

Beliefs

We believe in fostering an inclusive environment that respects and values diversity. We are committed to ensuring equitable access to counseling services for all students.

Vision

Our vision is to be an inclusive school environment where students are inspired to reach their full potential. We cultivate resilient, empathetic, and confident individuals who embrace learning, demonstrate strong character and are well prepared to pursue college and career opportunities.

June 2024



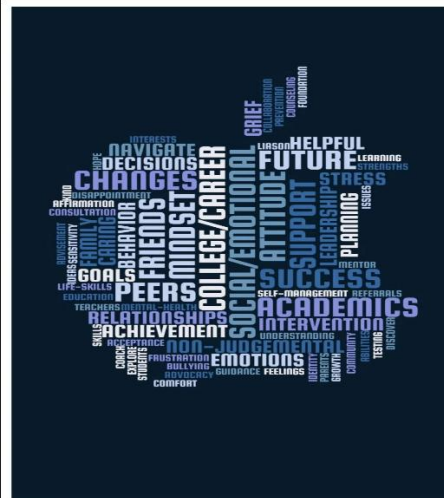
WISE OWLS SCHOOL COUNSELING

Celebrating diversity, cultivating empathy and resiliency



Mission

Our mission is to empower middle school students with comprehensive and equitable school counseling services that help them thrive academically, socially, and emotionally, preparing them for success in high school and beyond.



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Advocacy Statement

At Wise Owls Middle School, the School Counseling Department is dedicated to fostering an equitable and empowering environment for all students.

We advocate for students, collaborate with all stakeholders, and provide personalized support.

Our comprehensive counseling program will equip students with the skills and resiliency needed to thrive as responsible and productive individuals who are ready for life beyond middle school (Lee et al., 2021).

CAREER, SOCIAL-EMOTIONAL, & ACADEMIC PROGRAMMING

Goal Setting Workshops – We help students develop a growth mindset and enhance their academic motivation.

Academic Support Groups - We help address specific challenges students may face with their studies (B -SMS 3, 6, 7, B-LS 4., ASCA, 2019).

Social Emotional Curriculum for all
We develop personal and social skills with an emphasis on effective communication and social interaction skills.

Peer Mentorship Program – encourages relationship building and working with diverse teams (B-SS 2, 7, 9., ASCA, 2019).

Career Exploration Workshops – Facilitate career exploration and awareness.

Individual career counseling sessions – personalized guidance to help student set goals and plan for their future (B-SMS 5., M.4., ASCA, 2019).

- We create a culturally inclusive school climate valuing the diverse backgrounds of our students and families (M.5, M.7., ASCA, 2019).
- We have a comprehensive School Counseling Program as we believe all students can achieve and deserve equitable access to all opportunities (M 2., ASCA, 2019).
- We implement College and Career Readiness Programs recognizing the importance of preparing all students for post-secondary and career success (M.3., ASCA, 2019),



STRATEGIES TO PROMOTE GRADUATION RATES

- **Parental Involvement.** We strive to establish strong communication to keep you informed about your child's progress and behavior.

- **Early Intervention and Support Programs.** We help to identify at-risk students early on through academic assessments, behavioral observations, and teacher input.

- **Individualized Education Plans (IEPs) and Personalized Learning.** At Wise Owls we work together to implement an individual plan that tailors to your child's specific needs.

(M 5., ASCA, 2019),



“Intelligence plus character that is the goal of true education” – Martin Luther King Jr.



PEER INTERVENTION PROGRAMS:

Peer Leadership Program:

- We train a group of peer leaders who can serve as positive role models and intervention agents.
- We provide training on active listening, empathy, conflict resolution, and culturally aware communication skills (B-SS 7., ASCA, 2019).

Peer Support Groups:

- We facilitate peer support groups focused on specific topics such as friendship building, mental wellness, and emotion regulation (M 3., ASCA, 2019). “Peer support is an underused resource in global mental health” (Moran et al., 2020).

Conflict Resolution Programs:

- We coordinate conflict resolution programs that empower students to resolve issues and teach them effective communication skills (B-SS 1, B-SS 9., ASCA, 2019).

PREPERATION FOR COLLEGE AND CAREER READINESS

Career Assessment Tools and Interest Inventories:

This helps students identify their strengths, interests, and values and what occupations might fit them best.

Academic Planning and Goal Setting:

We can help your child set academic goals and create a plan for achieving those goals.

Career Exploration Programs:

We expose our students to a variety of industries and professions by inviting guest speakers, arranging field trips, and attending college and career fairs. (M3., ASCA, 2019).





PHILSOPHY AND METHODS FOR DATA COLLECTION

Student- Centered Approach:

- recognize and respect individual differences (B-PF 6)
- foster a positive and inclusive school environment

Preventative:

- early identification of potential issues
- proactive interventions

Methods:

- Observations
- Individual and Group Counseling (B-SS 3)
- Surveys and Assessments
- Collaboration with Teachers and Parents (B-SS 6)

Stakeholders:

- Clear Communication
- Regular Meetings
- Visual Aids
- Recommendations (B-PE 5., ASCA, 2019).

DIRECT and INDIRECT SERVICES OFFERED TO STUDENTS:

Direct Services:

- *Individual counseling/goal setting
- *Group counseling/peer mentorship program
- *Career exploration workshops
- *Classroom social emotional guidance teaching/Advisory (ASCA, 2019)

Indirect Services:

- *Collaboration with teachers to help students succeed academically and socially
- *Collaboration with Administrators to develop and implement school-wide programs that promote a positive school climate
- *Partnership between school and home to help families understand their child's needs and progress
- *Relationships with community organizations and agencies that provide resources and support for students and families
- *Advocate for students' needs ensuring every student has access to the resources and services they need (ASCA, 2019)

“In the hands of a caring school counselor, uncertainty transforms into clarity, and obstacles become stepping stones”

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School Counseling Needs Assessment for 8th graders – Sharing the Data

Mrs. Langberg

Explanation of Survey



The purpose of our survey was to gather information from 8th teachers concerning their students' academic, career, and social/emotional mindsets.



