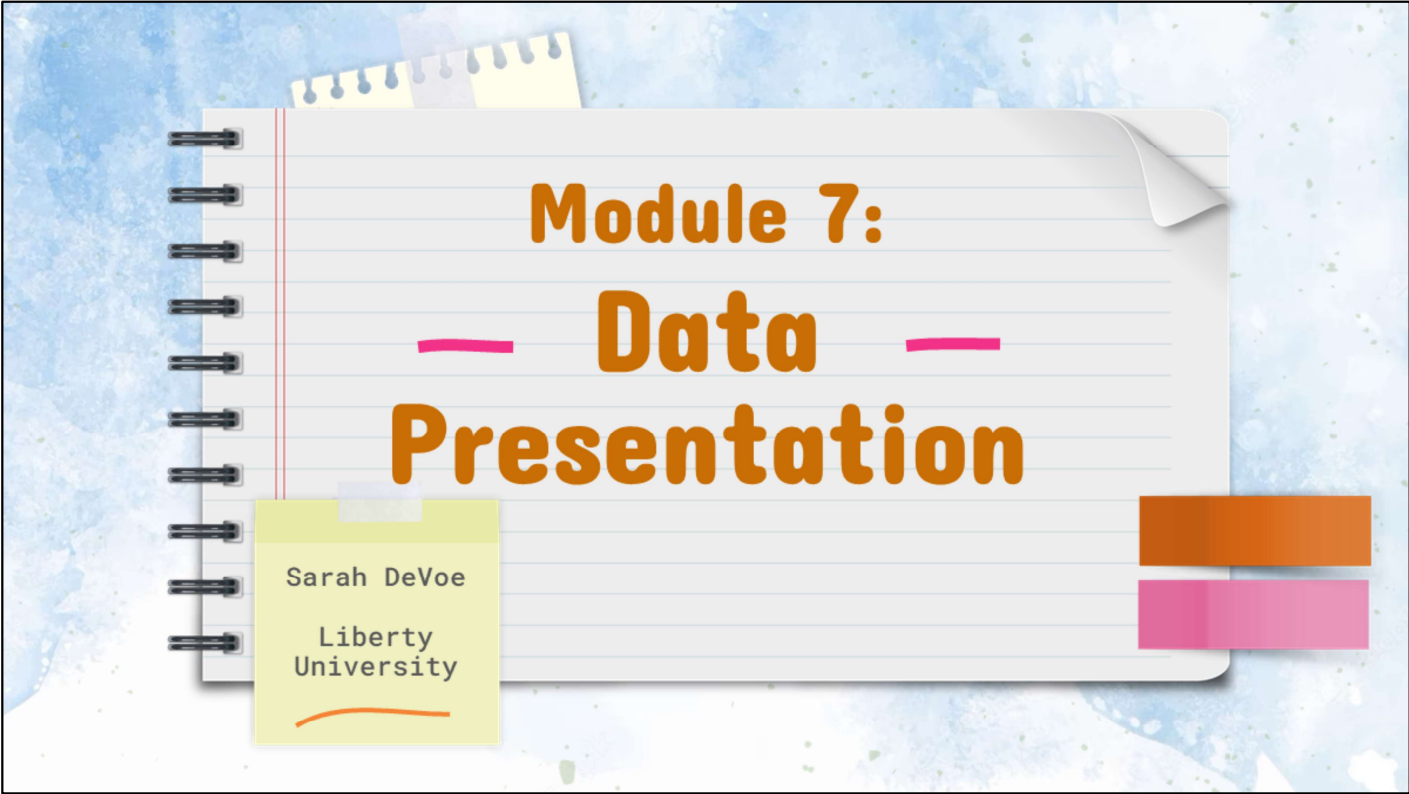




Module 7: — Data — Presentation

Sarah DeVoe

Liberty
University

Explanation of Survey

- Purpose of Needs Assessment:
 - Determine student needs (Savitz-Romer et al., 2018).
 - Measure the effectiveness of the school counseling program.
- Needs Assessment Format & Technology:
 - Google Forms
 - 10 questions
 - Likert scale (Arsiwala et al., 2021)

A needs assessment has many benefits, including the ability to help us determine what our students needs are. We ask questions relating to the three domains of school counseling, which are academic, social-emotional, and college & career. Collecting data within these three domains helps us determine the effectiveness of our school counseling program. We are able to see any improvements that have been made from semester to semester, whether there are specific areas that students need help, and find gaps in student education that we may need to help fill. The needs assessment is mutually beneficial to students and school counselors, as it helps us help our students better, and helps us advocate for effectiveness of our programs.

