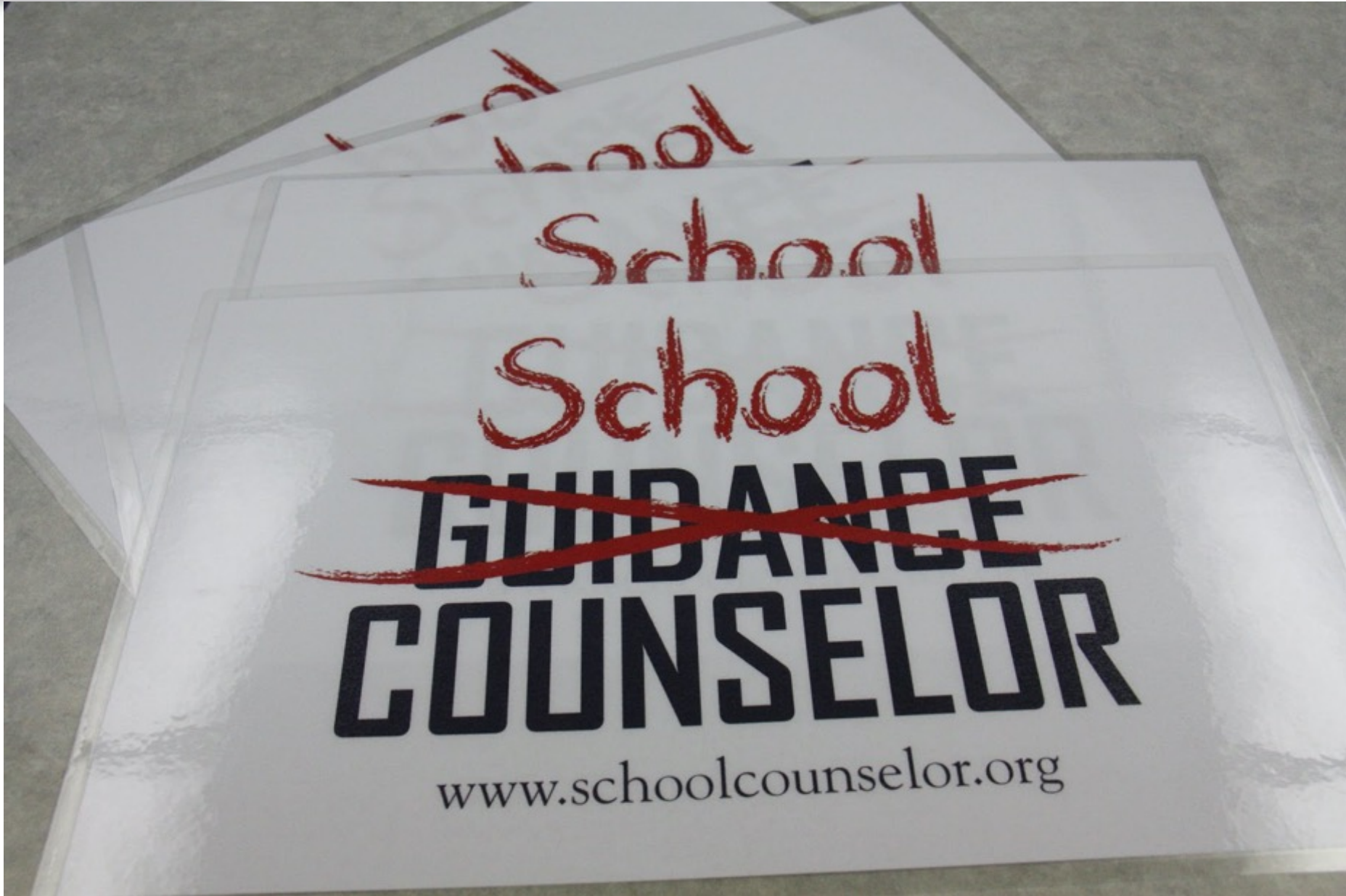


NICE Webinar Series

NATIONAL INITIATIVE FOR CYBERSECURITY EDUCATION



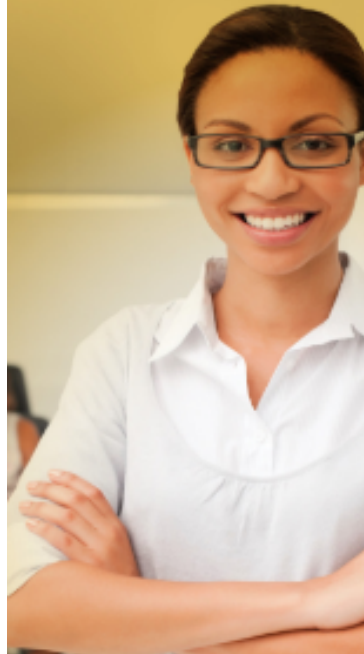
The Role of the School Counselor in Promoting Cybersecurity Career Opportunities
April 15, 2020





WHO ARE SCHOOL COUNSELORS?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.



EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

- ▶ Hold, at minimum, a master's degree in school counseling
- ▶ Meet the state certification/licensure standards
- ▶ Fulfill continuing education requirements
- ▶ Uphold ASCA ethical and professional standards



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

For more information, resources please visit www.schoolcounselor.org



SCHOOL COUNSELOR'S ROLE

School counselors are vital members of the education team and maximize student success

▶ Help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

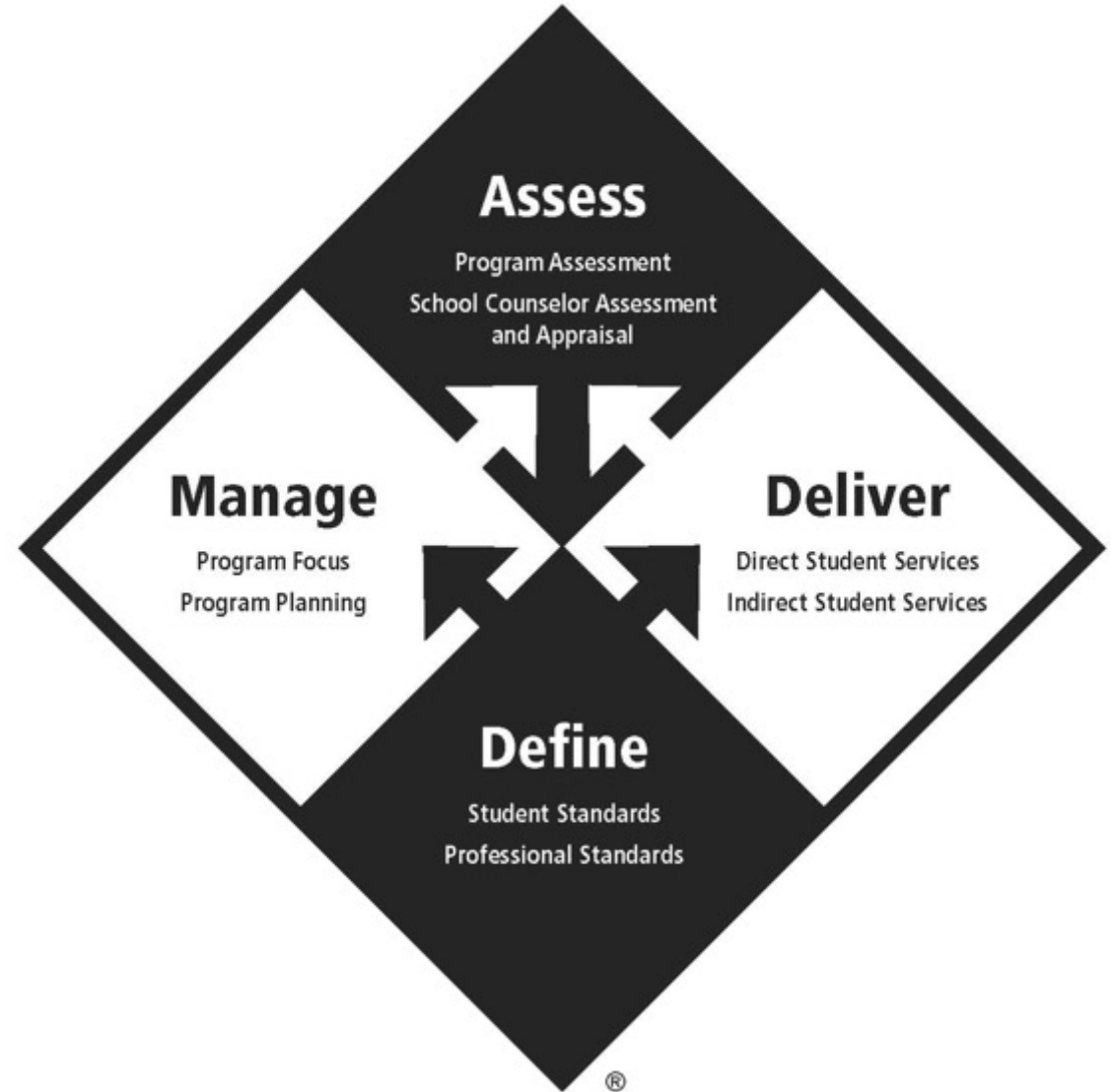
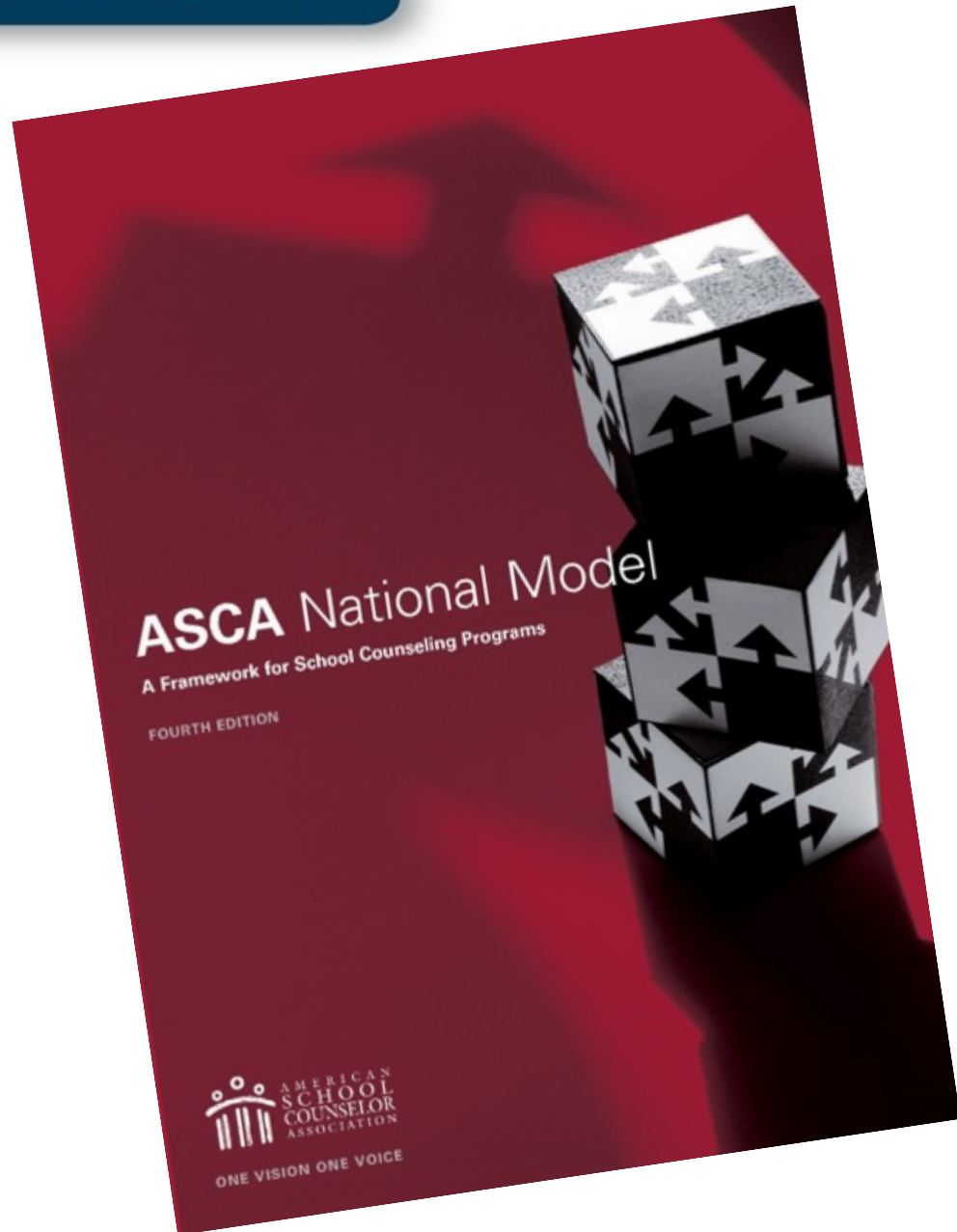
▶ Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges

IDEAL CASELOAD

250 students per school counselor





Research on Schools with Comprehensive Counseling Program

Increased

- Graduation Rates
- Math and reading
- 3rd grade reading proficiency
- Scores on state tests
- ACT scores
- Students taking ACT
- Attendance



Research on Schools with Comprehensive Counseling Program

Decreased

- Suspension rates
- Discipline referrals
- Student reports bullied/teased



The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

The School Counselor and Career Development

(Adopted 2017)

American School Counselor Association (ASCA) Position

School counselors implementing comprehensive programs strive to have an impact on student growth in three domain areas: career development, academic development and social/emotional development (ASCA, 2012). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil, & Smith, 2010). Although this statement focuses on career development it is understood academic development and social/emotional development need to be considered with equal diligence.

The Rationale

Workforce projections call for graduating secondary students to have at the least some postsecondary education to fulfill the demands of work (Carnevale, Smith, & Strohl, 2010). School counselors recognize that each student, regardless of background, possesses unique interests, abilities and goals, which will lead to future opportunities. Collaborating with students, families, educational staff and the community, the school counselor works to ensure all students select a postsecondary path to productive citizenry (e.g. military, career technical certificate or two-/four-year degree program) appropriate for the student.

ASCA recognizes career education begins in kindergarten and is exemplified by students who are knowledgeable about options and are prepared to enroll and succeed in any postsecondary experience without the need for remediation. ASCA recognizes all students possess the skills and knowledge needed to qualify for and succeed in their chosen field (Conley, 2013).

The School Counselor's Role

School counselors play a critical role in students' career development by:

- Introducing careers and the world of work beginning in lower elementary grades (pre-K–3)
- Providing opportunities to engage students in “life roles including learner and worker” (Gysbers, 2013)
- Providing learning and experiential opportunities for students to acquire behaviors and skills for career readiness (Gysbers, 2013)
- Working with students to identify their interests, abilities, specific career clusters (Stipanovic, 2010) and postsecondary plans (many states mandate an academic/career action plan as a graduation requirement)
- Helping students understand the connection between school and the world of work
- Helping students plan the transition from school to postsecondary education and/or the world of work (ASCA, 2014)
- Advising students on multiple postsecondary pathways (e.g., college, career-specific credentials and certifications, apprenticeships, military, service-year programs, full-time employment with a family-supporting wage) (Chicago Public Schools Multiple Postsecondary Pathways Framework)
- Connecting students to early college programs (e.g., dual credit/dual enrollment).
- Collaborating with administration, teachers, staff and decision makers to create a postsecondary-readiness and college-going culture
- Providing and advocating for individual pre-K through postsecondary students' college and career awareness through exploration and postsecondary planning and decision making, which supports students' right to choose from the wide array of options after completing secondary education
- Identifying gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career preparation

The School Counselor and Career and Technical Education

(Adopted 2018)

American School Counselor Association (ASCA) Position

School counselors provide all students with counseling that facilitates academic, career and social/emotional development, helping all students develop plans for choosing a career. School counselors demonstrate their understanding of rigorous career technical education (CTE) programs when they join with other CTE stakeholders to advocate for these programs, which are designed to guide students to success in their chosen careers.

The Rationale

Ferguson and Lamback (2014) noted that increased attention on career-focused education has been the objective of many education reform efforts striving to strengthen educational relevance, improve students' school and career preparation planning and increase student readiness for workplace demands. According to Advance CTE (n.d.), an association of CTE state directors dedicated to linking learning and work, more than 12 million high school and college students are enrolled in CTE programs across the nation. These students are learning academic and technical skills to prepare for the world of work through the introduction of workplace competencies that are most often provided through a hands-on environment.

Employers frequently express frustration that new hires often lack well-developed communication skills, problem-solving skills, motivation, persuasion and critical-thinking skills that define soft skills (MacDermott & Ortiz, 2017). DiBenedetto and Myers (2016) noted that CTE courses provide “contextual real-world learning experiences that have engaged students and exposed them to opportunities to transfer and apply those skills in occupational settings” (p. 31). School counselors agree with DiBenedetto and Myers (2016) that CTE courses help students develop core academic skills; employability skills; and job-specific, technical skills related to career pathways.

In their study on the influence of career-focused education on career planning and development, Mobley, Sharp, Hammond, Withington and Stipanovic (2017) observed that real-world experiences and hands-on projects are generally much more likely to happen in CTE courses. They noted that CTE students are more likely to have a clear understanding about their career goals, and they concluded that non-CTE students would benefit with advising, real-world experiences and hands-on integrated CTE/academic projects like those available to CTE students.

The School Counselor's Role

School counselors play an integral role through the context of comprehensive school counseling programs to facilitate students' acquisition of attitudes, knowledge and skills needed to achieve positive postsecondary and career outcomes. School counselors at all levels recognize that employability skills align well with ASCA's Mindsets & Behaviors for Student Success (2014). Consequently, they integrate a structure for organizing and delivering information about various careers and corresponding clusters such as The National Career Clusters Framework (Advance CTE, 2018).

MIDDLE SCHOOL CAREER ↔ CONVERSATIONS

Premises:

1. All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
2. All students have freedom of postsecondary training and career choice.
3. Career development engages students, parents and community partners.
4. Career development is a lifelong process beginning at pre-K.
5. Students have the right to change their career aspirations and goals at any time.
6. Career conversations are primarily strength-based.

Instructions: Determine the student's needs based on the corresponding ASCA Mindsets & Behaviors. Some students may need to address each Mindset & Behavior standard throughout the years, while others may only need to focus on a few. Adapt these questions to meet individual students' needs.