We asked all 8th grade teachers to fill out an online google form survey consisting of 10 questions. The survey was completely anonymous.



We decided to ask the teachers for their valuable input as we value their feedback in the development of our comprehensive school counseling program.



Important consideration – we are going to give our 8th grade students a similar survey so we may have a more complete and accurate assessment of the needs of our 8th grade students.

Survey

Assessing 8th Grade Students' Mindsets

Your feedback is crucial to the development of our program. These questions are based on how your classes are doing as an overall, not individually. This survey is anonymous. Please be as honest as possible. Thank you! Mrs. Langberg

nmkoert@gmail.com [Switch account](#)



Not shared

* Indicates required question

My students are confident in their ability to solve problems on their own. *

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Survey

My students express frustration and disengage when they do not understand a concept quickly. *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

My students feel confident expressing their opinions in front of their classmates. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Survey results – what teachers said

Academic Analysis –

Only 50% of students are confident in ability to solve problems

50% of students feel frustrated when they do not understand their work

Social/Emotional Analysis –

50% do not feel confident expressing opinions in front of classmates

50% supportive of their peers

33% students are anxious to participate

Career Analysis –

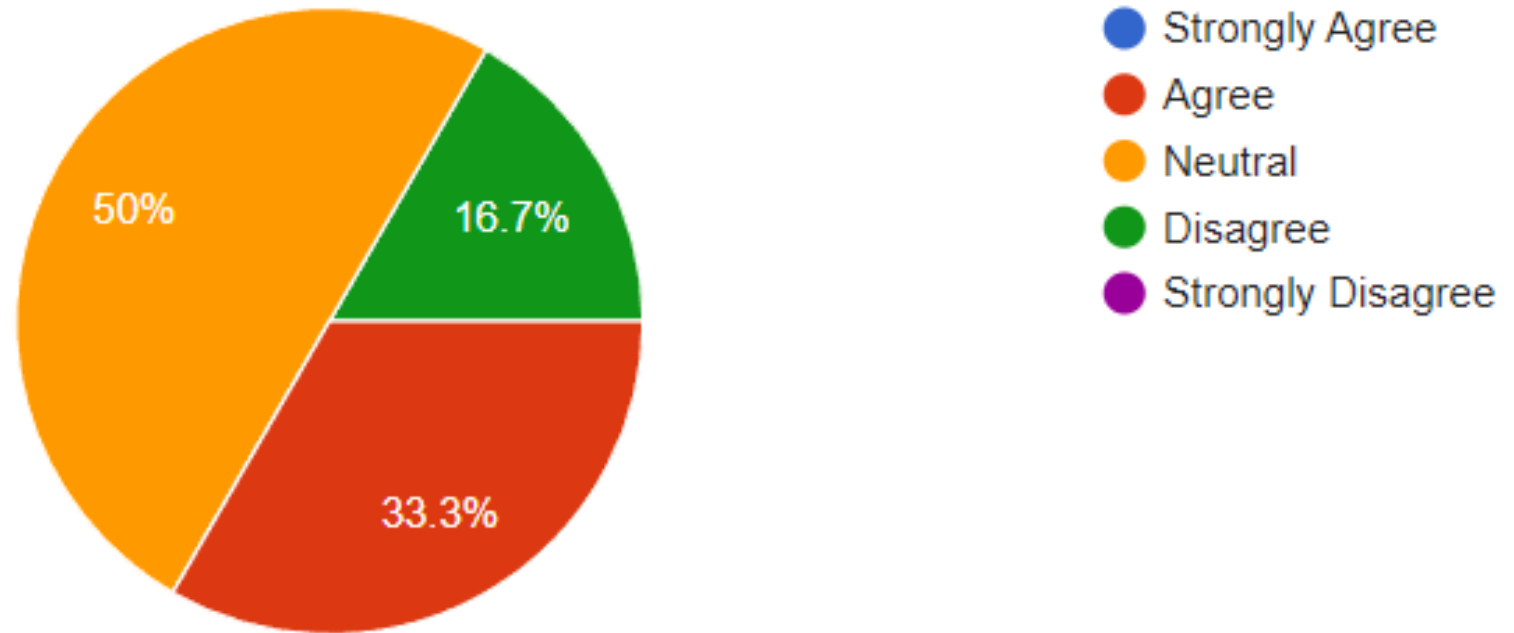
50% of students do not believe they can achieve their postsecondary goals through hard work.

Only 33% of teachers believe their students understand the importance of education in achieving their postsecondary goals.

33% of teachers do not believe their students understand the importance of postsecondary attainment