As for the format of the needs assessment and the technology that was used- we used google forms to distribute this needs assessment. Students in our district are given chromebooks and have access to google classrooms, so google forms is a very convenient tool for us to use. Because google forms is not a data collection tool that is specifically controlled by our school district, we never use google forms to collect protected data about specific students. Google forms is only used anonymously and students answers are never saved to their student record. Our students privacy is very important to us so we always make efforts to follow legal and ethical guidelines in collecting student data.

The format of this needs assessment was ten questions, short and sweet for our third graders. These ten questions addressed all three school counseling domains-academic, social emotional, and career- so that we could get a broad and encompassing sense of student need and program effectiveness.

We used the likert scale format which is a ranking scale instrument of questioning. A study by ariswala et al found that children can understand and respond especially well to the likert scale, especially when the scale measures frequency and is accompanied by illustrations such as smiley faces, which we chose to utilize in our needs assessment.

The frequency scale that we used was always to never, with always being the highest rank option, followed by usually, then sometimes, and lastly never.

Survey

- Geared towards a third-grade level of development.
- Questions framed positively to minimize confusion.
- Questions assessed skill, knowledge, and attitudes in all three domains: Academic, social-emotional, and career.

Needs Assessment

Third Grade Needs Assessment

Please read each question and choose the answer that is right for you. This survey is for the school counseling center and is completely anonymous; no one will know what answers you choose.

enteres@proton.me for more info

1st answer

* This survey requires a question

I can understand what I am taught in class.*

☐ Always ☐ Usually ☐ Sometimes ☐ Never

I can follow directions in class.*

Our ten question, likert scale format survey featured questions that were specifically geared towards a third grade level of development. We used emoji smiley and frowny faces of varying levels to accompany the scaled answers and make them more easily understandable.

All questions were framed positively and presented in the same format to minimize confusion.

The survey assessed student skill, knowledge, and attitudes in all three domains in order to give us a clear picture of student need and program effectiveness.

Survey

- The first section of the survey assessed academic need.
- We asked students to rank the following statements:
 - "I can understand what I am taught in class."
 - "I can follow direction in class."
 - "I make a habit of doing my schoolwork."

I can understand what I am taught in class.*



☐ Always!



☐ Usually.



☐ Sometimes.



☐ Never.

Read slide

These are all questions that are going to give us information about student skill, knowledge, and attitudes related to the academic domain.

Survey

- The second section of the survey assessed social-emotional need.
- We asked students to rank the following statements:
 - "I share my worries with an adult that I trust."
 - "I get along with other students at school."
 - "I can move from one part of my day to another without getting upset."

When I am upset, I know how to calm down. *



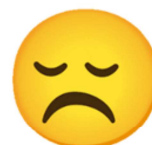
☐ Always!



☐ Usually.



☐ Sometimes.



☐ Never.

Read slide

And as you can see, they selected the frequency with which they do those things

Survey

- The third section of the survey assessed student college & career need.
- We asked students to rank the following statements:

- "I understand why school is important."
- "I have ideas about what I might enjoy doing when I get older."

I understand why school is important.*



☐ Always!



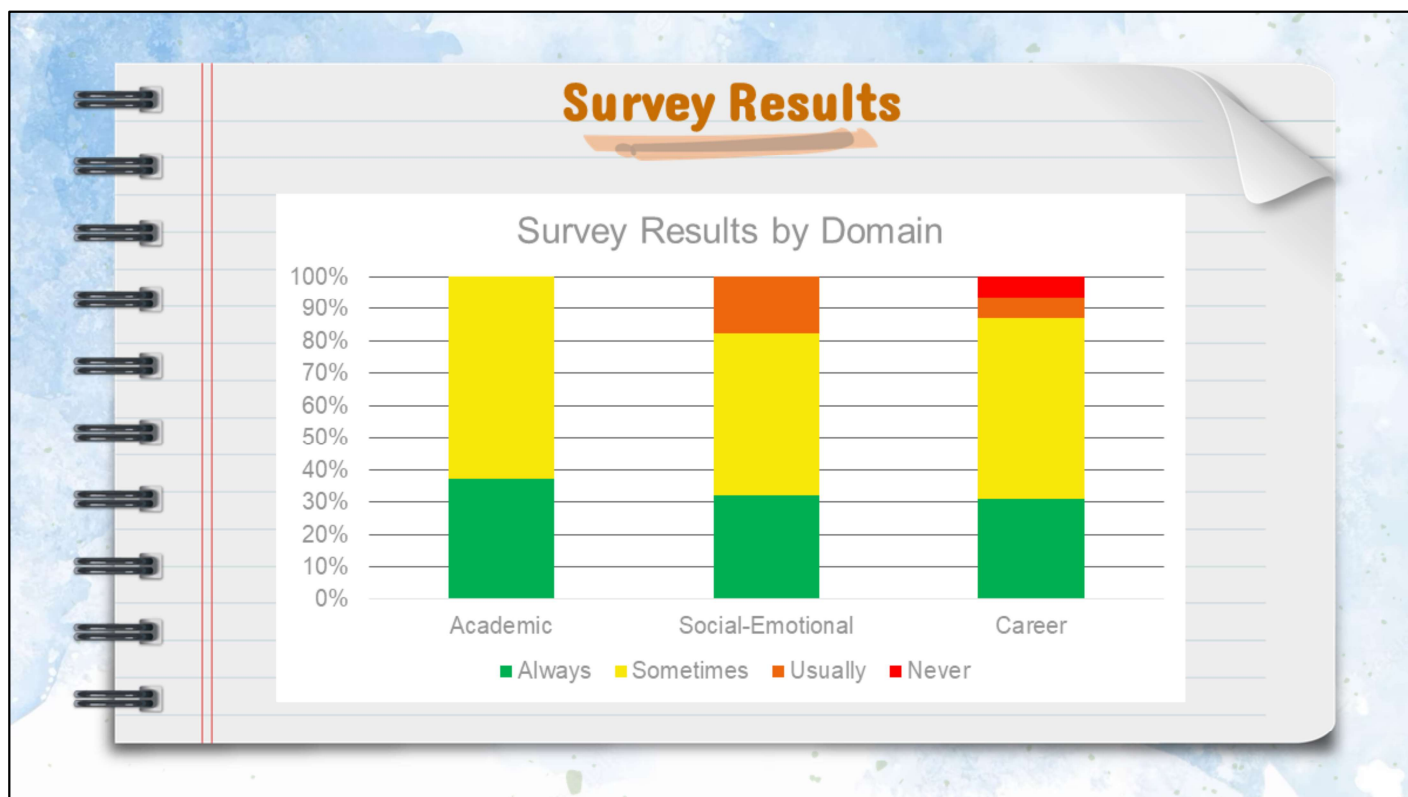
☐ Usually.



