

Module 7:

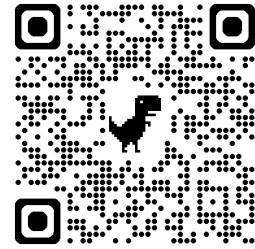
Benchmark Data Presentation

By: Annalise Shaffer
COSC 661

Hello everyone. I wanted to formally welcome all of the different parties here- parents, school staff, administration, families, students, etc. For those who do not know me, my name is Mrs. Shaffer, and I work here as one of the school counselors.

Thank you all for being here. Today, I am to go through a data presentation that highlights the findings from a recently implemented needs assessment.

Explanation of Survey



What is the purpose of this survey?

- Assess the needs and mindsets of 10th and 11th grade students
- Are student needs being met? (Young & Kaffenberger, 2022)
- Is the current school counseling program addressing the needs of students? (Young & Kaffenberger, 2022)
- Should a new school counseling program be developed and implemented? (Young & Kaffenberger, 2022)
- Helps create a well-rounded understanding of school environment and student need

How was this survey made and formatted?

- Google Forms (internet-based forum)

<https://forms.gle/JZFm4ePKacwMAVgx5>

Before we get too in depth, I wanted to briefly go over what a needs assessment is. A needs assessment is a survey that is created and shared with different parties to get insight into the needs and mindsets of that target population.

So for this survey in particular, the purpose was to assess the needs and mindsets of 10th and 11th grade students. By having 10th and 11th grade students fill out this survey, I am trying to gather data to answer the following questions:

Are student needs being met? (Young & Kaffenberger, 2022)

Is the current school counseling program addressing the needs of students?
(Young & Kaffenberger, 2022)

Should a new school counseling program be developed and implemented?
(Young & Kaffenberger, 2022)

It is important to ask students themselves, in this case, because that's who is actually coming to school and receiving school counseling services. As the last bullet says, having this information creates a well-rounded understanding of the school environment and student needs. Along with other quantitative data (grades, discipline records, absences, test scores, etc.) I am able to better assess where there are academic disparities.

Again, for this survey in particular, it was created with Google forms. I'm sure a lot of you are familiar with Google forms and their tools, but for those who are not, it is an internet-based forum. This allows me to analyze the data with ease and eliminates the possibility of me incorrectly manually putting data into the computer. This survey included 10 Likert scale questions on a scale of 1-5, which were required for all participants. There was also one optional short answer question for students as well. To increase honesty in student answers, the survey participants remained anonymous.

The form is currently closed for responses, so please don't input data. However, please feel free to use the link or scan the QR code to view the survey on your personal device. In the coming slides, we are going to review the survey itself, so if you are unable to view it on your personal device, no worries at all. We are about to explore the survey in depth, so either follow along on your device or just stay up here with me! Whichever you prefer.

This survey will be administered once more, at the end of the year. This way, I can assess for growth in the needs of students and check to see if my proposed interventions actually made a difference and enhanced student success- which is what we all want!

Survey

1. I am confident in my overall academic skills (e.g., reading, writing, problem solving, math, etc.)
2. I have realistic short-term and long-term academic goals, and I know how to achieve them.
3. I am self-motivated and engage in coursework that challenges me.
4. I am equipped with a skillset (time management, study skills, organization, etc.) that allows me to overcome academic challenges.
5. I have a clear vision for the future in regard to postsecondary education and my career path.
6. I have access to resources that could help me plan for my future.

This slide and the next slide have all of the survey questions copied and pasted. Per the American School Counselor Association, school counselors aim to address three different student domains: academic, career, and social-emotional. This survey includes questions that address all three domains.

Numbers 1-4 assess the student academic domain.

read 1-4

Numbers 5- 7 address the student career domain

read 5-6

Survey

7. I feel confident in exploring different career options and making decisions about my future.
8. I am able to effectively cope with negative feelings (e.g., anxiety, loneliness, stress, anger, sadness, etc.)
9. I have meaningful relationships with those around me (peers, teachers, family, friends, etc.).
10. I am able to successfully balance my academic responsibilities (required coursework) with my home/community responsibilities (sports, clubs, committees, etc.).
11. If there are any concerns or anything you would like to note (ideas for classroom lessons, the school counseling environment, things you wish we provided, questions, etc.), please add your thoughts here. Thank you!
(short answer, optional)

read 7

Numbers 8-10 address the social-emotional domain.

read 8-10

And as I detailed before, number 11 is an optional short answer question. I wanted students to be able to share any specific concerns with me in their own words.

read 11

In the next slides, I attached screenshots of the survey itself, so you can see what it would look like as a survey participant.



Needs Assessment: Your Voice Matters!

Indicate how strongly you agree or disagree with each of the following statements by selecting a number 1 through 5 (1= strongly disagree and 5= strongly agree). This survey is meant to be anonymous, so please do not include any identifiable information on the form.

There are 11 statements in total. The first 10 items are required. The last question is an option, short answer question. I am interested in how you are thinking or feeling **right now** as you are filling out the questionnaire.

Please contact Mrs. Shaffer with any questions/concerns.

Thank you!

These are the survey instructions.

I know the words are kind of small, so ill read it aloud.

Indicate how strongly you agree or disagree with each of the following statements by selecting a number 1 through 5 (1= strongly disagree and 5= strongly agree). This survey is meant to be anonymous, so please do not include any identifiable information on the form.

