

**WEST VIRGINIA
SECRETARY OF STATE**

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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FILED

2008 AUG 15 PM 12: 58

OFFICE WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

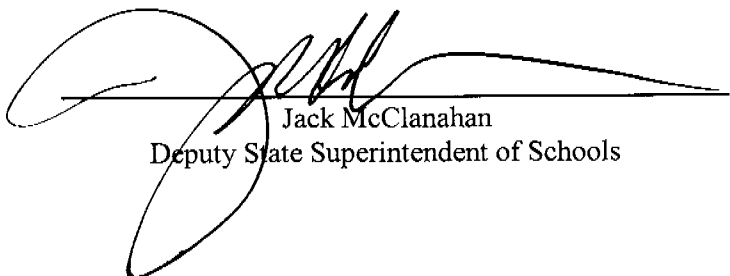
TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44U

TITLE OF RULE BEING PROPOSED: 21st Century Advisor/Advisee 9-12 Content

Standards and Objectives for West Virginia Schools (2520.19)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS September 15, 2008.



Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.19

21st Century Advisor/Advisee 9-12

Background:

This is a new policy that was developed to set consistent standards for West Virginia schools to be able to offer advisor/advisee curriculum for high school credit. Research shows that Student Advisement Programs are paramount to each student's success and can be effective in reducing retention rates, decreasing truancy and behavioral issues, increasing test scores, and improving attendance and graduation rates. Schools throughout West Virginia, including our 21st Century High Schools That Work (HSTW) sites, were struggling with implementing successful organized advisory programs and sought help to create a state model program. The nineteen model schools were asked to identify a key goal to improve the "Guidance and Advisement" in their schools; 80% identified "creating a successful advisement program" with consistent state content standards and objectives. Schools want to be able to offer credit to compensate for the time that must come out of the school calendar.

A state task force was created in 2007 to develop a framework, curriculum and content standards and objectives that are aligned with the National Career Development Guidelines, National Freshman Transition Standards and the American School Counselor Association National Standards. A team of diverse educators from across West Virginia, as well as national experts, worked collaboratively to develop standards and objectives that specifically address the needs of West Virginia students.

The policy shall be in effect July 1, 2008.

Proposals:

Approve state-wide standards and objectives for grades 9 – 12 advisor/advisee programs that are aligned with national career initiatives, 21st Century Learning, High Schools That Work, and Southern Regional Education Board's Guidance and Advisement initiative.

Develop a systematic way to assist all students with career exploration through the consistent structure of the LINKS Student Advisement System.

Provide a curriculum framework that will bridge the gap between what is taught in the core curriculum and the skills necessary in the work place by addressing five major Skills Areas: Self-Knowledge, Life Skills, Educational Development, Work Ethics, and Career Planning. 21st century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams.

Provide a framework to assist schools in meeting Policy 2510 requirements assuring all students have in depth opportunities for career exploration and decision making in grades 9 – 12 and to meet annually with parents and a counselor and/or advisor to develop/revise their Individual Student Transition Plan (ISTP).

Provide a structured system to assure that all students in grades 9-12 are prepared in all pathways for seamless entry into postsecondary education or the workforce.

Create systemic change in West Virginia schools that prepares its citizens with academic preparation and workplace readiness skills necessary to compete effectively in the global marketplace.

Impact: Assures that all students in West Virginia graduate high school more prepared for post secondary success and with the skills necessary to compete effectively in the 21st century global marketplace.

Response to Comments:

One comment was received in support of the policy but recommended that the language be made more specific to ensure consistency in delivery. The policy was reviewed and when objectives were found to be too broad, they were modified to be made more specific, or a more descriptive objective was added to break down a broad objective into more measurable and concise parts.

FILED

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2008 AUG 15 PM 12: 57

SERIES 44U
21st CENTURY ADVISOR/ADVISEE 9-12 CONTENT STANDARDS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520.19)

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44U-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.19 defines the content standards and objectives for assisting students with career exploration to assure that all students in grades 9-12 are prepared in all pathways for seamless entry into post-secondary education or the workforce.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- August 15, 2008

1.4. Effective Date. -- September 15, 2008

1.5. Repeal of former rule. -- Not applicable. This is a new rule.

§126-44U-2. Purpose.

2.1. This policy defines the content standards and objectives (or instructional goals) for the programs of study required by Policy 2510 in American Sign Language.

126-44U-3. Incorporation by Reference.

3.1. A copy of 21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education.

3.2. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for the advisor/advisee 9-12 program; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

126-44U-4. Severability.

4.1 If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.19

*21st Century Advisor/Advisee 9-12
Content Standards and Objectives for
West Virginia Schools*

Steven L. Paine
State Superintendent

Foreword

The Partnership for 21st Century Skills developed a unified, collective vision for 21st century learning that is being used to strengthen education in West Virginia and throughout America. West Virginia is working deliberately to align all educational programs with the 21st Century Framework by providing all county leadership teams and staff with ongoing professional development to help transform schools. Nineteen West Virginia "High Schools That Work" schools were selected and provided additional funding to create successful 21st Century model programs that other schools throughout the state can emulate. These schools are working to enhance key High Schools That Work practices, as well as the 21st Century framework and Southern Regional Education Board goals. According to each of these initiatives, the "Guidance and Advisement" program is essential to each school's mission of increasing student achievement. Research shows that Student Advisement Programs are paramount to each student's success and can be effective in reducing retention rates, decreasing truancy and behavioral issues, increasing test scores, and improving attendance and graduation rates. Schools throughout West Virginia, including these model schools were struggling with implementing successful organized advisory programs and sought help to develop successful programs with specific content that schools could easily implement. The nineteen model schools were asked to identify a key goal to improve the "Guidance and Advisement" in their schools, 80% identified "creating a successful advisement program" as a primary goal. WVBOE Policy 2510 requires all students to have in depth opportunities for career exploration and decision making in grades 9 – 12 and to meet annually with parents and a counselor and/or advisor to develop/revise their Individual Student Transition Plan (ISTP). The "Taking Career and Technical Education to the Next Level in West Virginia 2007 Pawley's Group Report, in response to the 2006 Senate concurrent Resolution 42, recommended that West Virginia develop a systematic way to help students with career exploration. Recommendation # 6 is to "Enhance seamless alignment and rigor by developing Career Pathways. This report also stresses that accepting the status quo or making small, incremental changes will fall short of preparing West Virginia and its citizens to compete effectively in the global marketplace. The LINKS student advisement program provides this structured system to assure that all students in grades 9-12 are prepared in all pathways for seamless entry into post-secondary education or the workforce.

The advisor/advisee curriculum will bridge the gap between what is taught in the core curriculum and the skills necessary in the work place by addressing five major Skills Areas: Self-Knowledge, Life Skills, Educational Development, Work Ethics, and Career Planning. 21st century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams.

The LINKS program provides students with practice in life and work skills and broadens the students' knowledge base for career decisions. As students recognize the relevance of their course work to their career plans, they will have an incentive for higher academic achievement. More information leads to better decision making. Like-wise, it is our goal to provide students with enough information to help them make career choices that will lead to a meaningful, productive lifestyle. The end result will be students making a smooth transition from grade to grade and from high school to post-secondary education by successfully "linking" school to work.

Every effort was made to involve practitioners in developing the LINKS program and standards. A team of diverse educators from across West Virginia, as well as, national experts worked collaboratively to develop a program to specifically address the needs of West Virginia students.

LINKS connects each student with an adult advisor who promotes Learning, Individualized Needs, Knowledge and Skills for every student to achieve immediate and long-term success.

Barbara Ashcraft, WVDE School Counseling Coordinator with the *Division of Adult and Technical Education; Office of Planning, Evaluation, Special Programs and Support Services*, spearheaded a collaborative effort to develop a statewide model that resulted in creation of the LINKS Program and is the contact person for this policy.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., AA for Advisor/Advisee);
- The letter S, for Standard; and
- The standard number.

Illustration: AA.S.1 refers to Advisor/Advisee content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- The content area code
- The content category (e.g. Academic, Career, Personal/Social Development)
- The grade level
- The number of the content standard addressed; and
- The objective number.

Illustration: AA.A.9.2.03 refers to an Advisor/Advisee academic 9th grade objective that addresses standard #2 and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: AA.A.PD.9.2 refers to Advisor/Advisee performance descriptors for ninth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.5 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.5 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.5 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.5 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.5 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for ninth grade advisor/advisee, standard #2 will be "200802.AA.5.02".

Abbreviations

Content Area

AA

Advisor/Advisee

Other Abbreviations

PD

Performance Descriptors
Objective

O

Standard (Content Standard)

S

ADVISOR/ADVISEE

The LINKS program is a framework and curriculum for student advisement programs in West Virginia. It is a fluid program that is easily adapted to each school's design, culture, and other school-wide programs. LINKS provides a structure for delivery of specific academic, career, and personal/social content standards that assures each student obtains this essential content regardless of transitioning from school to school in West Virginia. Yet, the structure allows for adaptations to deliver specific content that may be of specific need to each particular school.

This document is an organized, sequential list of learning standards and objectives closely aligned with the ASCA National Standards, the National Career Development Guidelines and West Virginia Board of Education Policy 2315. The standards are presented using the three categories of advisement including academics, career, and personal/social development. Knowledge, skills, and understanding in each of these categories are required for student success in high school, postsecondary education and future occupations. The LINKS program is not a separate "Program", but instead *links* to every element of the educational experience bringing students, school staff, parents, the community, businesses, and other organizations together to enhance each student's educational experience by connecting rigor, relevance, and relationships. It provides an avenue for school leaders to meet many other policy requirements including harassment education, internet safety, parent and community involvement, addressing bullying and other important mandates. It brings forth systemic change required in today's 21st Century schools to prepare our students for today's global workplace.

The intent of the advisor/advisee standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at each grade level. Teachers and policy-makers can use the advisor/advisee standards to implement and design curricula, to allocate instructional resources, and to provide a basis for assessing and tracking student achievement and progress.

Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1)

Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2)

Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3)

Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4)

Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5)
Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6)
Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7)
Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8)
Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.)
Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

The Role of Technology

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning and provide the ability to adapt to change. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Organization of the Advisor/Advisee Program of Study

This document is an organized, sequential list of learning standards and objectives closely aligned with the ASCA national standards and West Virginia Board of Education Policy 2315. The standards are presented using the three categories of advisement including academics, career, and personal/social development. Knowledge, skills, and understanding in each of these categories is required for student success in high school and in postsecondary education and future occupations

Ninth Grade Advisor/Advisee Content Standards and Objectives

Students in ninth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The ninth grade objectives address important social, emotional and physical changes young adolescents experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

Grade 9 Advisor/Advisee - Academics				
Standard:1	Contributing to Effective Learning (AA.S.1)			
Performance Descriptors AA.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: take responsibility for their actions; continually monitor and analyze his/her academic performance and make appropriate revisions to his/her five-year/Individual Student Transition Plan (ISTP); demonstrate time management skills and cooperative learning to advance academic progress; and utilize academic support resources	A ninth grade student performing at the above mastery level will: analyze his/her most recent performance results and make timely revisions as necessary to the ISTP; utilize time management skills to improve learning; make revisions to his/her academic plan; and identify academic support resources when needed.	A ninth grade student performing at the mastery level will: demonstrate the skills for life-long learning; monitor his/her academic progress and make revisions as needed; develop strategies for learning including time management skills; and utilize resources or extra help for academic support when necessary.	A ninth grade student performing at partial mastery will: review the educational skills to progress toward life-long learning; understand the importance of developing time management skills; revise their educational plans with assistance; and identify sources or extra help for students.	A ninth grade student performing at the novice level will: need reinforcement to build the educational skills necessary for life-long learning; review current performance in classroom work, report card grades and test scores; receive direction for extra help when required; and revise ISTP plan with help from advisor.

when needed to ensure success.			
Objectives	Students will		
AA.A.9.1.01	identify attitudes and behaviors that lead to successful learning, personal development, and working cooperatively with others in the LINKS program.		
AA.A.9.1.02	display a positive interest in learning.		
AA.A.9.1.03	review and build upon educational skills necessary to progress toward life-long learning goals.		
AA.A.9.1.04	identify sources for extra help available to students needing academic support.		
AA.A.9.1.05	analyze the most recent test results to identify strengths and challenges.		
AA.A.9.1.06	make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.		
AA.A.9.1.07	utilize management skills to control anxiety and increase productivity and school success.		
AA.A.9.1.08	develop a variety of strategies to improve learning.		
AA.A.9.1.09	take responsibility for their actions.		
AA.A.9.1.10	analyze their time-use and make plans for revision as needed.		

Grade 9 Advisor/Advisee - Academics			
Standard:2 Academic Rigor and Postsecondary Options (AA.S.2)			
Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.			
Performance Descriptors AA.S.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
A ninth grade student performing at the distinguished level will: establish challenging academic goals for his/her high school years; analyze test scores, class work, and report cards and make necessary revisions to his/her ISTP; demonstrate an understanding of graduation requirements; and research financial needs for postsecondary	A ninth grade student performing at the above mastery level will: establish long-term goals for high school; analyze current performance on standardized tests, class work and grades and apply results to revise his/her academic educational plan; utilize resources for financial aid for his/her postsecondary	A ninth grade student performing at the mastery level will: establish goals for academic success in high school by analyzing his/her test scores, report card grades and classroom work; revise the academic education plan as a result of the analysis; employ appropriate study skills; demonstrate an understanding of the research tools for finding	A ninth grade student performing at the novice level will: need further development of long-term education goals; review current performance assessments with assistance; and develop appropriate study skills.

education using technology and print resources.	education/training; demonstrate understanding of graduate requirements; and employ appropriate study skills.	and applying for financial aid; and provide details of graduation requirements.	information on financial resources.
Objectives Students will			
AA.A.9.2.01 learn and apply study skills necessary for academic success at each level.			
AA.A.9.2.02 establish challenging academic goals in high school.			
AA.A.9.2.03 revise their Individual Student Transition Plans as appropriate to reflect changes in interests, career and postsecondary plans, standardized test scores, report card grades, and life experiences.			
AA.A.9.2.04 describe how to find and apply for merit-based financial aid.			
AA.A.9.2.05 describe how to find and apply for need-based financial aid.			
AA.A.9.2.06 complete a graduation checklist to assess course needed for graduation requirements...			
AA.A.9.2.07 Learn, practice and utilize test taking strategies to improve assessment results			

Grade 9			
Advisor/Advisee Academics			
Standard: 3			
Understanding the World of Work, Home, and Community (AA.S.3)			
Students will understand the relationship of academics to the world of work and to life at home and in the community.			
Performance Descriptors AA.S.3			
Distinguished			
A ninth grade student performing at the distinguished level will:	Above Mastery A ninth grade student performing at the above mastery level will:	Mastery A ninth grade student performing at the mastery level will:	Partial Mastery A ninth grade student performing at partial mastery will:
<p>demonstrate the relationship between school success and future career goals; develop flexible career plans based on the relationship between his/her academic performance and postsecondary education; review five-year plan and grade level checklists; demonstrate knowledge of requirements for Senior Project; and prepare for the</p>	<p>understand the relationship between their flexible career plans and his/her performance on standardized tests, classroom work, and report cards; understand the preparations for the transition from school to postsecondary education/training and community member; and review his/her high school</p>	<p>relationship between his/her test scores, classroom work, report cards, and ISTP and flexible career plans; develop and revise plans for transitioning from school to postsecondary education/training and community member; and review his/her high school plan, checklists, and grade level culminating projects.</p>	<p>performing at the novice level will: work with advisor to understand the relationship between his/her career plans and performance on standardized tests and report cards; review and revise ISTP with assistance from advisor; and learn how to review his/her high school plan and plan for culminating projects.</p>

transition from student to community member.	plan, checklists, and culminating projects including Senior Project.		
Objectives			
AA.A.9.3.01	Students will understand how school success and academic achievement enhance future career and vocational opportunities.		
AA.A.9.3.02	Students will understand that school success is the preparation to make the transition from student to community member.		
AA.A.9.3.03	Students will discuss annually the current relationship between their flexible career plans, postsecondary education goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.		
AA.A.9.3.04	Students will review high school plan, grade level checklists, and demonstrates knowledge of grade level culminating projects including the Senior Project		
AA.A.9.3.05	Students will develop goals which reflect a connection between academic performance and career goals		

Career

Grade 9 Advisor/Advisee - Career			
Standard 4 Exploration and Planning (AA.S.4)			
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Performance Descriptors AA.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
A ninth grade student performing at the distinguished level will: evaluate and interpret career information; understand the relationship between personal abilities, skills, interests and motivations and his/her flexible career plans; participate in activities to prepare for the world of work; write and update an individual resume; and demonstrate decision-making skills and	A ninth grade student performing at the above mastery level will: demonstrate appropriate decision-making skills; locate and explore career information including traditional/nontraditional occupations and changing roles; complete an individual resume; and understand how his/her personal abilities, skills, interests, and motivations impact his/her flexible career plans.	A ninth grade student performing at the mastery level will: learn decision-making skills; develop an understanding of personal abilities, skills, interests, and motivations; learn how to write a resume; explore a variety of traditional/nontraditional occupations and the changing roles for males and females in the work place; and learn how to research career information.	A ninth grade student performing at partial mastery will: learn how to locate career information with assistance from his/her advisor; discuss a variety of traditional/nontraditional occupations and the changing role of males/females in developing career plans; and engage in activities to improve decision-making skills.
A ninth grade student performing at the novice level will: work with his/her advisor to locate and evaluate career information; identify opportunities to prepare for the world of work; practice decision-making skills; and with assistance from his/her advisor, understand his/her personal skills, interests, and motivations.			

information/research skills for exploring career choices.		
Objectives	Students will	
AA.C.9.4.01	learn how to make decisions.	
AA.C.9.4.02	develop an awareness of personal abilities, skills, interests, and motivations.	
AA.C.9.4.03	develop skills to locate, evaluate, and interpret career information.	
AA.C.9.4.04	utilize opportunities to prepare for the world of work such as job shadowing, interning, apprenticeships, clubs and volunteering.	
AA.C.9.4.05	learn how to write a resume.	
AA.C.9.4.06	learn about the variety of traditional and nontraditional occupations.	
AA.C.9.4.07	understand the continuing changes in male/female roles.	
AA.C.9.4.08	articulate – verbally and in writing – future plans.	
AA.C.9.4.09	develop competency in area of interest	

Grade 9 Advisor/Advisee - Career Strategies for Future Career Goals (AA.S.5)
 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

Performance Descriptors AA.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: maintain an updated and accurate portfolio reflecting academic, career, and personal information; evaluate and interpret career information and the relationship between his/her academic achievement and career plans.	A ninth grade student performing at the above mastery level will: maintain and update a career planning portfolio; understand the relationship between school performance and long-term career plans; and locate current career information to evaluate future plans.	A ninth grade student performing at the mastery level will: maintain a career planning portfolio; understand the relationship between academic achievement and his/her career plans; and locate, evaluate, and interpret career information using a variety of print and electronic sources.	A ninth grade student performing at partial mastery will: develop a career planning portfolio; locate career information in a variety of sources; and discuss with his/her advisor the relationship between educational achievement and career planning.	A ninth grade student performing at the novice level will: begin a career planning portfolio with assistance from his/her advisor; discuss the importance of educational achievement and his/her career plans; and locate career information sources.

Objectives	Students will
AA.C.9.5.01	maintain a career planning portfolio.
AA.C.9.5.02	understand the relationship between educational achievement and career planning.
AA.C.9.5.03	develop skills to locate, evaluate and interpret career information.

Grade 9 Advisor/Advisee - Career				
Standard 6: Employment Readiness Skills (AA.S.6)				
Students will understand the relationship between personal qualities, education, training and the world of work.				
Performance Descriptors AA.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: use appropriate job-seeking skills to apply for volunteer or part-time jobs in the community; develop a positive attitude toward work and learning; demonstrate ethical standards that apply to both school and the workplace; develop an understanding of his/her workforce readiness in relation to his/her self-management skills; demonstrate the ability to seek, obtain, maintain and change in either work or volunteer situations.	A ninth grade student performing at the above mastery level will: demonstrate positive attitudes toward work and learning; demonstrate the ability to seek, obtain, and maintain a part-time job or volunteer opportunity in the community; understand his/her workforce readiness in terms of his/her self-management skills; and establish ethical habits in school and work situations.	A ninth grade student performing at the mastery level will: understand the need for a positive attitude toward work and learning; refine job-seeking skills needed to apply for volunteer or part-time jobs in the community; understand ethical habits for school and work situations; develop skills for seeking, obtaining, and maintaining a job; and explain his/her workforce readiness in terms of his/her self-management skills.	A ninth grade student performing at partial mastery will: understand the need for a positive attitude toward work and learning; develop job-seeking skills with assistance from his/her advisor; explore his/her workforce readiness in terms of his/her self-management skills; and discuss ethical habits for school and the workforce.	A ninth grade student performing at the novice level will: work with his/her advisor to develop a positive attitude toward work and learning; learn basic job-seeking skills; develop ethical habits for school and the workforce; understand the need to use self-management skills in the workplace.
Objectives				
Students will				
AA.C.9.6.01 Discuss job and school success skills				
AA.C.9.6.02 understand the need for positive attitudes toward work and learning.				
AA.C.9.6.03 develop skills to prepare to seek, obtain, maintain and change jobs.				
AA.C.9.6.04 identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.				
AA.C.9.6.05 identify situations which would compromise ethical habits in school or work situations.				
AA.C.9.6.06 analyze workforce readiness in terms of self-management skills.				