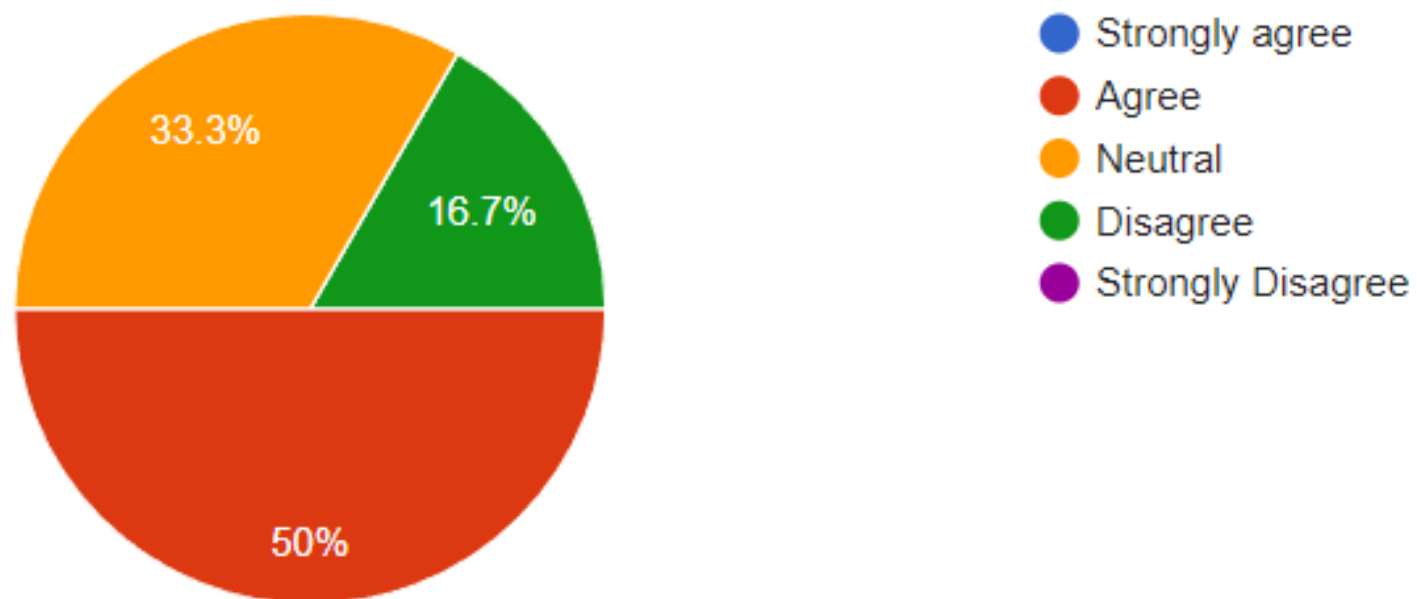
My students are confident in their ability to solve problems on their own.

6 responses



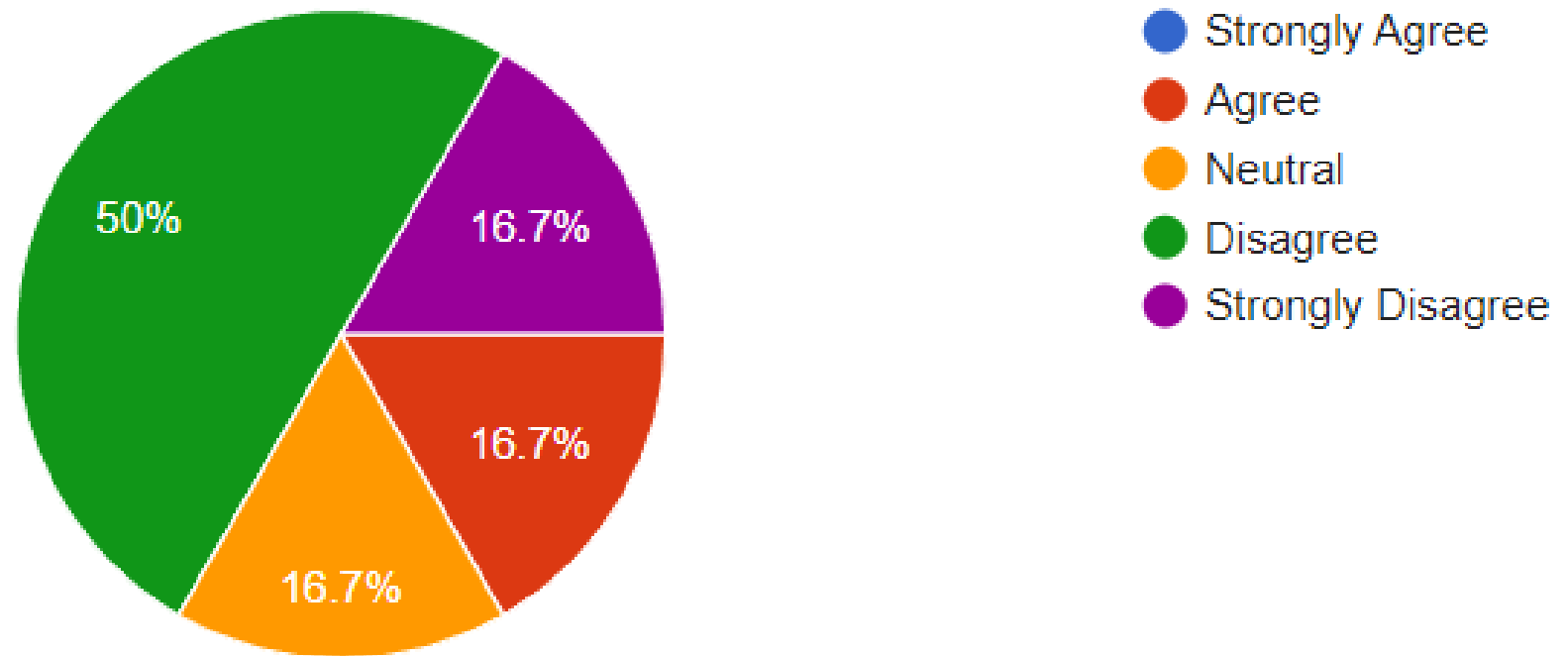
My students express frustration and disengage when they do not understand a concept quickly.