There are 11 statements in total. The first 10 items are required. The last question is an option, short answer question. I am interested in how you are thinking or feeling **right now** as you are filling out the questionnaire.

Please contact Mrs. Shaffer with any questions/concerns.

Thank you!

<p>1. I am confident in my overall academic skills (e.g., reading, writing, problem solving, math, etc.) *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>	<p>4. I am equipped with a skillset (time management, study skills, organization, etc.) that allows me to overcome academic challenges. *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>
<p>2. I have realistic short-term and long-term academic goals, and I know how to achieve them. *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>	<p>5. I have a clear vision for the future in regard to postsecondary education and my career path. *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>
<p>3. I am self-motivated and engage in coursework that challenges me. *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>	<p>6. I have access to resources that could help me plan for my future. *</p> <p>1 2 3 4 5</p> <p>strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree</p>

On the screen now are questions 1-6. We read these questions aloud already, so I won't review the questions themselves. However, I wanted to include these graphics so you could see that students have the options to pick 1-5, with one being strongly disagree and 5 being strongly agree. I chose a Likert scale of 5 so that there was a number that was “in the middle” for students who may be unsure of where they fall.

7. I feel confident in exploring different career options and making decisions about my future. *

1

2

3

4

5

strongly disagree

☐

☐

☐

☐

☐

strongly agree

8. I am able to effectively cope with negative feelings (e.g., anxiety, loneliness, stress, anger, sadness, etc.) *

1

2

3

4

5

strongly disagree

☐

☐

☐

☐

☐

strongly agree

9. I have meaningful relationships with those around me (peers, teachers, family, friends, etc.). *

1

2

3

4

5

strongly disagree

☐

☐

☐

☐

☐

strongly agree

10. I am able to successfully balance my academic responsibilities (required coursework) with my home/community responsibilities (sports, clubs, committees, etc.). *

1

2

3

4

5

strongly disagree

☐

☐

☐

☐

☐

strongly agree

11. If there are any concerns or anything you would like to note (ideas for classroom lessons, the school counseling environment, things you wish we provided, questions, etc.), please add your thoughts here. Thank you!

Long answer text

Here are questions 7-11. It's the same format as before, except for question 11. If student felt they needed or wanted to answer #11, they simply type their answer in the space below the question.

Before we move onto the results of the survey, are there any questions?

Survey Results: Overall

Needs were highlighted in various aspects of all domains

- Academic: learning strategies and academic skillset
- Career: exploring different career options and applying the learned knowledge to future decisions
- Social-emotional: coping skills
- 8 survey responses for all required questions
- Average response rating for all items: 3
 - Academic domain average: 3
 - Career domain average: 3
 - Social-emotional average: 3

Now moving onto the results of the survey! This survey highlighted a need in all three of the academic domains. More specifically

Academic: learning strategies and academic skillset

Career: exploring different career options and applying the learned knowledge to future decisions

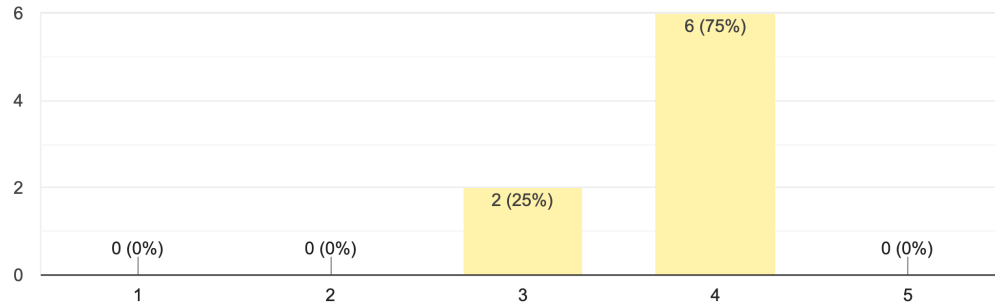
Social-emotional: coping skills

For numbers 1-10, we had 8 survey responses. The average answer/rating for the survey in its entirety was 3. I also went ahead and assessed the average for each the domains, and the average was 3 for each of them as well.

Survey results: 1

1. I am confident in my overall academic skills (e.g., reading, writing, problem solving, math, etc.)

8 responses



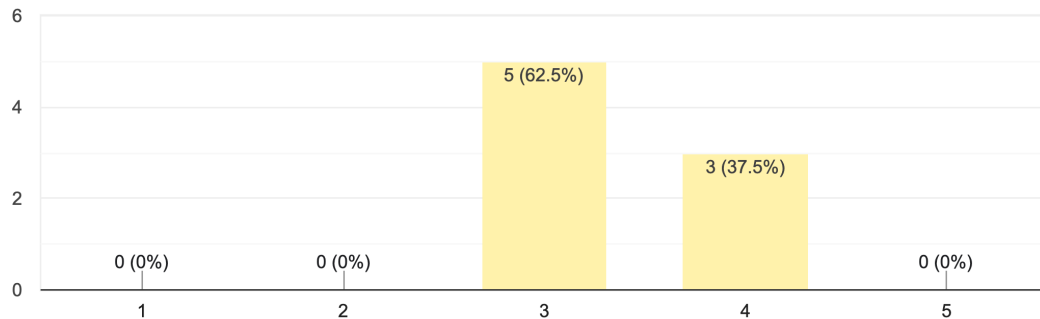
Now, we'll go through each item and see the data specifically for that statement. The vertical axis (or y axis) represents the number of responses. The horizontal axis (or x axis) represents the number chosen on the Likert scale. That will be the same for each question. The percentages are also represented on the graph for easy understanding and viewing.