☐ Sometimes.



☐ Never.



Now for the results of the survey: In this chart, I have compiled the total student answers from each domain to show how positively or negatively students responded to questions from each domain. Overall, students replied very positively to the needs assessment, utilizing the second best ranking option, which was “sometimes” for the majority of the questions. Only one question from one domain was answered with the most negative option- which was “never”, and we will go over that in more detail in a moment.

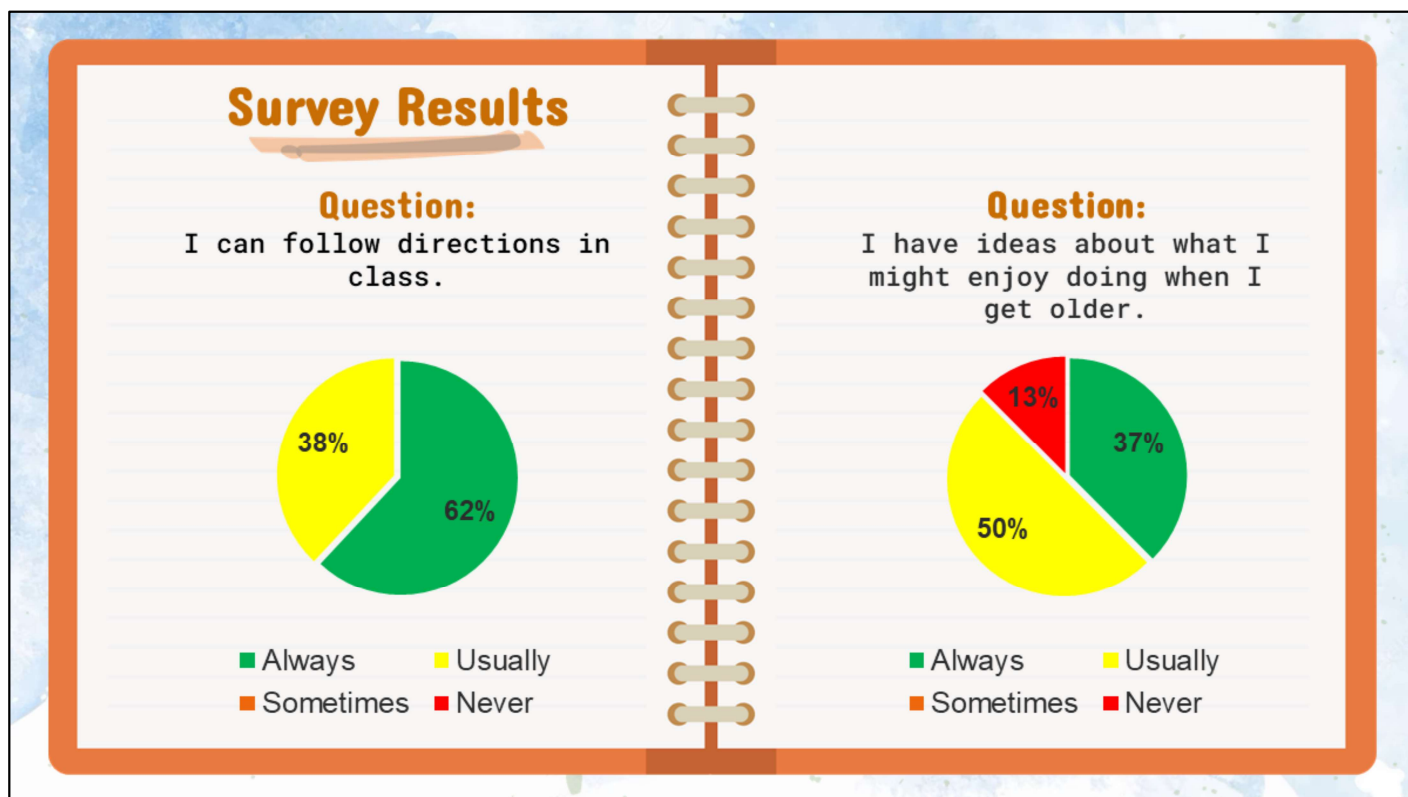
As you can see, our academic domain had the most positive results with about 37% of students answering always and 63% answering sometimes to questions from the academic domain.

