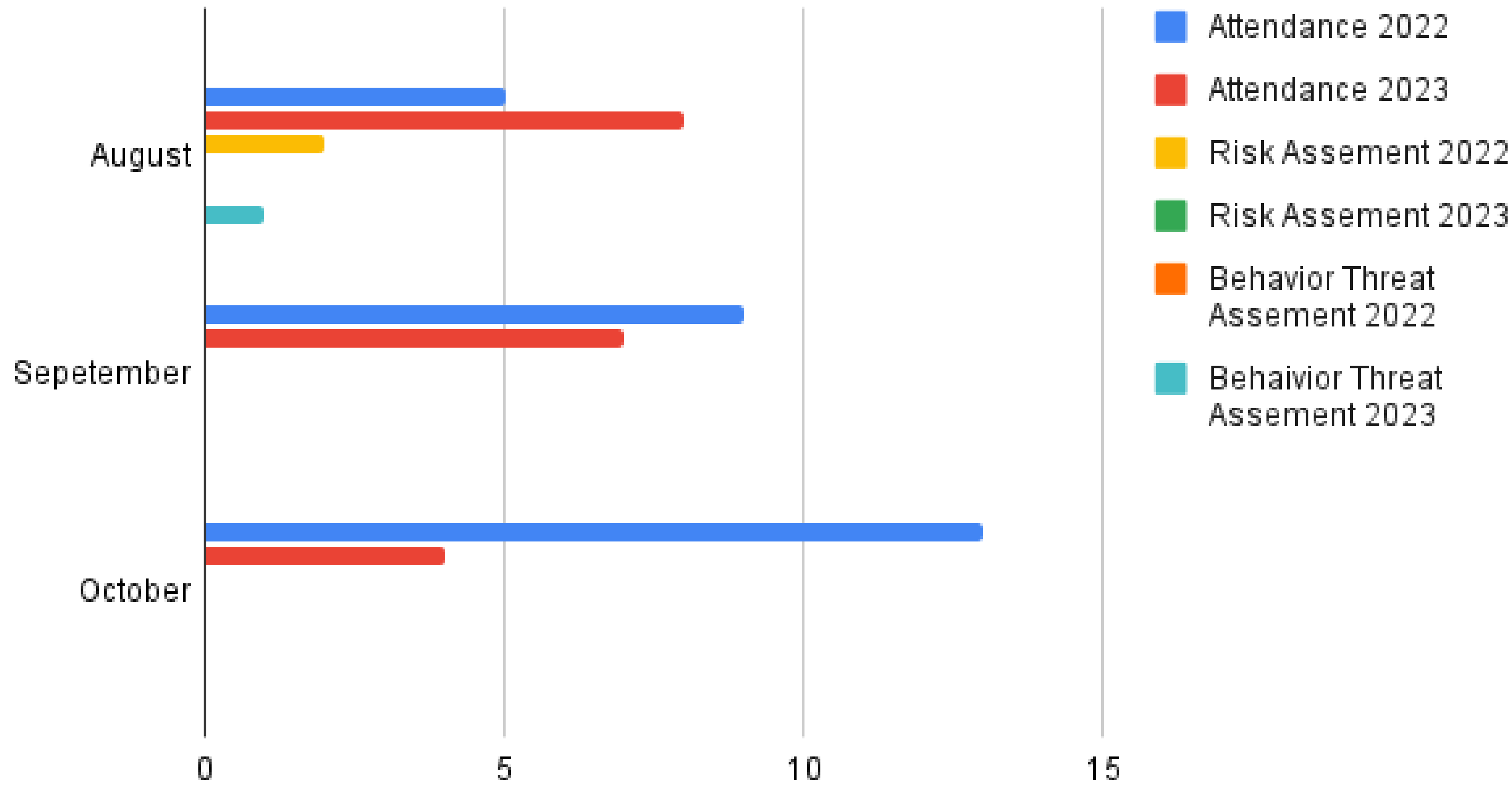
Do you know how to regulate your emotion in a work environment?



Pre-Test Yes Pre-Test No Post-Test Yes Post-Test No



Attendance and Disciplinary



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