

School Counselor, Grade 8, Career Planning

Overview

This Growth Objective was written by a school counselor who works in a middle school. He has based his goal on improving the **level of career awareness and planning**.*

Strengths: *This goal is aligned closely with NJSCA's standards found in the [School Counselor Evaluation Model](#) and its importance is stated clearly in the rationale section. The counselor has chosen this growth objective in response to data showing that students have previously struggled to identify appropriate careers or the educational requirements that align with their interests.*

Suggestion: *Before setting goals, the counselor should collect information from students so that he can set appropriate targets based on their starting points, e.g. initial survey results, etc.*

Name	School	Grade	Assignment	Number of Students	Time-frame
		8	School Counselor	60	September 5 – April 23
Standards, Rationale, and Assessment Method					
State the rationale for choosing this Growth Objective, including background as necessary. Name and briefly describe the format of the assessment method.					
Standards					
NJSCA School Counselor Standard 2: The counselor uses the majority of time to provide direct services that promote optimal student development ; and					
Indicator 3: Conducts activities that assist students in developing educational goals and career plans.					
Rationale					
Early academic failure, lack of future goals, early career foreclosure, low self-efficacy, poor decision-making skills and low levels of engagement in high school are predictors of dropping out, and unemployment. Early career, academic and social interventions and tentative career goals serve to promote retention and increase student engagement in school. Students who understand and recognize their career interests and aptitudes develop more appropriate career and educational goals, delay early career foreclosure and persist toward high school graduation.					
Assessment Method					
Counselor developed Five-Year Career Plan for Grade 8, True Colors Survey, and Career Occupational Preference System.					
Starting Points					
State the type of information being used to determine starting points and summarize scores for each type by group.					
85% of eighth grade students last year did not identify careers or career clusters that were consistent with their interests as determined by a career and work-style inventory. 90% did not correctly identify the post-secondary education required for identified career choices.					
Growth Objective					
Describe a measurable and specific goal.					
80% of 8 th - grade students in my assigned case load will satisfactorily complete 4 of 5 requirements for the counselor-developed Five Year Career Plan for Grade 8 after completing a 12-week career unit using True Colors and the Career Occupational Preference System.					
Scoring Plan					
Target Score on Assessment	Attainment Level in Meeting Growth Objective				
	Percentage of Students				
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)	
4 of 5 requirements satisfactorily met	≥90%	≥80%	≥70%	<70%	

Approval of Growth Objective		
Administrator approves scoring plan and assessment used to measure student learning.		
School Counselor _____	Signature _____	Date Submitted _____
Evaluator _____	Signature _____	Date Approved _____
Results of Growth Objective		
% Students at Target Score	Growth Objective Score	
Notes		
Describe any changes made to Growth Objective after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.		
Review Growth Objective at Annual Conference		
Describe successes and challenges, lessons learned from the Growth Objective about teaching and student learning, and steps to improve goals for next year.		
School Counselor _____	Signature _____	Date _____
Evaluator _____	Signature _____	Date _____

** Even though the role of the school counselor is significantly different from that of the classroom teacher, he can still set measurable and specific goals that reflect his professional responsibilities and effectiveness. However, it may be appropriate to modify the structure of the typical teacher SGO and SGO form to better suit the type goal set by school counselors and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form above. Educators should make modifications to the Department’s optional SGO forms as needed.*

SGOs are not a *required* component of the evaluation of Educational Service Professionals but the Department encourages their use as a valuable professional practice.

Acknowledgments

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