In our social emotional domain students answered always 32%, sometimes 50% and Usually, 18%. The social-emotional domain received the highest number of negative responses with 18% answering “usually” to questions regarding social-emotional knowledge, skill, and attitudes.

However, while our career domain received slightly fewer negative responses, the negative responses that were received were on the lowest end of the scale. This domain responses were as follows: 31% responded always, 56% sometimes, 6.5% usually, and 6.5% never.

This means that if we group “always and sometimes” answers together as positive answers, and “usually and never” answers together as negative, our social-emotional domain received 18% negative student responses and our career domain received 13% negative responses from students.

This shows me that the highest rate of student need is in our social-emotional and career domains. By examining the questions and answers from the needs assessment, we can determine what specific needs we have in each of these domains that are not being met by our current programs.



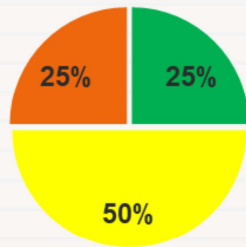
Our most positively answered question was from the academic domain, which was “I can follow directions in class.” This is an encouraging set of data that shows that our students believe in their ability to display self-control and take responsibility for their actions.

One of the most negatively answered and concerning questions from the needs assessment was as follows: from the career domain, the question “I have ideas about what I might enjoy doing when I get older” was answered negatively by 13% of students. This question assesses student awareness of post-secondary opportunities.

Survey Results

Question:

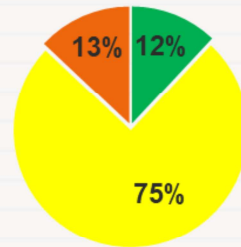
I get along with other students at school.



■ Always ■ Usually
■ Sometimes ■ Never

Question:

I can move from one part of my day to another without getting upset.



■ Always ■ Usually
■ Sometimes ■ Never

two concerning questions from the social-emotional domain, the most negatively answered domain of the needs assessment, were as follows: the question “I get along with other students at school”, which measures relational skills, was answered negatively by 25% of students.

The question, “I can move from one part of my day to another without getting upset”, which measures transitional skills, was answered always by only 12% of students, the lowest “always” answer of any question on the survey. This question was answered never by 13% of students, the only question in which students utilized the “never” scaling option.

Interpretation of Results

1. Academics is our highest performing domain.
2. The social-emotional domain needs the most improvement in two specific skill areas:
 1. Relational skills
 2. Transition skills
3. The career domain shows the need for an increase in knowledge and awareness of post-secondary opportunities (Pulliam, 2018).

From this data I had three major takeaways concerning each domain for our third grade students. Firstly, academics is our highest performing domain. This is very encouraging as students demonstrated positive belief in their academic knowledge, skills, and attitudes.

Secondly, the data shows that the social-emotional domain of the school counseling program could use the most improvement. Specifically, the survey showed students lacking in two specific skill areas which would be relational skills- getting along with one another, and transition skills- moving between the different parts of their day. In order to improve these skills in the coming year, we need to focus in on these specific social-emotional skills through our programs- classroom guidance lessons and teacher training would be best as these are skills that can help the entire grade going forward.

Lastly, the data showed that we need to impart more knowledge of career opportunities to our third graders. According to a 2018 study by Pulliam, early exposure to college and career interventions is critical for students long-term post-secondary success. As all questions from the career domain of the survey scored low, this shows a need to improve all areas of our career programs to increase student exposure to career opportunities. We want our students to begin having ideas about their interests and how school success can contribute to future success. We can do this by incorporating career awareness into the curriculum and discussing it with students in individual and group counseling.