6 responses



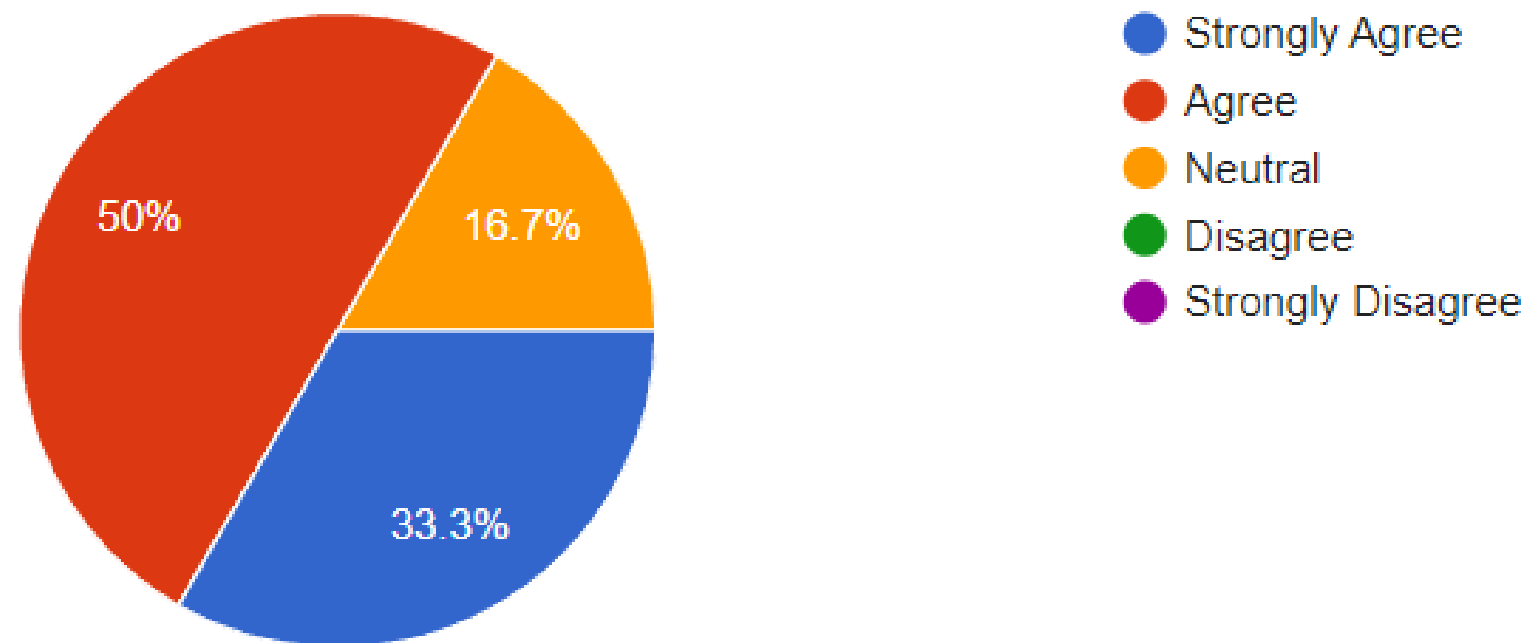
My students feel confident expressing their opinions in front of their classmates.

6 responses



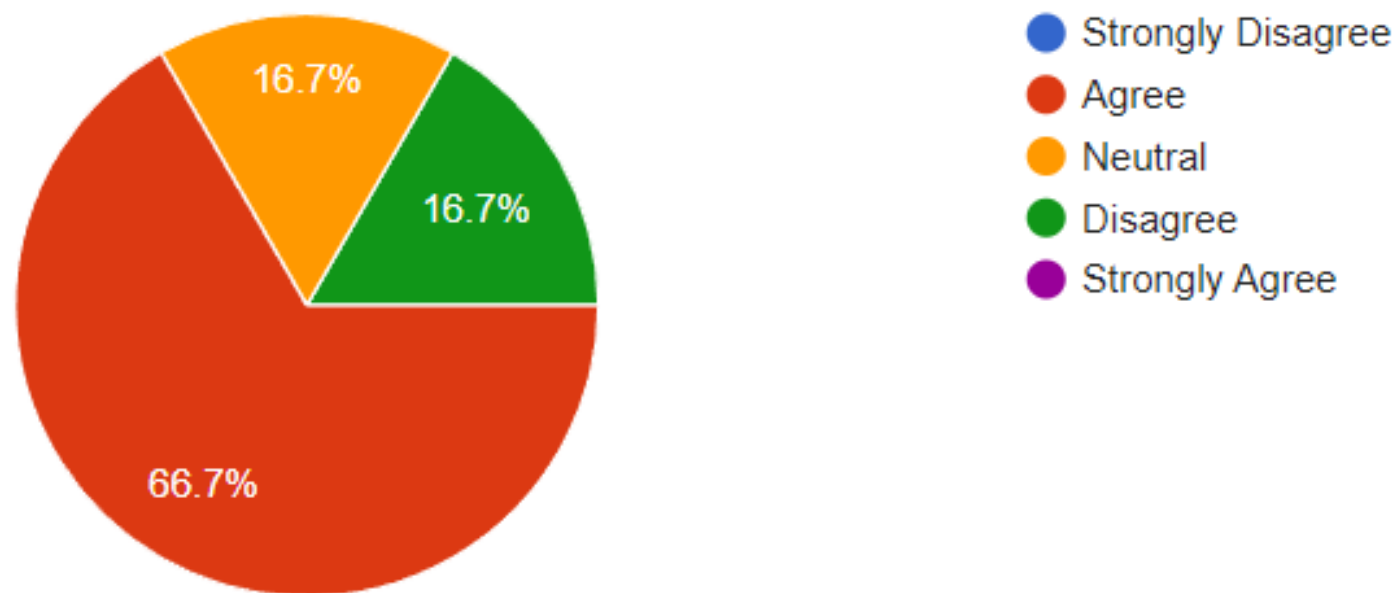
My students are supportive of their peers during group activities.

