

Module 7 Data Presentation

COSC 661
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Explanation of Survey

- The purpose of this Needs Assessment Survey is to see how the 8th graders view themselves. I wanted to survey to see if there was a need for classroom guidance on Self-Esteem, confidence, and perseverance.
- Due to all students having a chrome book assigned to them the most effective way to put out an anonymous survey was to use google forms and email the link to all 8th grade students. The students were also giving special class time to complete the survey.

Survey

- I like school
- I ask my teacher for help
- School work is hard
- I'm proud of myself
- My friends are a good influence
- I get in trouble with my friends
- I can do hard things

I'M PROUD OF MYSELF

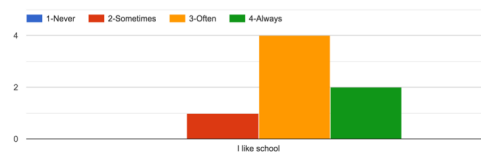
Never	Sometimes	Often	Always
1	2	3	4

I ASK MY TEACHER FOR HELP

Never	Sometimes	Often	Always
1	2	3	4

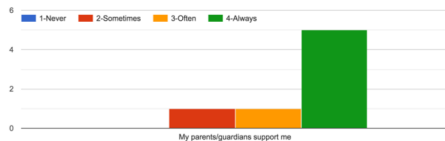
Survey results

Click one answer that best suits you.



Survey results

Click one answer that best suits you.



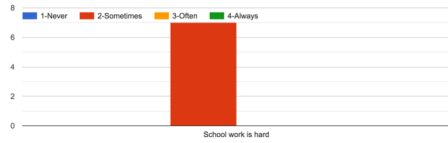
Survey results

Click one answer that best suits you.



Survey results

Click one answer that best suits you.



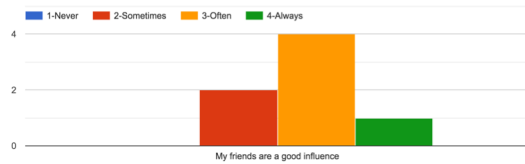
Survey results

Click one answer that best suits you.



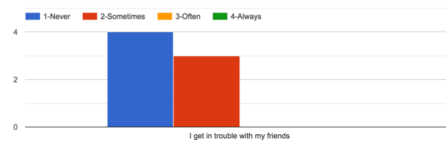
Survey results

Click one answer that best suits you.



Survey results

Click one answer that best suits you.



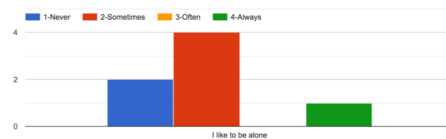
Survey results

Click one answer that best suits you.



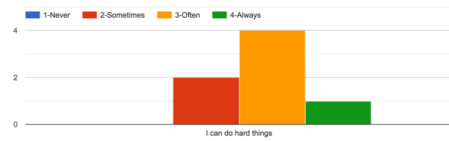
Survey results

Click one answer that best suits you.



Survey results

Click one answer that best suits you.



Interpretation of results

Major takeaways

- Over half of the students surveyed always have someone to support them and the others at least have support sometimes or often. No one reported that they never have support. This is very encouraging to know the students have parents supporting them.
- The students don't always ask their teacher for help: 1 out of 7 said never, 5 out of 7 said sometimes they ask for help, and 1 out of 7 said they often ask for help. I would have thought more students would ask for help if they didn't know how to do something.
- Only 3 out of 7 students reported that they are often proud of themselves. I want to change that and have 7 out of 7 proud of themselves. 4 of the 7 reported that they are sometimes proud of themselves. I want to see this data change.

Recommendations

- I would want to start a lunch bunch group with some 8th graders who may be struggling in class and see if we can figure out how to build their confidence to ask the teacher for help.
- I would also want to reinforce good friendships in a classroom guidance lesson.

Interventions for addressing the need- must include 3 of each. These should be evidence-based.

Direct student services

1. Classroom Guidance Lesson
2. Small Groups
3. Offer check ins

Indirect student services

1. Lesson Plan
2. Collect Data
3. Observe Students

Systemic Focus

- The school counselor will want to be inclusive and include all students (Reese, 2021). Even those with disabilities and with different cultural backgrounds. The counselor will want to have special training and be prepared for all situations.
- Advocate for those who need extra support. Collaborate among other school personnel for the benefit of the students (Reese, 2021). As the counselor stay on top of the newest trainings to have the best support for your students.

Implementation plan and how you will assess for effectiveness

Assessment plan Must include the following types of data:

1. Participation data: Get a total for how many students participated.
 2. ASCA Mindsets and Behavior data
 3. Outcome data: take the percentages into consideration. Provide a pre and post chart with the totals from both.
- My implementation plan will consist of a classroom guidance lesson on friendship as well as a small group or lunch bunch to help build self-confidence.
 - After the lesson and about 4 group meetings the Mindsets & Behaviors will be assessed using the pre/post-test question (survey) to see if we have changed our data.

ASCA Mindsets and Behaviors

- M 2. Self-Confidence in ability to succeed. (This standard will benefit the ability to ask for help.)
- M 3. Sense of belonging in the school environment. (This standard will reinforce self-confidence by having a sense of belonging.)
- B-SS 2. Create positive and supportive relationships with other students. (This standard reinforces the friendships.)
- B-SS 3. Create relationships with adults that support success. (This standard will be met while encouraging self-confidence to ask teachers for help.)

Announce

- For this specific survey, it is ok to address everyone including all stakeholders and students together.
 - I believe a power point presentation with clear data will be the best fit so everyone can see and understand the data being presented all at once time.
1. Teachers/ administration
 2. Parents/ community members
 3. Students

Use of Data to Advocate for Programs and Students

- I chose to collect the data I did to see where the students feel they are right now. My strategy of a survey was successful and the results turned out to be more positive than I expected. I believe my recommendations for small group lunch bunches will help enforce positive friendships and help build confidence among students to encourage them to ask for help when they need it.
- In an article I read it said, "Only through collecting and sharing data do we have the opportunity to make a difference in many kids' lives (Maughan & Hogan, 2018)."

Announcement Slide

- Based on the data shown in the graph we have 4 out of 7 students reporting that they sometimes make good choices when they are with their friends.
- For the safety of the students it would be best if we could change their mindset and have them fall under the often or always column for making good choices when with their friends.

Click one answer that best suits you.



References

- Asca ethical standards for school counselors. (n.d.). *Career and College Readiness Counseling in P-12 Schools*. <https://doi.org/10.1891/9780826136152.ap04>
- Maughan, E. D., & Hogan, J. (2018). Data, year-end reports, and perseverance. *NASN School Nurse*, 34(1), 35–36. <https://doi.org/10.1177/1942602x18814237>
- Reese, D. M. (2021). School counselor preparation to support inclusivity, equity and access for students of color with disabilities. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.588528>
- *Results Reports: Outcomes Leading to Systemic Impact*. (2023). *ASCA On Air*. Retrieved March 5, 2023, from <https://videos.schoolcounselor.org/results-reports-outcomes-leading-to-systemic-impact/>.
- Young, A., & Kaffenberger, C. (2019). *Making data work*. American School Counselor Association.