Interventions for Addressing Needs

Direct Services

1. Introducing students to post-secondary opportunities via community collaboration in the classroom (Oliveira & Araújo, 2022).
2. In-class behavioral skills training to improve transitions (Smith & Higbee, 2021).
3. Classroom guidance lessons on relationship skills using cooperative learning strategies (Wattanawongwan, Smith, & Vannest, 2021).

Indirect Services

1. Collaborating with community leaders to introduce students to post-secondary opportunities (Oliveira & Araujo, 2022).
2. Collaborating with teachers to learn behavioral skills training to teach students transition skills (Smith & Higbee, 2021).
3. Advocating for marginalized students by examining and correcting population discrepancies (Nelson, 2020).

Interventions for addressing needs- here I am going to discuss and recommend three direct services and three indirect services that the school counseling program can implement to meet the student need identified through the survey. These are all evidence-based interventions and you can see the related material cited at the end of each intervention.

First is Introducing students to post-secondary opportunities via community collaboration in the classroom- this looks like bringing members of the community into the classroom to inform and inspire students of the opportunities available to them.

Next is In-class behavioral skills training to improve transitions. Teachers who use behavioral skills training in the classroom to teach students stress-free transitioning can see an improvement in total transitioning skills.

Our last direct service is classroom guidance lessons on relationship skills using cooperative learning strategies, we already teach several guidance lessons on relationship skills throughout the year, but our suggestion would be to implement cooperative learning strategies into these lessons in order for students to learn in an experiential way.

Next is our indirect services, these are services that the school counseling department perform that indirectly serve our students.

The first is collaborating with community leaders and getting their ideas and finding volunteers to help us introduce students to post-secondary opportunities.

Second is collaborating with teachers to learn behavioral skills training, we would host an educational meeting in which we train teachers in utilizing behavior skills training to teach students transition skills.

Lastly is advocacy, we want to advocate for our marginalized students by examining our data and correcting population discrepancies that may exist within the school. And we are going to go a little more in depth with that right now-

Systemic Focus



- **Population Discrepancies**
(Nelson, 2020)



- **Data & Advocacy**

- **Separated Learning**
(Leijen, Arcidiacono & Baucal, 2021)

- **Inclusive Learning**

As part of our systemic focus, we want to deal with systemic issues that may inhibit or create a barrier to the continued success of our planned program. One such systemic issue is population discrepancies. Our school counseling program examines school data in order to look for any population discrepancies that may exist. For example, we want to make sure that no one population is being singled out or held back by being overrepresented in disciplinary or special education programs. According to Nelson in their 2020 study, students of color and those from low socio-economic backgrounds have been historically overrepresented in these programs and underrepresented in ap and honors programs. These population discrepancies could certainly get in the way of our students academic, social-emotional, and post-secondary learning. We want all of our students to have equal access to the school counseling program and the benefits they can obtain from having that access.

When our school counseling program notices these population discrepancies in the school data, this allows us to then advocate for these student populations in order to create a more equitable academic environment.

We also want our special education, English learning students and our students with disabilities to have equal learning opportunities. This is why our school has a policy of separating our English learning and special education students as little as possible. While it is sometimes necessary for students to separate for focused learning, we try to incorporate as much of their learning as possible into the student curriculum. This also means that for all school counseling programs, we provide translation services and translated materials so that our English learning population has equal access to our

services and the materials that we teach.

As we focus in on our social-emotional and career domains in this coming year, we want all of our students to be able to thrive in these domains. We don't want population discrepancies of separated learning policies to hold any of our students back.

Implementation Plan

- We assess our school counseling programs for effectiveness throughout the year.
- To measure effectiveness, we examine the following types of data:
 1. Participation data
 2. ASCA Mindsets and Behavior data
 3. Outcome data (Dafoe, 2018)