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
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MINDSETS

<p>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)</p>	<ol style="list-style-type: none"> 1. As you look over the last few months, what has your child accomplished that has been a real highlight? 2. What challenges or struggles have you observed your child facing? 3. As you think about post-high-school life for your child what skills might he/she still need to develop in order to be successful? 	<ol style="list-style-type: none"> 1. How would you characterize the quality of life (physical and mental health) of our community? 2. If our students were at their best, how would our community be different (physically, socially and emotionally)? 3. What kinds of programs/ services/resources would you like to provide in partnership with our school/district to help our students be their best? 	<ol style="list-style-type: none"> 1. Tell me about a time you felt proud of something you accomplished in the last few months. 2. What has gotten in your way of these accomplishments in the past? 3. What do you tell yourself when an assignment or activity is hard? 4. What activities or places make you feel safe and valued? Why? 5. Are there community activities in which you might enjoy being involved? (Or) In what community activities do you currently participate? 6. How could your involvement change how you think about your life after high school?
<p>Self-confidence in ability to succeed (M 2.)</p>	<ol style="list-style-type: none"> 1. Tell me about your child's level of confidence when faced with a new task. 2. Describe your child's approach to working through a challenging assignment or problem. 3. How motivated is your child to complete schoolwork without being assisted? 		<ol style="list-style-type: none"> 1. Tell me about a time you felt proud of something you accomplished at school in the last few months. How did you do it? (Ask student to be specific.) 2. What else would you like to accomplish at school this year? Have you thought about how you are going to make this happen? Would you like to develop a plan?



POSTSECONDARY ACADEMIC CAREER ↔ CONVERSATIONS

HIGH SCHOOL CAREER ↔ CONVERSATIONS

Premises:

1. All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
2. All students have freedom of postsecondary training and career choice.
3. Career development engages students, parents and community partners.
4. Career development is a lifelong process beginning at pre-K.
5. Students have the right to change their career aspirations and goals at any time.
6. Career conversations are primarily strength-based.

Instructions: Determine the student's needs based on the corresponding ASCA Mindsets & Behaviors. Some students may need to address each Mindset & Behavior standard throughout the years, while others may only need to focus on a few. Adapt these questions to meet individual students' needs.

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
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MINDSETS

<p>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)</p>	<ol style="list-style-type: none"> 1. As you look over the last few months, what has your child accomplished that has been a real highlight? 2. What challenges or struggles have you observed your child facing? 3. Could you give me an example of a time when your child was faced with a challenge and he/she was able to successfully resolve the issue on his/her own? 4. How do you know when you need to step in, be supportive or let children struggle and find solutions on their own? 5. As you think about post-high-school life for your child, what skills might he/she still need to develop to be successful? What community programs/ activities could help develop these skills? 6. Describe a time when you felt proud of your family. What are some of the values you have worked to pass along to your children? How have you seen your child practice/develop those values over time? 	<ol style="list-style-type: none"> 1. How would you characterize the quality of life (physical and mental health) of our community? 2. If our students were at their best, how would our community be different (Physically, socially and emotionally)? 3. What kinds of programs/ services/resources would you like to provide in partnership with our school/district to help our students be their best? 	<ol style="list-style-type: none"> 1. Tell me about a time you felt proud of something you accomplished in the last few months. 2. What else would you like to accomplish this year? 3. What has gotten in your way of these accomplishments in the past? 4. How do nutrition and sleep play a role in your accomplishments? 5. What's it feel like when you are faced with a new task in class? 6. What do you tell yourself when an assignment or activity is hard? 7. Do your thoughts help or hurt your success? How? 8. Is there anything you need to change about what you say to yourself? What? 9. Who are your strongest supporters? 10. What activities or places make you feel safe and valued? Why? 11. In what community activities do you currently participate? Are there others in which you might enjoy being involved? 12. How could your involvement change how you think about your life after high school?
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Q & A

Elementary Career Discovery



Open with ▾

Career Exploration in Elementary School: Where Futures Start

Students cannot be what they cannot see. In DPS, our students are discovering what's possible and exploring their dreams. Beginning in elementary school, we inspire, challenge and empower our students to embrace education as an adventure to explore a variety of career paths to exciting destinations.

Who are elementary school counselors?