Personal/Social Development

Grade 9 Advisor/Advisee - Personal/Social Development				
Standard: 7				
Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
Performance Descriptors AA.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: participate in activities that contribute to the school or community; demonstrate an understanding of cultural identity and world views within the community; employ effective communication skills when interacting with others; maintain a positive self-image; understand his/her unique responsibilities within the family, school and community.	A ninth grade student performing at the above mastery level will: maintain a positive self-concept, use effective communication skills is his/her interaction with others; understand cultural identity and world views within the community; participate in activities that contribute to the school and community; recognize increased responsibilities of young adults.	A ninth grade student performing at the mastery level will: develop effective communication skills to positively interact with others; recognize the unique rights and responsibilities of the individual student within the family, school, and local community; and develop skills to maintain a positive self-concept.	A ninth grade student performing at partial mastery will: address the skills to maintain a positive self-image and interact with others; practice using effective communication skills; learn to accept his/her rights and responsibilities within the family, school, and local community; and explore different views within the community.	A ninth grade student performing at the novice level will: work with his/her advisor to develop a positive self-image and effective communication skills; identify activities in which he/she might participate to make a contribution to the school and community; develop the skills to interact positively with others.
Objectives Students will				
AA.PSD.9.7.01 learn how to make and keep friends.				
AA.PSD.9.7.02 explore cultural identity and world views within the community.				
AA.PSD.9.7.03 describe the unique rights and responsibilities students have as young adults.				
AA.PSD.9.7.04 recognize increased roles and responsibilities of the individual student within the family, school, and local community.				
AA.PSD.9.7.05 develop skills to maintain a positive self-image.				
AA.PSD.9.7.06 identify activities the individual student might participate in to become a contributing member of a school community.				
AA.PSD.9.7.07 learn how to communicate effectively.				
AA.PSD.9.7.08 use effective communication skills.				
AA.PSD.9.7.09 understand the influence of a positive self-concept.				
AA.PSD.9.7.10 develop skills to interact positively with others.				

Grade 9		Advisor/Advisee - Personal/Social Development			
Standard:8		Decision-Making (AA.S.8)			
(AA.S.8)		Students will make decisions, set goals, and take necessary action to achieve goals.			
Performance Descriptors AA.S.8					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: utilize a decision-making and problem-solving model when faced with challenges; use an action plan to set realistic goals and achieve success in reaching those goals; demonstrate an understanding of when, where and how to locate help in solving a problem or making a decision.		A ninth grade student performing at the above mastery level will: demonstrate decision-making and problem solving skills; utilize resources available to assist in making decisions or solving problems; use an action plan to set and achieve realistic goals.	A ninth grade student performing at the mastery level will: develop an action plan for setting and achieving realistic goals; understand the challenges he/she may face and describe methods for addressing them; utilize available support when seeking help with solving problems and/or making decisions.	A ninth grade student performing at partial mastery will: develop a plan for setting and achieving goals with the assistance of his/her advisor; discuss the typical challenges facing young adults and methods to address them; recognize when, where, and how to seek help for solving problems and making decisions.	A ninth grade student performing at the novice level will: require assistance from his/her advisor to develop a plan for setting and achieving realistic goals; recognize the typical challenges for young adults; and explore when, how, and where to seek help with making decisions and solving problems.
Objectives		Students will			
AA.PSD.9.8.01		demonstrate when, where, and how to seek help for solving problems and making decisions.			
AA.PSD.9.8.02		use a decision-making and a problem-solving model.			
AA.PSD.9.8.03		develop an action plan to set and achieve realistic goals.			
AA.PSD.9.8.04		describe challenges that are typical for young adults and successful methods for addressing them.			

Grade 9		Advisor/Advisee - Personal/Social Development			
Standard:9		Personal Safety Skills (AA.S.9)			
(AA.S.9)		Students will understand safety and survival skills and apply coping strategies.			
Performance Descriptors AA.S.9					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
A ninth grade student performing at the distinguished level will: use a coping mechanism to deal with difficult situations to		A ninth grade student performing at the above mastery level will: demonstrate a coping mechanism to deal with	A ninth grade student performing at the mastery level will: demonstrate a variety of coping skills for addressing stressful	A ninth grade student performing at the partial mastery level will: identify at-risk behaviors and common stressors with	A ninth grade student performing at the novice level will: with guidance from the advisor, identify at-risk behaviors and

avoid or reduce risks; recognize stressors and employ stress management techniques to avoid or reduce stressful situations; and utilize resources available when necessary to address conflicts and crisis.	stressful situations; employ stress management techniques to avoid or reduce stressful situations; and utilize appropriate resources to assist in conflict resolution and crisis management.	situations; recognize at-risk behaviors and demonstrate avoidance strategies; and identify the resources available for assistance in conflict resolution and crisis management.	reinforcement; demonstrate an understanding of coping techniques and stress management skills; and identify resources available to help address conflicts or crisis.	common stressors; identify the resources available to help address stressors and conflicts; and explain strategies to reduce or avoid at-risk and unhealthy situations.
Objectives				
Students will				
AA.PSD.9.9.01 identify and utilize resources available that address personal safety issues.				
AA.PSD.9.9.02 identify at-risk behaviors that challenge young adults and set healthy goals in those areas.				
AA.PSD.9.9.03 identify stressors common to young adults and describe appropriate stress management techniques.				
AA.PSD.9.9.04 identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g. parents, crisis hotlines, school counselors).				
AA.PSD.9.9.05 identify and apply positive relationship practices and safe dating practices				

Tenth Grade Advisor/Advisee Content Standards and Objectives

Students in tenth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or postsecondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The tenth grade objectives address important social, emotional and physical changes young adolescents experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

Grade 10	Advisor/Advisee - Academics
Standard:1	Contributing to Effective Learning (AA.S.1)
(AA.S.1)	Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
Performance Descriptors AA.S.1	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>A tenth grade student performing at the distinguished level will: demonstrate effective time management skills by balancing school, leisure, and family time activities; maintain a comprehensive portfolio which includes his/her extra-curricular activities; recognize his/her strengths and weaknesses through analysis of recent standardized tests; improve assessment results by applying test-taking strategies; and have an organizational plan for achieving his/her academic goals.</p>	<p>A tenth grade student performing at the above mastery level will: exhibit attitudes and behaviors that lead to successful learning; utilize time-management and task-management skills to organize activities and maintain a balance among school, extra-curricular and family life; apply test-taking and writing strategies to increase performance on statewide assessments; understand his/her personal learning style and how it affects his/her academic performance; and seek assistance when necessary.</p>	<p>A tenth grade student performing at the mastery level will: balance school and family through the application of time-management and task-management skills; identify the attitudes and behaviors that lead to successful learning; analyze assessment results to determine his/her strengths and weaknesses; demonstrate improved organizational skills; update his/her portfolio to include community services and extra curricular activities; and know how and when to seek extra help.</p>	<p>A tenth grade student performing at the partial mastery level will: develop an understanding of his/her personal learning style and how it affects academic performance; accept mistakes as part of the normal learning process; learn time-management skills; identify sources for extra help; learn how to evaluate the reliability of information sources; and improve test-taking strategies.</p>	<p>A tenth grade student performing at the novice level will: work with his/her advisor to learn time-management skills; improve organization of activities to balance his/her time and work efforts; identify the sources for extra help and know how to seek assistance.</p>
Objectives	Students will			
AA.A.10.1.01	apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life.			
AA.A.10.1.02	identify attitudes and behaviors that lead to successful learning.			
AA.A.10.1.03	accept mistakes as essential to the learning process.			
AA.A.10.1.04	become aware of the benefits of improving their own organizational skills and steps they can take to accomplish this.			
AA.A.10.1.05	analyze the most recent standardized test results to identify strengths and challenges.			
AA.A.10.1.06	apply knowledge of learning styles to positively influence school performance.			
AA.A.10.1.07	understand and use assessment results in educational and postsecondary planning.			
AA.A.10.1.08	update portfolio to include extra-curricular activities and community services.			
AA.A.10.1.09	identify sources of extra help available to students needing academic support.			
AA.A.10.1.10	assess and apply information to expand awareness of the relationship between high school choices and postsecondary options.			
AA.A.10.1.11	apply test-taking and writing strategies to improve success on statewide assessments.			
AA.A.10.1.12	learn to evaluate reliability of websites and other resources that may be used to increase learning			
AA.A.10.1.13	apply knowledge gained from shared experiences of seniors and other mentors to increase successes and overcome challenges to success in			

school.				
Grade 10 Advisor/Advisee - Academics				
Standard:2 Academic Rigor and Postsecondary Options:(AA.S.2)				
Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.				
Performance Descriptors AA.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A tenth grade student performing at the distinguished level will: exhibit effective study skills for academic success; have established challenging academic goals and continually monitor progress; maintain a graduation checklist and make choices based on his/her personal learning style and apply the skills to become a self-directed and independent learner; and locate resources and support from faculty, family and the community.	A tenth grade student performing at the above mastery level will: apply critical thinking skills and effective study skills necessary for academic success; understand his/her learning style and its influence on school performance; establish challenging academic goals and monitor progress in achieving those goals; and demonstrate the ability to be a self-directed, independent learner.	A tenth grade student performing at the mastery level will: apply effective study skills and critical thinking skills to achieving academic goals; understand the importance of assessment results and develop test-taking skills to increase performance on standardized assessments; review academic transcript to monitor graduation requirements; and establish challenging goals that lead to achieving individual potential.	A tenth grade student performing at the partial mastery level will: learn to apply critical thinking skills and test-taking strategies to improve academic performance; review his/her academic transcript; work with his/her advisor to learn and practice critical thinking skills; and know where to find the resources to support his/her efforts.	A tenth grade student performing at the novice level will: work with his/her advisor to review his/her transcript and determine progress toward meeting graduation requirements; practice using test-taking strategies to improve results on standardized assessments; and learn effective study skills.
Objectives		Students will		
AA.A.10.2.01		learn and apply critical thinking skills.		
AA.A.10.2.02		apply the study skills necessary for academic success.		
AA.A.10.2.03		use knowledge of learning styles to positively influence school performance.		
AA.A.10.2.04		establish challenging academic goals and review progress toward choosing a concentration.		
AA.A.10.2.05		know where to find resources, seek information and support from faculty, staff, family, peers, and the community.		
AA.A.10.2.06		understand the importance of assessment results in educational and postsecondary planning.		
AA.A.10.2.07		learn, practice and utilize test-taking strategies to improve assessment results.		
AA.A.10.2.08		understand and demonstrate the importance of achieving individual potential.		