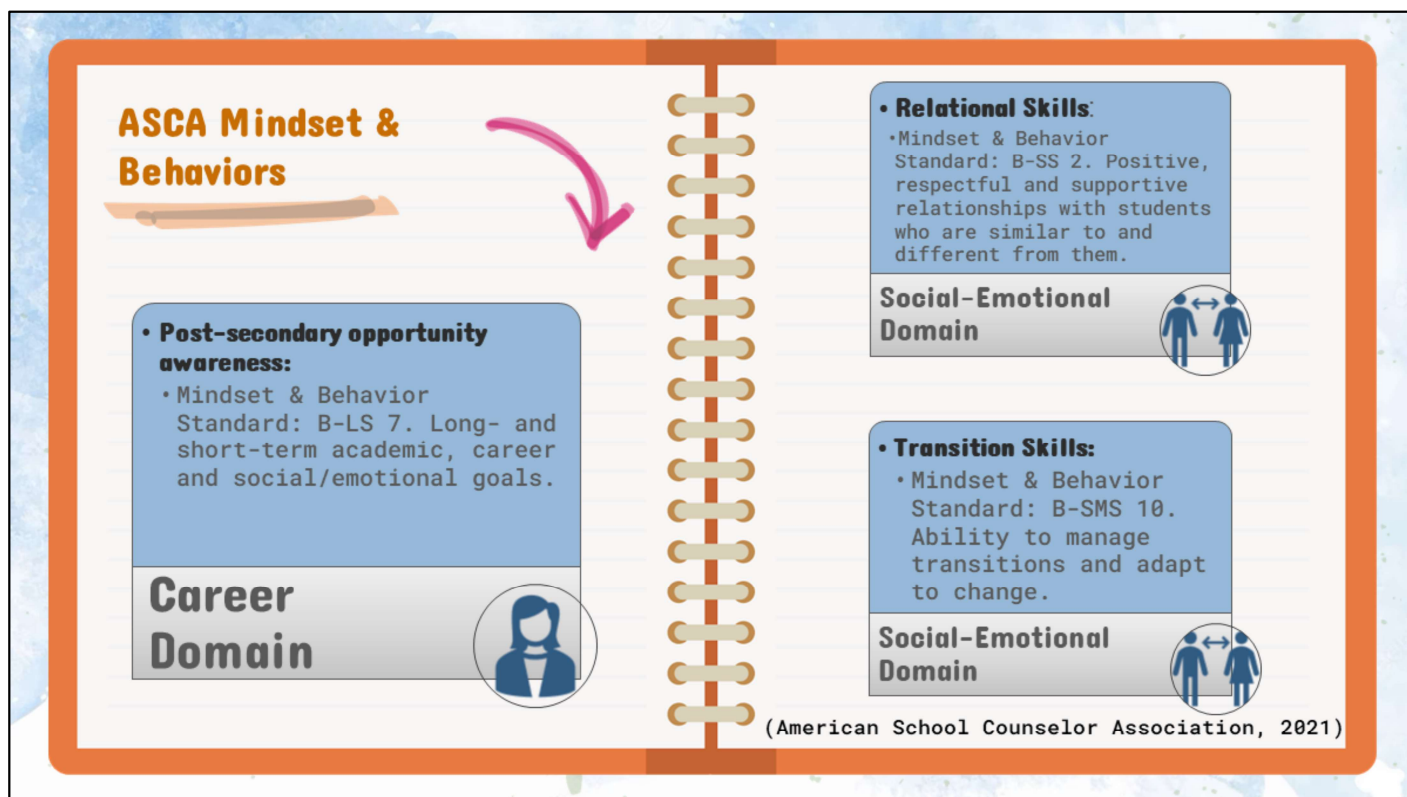


Next is our implementation plan, and this is how we will ensure that programs are being implemented successfully. We regularly assess our school counseling programs for effectiveness- for example, when we perform classroom guidance lessons, we collect pre and post test data to make sure that students understood the lesson. We are constantly working with the data to make sure that what we are doing is effective.

Now with implementing these social-emotional and career improvements with our third grade group, we are going to be examining three types of data. The first is participation data- this is how many students participated in our programs, how many lessons or counseling sessions they participated in, and for how long.

Second is the American school counseling associations mindset and behavior data, this is built into our pre and post test assessments with questions pertaining to those mindsets and behaviors that the American school counseling association has determined are an important part of the school counseling program. We are going to discuss these mindsets and behaviors further in the next slide.

Lastly is our outcome data, which gives us the highlights of the results of our interventions. This is a quantifiable before and after data of what changed- did students grades improve after the intervention, did attitudes change? This is what is going to give us a picture of the impact of our interventions.