6 responses



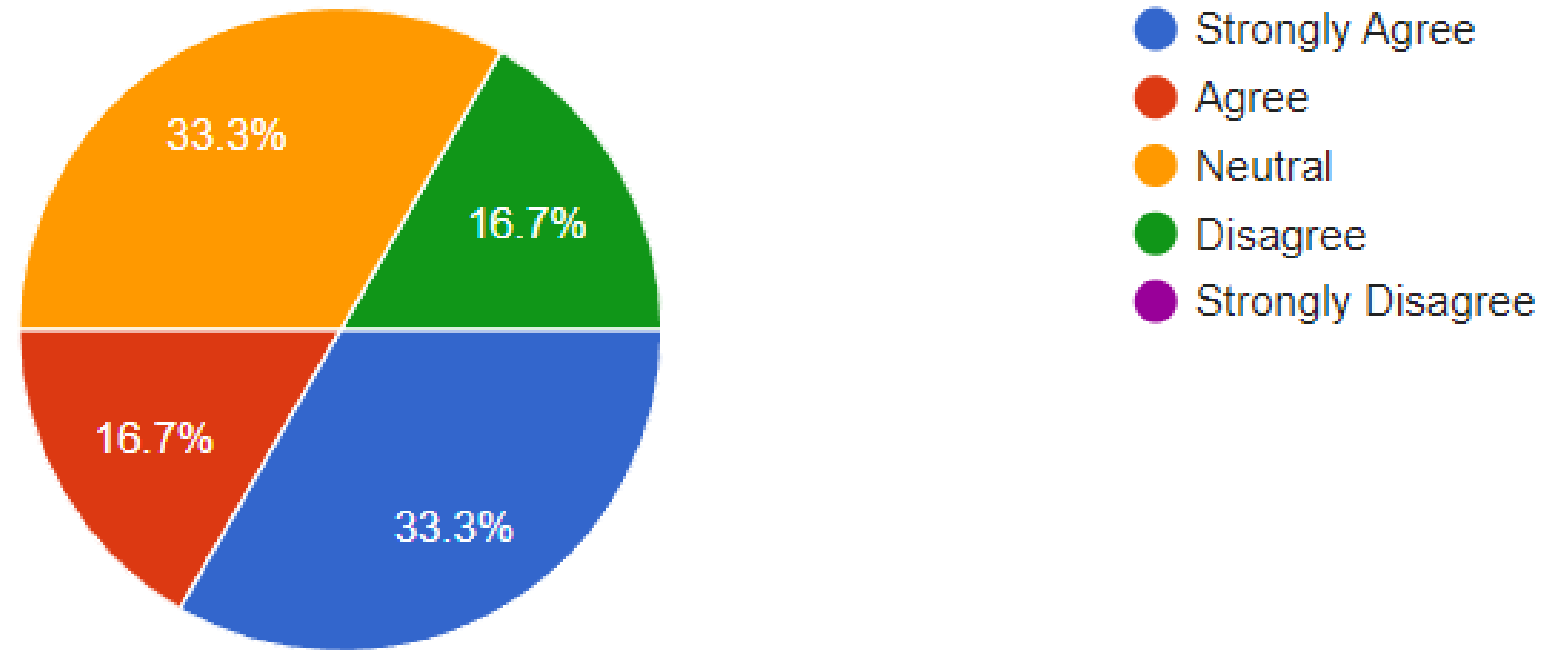
My students show respect and empathy towards their classmates' feelings and perspectives.

6 responses



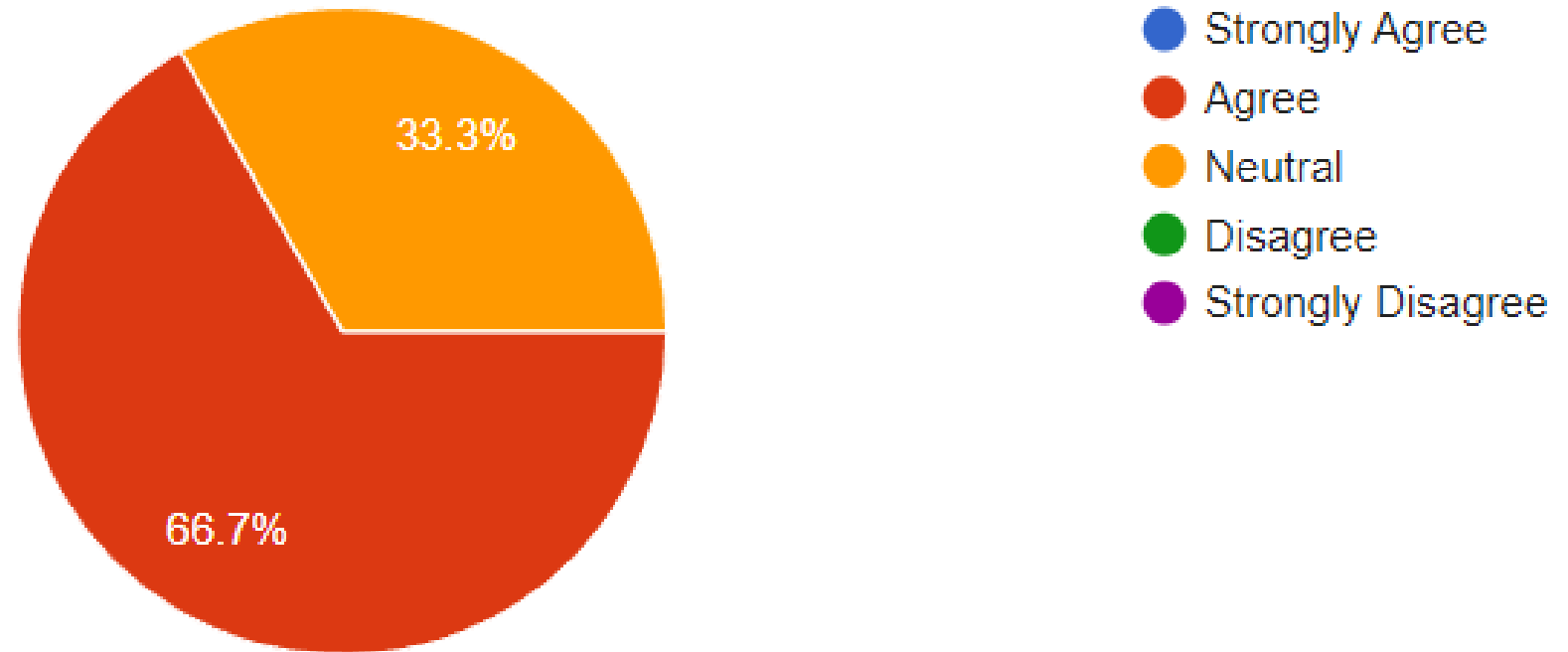
My students feel anxious to participate in classroom discussions.