AA.A.10.2.09	review the academic transcript and update graduation requirement checklist.
AA.A.10.2.10	demonstrate strategies to become a self-directed, independent learner.
Grade 10 Advisor/Advisee Academics	
Standard: 3	
Students will understand the relationship of academics to the world of work and to life at home and in the community.	
Performance Descriptors AA.S.3	
Distinguished	
A tenth grade student performing at the distinguished level will: identify and overcome barriers to his/her academic success; demonstrate appropriate classroom behavior and work ethic leading to successful academic performance; clearly articulate the purpose for each component of the Senior Project and his/her preparations; and utilize resource persons within the school and community.	
Above Mastery	
A tenth grade student performing at the above mastery level will: explore barriers to his/her academic success and develop strategies for overcoming them; demonstrate responsibility, dependability, punctuality and integrity in school; seek resource persons for their help in achieving academic goals; explain the purpose of the components of the Senior Project.	
Mastery	
A tenth grade student performing at the mastery level will: identify the barriers to his/her personal academic success; demonstrate the importance of positive classroom performance and success in school; exhibit responsible, dependable, and punctual work habits; and identify resource persons in school and community; identify and explain the components of the Senior Project.	
Partial Mastery	
A tenth grade student performing at the partial mastery level will: develop an understanding of the relationship between classroom performance, positive work habits, and integrity and his/her success in school; identify barriers to his/her success; and explore resource persons in the school and community; learn the components of the Senior Project.	
Novice	
A tenth grade student performing at the novice level will: understand that there are barriers to his/her success and the need for positive classroom performance to overcome these barriers; understand the importance of planning for the Senior Project.	
Objectives	
AA.A.10.3.01	Students will identify resource people in the school and community and know how to seek their help.
AA.A.10.3.02	understand the importance of responsibility, dependability, punctuality, integrity and effort in school.
AA.A.10.3.03	identify barriers to personal academic success.
AA.A.10.3.04	understand the relationship between classroom performance, effort, and success in school.
AA.A.10.3.05	review high school plan, grade level checklists, and demonstrate knowledge of grade level culminating projects including the Senior Project
AA.A.10.3.06	articulate the four components of the Senior Project (Paper, Portfolio, Project and Presentation), explain the purpose of each, and begin developing personal project development timeline.

Career

Grade 10		Advisor/Advisee - Career	
Standard:4		Exploration and Planning (AA.S.4)	
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Performance Descriptors AA.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
A tenth grade student performing at the distinguished level will: research and interpret information about traditional and nontraditional careers using a variety of information resources; understand the WV career clusters and concentrations and the relationship to his/her areas of interest; and demonstrate employability skills including working as a team member.	A tenth grade student performing at the above mastery level will: demonstrate employability skills such as teamwork, problem solving and organizational skills; research a diversity of occupations using a variety of information sources; develop competence in areas of interest; and understand the WV career clusters and concentrations.	A tenth grade student performing at the mastery level will: acquire employability skills including teamwork, problem solving, and organizational skills; research and interpret career information as it relates to his/her areas of interest; understand the WV career clusters and concentrations; and develop a balance between work and leisure.	A tenth grade student performing at the partial mastery level will: identify sources of career information; learn to work cooperatively as a team member; learn about the variety of traditional and non-traditional occupations; obtain information about the WV career clusters and concentrations.
Novice			
A tenth grade student performing at the novice level will: explore traditional and nontraditional occupations and the WV career clusters and concentrations; work on developing employability skills such as teamwork, problem solving and organization; and identify his/her areas of interest.			
Objectives			
Students will			
AA.C.10.4.01	learn about the variety of traditional and nontraditional occupations.		
AA.C.10.4.02	learn how to interact and work cooperatively in teams.		
AA.C.10.4.03	acquire employability skills such as problem solving, and organizational skills.		
AA.C.10.4.04	develop skills to locate, evaluate, and interpret career information.		
AA.C.10.4.05	learn to balance work and leisure time.		
AA.C.10.4.06	use research and information resources to obtain information on a variety of careers.		
AA.C.10.4.07	obtain knowledge of WV career clusters and concentrations.		
AA.C.10.4.08	pursue and develop competence in areas of interest.		

Grade 10		Advisor/Advisee - Career	
Standard:5		Strategies for Future Career Goals (AA.S.5)	
Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work			
Novice			

and postsecondary training/education.				
Performance Descriptors AA.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A tenth grade student performing at the distinguished level will: actively engage in his/her career planning with knowledge of the process; make effective use of the Internet to locate career planning information including job descriptions, working conditions, and earnings potential; and use his/her academic transcript to identify any necessary course changes.	A tenth grade student performing at the above mastery level will: review academic transcript and make necessary changes to ensure meeting graduation requirements; develop educational plans that address his/her career goals; locate career planning information on the Internet such as job descriptions, educational requirements, and earnings.	A tenth grade student performing at the mastery level will: review his/her academic transcript and identify any needed changes in order to ensure graduation; develop educational plans to support his/her career goals; understand the career planning process; and use the Internet as a resource for career planning information related to evaluating career choices.	A tenth grade student performing at the partial mastery level will: learn how to interpret an academic transcript and what is needed to graduate; learn how to use the Internet as part of their career planning process; learn how educational plans support career goals; and explore job descriptions and their requirements.	A tenth grade student performing at the novice level will: work with his/her advisor to review the academic transcript and make necessary changes to ensure graduation; learn how to use the Internet to locate career planning information; and understand the relationship between educational plans and career goals.
Objectives				
AA.C.10.5.01 Students will learn to use the Internet to access career planning information.				
AA.C.10.5.02 review academic transcript and make necessary course changes to graduate.				
AA.C.10.5.03 demonstrate the knowledge of the career planning process.				
AA.C.10.5.04 develop educational plans to support career goals.				
AA.C.10.5.05 evaluate personal effort, LINKS lessons and experiences to help improve LINKS and other educational programs for self and others				
AA.C.10.5.06 actively engage in career planning by evaluating job descriptions, working conditions, education requirements, earnings, and values for careers under consideration.				
Grade 10 Advisor/Advisee – Career				
Standard 6				
(AA.S.6) Students will understand the relationship between personal qualities, education, training and the world of work.				
Performance Descriptors AA.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A tenth grade student performing at the distinguished level will: effectively resolve ethical	A tenth grade student performing at the above mastery level will: exhibit an understanding of how to	A tenth grade student performing at the mastery level will: understand the steps that can be used to	A tenth grade student performing at the partial mastery level will: develop problem-solving and conflict	A tenth grade student performing at the novice level will: learn how to cope with challenges in school or

issues related to school and work situations; cope with challenges using his/her problem-solving and conflict resolution skills; participate in service learning opportunities in the community; and understand how intellectual strengths lead to future success.	resolve ethical issues in school or the workplace; utilize his/her problem-solving and conflict resolution skills to cope with challenges; target service learning opportunities within the school and community.	resolve ethical issues in school or the workplace; identify how intellectual strengths lead to future career success; display his/her problem-solving and conflict resolution skills when coping with challenges; and identify service learning opportunities.	resolution skills to cope with challenges and ethical issues in the school or workplace; understand the service learning requirements for graduation and how to identify opportunities; identify ethical issues in school or the workplace.	the workplace; practice problem-solving and conflict resolution skills; and explore service learning opportunities in the school or community.
Objectives Students will				
AA.C.10.6.01 identify steps which can be used to resolve ethical issues related to school or work situations.				
AA.C.10.6.02 assess personal problem-solving and conflict resolution skills for coping with challenges.				
AA.C.10.6.03 identify how intellectual strengths can lead to future career success.				
AA.C.10.6.04 identify opportunities in the school and community to meet service learning requirements.				
AA.C.10.6.05 define multiple intelligences, self-access and identify strengths and weaknesses as it relates to course and career planning.				

Personal/Social Development

Grade 10				
Advisor/Advisee - Personal/Social Development				
Standard: 7				
(AA.S.7) Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
Performance Descriptors AA.S.7				
Distinguished				
A tenth grade student performing at the distinguished level will: demonstrate the ability to work effectively as a team member and apply leadership skills when working with others; have positive relationships with parents, family, and peers; understand his/her personal	Above Mastery A tenth grade student performing at the above mastery level will: build upon experiences that make a contribution to the school and community; work cooperatively as a team member; demonstrate leadership skills based on his/her personal assets; exhibit a positive self-	Mastery A tenth grade student performing at the mastery level will: identify his/her personal strengths and assets including leadership skills; work cooperatively as a member of a team; understand skills needed for improving relationships with parents, family, and peers; demonstrate a positive self-	Partial Mastery A tenth grade student performing at the partial mastery level will: identify the skills needed to improve personal relationships; learn to work cooperatively as a team member; learn appropriate physical contact and to respect the rights of others.	Novice A tenth grade student performing at the novice level will: understand the skills needed to work cooperatively with others in a group; learn the difference between appropriate and inappropriate physical contact and the importance of respecting the rights of others.

strengths; maintain a positive self-concept; and be a contributing member to the school and community.	image; and maintain positive personal relationships.	concept; and be able to share feelings, insights, and challenges of LINKS and the sophomore year.
Objectives		
Students will:		
AA.PSD.10.7.01	identify personal strengths and assets.	
AA.PSD.10.7.02	build upon activities and experiences that help the individual student become a contributing member of a global community.	
AA.PSD.10.7.03	learn about the relationship between rules, laws, safety and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.	
AA.PSD.10.7.04	learn the difference between appropriate and inappropriate physical contact.	
AA.PSD.10.7.05	learn how to interact and work cooperatively in teams.	
AA.PSD.10.7.06	understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead.	
AA.PSD.10.7.07	develop skills to improve relationships with parents, family members, and peers.	
AA.PSD.10.7.08	implement skills necessary to exhibit and maintain a positive self-concept and effective self-control.	
AA.PSD.10.7.09	share feelings, insights, successes and challenges of the LINKS Program and sophomore year.	

Grade 10 Advisor/Advisee - Personal/Social Development
Standard:8
 (AA.S.8)
 Students will make decisions, set goals, and take necessary action to achieve goals.

Performance Descriptors AA.S.8			
Distinguished	Above Mastery	Mastery	Partial Mastery
A tenth grade student performing at the distinguished level will: exhibit the coping skills to address the challenges of academic success; effectively balance school, extracurricular, and family; make safe and healthy choices; and demonstrate professionalism in his/her approach to work.	A tenth grade student performing at the above mastery level will: demonstrate personal attitudes and attributes as a component of a good work ethic; make decisions that result in safe and healthy choices; effectively cope with the stress associated with academic success; and balance demands on his/her time.	A tenth grade student performing at the mastery level will: develop coping skills to respond to academic pressure; utilize his/her problem-solving and decision-making skills to make safe and healthy choices; determine his/her ability to balance school, family, and activities; and display a good work ethic.	A tenth grade student performing at the novice level will: develop an understanding of the rights and responsibilities of others; work with advisor to develop coping skills; and learn the skills necessary to make safe and healthy choices.
Objectives			
Students will			

AA.PSD.10.8.01	develop coping skills to deal with academic pressure.
AA.PSD.10.8.02	identify personal attributes and behavior that demonstrate professionalism and good work ethic.
AA.PSD.10.8.03	identify rights and responsibilities to self and others.
AA.PSD.10.8.04	use problem-solving and decision-making skill to make safe healthy choices.
AA.PSD.10.8.05	evaluate the ability to balance school, studies, extracurricular activities and family life.