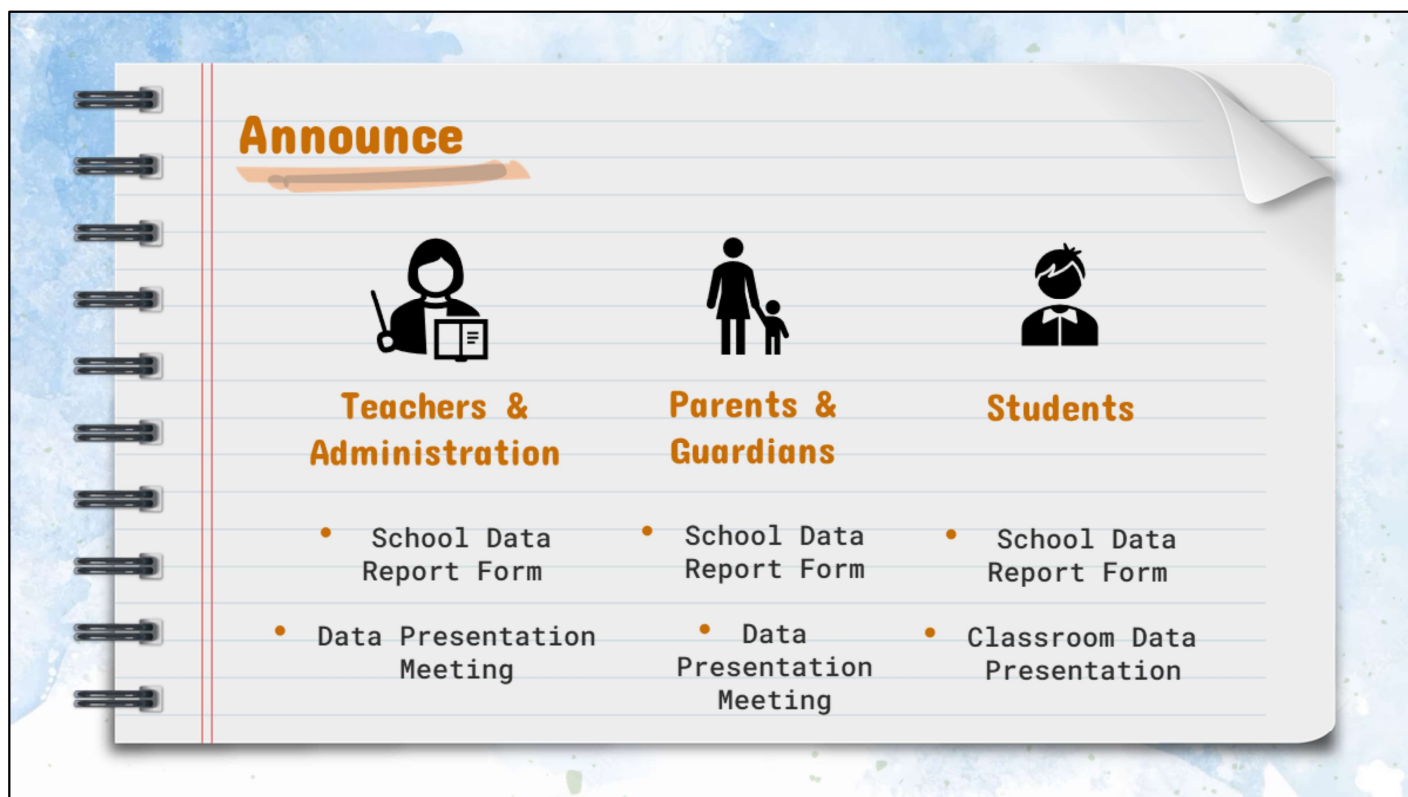


Now for our ASCA mindsets and behaviors which I mentioned briefly before.

For our post-secondary awareness programs in the career domain, mindset and behavior standard B-LS 7 applies: which is that students have....

For our relational skills in the social-emotional domain, mindset and behavior standard B-SS 2. applies:

For our transition skills in the social-emotional domain, mindset & behavior standard b-sms 10 applies:



Here is the plan for how we are going to announce the results of our program to the different stakeholders: teachers and administration, parents and guardians, and our students. It is important that everyone can see measurable results of the different programs that were implemented throughout the year, so that stakeholders can get a grasp on why the school counseling program is essential in improving student outcomes.

Firstly is our school data report form, which features program outcomes data that is distributed to all stakeholders in a variety of ways. This report is emailed to all stakeholders each semester, it is featured on our website, it is available upon request at any time, and is posted to our various social media accounts at the end of the year so that students have easy access to it as well.

Secondly, we have a data presentation meeting at the end of each school year that all teachers and staff attend, and we encourage parent participation as well.

Lastly, for our students, we present outcome data in the classroom at the end of each year. We like to do this as an encouragement to students so that they can see how much progress they have made as a class throughout the year.

Use of Data to Advocate for Programs & Students

- How we collected the data:
 - Likert-scale questionnaire via google forms to third-grade students.
- Why we collected the data:
 - Assess student need and measure program effectiveness.
- What the data tells us:
 - Social-emotional and career domains require improvement in the following areas: relational and transition skills, and career opportunity awareness.
- Our proposal: **Implementation of direct and indirect services to improve social-emotional and career outcomes.**

Lastly, let's go over the data that was collected by the school counseling program, and our recommendations based on that data.

How did we collect the data for this needs assessment: we distributed a likert scale questionnaire via google forms to our third grade students

We collected this data to assess our third grade students needs, and to measure the effectiveness of our interventions so far.

The data that we collected tells us that our social emotional and career domains need improvement in three specific areas which are as follows: relational and transition skills in the social-emotional domain, and career opportunity awareness in the career domain.