6 responses



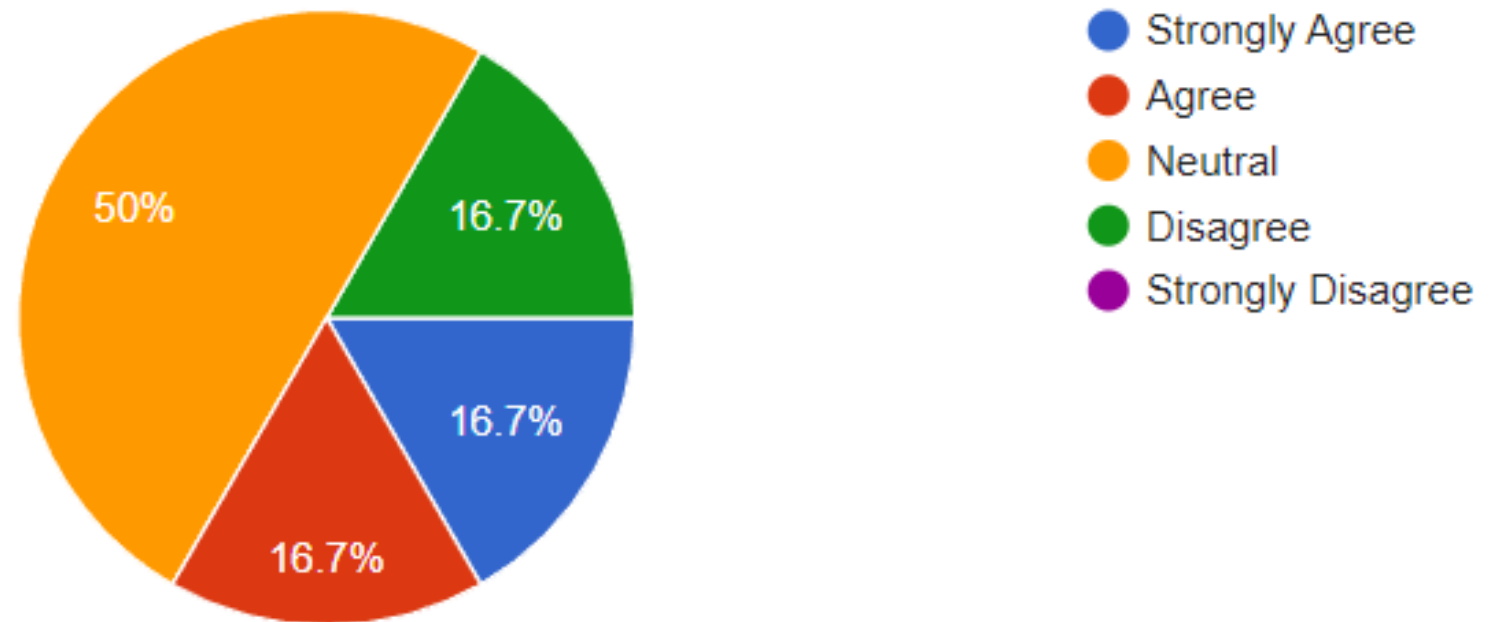
My students display a positive attitude towards working with different classmates.

