

# ***Guide to Naviance for Middle School***

## ***Students and Families***

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## BCMS & WVMS Developmental School Counseling Program

### Overview of Naviance Succeed! (Family Connection) for Middle School Students and Families

LMSD middle school counselors are pleased to introduce *Family Connection* from Naviance Succeed! *Family Connection* is a web-based service designed specifically to assist students in becoming college and career ready through self-exploration. All of these exploratory activities are developmentally appropriate and follow the American School Counselor Association (ASCA) student competencies. ASCA is the foremost authority on best practices for school counselors.

One benefit of Naviance is that it allows students to take a Learning Style Inventory in school to gain insight about how they most effectively learn and study. A second feature of *Naviance* is a *Resume Builder* tool. *Resume Builder* allows students to keep an electronic record of their skills, achievements, and interests. Students also use *Naviance* to take the Career Key test which matches students' personality types, based on Holland's Codes, with potential careers. These exploratory activities facilitate the process of students understanding themselves in the context of high school course selection, college planning, and ultimately finding career satisfaction.

We encourage you to review the results of your child's Career Key test and Learning Styles Inventory with him/her. The website can be accessed at:

FOR BCMS: <http://connection.naviance.com/balacynwyd>

FOR WVMS: <http://connection.naviance.com/wvms>

*Family Connection* supplements the middle-to-high school transition process.

- The results of The Career Key, Learning Styles Inventory and Resume Builder activities completed in middle school will travel with students to the high school via an electronic portfolio.
- Students will become familiar with Naviance in middle school, thus easing its use as a tool that both LMSD high schools are using for college and career readiness.

We hope that you find this resource helpful and encourage you to contact your grade-level school counselor with questions. In addition, we encourage you to visit LMSD.org to access the BCMS and WVMS School Counselor eBoards to learn more about our developmental School Counseling Program.

## BCMS & WVMS Developmental School Counseling Program

### Log on Directions for *Naviance*

#### FOR STUDENT ACCESS:

Your child will be given his/her access information by the school counselor.

#### FOR FAMILY ACCESS:

Go to - <http://connection.naviance.com/balacynwyd>

<http://connection.naviance.com/wvms>

- Click on "I need to register" - enter registration code
- Enter your email address
- Confirm email address
- Create password
- Confirm password
- Click "accept"
- Check "complete registration"
- Select your child's name

Each year we send registration codes via email to all new (to the district and entering 6<sup>th</sup> grade) families using the email address supplied when they enrolled their child in LMSD. New families should follow the directions above after receiving registration codes. If you have already registered an account from a previous school year, you do not need to take additional steps.

*Note:* Naviance requires families to set up separate accounts for children in different LMSD schools. Families that indicate that they do not have internet access will be mailed their registration codes.

## BCMS & WVMS Developmental School Counseling Program

### Summary of Learning Activities Using *Naviance Succeed!*

#### Learning Styles Inventory (6<sup>th</sup> Grade):

##### *To access Learning Styles Inventory:*

Log in > About Me Tab > Interesting things about (your child) > Learning Style

The Learning Style Interpretive Report will help your child understand the Learning Style Model by Dunn, Dunn, & Price, and will explain the different preferences in his/her learning styles profile.

The Report is based on students' responses to questions about the kind of environment and methods they prefer when learning new or difficult material. We know that people prefer to learn differently from one another. Once students identify their preferences, they can be more productive and learn more easily and successfully.

Students receive a score for each learning style preference.

As indicated in the summary key, strong preferences are shown in green. The gray areas are deemed "no preference." To interpret your child's profile, you should review each of the areas to identify what is important to him/her. If a score is 60 or higher or 40 or lower in an area, you should consider the recommendations printed in the Report. Research has shown that if people use this learning style information, they will be more successful. In addition, they will be happier when they learn.

*Please remember*, there is nothing good or bad about any of the scores in the profile. They just describe the kind of environment in which students prefer to learn. Like a fingerprint, everyone has a unique style, and it is important for your child to know what their style is. This information helps children understand themselves better.

**ASCA National Standard:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **ASCA Student Competencies:**

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- apply knowledge and learning styles to positively influence school performance
- apply study skills necessary for success at each level

## BCMS & WVMS Developmental School Counseling Program

### Summary of Learning Activities Using *Naviance*

#### Resume Builder (7<sup>th</sup> Grade):

##### *To access Resume Builder:*

Log in > About Me Tab > Interesting things about (your child) > Resume

Students create a resume which includes their activities, experiences, and awards. This helps students think about the connection between what they are good at and what they like to do. This activity helps with subsequent high school course planning and selection of a college major and career. We encourage students to update their resume each year to reflect their current activities.

**ASCA National Standard:** Students will acquire skills to investigate the world of work in relation to the knowledge of self and make informed career decisions.