Grade 10	Advisor/Advisee - Personal/Social Development
Standard:9	Personal Safety Skills (AA.S.9)
(AA.S.9)	Students will understand safety and survival skills and apply coping strategies.

Performance Descriptors AA.S.9		Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	A tenth grade student performing at the distinguished level will: demonstrate effective communication and problem-solving skills; use the Internet in a safe manner; manage stress and conflict in a positive way; and learn from others' experiences.	A tenth grade student performing at the above mastery level will: manage life events using positive coping skills; understand the safe use of the Internet as a social network; practice effective communication and problem-solving skills; and improve his/her success by building on the "lessons learned" of others.	A tenth grade student performing at the mastery level will: develop effective group communication and problem-solving skills; learn the safe use of the Internet for social networking; demonstrate positive coping and stress management skills when dealing with conflict; utilize the knowledge of advanced learners.	A tenth grade student performing at the partial mastery level will: practice effective group communication skills; identify ways to manage stress and conflict; understand the benefit of learning from others' experiences; and learn safe use of the Internet.	A tenth grade student performing at the novice level will: learn coping and stress management skills; understand the need for good communication skills in group settings to avoid possible conflict; and learn rules for safe Internet usage.
Objectives	Students will				
AA.PSD.10.9.01	develop effective group communication and problem-solving skills.				
AA.PSD.10.9.02	learn safety parameters for using the Internet including social networking sites.				
AA.PSD.10.9.03	demonstrate positive coping skills for managing life's events.				
AA.PSD.10.9.04	identify and use positive techniques for managing stress and conflict.				
AA.PSD.10.9.05	utilize the "lessons learned" of advanced learners to problem solve, set goals and make choices that lead to improved success.				

Eleventh Grade Advisor/Advisee Content Standards and Objectives

Students in eleventh grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational

plans. Strategies for exploring and planning for future occupations will be introduced. The eleventh grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

Grade 11 Advisor/Advisee - Academics		Contributing to Effective Learning (AA.S.1)		
(AA.S.1)		Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.		
Performance Descriptors AA.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
An eleventh grade student performing at the distinguished level will: develop a comprehensive plan for completing his/her senior project; utilize effective test-taking strategies on standardized assessments; evaluate the impact of his/her most recent academic performance and revise the five-year plan as needed to ensure success; work independently or with others to accomplish tasks; and demonstrate effective time management skills.	An eleventh grade student performing at the above mastery level will: make necessary revisions to his/her academic plans based on an analysis of most recent performance in the classroom and on standardized assessments; develop a reasonable plan for a research-based project; understand time-use and time-wasters and manage time to achieve goals; use a variety of thinking and learning strategies; and demonstrate the ability to work independently.	An eleventh grade student performing at the mastery level will: make the appropriate revisions to his/her educational plan by analyzing the impact of recent academic performance; utilize effective test-taking skills to improve results; work well independently or in cooperation with others; develop a plan for completing the senior project.	An eleventh grade student performing at the partial mastery level will: develop time management skills by understanding time-wasters; work with his/her advisor to make necessary revisions to the educational plan; practice effective test-taking skills; improve his/her reading comprehension level; learn to work independently or with others; initiate a plan for the senior project; and identify attitudes and behaviors critical to life-long learning.	An eleventh grade student performing at the novice level will: work with his/her advisor to make revisions to his/her educational plan based on results of class work, grades, and test scores; understand the importance of managing time and avoiding time-wasters; learn test-taking strategies; and improve reading comprehension.

Objectives	Students will
AA.A.11.1.01	make revisions as appropriate to their academic improvement plan based on the most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.
AA.A.11.1.02	demonstrate ability to work independently and cooperatively with others.
AA.A.11.1.03	develop a plan for completing a research-based project.
AA.A.11.1.04	demonstrate the ability to use a variety of effective and innovative thinking and learning strategies.
AA.A.11.1.05	learn, practice, and utilize test-taking strategies to improve assessment results.
AA.A.11.1.06	utilize educational skills necessary to progress toward individual life-long learning goals.
AA.A.11.1.07	develop personal strategies to improve reading comprehension.
AA.A.11.1.08	learn and utilize required skills to improve standardized testing.
AA.A.11.1.09	analyze their time-use and time-wasters and apply time management and tasking skills.
AA.A.11.1.10	identify attitudes and behaviors that lead to successful learning.
AA.A.11.1.11	analyze their most recent standardized test results to identify strengths and challenges.

Grade 11 Advisor/Advisee - Academics				
Standard 2 Academic Rigor and Postsecondary Options (AA.S.2)				
Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.				
Performance Descriptors AA.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
An eleventh grade student performing at the distinguished level will: analyze career goals in relationship to current academic performance and make appropriate revisions as needed to ensure success in achieving his/her postsecondary plans; complete a transition plan that includes campus visits, application/admission requirements, and financial aid needs; and exhibit competency in creating a	An eleventh grade student performing at the above mastery level will: evaluate the relationship between flexible career plans and the impact of current academic performance in the classroom and on standardized assessments; use a prompt to create a well-developed composition; understand his/her strengths and challenges; maintain an updated portfolio; and develop a postsecondary transition	An eleventh grade student performing at the mastery level will: analyze his/her most recent academic performance and revise flexible career plans as appropriate; compose a well-developed composition from emphasizing their assets; update and evaluate his/her portfolio; and develop a plan for transitioning to postsecondary education/training.	An eleventh grade student performing at the partial mastery level will: discuss with his/her advisor any necessary revisions to his/her flexible career plans based on academic performance in the classroom or on standardized assessments; practice creating a composition from a prompt; and evaluate his/her portfolio.	An eleventh grade student performing at the novice level will: work with his/her advisor to understand how current academic performance impacts career plans; revise his/her educational plan for postsecondary success; and learn the components of a well-developed composition.

well-developed composition plan.	
Objectives	Students will
AA.A.11.2.01	discuss the current relationship between flexible career plans, postsecondary goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.
AA.A.11.2.02	compose a well-developed composition from a prompt.
AA.A.11.2.03	develop a postsecondary transition plan including campus/workplace exploration, the admissions and/or application process, financial aid sources and process and personal timeline.
AA.A.11.2.04	analyze the most recent standardized test results to identify strengths and challenges.
AA.A.11.2.05	evaluate and revise their educational plan for life-long learning.
AA.A.11.2.06	update and evaluate completeness of portfolio.
AA.A.11.2.07	evaluate and revise their educational plan for postsecondary success.
AA.A.11.2.08	exhibit competency in creating a well-developed essay that sets him/her apart from other college or workforce applicants.

Grade 11: Advisor/Advisee Academics			
Standard 3: Understanding the World of Work, Home, and Community (AA.S.3)			
Students will understand the relationship of academics to the world of work and to life at home and in the community.			
Performance Descriptors AA.S.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
An eleventh grade student performing at the distinguished level will: enhance his/her high school experience through participation in co-curricular, extra-curricular, and community experiences; understand the importance of seeking help within the school or community when needed; and demonstrate responsibility, dependability, punctuality, and integrity in the his/her academic efforts.	An eleventh grade student performing at the above mastery level will: exhibit responsible, dependable, and punctual habits in his/her school experience; demonstrate integrity; participate in a variety of co-curricular and community activities; and utilize school and community resources when he/she needs extra help in achieving his/her goals.	An eleventh grade student performing at the mastery level will: seek opportunities to engage in co-curricular and community experiences; understand the importance of being responsible, dependable, punctual, and ethical in his/her efforts; explain how school success impacts future career plans.	An eleventh grade student performing at the partial mastery level will: identify where and how to find resources when he/she needs help; understand how his/her current academic performance will impact future opportunities; and locate opportunities to participate in the community.
			Novice
			An eleventh grade student performing at the novice level will: learn responsibility, dependability, punctuality, and integrity and their relationship to success; identify sources of extra help in the school and the community; and discuss how academic performance can impact his/her future.

Objectives	Students will
AA.A.11.3.01	understand the importance of responsibility, dependability, punctuality, integrity, and effort in school.
AA.A.11.3.02	identify resource people in the school and community and know how to seek their help.
AA.A.11.3.03	seek co-curricular and community opportunities to enhance the school experience.
AA.A.11.3.04	understand how school success and academic achievement enhance future and vocational opportunities.

Career

Grade 11		Advisor/Advisee - Career	
Standard:4		Exploration and Planning (AA.S.4)	
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Performance Descriptors AA.S.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
An eleventh grade student performing at the distinguished level will: have clearly defined career goals and evaluate his/her personal characteristics, values, school and community contributions, and interests; understand the relationship between personal characteristics and his/her career goals; demonstrate the ability to explore the world of work using highly effective, reputable resources and demonstrate mastery of writing styles as a means of communication.	An eleventh grade student performing at the above mastery level will: understand how values and character traits influence career choices and goals attainment; revise career plans to reflect postsecondary education/training goals; utilize a variety of writing strategies to demonstrate career readiness; demonstrate the ability to explore the world of work using highly effective, reputable resources and analyze his/her contribution to the community.	An eleventh grade student performing at the mastery level will: analyze the education, training, and personal characteristics needed for achieve his/her career goals; understand how his/her values relate to personal career choices; identify and employ effective writing strategies; demonstrate the ability to explore the world of work using a variety of reputable resources and revise postsecondary goals to reflect career plans.	An eleventh grade student performing at the novice level will: explore how personal values and characteristics impact future career goals; practice writing and research strategies, and revise career plans based on changing interests.
Objectives	Students will		
AA.C.11.4.01	analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with their own.		

AA.C.11.4.02	analyze and evaluate school and community contributions as they relate to life career goals.
AA.C.11.4.03	understand how values and personal needs affect career choice.
AA.C.11.4.04	understand how lifestyle values alter career choice and educational attainment.
AA.C.11.4.05	revise their postsecondary education goals as appropriate to reflect changes in their career plans.
AA.C.11.4.06	re-examine their career interests based on their experiences and/or an updated career interest survey.
AA.C.11.4.07	identify and utilize a variety of writing strategies to communicate career readiness.
AA.C.11.4.08	Identify and utilize reputable resources to complete self assessments, relate personal qualities to the world of work and locate appropriate career and post-secondary options.

Grade 11 Advisor/Advisee - Career Strategies for Future Career Goals (AA.S.5)
 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

Performance Descriptors AA.S.5	Above Mastery	Mastery	Partial Mastery	Novice
Distinguished An eleventh grade student performing at the distinguished level will: monitor academic transcript to ensure that all graduation requirements are being met; use reliable and relevant sources to help with finalizing career plan; and determine financial need for postsecondary education/training and locate sources of financial aid.	An eleventh grade student performing at the above mastery level will: make necessary course changes in order to graduate; finalize career plan utilizing a limited number of reliable and relevant sources; and find both need-based and merit-based financial aid resources.	An eleventh grade student performing at the mastery level will: evaluate his/her academic transcript and make any changes necessary to meet graduation requirements; describe the process for determining the validity of online information and how to locate financial aid information; and use a variety of relevant resources to aid in career planning.	An eleventh grade student performing at the partial mastery level will: learn to narrow postsecondary sources to reliable and relevant websites that meet the standards for validity; describe the process for finding information on financial aid; and make necessary course changes to graduate.	An eleventh grade student performing at the novice level will: work with his/her advisor to review the academic transcript and determine what changes are required for graduation; understand that web resources should be evaluated for validity and relevance; and determine needs for financial aid.