6 responses



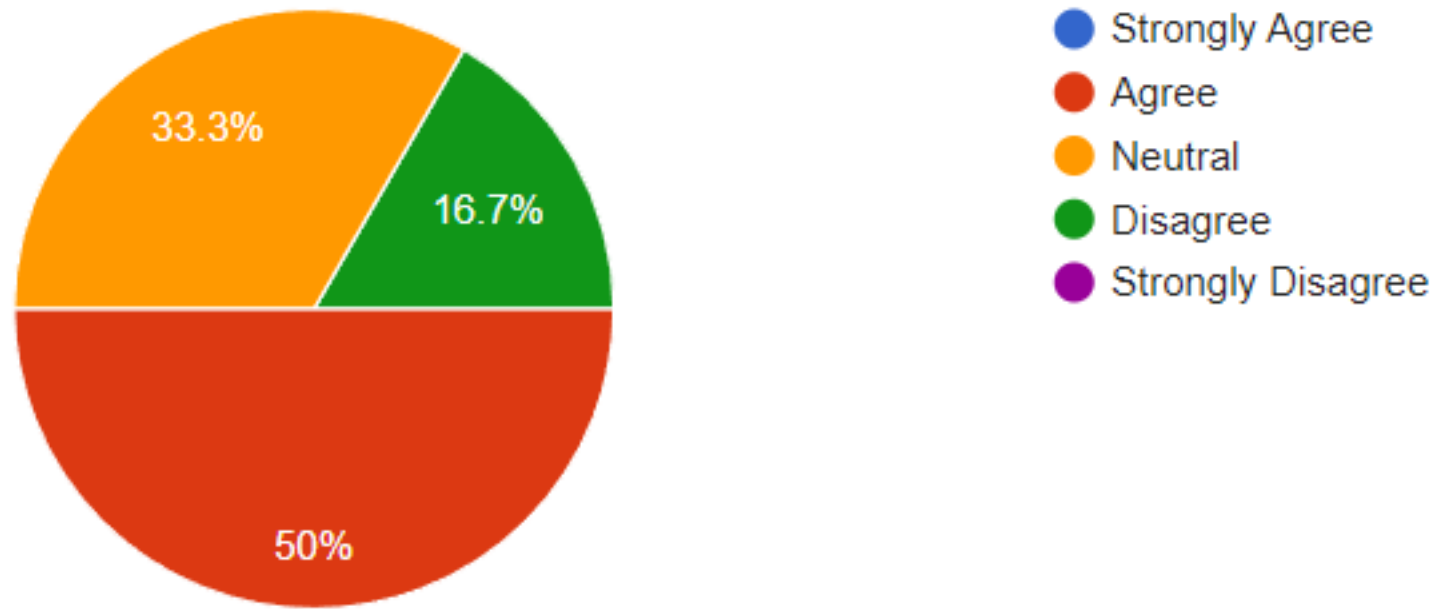
My students are able to handle constructive feedback and use it to improve their performance.

6 responses



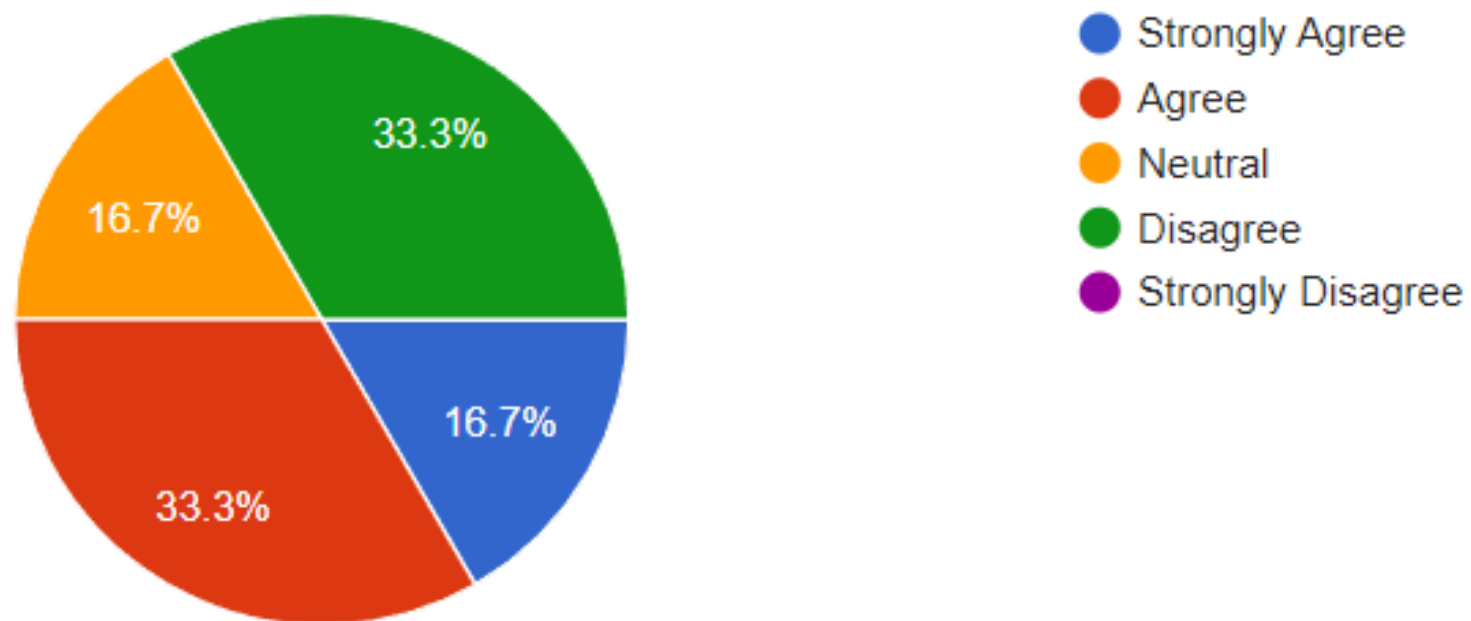
My students believe they can achieve their postsecondary aspirations through hard work and effort.

6 responses



My students understand the importance of education in achieving their postsecondary goals.

6 responses





Interpretation of results

3 major takeaways -

- Career/Postsecondary counseling
- Growth mindset
- Self-confidence/self-esteem

Recommendations –

- Share data with teachers so they can see overall how 8th graders are doing. (50% of teachers said students disengage) Is the content too hard? Are they receiving supplemental instruction when needed? Enough time to master a skill?
- Improve/modify the career counseling program. Do our students understand the importance and implications of staying in school and or working hard to achieve postsecondary goals?
- Improve/modify the guidance lessons to include a more growth mindset and self-confidence focus. Increase small-group counseling. Are our students giving up when things get tough? Are they not believing in their abilities? Do they know they have many abilities and talents?