#### **ASCA Student Competencies:**

- understand the importance of planning
- pursue and develop competency in areas of interest
- develop hobbies and vocational interests
- identify personal preferences and interests which influence career choices and success

## BCMS & WVMS Developmental School Counseling Program

### Summary of Learning Activities Using *Naviance*

#### Career Key Test (8<sup>th</sup> Grade):

##### *To access Career Key:*

Log in > About Me Tab > Interesting things about (your child) > Career Key

The Career Key measures how similar your child is to six basic personality types. The higher students' scores, the more they are like that type. For example, if your child's highest score is on the "Artistic" scale, that means they are most like the Artistic personality type.

According to John Holland's theory, most people are a combination of the personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Students receive feedback about their three highest personality types. This gives you your Holland profile (e.g., RIA). This is then matched with the Holland Codes of people typically found within particular careers.

The characteristics of each of these are on the following page.

#### Explore Careers and Clusters (8<sup>th</sup> Grade):

Students can explore careers under career finder and search by keyword, alphabet, category, and Holland Code. They can also explore Clusters and Pathways. Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way to find a good career match; especially if students have general areas of interest but are not sure what specific careers match those interests. Career clusters also help students better understand how coursework in school can prepare them for certain types of careers.

**ASCA National Standard:** Students will acquire the skills to investigate the world of work in relation to the knowledge of self and to make informed career decisions.

#### ASCA Competencies:

- develop skills to locate, evaluate, and interpret career information
- identify personal abilities, skills, interests, and relate them to current career choices
- pursue and develop competency in area of interest
- demonstrate knowledge about the changing workplace

## Holland's Personality Types

### **Realistic**

People with this type typically enjoy working with mechanical devices, tools or very practical activities and often enjoy a physically active work environment. They tend to value tangible things and are often less inclined toward social interaction. They are often described as mechanically gifted, practical and genuine.

### **Investigative**

People with this type typically enjoy solving analytical problems and exploring the world through scientific inquiry and careful observation. They often prefer to be in work environments that are not overly commercial or materialistic and frequently shy away from leadership roles. They are often described as curious, analytical, or intellectual.

### **Artistic**

People with this type typically enjoy a work environment with a high degree of creative freedom and low structure. They enjoy the act of creation and value aesthetics. They tend to avoid conventional work environments and are often described as creative, sensitive, introspective or idealistic.

### **Social**

People with this type typically enjoy working closely with other people by helping, healing, teaching or comforting them. They value interactive work environments that emphasize personal interaction and tend to avoid the work environments associated with the Realistic type. They are often described as caring, patient, a "team player", a "good listener" or persuasive.

### **Enterprising**

People with this type typically enjoy working toward political or economic achievement. They are drawn to leadership positions and tend to be highly motivated with strong leadership skills such as public speaking, negotiation and understanding organizational dynamics. They often avoid work environments associated with the Investigative type. They are frequently described as outgoing, ambitious or adventurous.

### **Conventional**

People with this type typically enjoy conventional tasks such as working with data, maintaining records, organizing information and managing operational activities. They are typically good at keeping things organized and helping things run smoothly. They tend to value practical achievement and often avoid artistic or unstructured environments. They are frequently described as practical, organized, efficient or conscientious.

## Pennsylvania Department of Education Career Education & Work Standards

### Essential Questions:

1. What are my unique interests, aptitudes, and abilities?
2. What careers would fit my unique interests, aptitudes and abilities?
3. How do changes in the global economy effect the career world?
4. How do changes in the world effect my career options and choices?
5. What is a lifelong learning?
6. How will lifelong learning play a part in my career journey?
7. What high school courses will best prepare me for my career journey?
8. Will post-secondary education improve my career opportunities?

### Grade 6/7 Competencies:

1. Describe the influences that impact personal career choices.
2. Locate, evaluate, and interpret career information.
3. Given examples of traditional and nontraditional careers, explain how they might offer or hinder career opportunities of an individual.
4. Compare the types of employment opportunities available after graduation from several different training programs.
5. Given an occupation, identify some economic factors that would have an impact on it.
6. Given an occupation, identify some school subjects, extracurricular activities, and community experiences that would positively affect preparation.
7. Create an individualized career plan such as a career portfolio.
8. Identify several personal electives and extracurricular activities that match your personal career interests, abilities and academic strength.
9. Select course work that supports career interests.

### Grade 8 Competencies:

1. Factors that impact career choices.
2. How change in a person's life and environment impacts career choices.
3. Varieties of traditional and nontraditional careers.
4. Sources of information about the types of employment opportunities available after graduation from a career training program.
5. Economic factors impact employment opportunities.
6. Effect of school subjects, extracurricular activities and community experiences on career preparation.
7. Components of a career plan.
8. Types of educational and training opportunities that are available to prepare for careers.
9. The relationship of career interests to career choice.
10. The part a systematic plan plays in successful career planning.
11. The importance of educational plans to successful career choice.