

Internship Project: Classroom Guidance Unit

Internship Student Name- Tracey Allen-McMasters

Internship Site- Ben L Smith High School

Internship 1 X **Internship 2**

Internship Site Supervisor- George Rubenstein

Please note: The following classroom guidance lesson unit is to align clearly with the standards for school counseling and are to be related to improving student academic achievement (aligned with state academic standards). Collaborate with your site supervisor to ensure the project is beneficial to K-12 students and meaningful for you. Your classroom guidance unit must have a minimum of four lessons and will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. It is possible for your classroom guidance unit to align with more than one standard listed on the **AIA** as well as align with more than one **ASCA Mindsets & Behaviors** standards. List all standards that align with your classroom guidance unit.

Grade Level of Classroom Guidance Unit: 9th Grade

Briefly Describe Goal of Classroom Guidance Unit: *(What skills, knowledge, or behaviors will your K-12 students take away from participating in your guidance lessons?)*

The goal is to help students coming to high school for the first time in establishing a well-built academic foundation by teaching and developing study habits that work for the individual, exploring new interests, and planning for the future.

Topic/Title of your Classroom Guidance Lesson Unit: **Freshmen Year Foundations**

Please identify the title/focus of each classroom guidance lesson in the unit.

Classroom guidance lesson 1: **Developing Good Study Habits that Work for You**

Classroom guidance lesson 2: **Exploring Extracurricular Activities**

Classroom guidance lesson 3: **Identifying Career Interests**

Classroom guidance lesson 4: **Planning for the Future**

- A. Provide at least two existing outcome data sources to identify and support the need for this classroom guidance unit at this internship student's particular site. *(Be sure to address achievement, attendance, and/or discipline.)*

The two existing data sources that I identified to support the need for the classroom guidance units are 8th grade final grades/ EOC testing and 8th grade four year plans required by the district. The students' eighth grade year showed that 58% of the students tested at basic, proficient, or advance levels in math and reading. In looking at students'

four-year plans, only 72% had an idea of what interested them after high school. Studies show that if a student has a plan after high school, they have a greater chance of being successful and enjoying life.

With these two data sources, I determined that “**Freshmen Year Foundations**” would be great tools and resources beneficial to help students be great humans during and beyond high school.

Studies have shown that students who completed a four-year plan were likely to pick out a career that they liked and make sound college choices compared to students who did not have the four-year plan tool (Britton & Spencer, 2022).

An important part of a student’s learning is independent study behaviors (Walck-Shannon et al, 2021). The goal of the “Freshmen Year Foundations” is to give the tools and resources that freshmen need to be successful and to become advocates of their learning environment.

- B. Needs Assessment: Discuss who will be surveyed to support the need for this classroom guidance unit at this internship student’s particular site. (*Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.*)

I will be surveying both students and parents/ guardians to justify my reasoning for implementing “Freshmen Year Foundations”. I want to see what students and parents/guardians feel are important to be a successful student.

- C. Identify which AIA Standard(s), ASCA Mindsets and Behavior Standards, and state academic standards the classroom guidance unit aligns with and supports. Provide rationale for identified alignment.
- a. *AIA Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*
 - b. *ASCA Mindsets and Behaviors: <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>*
 - c. *State Academic Standard(s) supported. (Collaborate with the grade level teachers to understand the academic content standards taught at the grade level chosen.)*

- A. **The AIA Standards that collaborate with my goal of this group would be:**

- **1.B.1: Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.**
- **2.D.2: Counseling Prevention and Intervention- Provides individual and group counseling and classroom guidance to encourage academic, career, and social/emotional development of students.**
- **3.F.2: Diversity and Advocacy- Advocates for learning and academic experience necessary to promote the academic, career, and social/ emotional development of students.**

- **4.H.1: Assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, backgrounds, and abilities.**
- **5.J.3: Analyzes and uses data to enhance counseling programs.**
- **6.L.2: Implements strategies and activities to prepare students for a full range of post-secondary options and opportunities.**
- **7.N.1.: Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.**

The "Freshmen Year Foundations" guidance unit will follow ethical and legal guidelines. The unit will have opportunities for individual and group prevention and intervention opportunities to focus on key areas of the unit. Smith High School is made up of a diverse population. All guidance units will support all students in the areas of academics, careers, and social/ emotional development. Within the "Freshmen Year Foundations", I will be assessing students' strengths and needs as well as understanding and appreciating each student's uniqueness. Throughout this program, I will continue to collect data and enhance the program based on the collected data. Another area the unit will focus on is post-secondary plans. I will be working with both students and families on the beginning stages of life after high school. We will work collaboratively on keeping students and families informed on opportunities after high school and how to take advantage of those opportunities.