Objectives	Students will
AA.C.11.5.01	describe how to find and apply for need-based financial aid.
AA.C.11.5.02	describe how to find and apply for merit-based financial aid.
AA.C.11.5.03	use a variety of reputable resources to aid in career planning.
AA.C.11.5.04	review academic transcript and make necessary course changes to graduate.
AA.C.11.5.05	narrow postsecondary sources to reliable and relevant web sites that are effective in helping finalize career plan.
AA.C.11.5.06	assess the validity of the information world.

Grade 11 Advisor/Advisee – Career				
Standard:6 Employment Readiness Skills (AA.S.6)				
Students will understand the relationship between personal qualities, education, training and the world of work.				
Performance Descriptors AA.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
An eleventh grade student performing at the distinguished level will: maintain a comprehensive resume and career portfolio; demonstrate effective speaking, listening, and interview skills; and complete a well-developed job application.	An eleventh grade student performing at the above mastery level will: continually re-visit and update his/her resume and portfolio; use his/her skills to complete a job application; display appropriate speaking, listening, and interviewing skills; and demonstrate appropriate job behavior.	An eleventh grade student performing at the mastery level will: update resume and career portfolio on a regular basis; completely fill out a job application; demonstrate appropriate on-the-job behavior; and practice appropriate speaking, listening and interview skills.	An eleventh grade student performing at the partial mastery level will: understand the relationship between academic achievement and career success; fill out a job application; complete a resume and update his/her portfolio; and identify appropriate speaking, listening, and interviewing skills.	An eleventh grade student performing at the novice level will: learn speaking, listening, and interviewing skills; identify appropriate behavior on the job; develop a resume and fill out a job application.
Objectives				
AA.C.11.6.01 utilize learned skills to complete a job application.				
AA.C.11.6.02 practice appropriate speaking, listening, and interviewing skills.				
AA.C.11.6.03 demonstrate appropriate behavior on the job.				
AA.C.11.6.04 update resume and career portfolio.				
AA.C.11.6.05 understand the relationship between educational achievement and career success.				

Personal/Social Development

Grade 11 Advisor/Advisee - Personal/Social Development				
Standard:7 Respect for Self and Others (AA.S.7)				
Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
Performance Descriptors AA.S.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
An eleventh grade student performing at the	An eleventh grade student performing at the above	An eleventh grade student performing at the mastery	An eleventh grade student performing at the partial	An eleventh grade student performing at the novice

distinguished level will: demonstrate interpersonal skills that include acceptance of differences and respect for the rights of others; become a contributing member of the community; exhibit effective skills in working and interacting with others as a member of a team; understand appropriate physical contact; meet his/her obligations to family and society.	mastery level will: develop respect for the individuals of others including acceptance of differences; understand appropriate physical contact; work and interact with others in a positive manner; demonstrate an understanding of the obligations of young adults; and cooperate with others as a member of a team.	level will: exhibit respect for diversity and accept differences in his/her interaction with others; contribute to the community; exhibit appropriate physical contact; and understand his/her obligations to family, friends, and the community; and work cooperatively with other team members.	mastery level will: describe the responsibilities and obligations of young adults; learn the difference between appropriate and inappropriate physical contact; understand how to develop respect for diversity in the school and community.	level will: understand the meaning of respect and acceptance of others who are different; learn to define appropriate and inappropriate physical contact; explore skills for interacting with others and as a team member; explore the relationships between rules, laws, and safety and the individual rights of others.
Objectives	Students will			
AA.PSD.11.7.01	develop respect for diversity and increase acceptance for differences.			
AA.PSD.11.7.02	build upon activities and experiences that help the individual student become a contributing member of a global community.			
AA.PSD.11.7.03	describe the obligations young adults have to their family, community and society.			
AA.PSD.11.7.04	describe the unique rights and responsibilities students have as young adults.			
AA.PSD.11.7.05	learn about the relationships between rules, laws, safety, and the protections of individual rights and the rights of others and the responsibilities to contribute to a successful school year.			
AA.PSD.11.7.06	learn the difference between appropriate and inappropriate physical contact.			
AA.PSD.11.7.07	learn how to work and interact with others.			
AA.PSD.11.7.08	demonstrate interpersonal skills that increase individual effectiveness as a team member.			
Grade 11	Advisor/Advisee - Personal/Social Development			
Standard:8	Decision-Making (AA.S.8)			
(AA.S.8)	Students will make decisions, set goals, and take necessary action to achieve goals.			
Performance Descriptors AA.S.8				
Distinguished		Mastery		Novice
An eleventh grade student performing at the distinguished level will: articulate both short-term and long-term goals; apply	Above Mastery An eleventh grade student performing at the above mastery level will: develop short-term and long-term goals; utilize alternative	An eleventh grade student performing at the mastery level will: understand the consequences that result from decisions and choices	Partial Mastery An eleventh grade student performing at the partial mastery level will: learn to explore alternative solutions to a problem; understand	An eleventh grade student performing at the novice level will: learn to consider the consequences of decisions and choices;

alternative solutions to problems; and recognize the consequences of his/her decisions.	solutions in the problem-solving process; and make decisions after weighing the consequences.	he/she makes; identify his/her short-term and long-term goals; describe alternative strategies for problem-solving.	the relationship between decisions and their consequences; and learn how to develop short-term and long-term goals.	understand the role of setting short-term and long-term goals; and discover alternative ways to solve a problem.
Objectives				
Students will				
AA.PSD.11.8.01	understand the consequences of decisions and choices.			
AA.PSD.11.8.02	identify alternative solutions to a problem.			
AA.PSD.11.8.03	identify short-term and long-term goals.			
AA.PSD.11.8.04	demonstrate knowledge of how to manage money by preparing a personal spending plan, differentiating wants from needs, and identify ways to decrease spending and increase income.			

Grade 11 Advisor/Advisee - Personal/Social Development

Standard:9	Personal Safety Skills (AA.S.9)			
(AA.S.9)	Students will understand safety and survival skills and apply coping strategies.			

Performance Descriptors AA.S.9

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
An eleventh grade student performing at the distinguished level will: exhibit appropriate stress management techniques when faced with common stressors; effectively communicate his/her personal feelings; recognize resource persons in the school and community and know how to seek help when needed; and understand the relationship between his/her individual rights and the rights of others and the impact on a successful school experience.	An eleventh grade student performing at the above mastery level will: understand the stressors he/she must address and employ effective stress management skills; ensure a successful school year by respecting the rights of others and understanding the rules, law, safety, and protections guaranteed for all; locate the school and community resources available for help when needed; and communicate his/her personal feelings.	An eleventh grade student performing at the mastery level will: identify the common stressors and describe the stress management techniques he/she would apply; learn the relationship between the rights and protections of others, his/her individual rights, and the success of the school year; and identify the people in the school and community available for assistance when needed.	An eleventh grade student performing at the partial mastery level will: understand that there are appropriate techniques for dealing with common stressors; learn to respect the rights of others; discover strategies to communicate his/her personal feelings; and seek assistance when needed.	An eleventh grade student performing at the novice level will: recognize the need for help from resource people in the school and community; understand the role of stress on his/her success; and learn to respect the rights of others.

Objectives	Students will
AA.PSD.11.9.01	identify stressors common to young adults and describe appropriate stress management techniques.
AA.PSD.11.9.02	identify appropriate ways to communicate their personal feelings.
AA.PSD.11.9.03	learn the difference between appropriate and inappropriate physical contact.
AA.PSD.11.9.04	learn about the relationship between rules, law, safety, and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.
AA.PSD.11.9.05	identify resource people in the school and community and know how to seek their help.

Twelfth Grade Advisor/Advisee Content Standards and Objectives

Students in twelfth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The twelfth grade objectives address important social, emotional and physical changes young adolescents experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

Grade 12 Advisor/Advisee - Academics				
Standard: 1 Contributing to Effective Learning (AA.S.1)				
Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.				
Performance Descriptors AA.S.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A twelfth grade student performing at the distinguished level will: develop a clear understanding of the successes and challenges in achieving high school	A twelfth grade student performing at the above mastery level will: exhibit effective communication skills when making connections and seeking help within the school and	A twelfth grade student performing at the mastery level will: utilize analytical thinking and problem-solving skills to review the successes and challenges of the high school years;	A twelfth grade student performing at partial mastery will: with assistance from his/her advisor, review academic and personal goals for high school beginning with 9 th grade;	A twelfth grade student performing at the novice level will: with assistance, review academic and personal goals for the high school years; improve analytical thinking and

goals through the application of analytical thinking and problem-solving skills; demonstrate the ability to know when to seek help within the school and community; utilize effective communication skills in making connections; and display attitudes, behaviors, and the motivation for successful learning both in the senior year and in postsecondary education/training.	the community; recognize the importance of positive attitudes and behaviors that enhance learning; be motivated to achieve academic and personal high school goals; and identify the lessons learned during the high school years.	determine the impact of lessons learned on the achievement of academic and personal goals; understand the attitudes, behaviors, and motivation that lead to successful learning; recognize the resources available within the school and community; and display effective communication skills when seeking help.	learn where and how to seek help within the school and community; identify resources available to him/her when he/she needs extra help; practice effective communication skills when seeking help; and identify the challenges related to future goals.	problem-solving skills; understand the importance of motivation and positive behaviors and attitudes in achieving success; work with his/her advisor to know when and how to seek help; and practice effective communication.
Objectives	Students will			
AA.A.12.1.01	apply analytical thinking and problem solving to evaluate successes and challenges related to range of obtainment of academic/personal high school goals.			
AA.A.12.1.02	use communication skills to know when and how to ask for help when needed.			
AA.A.12.1.03	review goals from 9 th grade and evaluate success and lessons learned.			
AA.A.12.1.04	identify attitudes and behaviors that lead to successful learning.			
AA.A.12.1.05	demonstrate the motivation to achieve individual potential.			
AA.A.12.1.06	identify resource people in the community and learn how to give and seek help and make connections.			