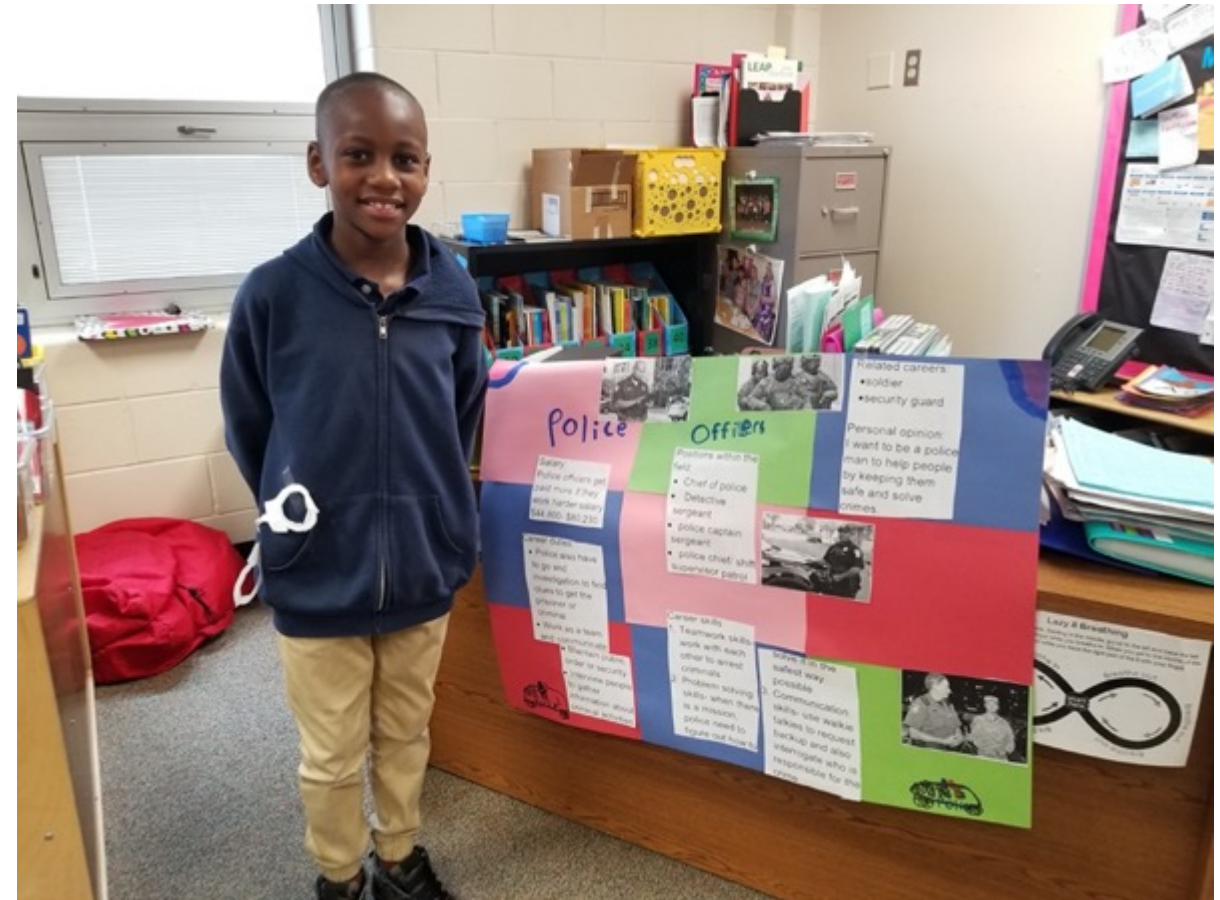
- School counselors help students explore their dreams and connect them with tools and experiences for career, college and high school.
- Our school counselors are friendly helpers who are licensed professionals with masters degrees who support students' social, emotional academic and career/college needs.
- They collaborate with parents, educators and community members to ensure students are getting the best experience possible throughout their DPS journey.

Counselors help students think about "what's next" along their educational journey and bring them career and college opportunities, including:

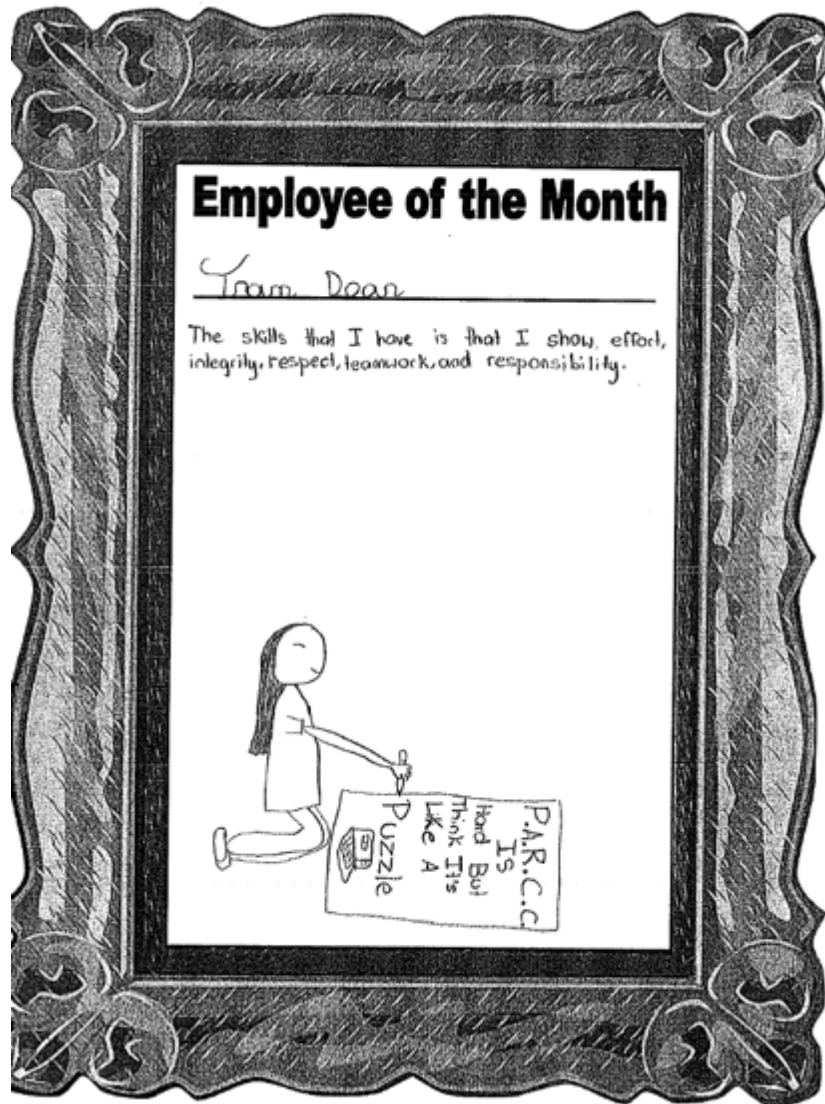
- Interest exploration activities
- Career visit days
- College tours
- Career fairs
- Lessons on ways to pay for college, different types of degrees and industries



Interested in learning
more about career and
college exploration



Elementary Career Discovery



Q & A

Middle School Exploration



District-wide 8th Grade Career Fair



MIDDLE SCHOOL COUNSELORS: PROMOTE CAREER DEVELOPMENT

**CREATE OPPORTUNITIES TO EXPLORE AND DEEPEN
COLLEGE AND CAREER KNOWLEDGE**

**Nwakaego Edordu Oriji
Counselor Facilitator
Garland ISD**



COUNSELOR PROFESSIONAL DEVELOPMENT & GROWTH

TO EFFECTIVELY ADVISE STUDENTS REGARDING CAREERS IN CYBERSECURITY WE NEED TO HAVE A KNOWLEDGE OF:



REQUIRED EDUCATION



CERTIFICATIONS



**SCHOOLS THAT OFFER
THE MAJORS/TECHNICAL
SCHOOLS**



CAREER OPPORTUNITIES

Counselors attend professional development such as state and national conferences to learn about the latest opportunities available for students. Google is a great tool too! We also use career programs (Naviance) to assist our students in learning¹⁸ about careers.

**ACTIVITIES/EVENTS TO
PROMOTE CAREER
DEVELOPMENT**

**Classroom
Instruction/Advisement**

Career Days/Panels

Chat and Chews

Parent Nights

**Collegiate Academy &
Industry Partner Fairs**



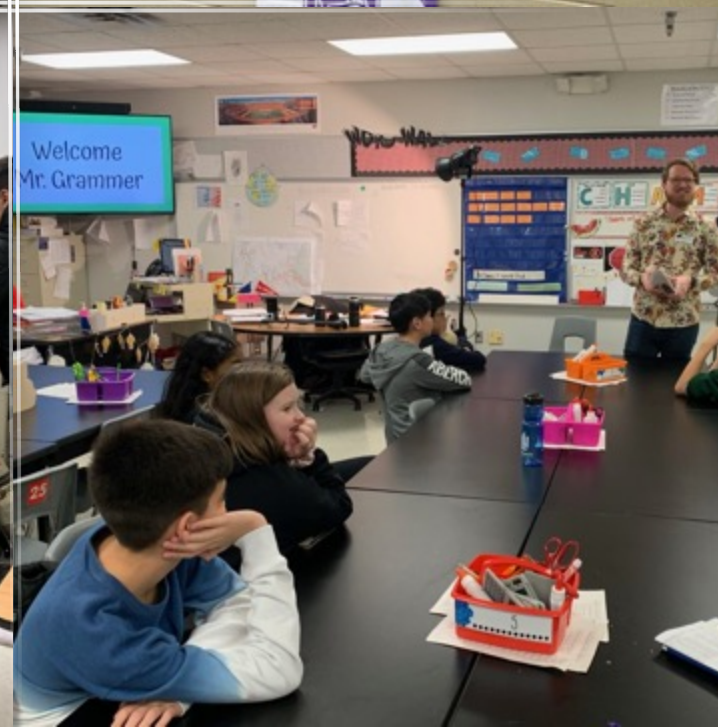
CLASSROOM INSTRUCTION/ADVISEMENT

Classroom Instruction:

Counseling topics offered to *all* students
in a classroom setting

Advisement:

Individual counseling session discussing
a student's academic interests and needs



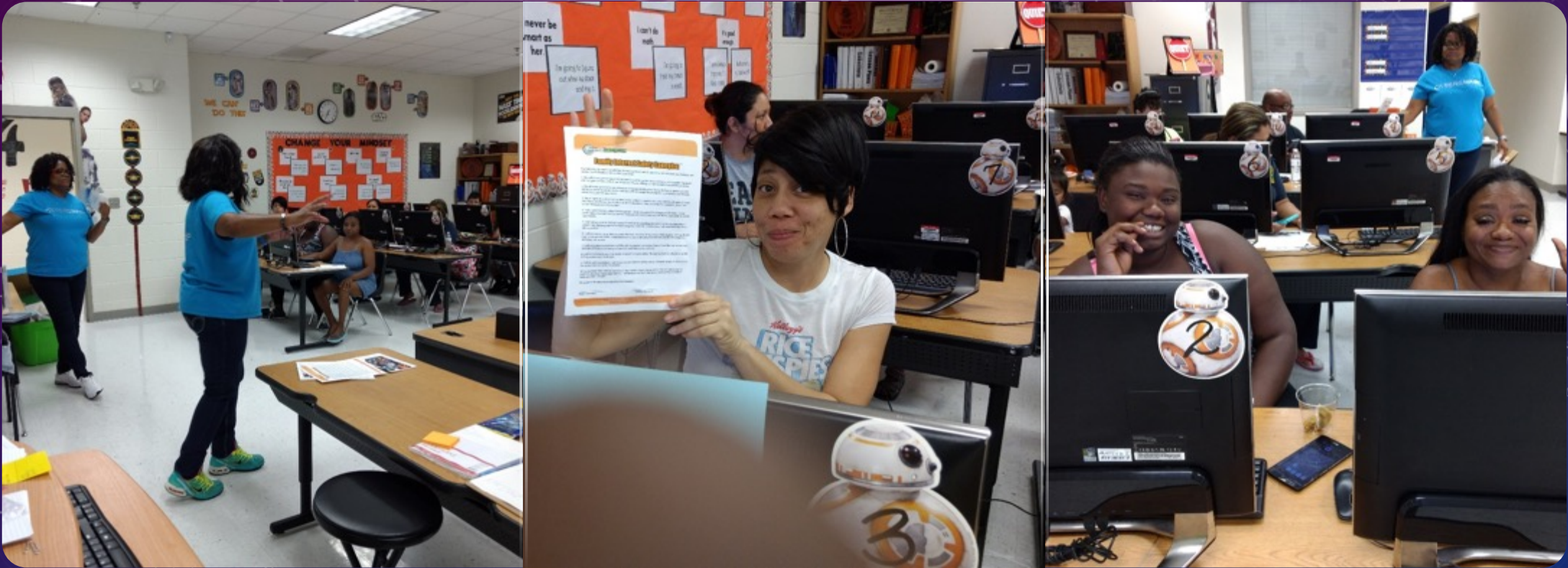
CAREER DAYS/PANELS

Career day is dedicated to highlighting a variety of careers. College and career panels include career professionals. Students prepare questions to ask each panelists.



CHAT & CHEWS

Industry Partners/Career professionals invited to discuss programs with students during lunch



Parent Nights

Parents are invited to an evening meeting to learn of career opportunities available for students



Collegiate Academy & Industry Partner Fairs

Collegiate academies offer students the opportunity to earn certifications or associate degrees in areas of interest while in high school. These academies collaborate with industry partners to obtain internships and practical career training for students.

Q & A

High School Planning



"We got to dissect a lamb's heart and puncture a lamb's eyeball. It was just really gross but it was cool ... After high school and like 100 years of medical school and college, I would like to be a surgeon."

Hugo
CEC Early College



WORK EXPERIENCE

DPS CareerConnect Spark
INDUSTRY INTRODUCTION PROGRAM

DPS CareerConnect Xplore
INDUSTRY EXPLORATION PROGRAM

DPS CareerConnect Coach
MENTORSHIP PROGRAM

DPS CareerConnect Launch
INTERNSHIP PROGRAM

DPS CareerConnect Chat and Challenge
VIRTUAL EXPLORATION PROGRAM

DPS CareerConnect Youth Apprenticeship Program
IN PARTNERSHIP WITH CAREERWISE COLORADO

Q & A

Thank You for Joining Us!

Upcoming Webinar: “Challenging Assumptions: What We Are Learning During The Pandemic About The Continuity of Learning and Skills Development”

When: Wednesday, May 13, 2020 at 2:00pm EDT

Register: <https://nist-nice.adobeconnect.com/webinarmay2020/event/registration.html>

nist.gov/nice/webinars