

Individual Student Educational and Career Planning
“Passing the Torch from Middle to High”
45-50 Minute Winter Transitional Session

Outcome: Student, school staff and family will have developed a 6-year individual graduation plan (Peach State Pathway: Program of Study) as a guide to graduation and beyond.

Participants: Middle School Advisor; High School TAA Advisor; Student; Family OR Middle School Counselor; High School Counselor; Student; Family

When: Winter of the 8th grade year (January, February prior to next year scheduling process)

Materials:

- Space conducive to open conversation (round table, no barriers [anything that will impede conversation like distractions, rigid posture, no eye contact, interruptions] between staff, student and family members, attentive listening; be caring; be curious)
- Attendance records (impress the need to attend classes because of EOCT, GHSGT and to acquire the knowledge and skills necessary to take the next step; remind students they are building a reliable and responsible reputation)
- Discipline records (impress the need to follow the rules and stay within the boundaries established by the high school such as dress code, being on time to school and class; and other rules and regulations; remind students they are building a reliable and responsible reputation)
- Academic records (latest CRCT, Writing Assessment and other standardized test scores [ITBS, NAEP or MGA from SREB]; student transcript; Interest Profiler and Work Values Sorter on GACollege411 (should be in the student’s Portfolio; access to GACollege411)
- Copy of student career essay {optional essay} with notes (A career and B career as a backup) This can be done as an addition to middle school program criteria policy update OR as a practice writing assessment)
- List of open-ended questions about students educational and career choices to confirm student choices
 - Why are you interested in these careers? (Can use the Interest Profiler to affirm or deny student perception)
 - What are some specific details you know about these careers? (Confirm in the GACollege411 Portfolio that the student has used GACollege411 to explore pathways; if not, encourage student to begin the process and remind students that computers are available in public libraries, school media center)
 - What led you to think you might be interested in these careers? (Listen for skills, interest, and values)
 - What do you like most about these careers? (Listen for skills, interest, and values)
 - What do you like least about these careers? (Listen for a lack of skills, interest, and values)
 - Compare the skills you might need to work alone to those you will need to work in a team. (interpersonal skills are important to most occupations)
 - Can you be a team-player/work within a group? Why? (employers want workers with the ability to work effectively in a group along with communicative skills)
 - Compare the advantages of indoor work and outdoor work? Which do you prefer?
 - Communication skills are important to potential employers. Do you have strengths and weaknesses? If so, what are they? (Reading, Speaking, Writing, Presentation, Explaining)
 - How would these careers require math skills? Do you like math? (Point out the relationship, if any, between occupational choices and math scores)
 - How would these careers require science skills? Do you like science? (Point out the relationship, if any, between occupational choices and science scores)

- What are your favorite classes? Least favorite? Why? (Point out the relationship, if any, between favorite and least favorite classes and occupational choices)
- What are some of your problem-solving skills? Why do you think these skills would be important to an employer? (Employers look for problem-solving as an important skill)
- Describe your technological skills? (Point out the tremendous usage of technology in today's world of work)
- What did your interest survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- What did your skills survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- What level of education/skills do these careers demand to be competitive in the job market? (Help student and family understand the varying levels of education and the possibilities for this student)
- What concerns do you have about postsecondary education? (Allow student and family discuss any concerns they may have about postsecondary education; offer resources or make the referral to the high school counselor)
-

Synthesize information to reflect student's motivating values and interest: accomplishment, enjoyment, service to others, money, security, and environment

Identify or confirm pathway alignment to career choices and synthesized information to include:

- High school courses and postsecondary plans, if needed, to include appropriate level of education needed to be competitive
- Identify technical, public and private colleges with strong programs in this pathway/occupation (counselor/TAA should be familiar with local possibilities and be able to tell student and family how the GACollege411 [COLLEGE PLANNING tab] can assist them with matching programs of study to postsecondary programs
- Inform student and family that they can begin to gather financial aid information from the GACollege411 site under the FINANCIAL AID PLANNING tab; be sure they understand the HOPE PROGRAM (have brochures available, if possible; or have pages printed from the GACOLLEGE411 HOPE PROGRAM section)
- Is there anything else you would like to discuss about your educational and career choices? (Allow student and family to ask questions or make comments)

Pre-meeting preparation:

- Notify parent of time and place; confirm the day before
- Prepare a short parent evaluation to determine the effectiveness of the session which includes a parent signature verifying that this meeting took place
- Create a space that is open, friendly and comfortable (round table for open discussion between all members of the group)
- Gather all materials to utilize during this session in a folder with student name, DOB and parent/guardian name on the front cover
- Multiple copies of Peach State Pathways: Program of Study documents offered at the receiving high school (can become a tools for conversation as well as a plan of study)
- Read and examine the career essays
- Become familiar with standardized test scores and career assessments as they relate to the individual student