Grade 12				
Advisor/Advisee - Academics				
Standard:2				
(AA.S.2)				
Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.				
Performance Descriptors AA.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A twelfth grade student performing at the distinguished level will: review his/her academic transcript at the start of the senior year and make any	A twelfth grade student performing at the above mastery level will: understand the results of assessments and the impact of these on	A twelfth grade student performing at the mastery level will: review his/her academic transcript and determine the need for course changes to ensure	A twelfth grade student performing at partial mastery will: review his/her academic transcript and work with advisor to make any changes needed for	A twelfth grade student performing at the novice level will: work closely with his/her advisor to ensure that his/her high school coursework is sufficient to

adjustments necessary to achieve academic and personal goals; and ensure that he/she has engaged in the rigor necessary to meet the requirements of postsecondary choices.	postsecondary plans; and make necessary changes in coursework to ensure graduation and meet postsecondary requirements.	graduation; and understand the impact of assessment results and successful coursework on his/her postsecondary plans for education/training.	graduation; review assessment results including test scores and grades and how they effect his/her future goals.	ensure graduation; and review tests scores and grades to determine their impact on any future plans.
Objectives Students will				
AA.A.12.2.01	review academic transcript and make necessary course changes to ensure graduation.			
AA.A.12.2.02	understand assessment results and implications for postsecondary plans.			
AA.A.12.2.03	learn and apply effective test-taking skills.			
AA.A.12.2.04	apply information to revise and implement a personal educational plan necessary to achieve post-secondary goals.			

Grade 12 Advisor/Advisee Academics
Understanding the World of Work, Home, and Community (AA.S.3)
 Students will understand the relationship of academics to the world of work and to life at home and in the community.

Performance Descriptors AA.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A twelfth grade student performing at the distinguished level will: evaluate the lessons he/she has learned throughout their educational experience to date and how these have prepared him/her to achieve in the future; and express the importance of his/her co-curricular activities and community involvement in his/her transition from high school.	A twelfth grade student performing at the above mastery level will: examine his/her K-12 education and determine the value of this experience in preparing him/her for the future; and evaluate the role of co-curricular activities and community experiences on his/her future plans.	A twelfth grade student performing at the mastery level will: evaluate the role of his/her K-12 educational experiences in his/her postsecondary plans; and identify what he/she learned through participation in co-curricular and community activities.	A twelfth grade student performing at partial mastery will: discuss with his/her advisor how the K-12 education experience has prepared them for the future; and review his/her participation in co-curricular and community activities and what was learned.	A twelfth grade student performing at the novice level will: work closely with his/her advisor to review and evaluate his/her academic achievement, co-curricular activities, and community experiences throughout K-12 education and the impact on the future.
Objectives Students will				
AA.A.12.3.01	evaluate how the K-12 education has prepared them for the future.			
AA.A.12.3.02	evaluate the lessons learned from co-curricular and community experiences and their impact on future goals.			

AA.A.12.3.03 evaluate career opportunities available based on academic preparation in high school

Career

Grade 12 Advisor/Advisee - Career Exploration and Planning (AA.S.4)	
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Performance Descriptors AA.S.4	
Distinguished	Above Mastery
Mastery	Partial Mastery
Novice	
<p>A twelfth grade student performing at the distinguished level will: display the responsibility, dependability, punctuality, and integrity necessary for success in achieving postsecondary goals; continually monitor progress on his/her senior project and plan for completion; have completed a competitive resume and submit it when applying for postsecondary opportunities; exhibit job search and research skills; and demonstrate skills in locating and interpreting necessary career tools.</p>	<p>A twelfth grade student performing at the above mastery level will: demonstrate the importance of planning in order to successfully complete his/her senior project; complete a competitive resume to accompany applications for postsecondary education/training opportunities; explore flexible career paths including the military; apply job search and research skills; display integrity, punctuality, responsibility, and dependability in acquiring skills and knowledge from the high school experience; and understand the financial aid process.</p>
<p>A twelfth grade student performing at the mastery level will: develop a competitive resume that increases his/her chances of making successful application to educational/training opportunities; explore the military as a career option; evaluate progress on his/her senior project and plan for successful completion; understand the process of an effective job search and research; understand the skills, attitudes, and knowledge gained from high school and the character traits that impact effort in the workplace; and understand financial aid communications.</p>	<p>A twelfth grade student performing at partial mastery will: review plans for senior project and plan the next step with assistance from his/her advisor; explore military options as a career path; identify academic and career readiness skills that should be applied to the senior project; develop skills for locating, evaluating, interpreting and completing the career tools necessary to achieve postsecondary goals; and review financial aid options; and identifying the process for conducting a job search and research.</p>
<p>A twelfth grade student performing at the novice level will: work with his/her advisor to identify what will be required to successfully complete a senior project; define the character traits that are important in the workplace; explore military careers as an option; practice job searching and research; and complete a resume.</p>	
Objectives	Students will
AA.C.12.4.01	evaluate progress on senior project and plan next steps.

AA.C.12.4.02	apply academic and career readiness through development of senior project.
AA.C.12.4.03	demonstrate attitudes, skills, and knowledge gained from the high school experience.
AA.C.12.4.04	understand military options as a career path.
AA.C.12.4.05	develop competitive resumes that will increase success in applying for postsecondary opportunities.
AA.C.12.4.06	develop skills to locate, evaluate, interpret, and complete necessary career tools to obtain postsecondary goals.
AA.C.12.4.07	demonstrate understanding of the Financial Aid Award Letter and the "expected family contribution."
AA.C.12.4.08	understand the importance of planning.
AA.C.12.4.09	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
AA.C.12.4.10	demonstrate an understanding of the process of an effective job search including company research, information interviews, networking, and writing cover letters highlighting relevant skills.

Grade 12 Advisor/Advisee - Career Strategies for Future Career Goals (AA.S.5)
 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

Performance Descriptors AA.S.5	Above Mastery	Mastery	Partial Mastery	Novice
<p>Distinguished</p> <p>A twelfth grade student performing at the distinguished level will: evaluate and monitor all requirements necessary to achieve his/her postsecondary goals; continue making progress toward career goals during the senior year; understand the influence of changes in career opportunities; successfully complete the application process for educational/ training institutions matching his/her career goals; maintain a comprehensive portfolio; and evaluate the benefits of</p>	<p>A twelfth grade student performing at the above mastery level will: demonstrate an understanding of the importance of the senior year in advancing his/her career goals; maintain a complete and updated portfolio; understand the variety of traditional and nontraditional occupations for determining career choices; successfully complete application for postsecondary education/ training; and have submitted application for financial aid if needed.</p>	<p>A twelfth grade student performing at the mastery level will: develop a comprehensive plan for the senior year including maintaining and updating his/her portfolio; explore traditional and nontraditional occupations including the military; demonstrate an understanding of the application process for admission to postsecondary education/ training and for financial aid; and demonstrate preparedness for the transition from high school.</p>	<p>A twelfth grade student performing at partial mastery will: work with his/her advisor to develop and monitor a plan for the senior year; identify the range of career choices including traditional and nontraditional occupations and the military; learn to use a variety of resources to obtain career and postsecondary information; and maintain his/her portfolio.</p>	<p>A twelfth grade student performing at the novice level will: discuss with his/her advisor the importance of the senior year and develop a plan for ensuring graduation; explore traditional and nontraditional occupations and the military when making career choices; and explain the steps necessary to complete high school and make a career choice.</p>

the school experience.	
Objectives	Students will
AA.C.12.5.01	increase awareness of opportunities and responsibilities pertaining to the senior year in high school.
AA.C.12.5.02	complete senior checklist and develop a senior plan to obtain postsecondary goals.
AA.C.12.5.03	update and evaluate completeness of portfolio.
AA.C.12.5.04	develop a plan for getting the most out of college day and college visits.
AA.C.12.5.05	demonstrate knowledge of the postsecondary application process.
AA.C.12.5.06	demonstrate knowledge of a variety of postsecondary opportunities.
AA.C.12.5.07	evaluate steps taken toward postsecondary planning and update action plan.
AA.C.12.5.08	demonstrate preparedness for postsecondary success.
AA.C.12.5.09	describe traditional and non-traditional occupations and how they relate to career choice.
AA.C.12.5.10	complete the FAFSA and other scholarship form to apply for financial aid.
AA.C.12.5.11	maintain portfolio and evaluate progress towards academic and career goals.
AA.C.12.5.12	know how to use a variety of resources to obtain career and postsecondary goals.
AA.C.12.5.13	evaluate school experience and share lessons learned.
AA.C.12.5.14	articulate final postsecondary plans.

Grade 12 Advisor/Advisee – Career			
Standard:6			
Employment Readiness Skills (AA.S.6)			
Students will understand the relationship between personal qualities, education, training and the world of work.			
Performance Descriptors AA.S.6			
Distinguished	Above Mastery	Mastery	Partial Mastery
A twelfth grade student performing at the distinguished level will: demonstrate the ability to balance school, studies, extracurricular activities and family life during the senior year to ensure achievement of academic goals and attainment of postsecondary goals; utilize 21 st Century Skills in the completion of a rigorous, relevant and engaging senior project;	A twelfth grade student performing at the above mastery level will: plan for, monitor progress, and successfully complete a rigorous and relevant senior project; integrate academic and employment readiness skill in work-based and project-based learning; take responsibility for his/her actions and take pride in achievements; determine the necessary balance	A twelfth grade student performing at the mastery level will: employ 21 st Century Skills to complete and present his/her senior project; demonstrate academic and employment readiness skill in both work-based and project-based learning; understand that changes in the workplace requires acquiring new skills across the lifespan; evaluate his/her ability to	A twelfth grade student performing at partial mastery will: seek support from his/her advisor or other resources for planning, monitoring progress, and completion of the senior project; apply workplace readiness skills to achieving academic and career goals; understand the need to balance school, extracurricular activities, and family life; and share
			Novice
			A twelfth grade student performing at the novice level will: work with his/her advisor to develop the four required components for completing a senior project; understand how interests, abilities, and achievement relate to the attainment of goals; and explore his/her feelings about LINKS and the senior year.

and succinctly express the feelings, insights, successes and challenges of the LINKS program and senior year.	between school, studies, extracurricular activities and family life; and express his/her reaction to the LINKS program and senior year.	balance school, extracurricular activities, and family life.	feelings about LINKS program and senior year.
Objectives	Students will:		
AA.C.12.6.01	apply workplace readiness skills.		
AA.C.12.6.02	evaluate completeness of senior project and work toward completion.		
AA.C.12.6.03	demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.		
AA.C.12.6.04	work towards finalizing the four components of the senior project: the paper, product, portfolio and presentation.		
AA.C.12.6.05	apply academic and employment readiness skills in work-based and project-based learning including school and community mentoring experiences.		
AA.C.12.6.06	take pride in work and achievement.		
AA.C.12.6.07	take responsibility for their actions.		
AA.C.12.6.08	demonstrate skills and knowledge gained from their high school experience through a rigorous, relevant, and engaging senior project using 21 st Century Skills.		
AA.C.12.6.09	understand the relationship between educational achievement and career success.		
AA.C.12.6.10	understand that the changing workplace requires lifelong learning and acquiring new skills.		
AA.C.12.6.11	identify personal preferences and interests that influence career choices and success.		
AA.C.12.6.12	share feelings, insights, successes and challenges of the LINKS program and senior year.		
AA.C.12.6.13	evaluate the ability to balance school, studies, extracurricular activities, and family life.		
AA.C.12.6.14	explain how work can help to achieve personal success and satisfaction.		