So for statement 1 - read statement- we had overall decent responses. 25% of participants rated a 3, which is in between agreeing and disagreeing. 75% of students rates a 4, which means they agree with the statement- which is what we want to see.

Survey results: 2

2. I have realistic short-term and long-term academic goals, and I know how to achieve them.

8 responses



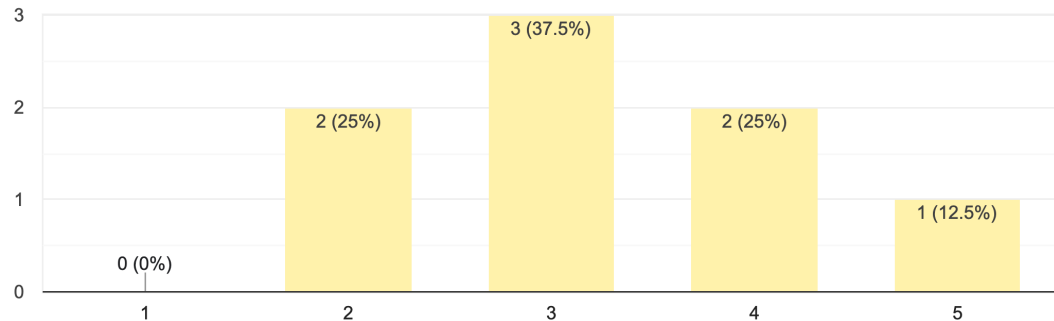
Moving onto question 2, again pretty decent responses. Obviously we would love to see 4 and 5s, but realistically that rarely happens.

62.5% of student rated a 3 and 37.5% of student rated a 4.

Survey results: 3

3. I am self-motivated and engage in coursework that challenges me.

8 responses

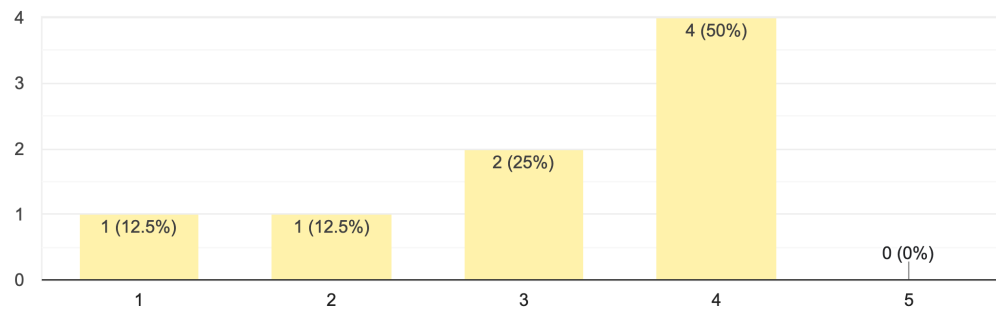


This question shows a little bit more variation. 2 and 4 are tied for 25%. Majority of student rated that question a 3- which yields to 37.5%. And we got one 5, which equals 12.5%.

Survey results: 4

4. I am equipped with a skillset (time management, study skills, organization, etc.) that allows me to overcome academic challenges.

8 responses



Statement 4 has more variation as well.

