Who Do They Think We Are?

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Times Have Changed!
**CTE: Then and Now**

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Education</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>For “those” students</td>
<td>For ALL students</td>
</tr>
<tr>
<td>For a few “jobs”</td>
<td>For ALL “careers”</td>
</tr>
<tr>
<td>In lieu of academics</td>
<td>Aligns and supports academics</td>
</tr>
<tr>
<td>High school focused</td>
<td>High school and college partnerships</td>
</tr>
<tr>
<td>For “entry-level” skills</td>
<td>For careers that require some type of post-secondary education</td>
</tr>
</tbody>
</table>
How Are You Talking About CTE?

- College-Ready AND Career-Ready
- Passion and Purpose
- Employability Skills
- Work-Based Learning Opportunities
- Skills
U.S Representative Virginia Foxx (NC) – Education Committee:

“We have to get away from the notion that the bachelor’s degree equates success. CTE students graduate at a rate of 94% - about 14% higher than their non-CTE peers.”

“In order for CTE students to thrive, we must do everything we can to change the way people think about CTE, shifting the narrative from a Plan B option to a Plan A option.”
College and Career Ready through CTE

When APPLIED TECHNICAL LEARNING is integrated with RIGOROUS ACADEMICS, students develop the SKILLS NEEDED FOR SUCCESS.

The technical, academic, and employability skills that students gain in CTE programs, through CTE courses, work-based learning, career and technical student organizations and dual/concurrent enrollment, are essential for college and career success.

CTE programs prepare students for college and careers:

1. SKILLS to help them get jobs in the future
2. REAL-WORLD EXAMPLES to help them understand academic classes
3. The chance to work as PART OF A TEAM

More than 85 percent of CTE students are planning to continue on to postsecondary education.

6 in 10 students are planning to pursue a career related to the CTE area they are exploring in high school.

Almost 1/3 of CTE students have the opportunity to earn college credit and/or an industry certification through CTE.

CTE students demonstrate the academic, technical and employability skills needed for postsecondary and workplace success:

80 percent of students taking a college prep academic curriculum with rigorous CTE meet college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous CTE.²

Students attending CTE high schools demonstrate higher rates of on-time graduation and credit accumulation and a greater likelihood of successfully finishing a college prep math sequence.²

CTE students are significantly more likely to report developing problem-solving, project completion, research, work-related, communication, time management and critical-thinking skills during high school.²

Postsecondary CTE concentrators earn significantly more than those who majored in academic fields, particularly when employed in an industry related to their program of study.³

² warehouses.careertechnical.org, 2012.
CTE Conversations at State Level

Michigan Career Pathway Alliance Recommendations:

• Recruit and retain CTE instructors
• Emphasis on professional trades
• Expand CTE statewide
• Ensure state-funded CTE programs lead to industry credentials
• Count rigorous CTE credentials as transferable college credits
**CTE Advantages**

- Explore multiple post-secondary options - more than 88% of CTE students plan on attending a post-secondary institution

- Career exploration – 6 in 10 students plan on pursuing a career related to their CTE experience

- Academic and college success – 80% of high school students who took both CTE and college-prep courses met college/career readiness goals

- Life skill development – problem-solving, project completion, research, critical thinking skills, communication, time management
Employers Rate Career Readiness Competencies in Terms of Essential Need
Weighted average based on a 5-point scale – 1=Not Essential; 2=Not Very Essential; 3=Somewhat Essential; 4=Essential; 5=Absolutely Essential

Source: *Job Outlook 2016 Spring Update*, National Association of College and Employers

<table>
<thead>
<tr>
<th>Competency</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Information Technology Application</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Career Management</td>
<td>3.6</td>
<td>3.6</td>
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# School Counselor: Then and Now

<table>
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<tr>
<th>Then</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mysterious job behind closed doors</td>
<td>Collaborates w/ staff, shares data, part of planning and implementation</td>
</tr>
<tr>
<td>Reactionary</td>
<td>Proactive</td>
</tr>
<tr>
<td>Scheduling, college apps, transcripts</td>
<td>Academic, Social-Emotional, College/Career</td>
</tr>
<tr>
<td>Touchy, feely conversations</td>
<td>Data-Driven</td>
</tr>
<tr>
<td>Only works with “troubled” students</td>
<td>Addresses the needs of ALL students</td>
</tr>
<tr>
<td>Support staff</td>
<td>Leader in the schools</td>
</tr>
</tbody>
</table>
How Are You Talking About the Role of School Counselors?

- Systemic
- Student-Centered
- Data-Driven
- Comprehensive Counseling Services
Common Needs From All Stakeholders

- Graduation and Grade-Level Advancement
- Student Academic Performance
- Attendance
- Behavior Referrals
- College and Career Readiness
- Provide a Safe and Welcoming Environment

How can we collaborate to meet the needs of ALL students?
Where Do You Start When . . .
How Do You Advocate for the Profession?

Data ~ Data ~ Data!
What data do you use to drive your practice?
Use All Types of Data to Meet the Needs of ALL Students!

- **Process**: How many?
- **Perception**: How Do I Feel?
- **Outcome**: So what?
Share Your Data!!!!

Share with:

• Administrators
• Teachers
• Parents
• Students
• Advisory Committee

*Your data will advocate for your job and the profession!*
Continue to Evaluate Your Data

- Discipline referrals, attendance referrals, mid-year checks, 1-minute meetings, end of year surveys, stakeholder surveys, etc.
  - Do we need to reteach?
  - Do we need to form a group?
  - Do we need to implement some specific interventions?
Ask Yourself . . .

How can I impact the most amount of students as I can during the time that I am in my building?

How I am ensuring that I am meeting the needs of ALL students?
Don’t just tell a different version of the same story. Change The Story!
Data-Driven School Counseling

Cycle of Student-Centered Success

Identify a Gap/Need
SHARE Data
Collect Data
Create a Goal
Develop an Action Plan
Examples of Comprehensive Counseling

• Counseling goal on the School Improvement Plan
• Counseling Dept.’s vision, mission and goals align with District’s vision mission and goals
• Counselors on School Improvement Team – share data w/ staff, professional development
• Counseling curriculum supports academics, behaviors and attendance
Advocate for CTE and School Counseling!

“Be just as strong of an advocate for your profession, as you are for your students!”

- Trish Hatch
Reflection and Discussion

What is one thing you learned that you would like to try in your own work? What is your first step?

What are some challenges/obstacles that could you face when advocating for CTE and/or school counseling?
Thank You!

Terri Tchorzynski

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