Personal/Social Development

Grade 12	Advisor/Advisee - Personal/Social Development
Standard:7	Respect for Self and Others (AA.S.7)
(AA.S.7)	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
Performance Descriptors AA.S.7	
Distinguished	Above Mastery
A twelfth grade student	A twelfth grade student
Mastery	Mastery
A twelfth grade student	A twelfth grade student
Partial Mastery	Partial Mastery
A twelfth grade student	A twelfth grade student
Novice	Novice
A twelfth grade student	A twelfth grade student

performing at the distinguished level will: understand the affects of personal spending and saving priorities on his/her planning for postsecondary education; apply financial literacy skills to such expenses as credit cards or car ownership; develop plans for the transition to independent living; respect personal boundaries, rights, and privacy needs; and understand his/her communication style and its effective application.	performing at the above mastery level will: develop financial literacy skills necessary to understand the implications of credit card use and car ownership; recognize personal spending and saving behaviors and the impact on his/her transition to independent living; analyze his/her communication style and its effectiveness is achieving goals; and respect personal boundaries, rights, and privacy needs.	performing at the mastery level will: demonstrate personal financial management skills; understand the responsibilities for using a credit card or owning a car; develop a plan for transitioning from dependent to independent living; recognize the impact of his/her personal spending and saving habits on decision-making for postsecondary education; and recognize personal boundaries, rights, and privacy needs.	performing at partial mastery will: evaluate his/her communication style and practice effective communication skills; understand how personal financial management can affect credit card use and car ownership; understand the need to plan for the transition from dependent to independent living; identify alternate ways of achieving goals.	performing at the novice level will: work with his/her advisor to understand the need to plan for a transition to independent living; review his/her spending and saving priorities and how these affect such decisions as car ownership or credit card use; recognize the need to learn financial management skills.
Objectives	Students will			
AA.PSD.12.7.01	evaluate their communication style and begin using effective communication skills.			
AA.PSD.12.7.02	learn how to manage personal finances while meeting career plan.			
AA.PSD.12.7.03	understand the implications of credit card use and long-term personal financial management.			
AA.PSD.12.7.04	understand the implications of car ownership responsibilities and impact on career planning.			
AA.PSD.12.7.05	demonstrate an understanding of transitioning from dependent living to independent living.			
AA.PSD.12.7.06	identify the affects of personal priorities on spending, saving on decision-making and planning for postsecondary education.			
AA.PSD.12.7.07	identify alternative ways of achieving goals.			
AA.PSD.12.7.08	recognize personal boundaries, rights, and privacy needs.			

Grade 12	Advisor/Advisee - Personal/Social Development			
Standard:8	Decision-Making (AA.S.8)			
(AA.S.8)	Students will make decisions, set goals, and take necessary action to achieve goals.			
Performance Descriptors AA.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A twelfth grade student performing at the distinguished level will:	A twelfth grade student performing at the above mastery level will:	A twelfth grade student performing at the mastery level will: apply a decision-	A twelfth grade student performing at partial mastery will: learn the	A twelfth grade student performing at the novice level will: explore ways to

utilize a decision-making and problem-solving model that shows respect for self and others; demonstrate positive attitudes and behaviors leading to academic success; display perseverance in achieving academic and career goals; and demonstrate effective coping skills including considering alternative solutions and the consequences of each solution.	understand the consequences of his/her decisions; develop a decision-making and problem-solving model that leads him/her to identify and evaluate alternative solutions; recognize short-term and long-term problems that must be addressed; show respect for self and others; persist in achieving his/her goals; and develop effective coping skills in interpersonal relations.	making and problem-solving model to address short-term and long-term problems; understand the consequences of his/her decisions; demonstrate persistence in achieving his/her academic and career goals; and recognize the role of peer pressure in his/her decisions.	importance of persistence and perseverance in achieving goals; identify alternative solutions to a problem; understand that each decision has consequences; discuss the role of peer pressure on his/her decision-making process; and know how and when to seek help in dealing with a problem.	solve problems considering a wide range of alternative solutions; learn how peer pressure can influence decision-making; understand the importance of persistence in achieving goals; and identify potential short-term and long-term problems.
Objectives	Students will			
AA.PSD.12.8.01	use persistence and perseverance to achieve academic and career goals.			
AA.PSD.12.8.02	demonstrate how effort and persistence positively affect learning.			
AA.PSD.12.8.03	identify how attitudes and behaviors lead to successful learning.			
AA.PSD.12.8.04	apply effective problem-solving and decision-making skills that show respect for self and others.			
AA.PSD.12.8.05	use a decision-making and a problem-solving model.			
AA.PSD.12.8.06	understand the consequences of decisions and solutions.			
AA.PSD.12.8.07	identify alternative solutions to a problem.			
AA.PSD.12.8.08	develop effective coping skills for dealing with problems.			
AA.PSD.12.8.09	demonstrate when, where, and how to seek help for solving problems and making decisions.			
AA.PSD.12.8.10	know when peer pressure is influencing a decision.			
AA.PSD.12.8.11	identify short and long-term problems.			

Grade 12 - Advisor/Advisee - Personal/Social Development				
Standard:9				
(AA.S.9)				
students will understand safety and survival skills and apply coping strategies.				
Performance Descriptors AA.S.9				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
A twelfth grade student performing at the	A twelfth grade student performing at the above	A twelfth grade student performing at the mastery	A twelfth grade student performing at partial	A twelfth grade student performing at the novice

126CSR44U

<p>distinguished level will: demonstrate coping skills for managing stress and conflicts; expand his/her circle of friends and develop new relationships; apply his/her decision-making skills to make appropriate choices; maintain a safe and healthy environment; and be fully prepared for high school graduation.</p>	<p>mastery level will: demonstrate effective decision-making skills to distinguish between appropriate and inappropriate choices; develop new relationships as a component of transitioning into postsecondary education; display coping and stress management skills for addressing conflicts; and have final plans for graduation.</p>	<p>level will: develop techniques for coping with stress and managing conflicts; demonstrate decision-making skills by distinguishing between appropriate and inappropriate choices; prepare for the transition to postsecondary education/ training by expanding interpersonal relationships; take responsibility for outcomes of his/her senior year and high school graduation.</p>	<p>mastery will: learn coping and stress management skills; explain the difference between appropriate and inappropriate choices; learn ways to make new friends and broaden his/her support system; and prepare for graduation.</p>	<p>level will: learn the importance of coping and stress management skills in dealing with conflicts; explore ways to integrate new relationships while maintaining a positive support system; work with his/her advisor to prepare for graduation.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>AA.PSD.12.9.01</p>	<p>learn techniques for managing conflict to make safe, emotionally healthy choices.</p>			
<p>AA.PSD.12.9.02</p>	<p>learn techniques to manage stress and conflict related to life after high school.</p>			
<p>AA.PSD.12.9.03</p>	<p>explore ways to transition from high school to college by integrating new friends while keeping positive support systems.</p>			
<p>AA.PSD.12.9.04</p>	<p>learn coping skills and managing life events.</p>			
<p>AA.PSD.12.9.05</p>	<p>distinguish between appropriate and inappropriate decisions.</p>			
<p>AA.PSD.12.9.06</p>	<p>take responsibility for final preparations for high school graduation.</p>			

FISCAL NOTE FOR PROPOSED RULES

Rule Title: **W. Va. 126CSR44U Policy 2520.19: 21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools**

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education

Address: **Bldg. 6, Room 221**
 1900 Kanawha Blvd. East
 Charleston, WV 25305-0330

Phone Number: 304-558-2348

Email: bashcraft@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

There will be no fiscal cost. The purpose of the policy is to provide content standards for schools who are offering on wish to offer advisor/advisee programs for credit. Standards will be available on the WVDE website for schools who wish to use them.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: **W. Va. 126CSR44U, Policy 2520.19: 21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools**

Rule Title: W. Va. 126CSR44U, Policy 2520.19: 21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools

- 3. Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

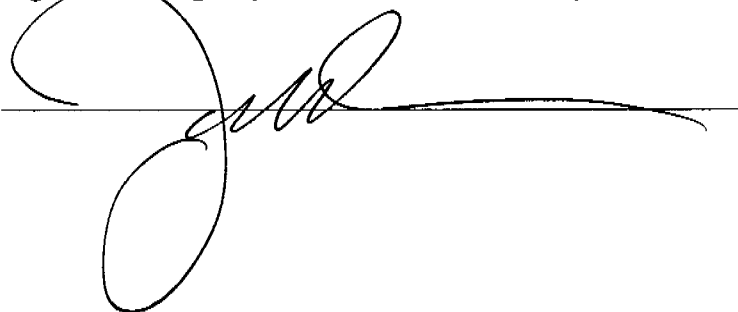
There will be no fiscal cost. The purpose of the policy is to provide content standards for schools who are offering on wish to offer advisor/advisee programs for credit. Standards will be available on the WVDE website for schools who wish to use them.

MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

There will be no fiscal cost. The purpose of the policy is to provide content standards for schools who are offering on wish to offer advisor/advisee programs for credit. Standards will be available on the WVDE website for schools who wish to use them.

Signature of Agency Head or Authorized Representative

A handwritten signature in black ink, consisting of a large, stylized loop on the left and a long horizontal stroke extending to the right.

Date

5-2-08

Policy 2520.19: 21st Century Advisor/Advisee 9-12
Comment Log
May 19, 2008 to June 19, 2008

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-23-08	Myla Kreinik	<p>21st Century Advisor/Advisee Content Standards and Objectives for West Virginia Schools</p> <p>Do not feel these are specific enough. Interpretation will be too varied – just like Work based experience. Some counties require 90 hours, some 1 hour. There needs to be some meaningful consistency here so that students will really learn from this program, not just be bored. Also, there needs to be ore hands on experiences for the potential “dropouts” who are not tech/college bound and need a reason to stay in school. With the removal of the vocational courses from ninth & tenth grade, these students have become bored with school and are not willing to wait or make the 2.0 to get into the vocational programs of 11th & 12th grade.</p>	A	The policy was reviewed and when objectives were found to be too broad, they were modified to be made more specific, or a more descriptive objective was added to break down a broad objective into more measurable and concise parts.

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools				
05-23	Myla Kreinik School Counselor mkreinik@access.k12.wv.us Wood County 1718 Avery Street Parkersburg WV 26101	Do not feel these are specific enough. Interpretation will be too varied- just like Work based experience. Some counties require 90 hours, some 1 hour. There needs to be some meaningful consistency here so that students will really learn from this program, not just be bored. Also, there needs to be more hands on experiences for the potential "dropouts" who are not tech/college bound and need a reason to stay in school. With the removal of the vocational courses from ninth & tenth grade, these students have become bored with school and are not willing to wait or make the 2.0 to get into the vocational programs of 11th & 12th grade.		