1: 12.5%

2: 12.5%

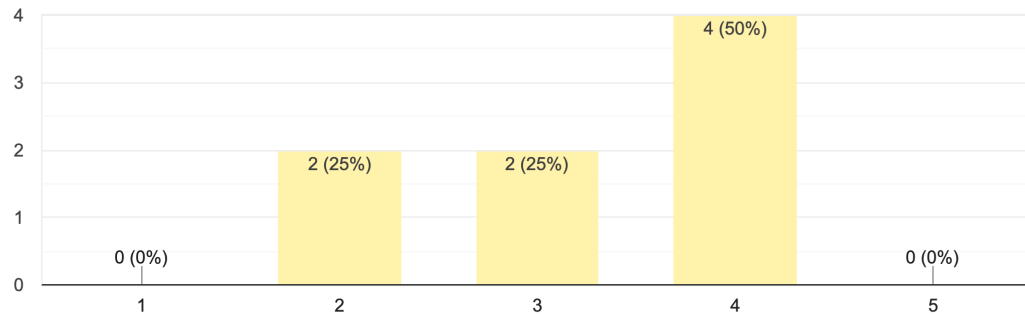
3: 25%

4: 50%

Survey results: 5

5. I have a clear vision for the future in regard to postsecondary education and my career path.

8 responses



2: 25%

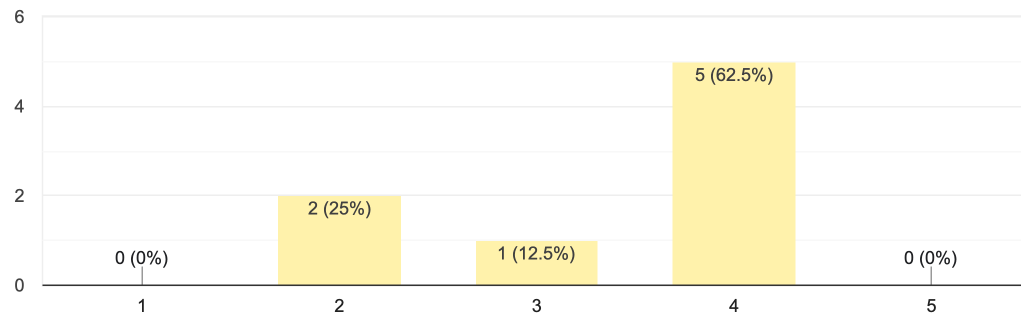
3: 25%

4: 50%

Survey results: 6

6. I have access to resources that could help me plan for my future.

8 responses

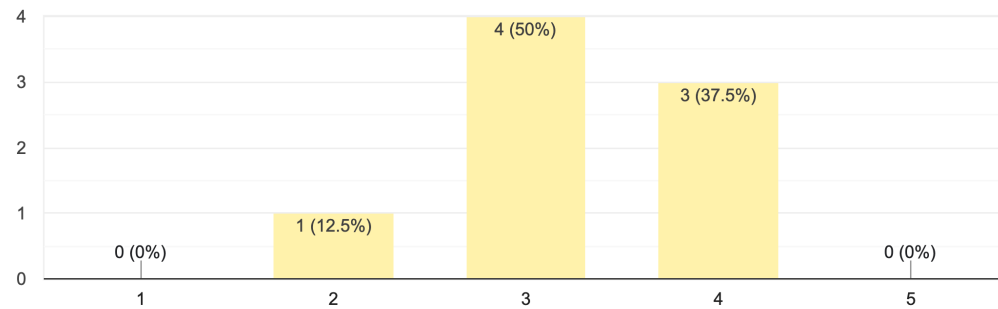


2: 25%
3: 12.5%
4: 62.5%

Survey results: 7

7. I feel confident in exploring different career options and making decisions about my future.

8 responses



2: 12.5%

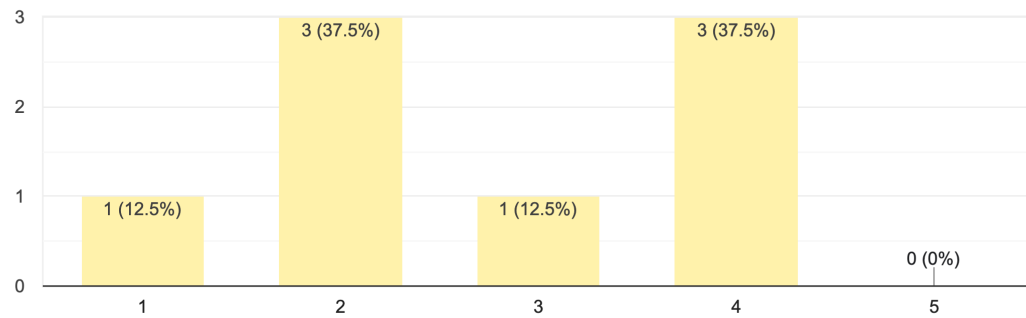
3: 50%

3: 37.5%

Survey results: 8

8. I am able to effectively cope with negative feelings (e.g., anxiety, loneliness, stress, anger, sadness, etc.)

8 responses



1: 12.5%

2: 37.5%

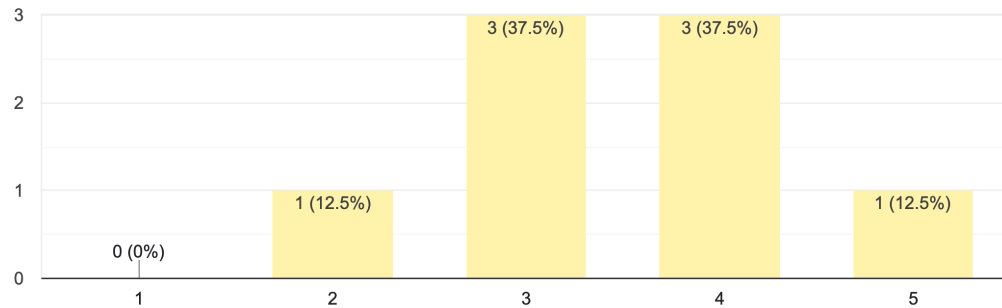
3: 12.5%

4: 37.5%

Survey results: 9

9. I have meaningful relationships with those around me (peers, teachers, family, friends, etc.).

8 responses



2: 12.5%

3: 37.5%

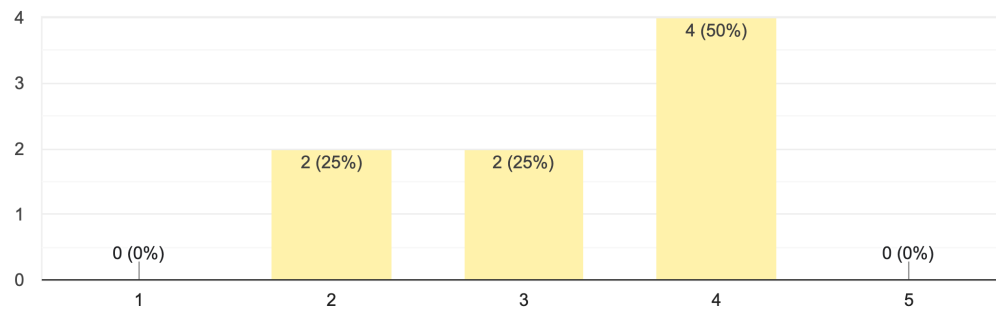
4: 37.5%

5: 12.5%

Survey results: 10

10. I am able to successfully balance my academic responsibilities (required coursework) with my home/community responsibilities (sports, clubs, committees, etc.).