Interventions for addressing growth mindset

Direct student services

Whole class growth mindset workshops. Explicit teaching of the brain's ability to form new connections and grow - Carol Dweck's theory (Dweck & Yeager, 2019) "I can't" to "I can't yet"

2. Specific teacher feedback emphasizing specific progress and hard work (Gan & Liu, 2021).

3. Assisting and monitoring of Goal setting (academic, social/emotional, and career) Proven to improve growth and performance (Dotson, 2015).

Indirect student services

1. Create a supportive classroom environment

2. Growth Mindset Role Models

3. Parent education and involvement



Interventions for addressing self-confidence/self-esteem

Direct student services

1. Skill-building Workshops – showcase strengths, talents etc. Proven to increase confidence and well-being (Zhang & Chen, 2018).
2. Individual/small group counseling – tailored to help students really struggling to think positively (Zyromski & Joseph, nd).
3. Positive Talk Moments – beginning of SEL lessons. Learn and practice saying positive affirmations to self, make this habit. Creates a protective barrier and builds resilience (Cascio et al., 2016).

Indirect student services

1. Creating a supportive and inclusive classroom environment
 2. Peer/Adult support network
 3. Parent education and involvement
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Interventions for addressing postsecondary/career importance

Direct student services

1. Interest inventory/goal-setting workshops (Dotson, 2015).
2. Career exploration program. Perfect age to start exploring future goals due to increased self-awareness (Godbey & Gordan, 2019).
3. Mentorship program – can have a positive impact on a students academic, social-emotional and career readiness with overall connection to school (Lyons & Chan, 2021).

Indirect student services

1. Career/real-world curriculum design
2. College/career showcasing climate
3. Parent education and involvement



Systemic Focus – Potential Inequities to proposed interventions

- **Parent Involvement and Engagement** – language barriers, work schedules, lack of access to information (Godbey & Gordan, 2019).
- **Curriculum Inclusivity** – curriculum might alienate underrepresented groups affecting their self-esteem
- **Bias in Teaching and Disciplining** – teachers might bring personal bias and frustrations to their teaching and disciplining, potentially disproportionately affecting students of color and lower socioeconomic status

Solutions:

- Offer flexible meeting times for parents, multilingual resources and communication
- Adopt a culturally responsive curriculum that celebrates diversity and values equity.
- Cultural sensitivity training to all staff once beginning of year and once mid-term



Implementation plan and assessment for effectiveness

Participation data – 100% of our 8th grade students will participate in activities mentioned in previous intervention slides with the exception of individual/small group counseling which will be on a needs basis and targeted towards more individual interventions.

Track - Attendance at all classes, workshops, field trips, mentoring sessions etc. through our Pheonix digital attendance tracking system.

ASCA Mindsets ad Behavior data – from 50% to 80% of 8th graders improving their growth mindsets and improved attitudes around the hard work and dedication needed to achieve future career/postsecondary success. Collect data before and after certain activities.

Track - ASCA-aligned pre-post surveys and questionnaires.

Outcome data – Collect data three times throughout the year to demonstrate growth and future needs. (beg-year, mid-year, end-year) We are looking for academic performance, behavior records, teacher/mentor/admin/counselor feedback.

Track - report cards, school behavior records, and stakeholders anecdotal records.

ASCA Mindsets and Behaviors

M 2. Self-confidence in ability to succeed (ASCA, 2019).

Our workshops, mentoring, showcasing strengths and talents in guidance classes, will improve our students' self-esteem and self-confidence.

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success (ASCA, 2019).

We will improve our students' attitudes towards postsecondary education. Recognize the importance and role college has in their future success. Career exploration workshops, mentorships, will help our students see the value of hard work and lifelong learning.

B-LS 7. Identify long- and short-term academic, career and social/emotional goals (ASCA, 2019).

Our plan includes workshop activities and mentorship that will help our students set and achieve personal and academic goals.

B-SMS 5. – Demonstrate perseverance to achieve long- and short-term goals (ASCA, 2019).

Through growth mindset education and workshops our students will learn strategies to improve their ability to persist through challenges, struggles, or barriers they may face.

B-SS 9. – Demonstrate social maturity and behaviors appropriate to the situation and environment (ASCA, 2019).

Our students will learn to take their future more seriously and that the planning starts now. All workshops and instruction will help our students learn to navigate postsecondary decision-making with maturity.

Announce



Teachers/ administration – staff meetings, emails, professional development sessions



Parents/ community members – parent/teacher/counselor conferences, school newsletters/school social media, community meetings



Students – classroom/school announcements, morning meeting messages, school assemblies, student emails

Design	We surveyed teachers to help us gain an understanding of 8 th grade students' mindsets, beliefs, and attitudes towards their academics, their social emotional health, and their career readiness
Ask	We conducted an anonymous online google forms survey consisting of 10 questions
Track	<p>Results showed that we need to help our students build self-confidence. 50% of our teachers reported that their students don't feel confident expressing their opinion even though about 68% of teachers expressed that their students show empathy and respect towards one another.</p> <p>50% of students will get frustrated and disengage if content is too hard.</p> <p>Only 50% of our teachers felt their students understood that they need to work hard in order to achieve postsecondary success.</p>
Announce	<p>Please note: further data needs to be collected. We understand our program's needs are not complete without our students' input. We are in the process of surveying our students themselves as this will then complete our data collection and allow for a more accurate program.</p> <p>Our students need help in recognizing their strengths and worth.</p> <p>Our students need explicit teaching of acquiring a growth mindset and classroom instruction and feedback needs to be adjusted to allow for a more supportive and positive classroom environment.</p> <p>We need to improve our career counseling program with numerous workshops, field trips, interest inventories, and mentorships, if we are going to help our students understand the importance and connection of education and achieving postsecondary goals.</p>

Advocating for Program

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Kaltura Presentation Link

- https://watch.liberty.edu/media/t/1_aan3eave