Using this data to inform our program, we propose the implementation of direct and indirect services to improve our third graders social-emotional and career outcomes. These direct and indirect services include community collaboration to raise post-secondary opportunity awareness, collaborating with teachers to learn behavioral skills training to teach students transition skills, classroom guidance lessons on relationship skills, and advocacy for population discrepancies within the school.



Lastly, the school counseling program wants to thank all of our stakeholders for your continued interest in the wellbeing of our students and the improvement of student outcomes. We strongly believe in the continued use of data to inform and improve our programs.

These last few slides are the references for materials cited within the presentation.
Thank you!

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Mission

Our mission is to equip students for current and future success by providing them with equal access to a high-quality school counseling program that improves social-emotional, academic, and career outcomes. Our program will produce measurable results through individual and group counseling, classroom guidance lessons, and school activities.

Services:

We provide interventions in each of the three domains:

Social-emotional:

- Responsive solution-focused individual counseling teaching ASCA mindset & behavior standard M 4.: self-confidence in ability to succeed (ASCA, 2021).
- A series of classroom guidance lessons on social-emotional learning.
- Student social-emotional skills data is observed before and after implementation of counseling and guidance lessons.

Academic:

- Counselors work with students individually to create academic success plans.
- Life-skills group for students with poor school attendance teaching ASCA mindset & behavior standard B-LS 3.: time-management, organizational, and study skills (ASCA, 2021).
- Student academic achievement data is observed before and after implementation of academic success plans and life-skills group.

Post-Secondary, College & Career:

- O*NET Interest Profiler is utilized in individual and group counseling as well as classroom guidance lessons to help students identify interests and connect them to post-secondary opportunities.
- We hold a post-secondary fair every semester to raise awareness of post-secondary opportunities connect students to the community.
- We daily prepare students for life transitions according to ASCA Mindset & behavior standard B-SMS 10.: ability to manage transitions and adapt to change (ASCA, 2021).
- Student post-secondary attendance data is observed to identify populations in need of intervention.

Vision

Through Ereckson Middle School's counseling program and interventions, students will gain a positive sense of self and motivation toward their goals in order to become successful, contributing members of their school and greater community.



Beliefs

-Every student can succeed.

-Every student deserves access to a comprehensive school counseling program that is supported by data.

-Our school counseling program improves social-emotional, academic, and career outcomes.

OUR SCHOOL COUNSELING PROGRAM

AT



Advocacy Statement

A comprehensive school counseling program includes individual and group counseling, classroom guidance lessons, and school activities that promote academic, career, and social-emotional success. Providing students with equal access to a school counselor can improve student behavior, academics, postsecondary participation, ease transitions, and close achievement gaps (ASCA, 2022).

Strategies to Increase Promotion and Graduation Rates:

With the implementation of the following strategies, we have seen a measurable increase in promotion and graduation rates for students attending our school:

- Partnership with local high school counselor counterparts to facilitate transitions (Perry, 2018).
- Counseling groups to provide resources for students identified with social risk factors such as socio-economic status.
- Individual counseling for students identified with academic risk factors at risk of not being promoted.

Peer Intervention Program

Our school counseling program works with the National Association of Peer Program Professionals to implement peer-led anti-bullying interventions. This program aims to reduce bullying by promoting ASCA behavior standard B-SS 2.: encouraging positive, respectful, and supportive relationships between students (ASCA, 2021). We implement this program by recruiting peers to aide with student transitions, teaching conflict resolution skills in classroom guidance lessons, and peer education through group counseling programs (Topping, 2022).

Promoting Equity

We consistently review school data to address achievement gaps and equity issues that may exist within the school. To address these issues, we collaborate with school staff, families, and the community to ensure that all students have equal access to educational opportunities and the resources that they need. Through our postsecondary preparation programs, we bring awareness to college and career opportunities that students may otherwise not have been exposed to.



Direct & Indirect Services

School counselors provide direct and indirect services determined by student needs assessments and pre/post-test data. Direct services include individual solution-focused counseling, anxiety support groups, and classroom guidance lessons on post-secondary opportunities. Indirectly, school counselors support students by consulting with mental health professionals or collaborating with school staff to prevent bullying.

Philosophy & Methods for Data Collection

Our comprehensive school counseling program uses data to inform and direct more effective school counseling interventions (Savitz-Romer et al., 2018). We collect data on social emotional-intelligence, academic, and career outcomes in order to identify student needs and meet those needs through our programs. We protect student data whether we are using formal data collection tools such as the Panorama report or informal anonymous pre-/posttest surveys using google forms. School counselors share academic data through the VDOE school profile report. Social/emotional and career outcomes are shared at the beginning of each semester when counselors present our comprehensive program.



School Counseling Office Ereckson Middle School

123 Street Name,
City Name, VA

(555) 555-555

srdevoe@liberty.edu



Resources:

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs* (4th ed.).

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