8 responses



2: 25%

3: 25%

4: 50%

Survey results: 11

11. If there are any concerns or anything you would like to note (ideas for classroom lessons, the school counseling environment, things you wish we provided, questions, etc.), please add your thoughts here. Thank you!

4 responses

I am sometimes nervous to ask for help.

Money for college

None at this time, thank you!

N/A

Lastly, we only had a few responses for question 11.

the ones I really wanted to share are (1) sometimes I am nervous to ask for help and (2) money for college.

Interpretation of Results: Major Takeaways

- Students feel moderately confident in their academic abilities, but there is room to strengthen executive functioning skills.
 - While many students recognize the importance of setting goals and overcoming academic challenges, they may lack the specific strategies needed to consistently succeed.
- Students acknowledge the need for future planning and are somewhat aware of resources available to them. However, their visions for postsecondary education/career paths are still developing. Many are unsure of how to confidently explore and make decisions about their future careers.
- While students report moderate confidence in maintaining relationships and maintain a school/life balance, they may not yet have the skills to consistently manage stress and cope with negative emotions.

Next thing we're going to discuss are the major takeaways from this data. This is important to share with you all because this is where my school counseling plans and interventions stem from. Because you have seen and understand the data, you know how and why specific interventions are created, implemented, and utilized.

1. Students feel moderately confident in their academic abilities, but there is room to strengthen executive functioning skills (such as time management, study habits, and organization).

While many students recognize the importance of setting goals and overcoming academic challenges, they may lack the specific strategies needed to consistently succeed.

2. Students acknowledge the need for future planning and are somewhat aware of resources available to them. However, their vision for postsecondary education/career paths is still developing. Many are unsure of how to confidently explore and make decisions about their future careers.

3. While students report moderate confidence in coping with negative emotions and maintaining relationships, they may not yet have the skills to consistently manage

stress or balance their academic and personal responsibilities.

Interpretation of Results: Recommendations

- Introduce more targeted interventions that help students develop executive functioning skills
 - Planning, setting achievable goals, organization, etc.
 - Classroom lessons, small group psycho-education, 1:1 advising
- Provide more structured college/career exploration opportunities, along with guidance on how to access resources.
 - Interest assessment/inventories, career fair, college fair
 - 1:1 appraisal
- Enhance social-emotional learning (SEL) initiatives that help students develop strong emotional regulation skills, maintain healthy relationships, and maintain a healthy life balance
 - Group counseling
 - Individual counseling
 - Group/classroom psycho-education

Based on the major takeaways, opportunities are presented to introduce the recommended action plan to address the identified disparities. We'll get into specific interventions on the next slide. But for now...

more targeted interventions that help students develop executive functioning skills (academic)

planning, setting achievable goals, and managing their workload.

These skills will empower students to take greater ownership of their learning and tackle challenges more effectively

Provide more structured career exploration opportunities, along with guidance on how to access resources. (career)

This could include career interest assessments, mentorship programs, or exposure to different industries, helping students connect their current learning with future opportunities.

We should focus on enhancing social-emotional learning (SEL) initiatives that help students develop strong emotional regulation skills and maintain healthy relationships. Additionally, equipping students with tools to better balance their academic workload

with extracurricular and personal commitments will be crucial for their overall well-being.

Interventions for Addressing the Need

Direct student services

1. Classroom lesson using the *Climates, Attitudes, and Thinking Skills* (CATs) model (Chae, 2020)
2. *College/Career Success Skills* (CCSS) in a classroom lesson setting (Villares & Brigman, 2019)
3. Implementation of *Strong Teens* program (Tier 1, 2, and 3) (Olaya, 2020)

Indirect student services

1. *Behavioral Consultation* (BC) (McMahon et al., 2021)
2. Hosting a college and/or career fair and Q&A (ASCA, 2019)
3. Foster meaningful partnerships with families, schools, outside mental health resources, and community resources (Bryan et al., 2020)

Based on the previous recommendations, I have compiled various interventions for addressing needs. Direct student services mean I, as the school counselor, are interacting directly with students. Indirect services are services I provide on the behalf of students and work with relevant school and community personal. The first interventions address the academic need. The second interventions address the needs of the career domains. The third interventions address the social-emotional needs. All of these interventions are evidence-based and have research/academic data to support the usage and implementation in schools. I wish I had the time to go in depth about each one, but I don't want to keep you here all day. So if you're interested or have questions about a specific intervention, please reach out to me and I can give you specifics.

DIRECT

1. Classroom lesson using the *Climates, Attitudes, and Thinking Skills* (CATs) model. This model utilizes the 4 S attitudes and climates- sun (source of inspiration), storm (source of expectation and challenges), soil (diverse tools, people, and experiences), and space (autonomy and freedom). Utilizing this model can help bring creativity to goal setting and allows for students to have a visual application of learning, which may maximize their academic potential (Chae,

2020).

2. *College/Career Success Skills* (CCSS) in a classroom lesson setting. The CCSS framework aims to teach “critical skills in the areas of content knowledge, transition knowledge and skills, learning skills and techniques, and cognitive strategies known to boost college and career success” (Villares & Brigman, 2019).
3. The strong teens/kids program has been found to be an effective lesson program for students of all ages. It is a social-emotional learning program that can be implemented schoolwide or classroom level (1), small groups (2), or individual level (3). For high school specifically, it has been found to increase knowledge of social emotional concepts, developed effective coping skills, and had a decrease in self-reported social emotional problems (Olaya, 2020).