B. The ASCA Mindsets and Behaviors

- **B-LS 3. Time Management, Organizational, and Study Skills:** Students will learn these skills and turn these skills into habits. These Skills will help students in high school as well as the transition to adulthood.
- **B-LS 4. Self-Motivation and Self Direction for Learning:** Units will help to motivate and encourage students to take control of their learning and goals.
- **B-LS 7. Long- and Short-Term Academic, Career, and Social/ Emotional Goals:** Units will help with goals in academics, careers, and social/ emotional.
- **B-SMS 1. Responsibility for Self and Actions:** Units will help students take responsibility in academics, extracurricular activities, career interest and college planning.
- **B-SMS 5. Perseverance to Achieve Long-Short Term Goals:** This will help students to find ways to persevere through challenges in reaching goals.
- **B-SMS 6. Ability to Overcome Barriers:** Units will help students to identify barriers and find ways to get through those barriers.
- **B-SS 3. Positive Relationships with Adults to Support Success:** Students will learn the importance of having positive relationships with adults to have support in becoming a successful student.
- **B-SS 10. Cultural Awareness, Sensitivity, and Responsiveness:** Students will learn the importance of being responsible and supportive to all cultures.

C. North Carolina State Academic Standards

- **B2.1.a: Take steps that are proactive in planning for post-secondary goals by establishing and building individual strengths and ways to handle challenges that impede goals.** I will be providing different resources such as various college materials and job websites to explore options in post-secondary planning.

D. Identify how the classroom guidance unit is culturally sensitive. Identify strategies included in the classroom that promote a positive, caring, and safe learning group environment for all students.

The “Freshmen Year Foundations” units will be available for all 9th grade students who would like to attend. These units allow students to reflect on themselves and explore opportunities that the school provides which allow for cultural sensitivity. Each unit, I plan to set classroom expectations and promote an environment where everyone can be comfortable, safe, and appreciated!

E. Describe how you plan to evaluate your classroom guidance unit for data to show success as well as areas to enhance and/or improve. (*Be sure to address achievement, attendance, and/or discipline.*)

I plan to evaluate my classroom guidance unit for data to show success as well as areas to enhance or improve by freshmen grades each quarter, end of grade testing scores, and completion of four plans. If this program is successful, then percentage in each area should increase. If the percentage in each area stays the same or decreases, then those areas will need to be revisited and improved on.

F. References

American School Counselor Association (2019): *The ASCA national model: A framework for school counseling programs* (4th ed). Alexandria, VA: American School Counselor Association. ISBN: 9781929289592

American School Counselor Association (2021). ASCA student standards: *Mindsets and behaviors for students' success*. ASCA. <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>

Britton, T. & Spencer, G. (2020). Do students who fail to plan, plan to fail? Effects of individualized learning plans on postsecondary transitioning: *Teachers College Record*, 122(5), 1-18. <https://doi.org/10.1177/016146812012200509>

Walck-Shannon, E., Rowell, S., & Frey, R. (2021). To what extent do study habits relate to performance? *CBE-Life Sciences Education*, 20(1), 1-15. <https://doi.org/10.1187/cbe.20-05-0091>

Shen, Qianchen (2022). The importance of integrating career planning education into high school curriculum. *Advances in Social Science. Education and Humanities Research*, 615(1), 2115-2120. <https://doi.org/10.2991/assehr.211220.364>

Internship Student Signature _____ Date _____

(Signature required. Typed named not accepted.)

Internship Site Supervisor Signature _____ Date _____

(Signature required. Typed named not accepted.)