INDIRECT

1. To address academic concerns, behavioral consultation could be an effective intervention- but it takes effort from several different parties. And this is why I wanted to share this data with you all. Behavioral consultation has 4 main stages a) problem identification, (b) problem analysis, (c) treatment implementation, and (d) treatment evaluation and highlights collaborative efforts and includes behavior analysis roots to replace problem behaviors with positive replacements (McMahon et al., 2021).
2. Hosting a college and/or career fair is a great way to increase exposure to different schools, programs, opportunities, etc. This would help students and families become familiar with the different options and plans. A Q&A would also be beneficial, as it allows specific needs to be met at specific times.
3. By partnering with outside agencies, the social-emotional needs of students can be better addressed- especially when student need goes beyond my outside scope of competence. It promotes alliances with all parties.

I know this was a lot. Obviously, we would work on implanting 1 or 2 at a time, throughout the duration of the school year.

Systemic Focus: Barriers & Inequities

- Bias and stigmatized thinking
- Access to information
- Access to resources (family & school)
- Resource allocation for tiered services
- Language barriers
- Zero-tolerance discipline policies
- Cultural competence

It is also important to address school and/or system policies/practices that could potentially create or maintain inequities for the suggested interventions.

Some examples of barriers and inequities can include:

Bias and stigmatized thinking

Access to information

Access to resources (family & school)

Resource allocation for tiered services

Language barriers

Zero-tolerance discipline policies

Cultural competence

Systemic Focus: Strategies for Systemic Change

- **Bias and stigmatized thinking:** bias and stigma trainings (teachers/staff) & lessons (students)
- **Access to information:** proactive communications and targeted support programs
- **Access to resources (family & school):** reliable community partnerships, establishment of school resource centers for various needs
- **Resource allocation for tiered services:** advocacy for equity-based funding and collaboration across departments (mutually beneficial relationships)
- **Language barriers:** multilingual communication opportunities and staff/mentors
- **Zero-tolerance discipline policies:** Positive Behavioral Interventions and Supports (PBIS) and restorative justice
- **Cultural competence:** trainings in empathy, value in diversity, cultural competence trainings

Here are some ideas to address these barriers. Obviously it will take time and planning, but it is important to be proactive when implementing new school counseling plans.

On the screen are strategies that could influence systemic change related to the proposed interventions and the possible barriers.

Bias and stigmatized thinking: bias and stigma trainings (teachers/staff) & lessons (students)

Access to information: proactive communications and targeted support programs

Access to resources (family & school): reliable community partnerships, establishment of school resource centers for various needs

Resource allocation for tiered services: advocacy for equity-based funding and collaboration across departments (mutually beneficial relationships)

Language barriers: multilingual communication opportunities and staff/mentors

Zero-tolerance discipline policies: Positive Behavioral Interventions and Supports (PBIS) and restorative justice

Cultural competence: trainings in empathy, value in diversity, cultural competence trainings

Implementation Plan & Assessing Effectiveness

Implementation Plan

- Choose one lesson “topic” (CATs, CCSS, Strong Teens) for 3 semesters
- Host college and career night in the fall (September or November)
- BC and meaningful collaboration through the year as needed

Assessment Plan

1. Participation data: number of students participating in surveys, attending out of school events, number of active lesson participants
2. ASCA Mindsets & Behavior data: surveys, pre- and post-test from lessons
3. Outcome data: discipline referrals, number of students who attend college, state test scores

Implementation Plan

Choose one lesson “topic” (CATs, CCSS, Strong Teens) for 3 semesters

Host college and career night in the fall (September or November)

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Assessment Plan

1. Participation data: number of students participating in surveys, attending out of school events, number of active lesson participants
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ASCA Mindsets and Behaviors

Mindsets

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 4. Self-confidence in ability to succeed

Behaviors: Learning Strategies

B-LS 3. Time-management, organizational and study skills

B-LS 7. Long- and short-term academic, career and social/emotional goals

Behaviors: Self-management Skills

B-SMS 6. Ability to identify and overcome barriers

B-SMS 7. Effective coping skills

Behaviors: Social Skills

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

List and discuss the specific standards and how the standard(s) is/are relevant to the implementation plan

Mindsets

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 4. Self-confidence in ability to succeed

Behaviors: Learning Strategies

B-LS 3. Time-management, organizational and study skills

B-LS 7. Long- and short-term academic, career and social/emotional goals

Behaviors: Self-management Skills

B-SMS 6. Ability to identify and overcome barriers

B-SMS 7. Effective coping skills

Behaviors: Social Skills

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

Announce

1. **Teachers/administration:** presentations (such as this one), staff workshops, data report packet & highlights
2. **Parents/community members:** presentations (such as this one), data report packet & highlights, emails and monthly send-home letter
3. **Students:** guidance office graphics, student pamphlets and resources, social media, emails

Sharing the results to specific groups of people is of importance as well, as many of you are key figures in the students lives. I have a few different groups of people, who would benefit from a variety of methods:

1. **Teachers/administration:** presentations (such as this one), staff workshops, data report packet & highlights
2. **Parents/community members:** presentations (such as this one), data report packet & highlights, emails and monthly send-home letter
3. **Students:** guidance office graphics, student pamphlets and resources, social media, emails

Use of Data to Advocate for Programs and Students

be your best self!

with school counseling lessons and tools, students can ...

- reach their fullest potential
- learn positive coping skills
- foster meaningful relationships
- create plans for the future
- practice stress management
- engage in activities that encourage growth in academic, career, and social-emotional domains

with data driven plans and evidence-based interventions, the school counseling department aims to meet student needs and create a brighter future!

Develop a one-slide announcement that advocates for either students or programs based on your survey results. Use your knowledge of your survey results, takeaways from the data, and research on evidence-based practices.

On the slide, this could be sent out to students and parents and posted around the school to bring awareness to school counseling services and advocate. It is also an example of what advocacy on social media would look like.

Announce

Design: gather data directly from students to identify gaps in confidence, education, knowledge, etc.

Ask: survey on Google Forms, Likert scale questions

Track: students did not express overwhelming confidence in academic, career, or social-emotional domains; interventions in all areas would be useful

Announce: By providing structured support in executive functioning, career exploration, and social-emotional learning, we can empower students to strengthen their skills, gain confidence, and prepare for future success.

Using the Four-Step DATA Report Form format (see Young and Kaffenberger, 2019, p. 121), briefly discuss reasons why you collected the data, data collection strategies, results, and recommendations or implications

Design: State purpose of survey

gather data directly from students to identify gaps in confidence, education, knowledge, etc.

Ask: Describe Data collection strategies

survey on Google Forms, Likert scale questions

Track: Summarize the results and key take-aways

students did not express overwhelming confidence in academic, career, or social-emotional domains; interventions in all areas would be useful

Announce: Describe implications and recommendations for stakeholders; Statement should advocate for students or programs

By providing structured support in executive functioning, career exploration, and social-emotional learning, we can empower students to strengthen their skills, gain confidence, and prepare for future success.

This one is more formal, and could be used as a quick run down for stakeholders and administration.

References

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These are my references for this presentation.

COSC 661 Benchmark Data Presentation Link

https://watch.liberty.edu/media/t/1_a2pewdqg

Beliefs

At Tampa High School, we believe that *all* students should have access to a high-quality education, as well as support systems that are accessible, fair, effective, and uphold social justice.

Each student has the ability to become something great.

Vision

The school counseling department's vision is to ensure all students and families are aware of the services offered to them within the school system and in the community. It is our hope that we are helping build and ensure a safe school climate that cultivates empathy, acceptance, and responsibility.

Mission

School counselors will help prepare and empower students through collaborative relationships to facilitate emotional, social, and academic development and well-being.

Students will understand the importance of postsecondary opportunities and discover what path is right for them.

SCHOOL COUNSELING AT

Tampa High School



Strategies for Promoting Equity in Student Achievement and College Access

- Learn the specific needs of each student through consultation and collaboration and ensure these needs are being met

This includes advocating for students who needs IEPs, 504 plans, English as a second language, additional supports, etc.

M 3. Positive attitude toward work and learning

- Offer seminars available to students and parents and families discussing financial aid, scholarships, grants, athletics, etc.

B-SMS 6. Ability to identify and overcome barriers (ASCA, 2021)

- Have routine check ins with each student to welcome feedback and address any arising issues

B-SS 3. Positive relationships with adults to support success (ASCA, 2021)

2024-2025

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

~ Malcom X

What is ASCA?

The American School Counselor Association (ASCA) is the governing body of school based counseling. Throughout this resource, you will see how each listed strategy and programming intervention is based on ASCA Mindsets and Behaviors proven to increase student success.

By using the ASCA standards, we are aiming to help each student learn, grow, and meet their full potential!



Tampa High School

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Advocacy Statement

School counselors are educated and trained in serving students and their families. Having a comprehensive school counseling program (CSCP) is of the utmost importance, as professionals are there to ensure the health, safety, and academic success of students. Professionals are knowledgeable in advocating for students with exceptionalities, planning for college and career readiness, and aiding in student achievement through access to services (Havlik et al., 2018). We act as the bridge between students, families, teachers, administration, and community members.

Activities of a professional school counselor include:

- ~ Providing counseling to students (ASCA, 2019)
- ~ Protecting student records (ASCA, 2019)
- ~ Collaborating with school administration, principal, and teachers (ASCA, 2019)
- ~ Analyzing disaggregated school counseling and schoolwide data (ASCA, 2019)

Strategies to Increase Promotion and Graduation Rates

- Special attention on positive behavior changes and accomplishments rather than disciplinary action; improving school climate (Robertson et al, 2016)

M 4. Self-confidence in ability to succeed (ASCA, 2021)

- Offering recovery options for missed credits due to non-passing grades, absences, etc. (Robertson et al, 2016)

B-SMS 1. Responsibility for self and actions (ASCA, 2021)

- Scheduled meetings with students and/or parents to formulate a graduation action plan (Robertson et al, 2016)

B-LS 4. Self-motivation and self-direction for learning (ASCA, 2021)

Philosophy and Methods for Data Collection

A mixed method- the use of both quantitative and qualitative data- will be utilized to collect data.

Utilizing quantitative data- such as attendance records, discipline referrals, and achievement- allows for the presenting needs of students to be met. This allows school counselors to advocate for the education gaps and disparities in specific student populations.

Qualitative data ensures the voices of students, faculty, parents, staff, and the community are heard. This may come from surveys and needs assessments.

Data will be reported with stakeholders in the monthly newsletter that gets sent to parents, administration, and our other recipients via email.

Career, Social-Emotional, & Academic & Peer Intervention Programming

Academic

- **Small group academic advising (Parzych, 2023)**
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)
- **Individual academic advising (Parzych, 2023)**
B-LS 4. Self-motivation and self-direction for learning (ASCA, 2021)
- **Gifted and talented program (Parzych, 2023)**
B-LS 8. Engagement in challenging coursework (ASCA, 2021)

Social & Emotional

- **Prevention and education programs for students and/or parents (Muhyatun, 2023)**
B-SMS 7. Effective coping skills (ASCA, 2021)
- **Individual and group counseling (Muhyatun, 2023)**
B-SMS 6. Ability to identify and overcome barriers (ASCA, 2021)
- **Referring students and families to outside mental health and community resources**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Career

- **Organizing a college and career fair for student and parents to attend (ASCA, 2019)**
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success (ASCA, 2021)
- **Parent instruction/seminars on the postsecondary options available, potential future pathways, and relevant community resources**
B-SMS 10. Ability to manage transitions and adapt to change (ASCA, 2021)
- **Classroom lessons on what postsecondary options are, why it's important, what is required, and support on how to achieve student goals**
B-LS 1. Critical thinking skills to make informed decisions (ASCA, 2021)

Interventions Promoting College and Career Readiness

- Providing individual 1:1 counseling session(s) that review test scores, grades, strengths, interests, future goals, etc.

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes (ASCA, 2021)

- Engaging in researched based personality assessments, interest profilers, career inventories, etc.

B-LS 1. Critical thinking skills to make informed decisions (ASCA, 2021)

- Partnering, consulting, and collaborating with representatives from colleges, businesses, and community organizations

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)

Strategies to Promote and Coordinate Peer Intervention Programs

- **Intentional group work and group projects in classroom environments to increase student responsibility**

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)

- **Providing classroom instruction and modeling on the importance of empathy and the practice of celebrating diversity (Wynn, 2023)**

B-SS 4. Empathy (ASCA, 2021)
B-SS 10. Cultural awareness, sensitivity and responsiveness (ASCA, 2021)

- **Offer subject-specific support groups run by counselors (loss of a parent, divorce group, etc.)**

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them (ASCA, 2021)

"Alone we can do so little; Together we can do so much."

~ Helen Keller





Strategies to Facilitate School and Postsecondary Transitions

Key: B-SMS 10. Ability to manage transitions and adapt to change (ASCA, 2021)

- Free Application for Federal Student Aid (FASFA) completion check-ins (Cifuentes, 2018)

Throughout the duration of the school year, school counselors will repeatedly check in with students to see if they have completed the FASFA form by the required date. FASFA completion is one of the biggest indicators of post-secondary plans (Cifuentes, 2018).

M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success (ASCA, 2021)

- College kickoff and signing day (Cifuentes, 2018)

On May 1st, seniors wear shirts of their intended college/postsecondary plan. This day is intended to celebrate seniors in the hard work they have put in to get to this point! Seniors will get the opportunity to take photos, share their plans, and specify their intended major or career choice.

M 3. Positive attitude toward work and learning (ASCA, 2021)

- Help students understand what colleges/career paths they may potential acceptance (Cifuentes, 2018)

By meeting with students and engaging in academic advising and appraisal, students will learn where they have chances of acceptance. It is intended that students learn about all the options available (in state, out of state, technical school, military opportunities, etc.)

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes (ASCA, 2021)

Direct and Indirect Student Services

What are direct services?

Direct student services are services provided by the counselor directly to students. This could happen face-to-face or on a virtual platform.

Examples

- Individual counseling: 1:1 session(s) with student and school counselor
- Group counseling: sessions that include the school counselor and a selected group of students
 - * *school counselors are not there to replace clinical mental health therapists and only provide short term counseling **
- Classroom & individual instruction: when the school counselor teaches a prepared curriculum
- Appraisal: when a student meets with the counselor to review interests, skills, abilities, achievement (data)
- Advisement: when the counselor helps the student plan their academic future by making recommendations based on data

What are indirect services?

Indirect student services are services provided by the counselor on behalf of the student. These often involve interactions with other relevant parties/people.

- Consultation: working with relevant parties (supervisor, administration, school social worker, subject matter experts, etc.) to receive information, advice, or recommendations
 - * *School counselors can ask for and provide consultation **
- Collaboration: when the school counselor works with other relevant parties (parents, school district, teachers, administration, community, etc.) work together to accomplish a goal on behalf of the student
- Referrals: when a student's need reach beyond the scope of the school counselor, referrals to outside agencies (mental health counseling, family resources, food banks, etc.) are made

Direct and Indirect Student Services FAQ

How are they similar?

Both direct and indirect services are aimed to increase student success. More specifically, we aim to improve student academic, career, and social-emotional well-being.

How are they different?

Direct student services take place with students present. Indirect services do not involve the student directly. Rather, they are done on behalf of the student.

Is one better than the other?

No! Both types of services can be extremely beneficial for students. We approach each student as a unique person with a story, and we aim to find the best solution

What topics are often covered in counseling and instruction?

- Study habits, organization, time management, skills for academic success
- Emotional regulation, friendship
- Grief and loss
- Self- awareness and self-confidence
- Post-secondary planning and importance
- Adapting to change and coping skills

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