

## Competencies to Advocate for the SC Roles (Section A)

### Advocacy Statement:

The Comprehensive School Counseling Program ensures that academic, career readiness, behavioral and social/emotional needs are being met for the students at the school. The school counselor abides by the ASCA Ethical Standards for School Counselors and utilizes the ASCA Student Standards: Mindsets & Behaviors for Student Success to develop and implement a program that addresses these needs. Advocacy for the role of the school counselor is done by consistently communicating with administration and teachers about the efforts for student achievement. Additionally, school counselors regularly attend school district committees and other events that inform and support the school counselor.

## Design and Evaluation of SC Programs (Section C)

Culturally responsive interventions are implemented throughout both direct and indirect services. Standards blending is used in whole group classroom lessons to integrate academic, social/emotional and career standards. School counselors engage with parents and guardians through a strength-focused partnership, one where parent's concerns can be heard and supported. (Bryan, Williams, Griffin, 2020). The effectiveness of the Comprehensive School Counseling Program is consistently being evaluated by means of data collection which shows the results of interventions targeted at specific achievement gaps.

### Use of Developmentally Appropriate Career Counseling Interventions and Assessments (Section E)

1. Partner with community members to establish internship opportunities
2. Goal setting and motivation lessons
3. Relational Cultural Theory implemented through group work with Middle School students (Grant et al., 2021).

## Interventions to Promote Academic Development (Section D)

1. Assess data to determine needs
2. Removing Barriers
3. Collaboration with staff to verify specific skill lessons.

September 20, 2024

*"Don't let what you cannot do, interfere with what you can do." -John Wooden*



## Mission, Vision, Beliefs Statements (Section B)

**Beliefs** At Anderson Elementary we believe that every student can achieve high levels of learning. Every student deserves a personal advocate that prioritizes their future. The question will be, "What do we as advocates need to implement, to get this student to succeed?" Not "What if this student does not succeed?"

**Vision** Students of the Anderson Elementary comprehensive school counseling program are determined, high achieving and productive members of society. They possess the academic, social/ emotional and career skills that allow for success in all areas of life. Students maintain the belief that they have the power to change the course of their lives despite challenges.

**Mission** The mission of Anderson Elementary is ensuring equal opportunity for every student to reach their full academic potential, become a lifelong learner & instill the social skills that will produce respectable citizens.

## ANDERSON ELEMENTARY

School Counselor

{Mrs. Sandvick}



Anderson Elementary  
1234 Apple Drive  
(201) 333-4444  
anderson@elementary.com  
<http://sites.google.anderson>

## Techniques of Social/Emotional Counseling (Section F)

1. Focused classroom Lessons
2. Small Groups on specific skills
3. Individual interventions focused on skill identified by classroom teacher
4. Referrals

## Interventions to Promote College and Career Readiness (Section G)

1. College Planning Small Groups
2. Webinar/Parent meetings
3. Early College Planning Night
4. Financial Aid night

## Approaches to Increase Promotion and Graduation Rates (Section H)

1. Formal process of career advising with choosing a career, written goals and a plan for success (Tudor, 2018).
2. Career interest groups
3. Data collection to reveal potential gaps among low SES or other marginalized groups and their access to equitable opportunities for success.



## Use of Dats to Advocate for Programs and Students (Section J)

The philosophy of data collection is that every student is entitled to equitable education that meets student's specific needs. In order to determine what those needs are, data is utilized to monitor student progress and assess the overall effectiveness of the program. A specific plan that will be utilized is an Annual Student Outcome Goal Plan to map out steps for achievement. The school counselor will share the results with stakeholders through a Data Report in a concise format. This will inform the stakeholders of the overall design and implementation of the interventions and provide further recommendations.

## Strategies to Promote Equity in Student Achievement and College Access (Section I)

1. Data review identifying achievement/opportunity gaps
2. Collaboration and continual education on student's diverse cultures
3. Meet with students to discuss courses and career paths
4. Discuss equitable education policies with stakeholders
5. Meetings with parents discussing financial services
6. Involvement with groups in the community

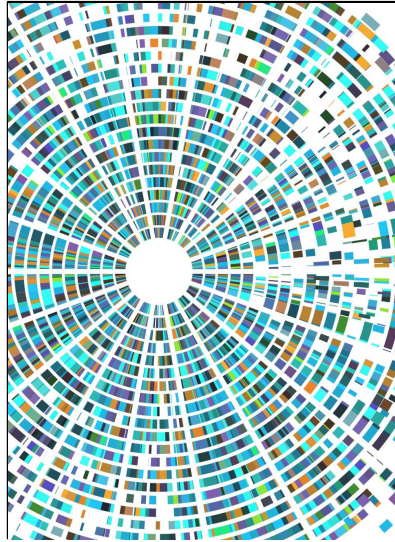


## Strategies for Implementing and Coordinating Peer Intervention Programs (Section K)

1. Mental Health surveys
2. Healthy lifestyle Lessons
3. Drug Abuse Small Groups
4. Stress Management modeling
5. Self-esteem/self-awareness lessons

## References

- Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering Educational Resilience and Opportunities in Urban Schools Through Equity-Focused School–Family–Community Partnerships. *Professional School Counseling*, 23(1). <https://doi.org/10.1177/2156759X19899179>
- Grant, K. L., Springer, S. I., Tuttle, M., & Reno, M. (2021). Small-Group Counseling Intervention to Support Career Exploration of Rural Middle School Students. *The Journal for Specialists in Group Work*, 46(1), 108–127. <https://doi.org/10.1080/01933922.2020.1856254>
- Tudor, T. R. (2018). Fully integrating academic advising with career coaching to increase student retention, graduation rates and future job satisfaction: An industry approach. *Industry and Higher Education*, 32(2), 73-79. <https://doi.org/10.1177/0950422218759928>



# MODULE 7 DATA PRESENTATION

COSC 661

Katharine Sandvick

## Explanation of Survey

- The purpose of the survey was to assess students on their ability to persevere as it relates to the ASCA Mindsets and Behaviors standard; **B-SMS 5. Perseverance to achieve long and short-term goals.**
- The survey was created by the school counselor on Google Forms in a Likert Scale format.



The purpose of the survey was to assess students on their ability to persevere as it relates to the ASCA Mindsets and Behaviors standard; **B-SMS 5. Perseverance to achieve long and short-term goals.** The survey completed by students in 6<sup>th</sup> grade displayed the need for intervention and support for developing the skill of perseverance as it pertains to academics, social emotional development and careers.

The survey was created by the school counselor on Google Forms in a Likert Scale format. The students were able to personally assess where they fell on a scale of 1-4 reflecting on how they felt about the specific scenario outlined in the statement. 1 meaning they felt they strongly disagreed and a 4 meaning they strongly agreed with the statement.

## Questions from the Survey

### Perseverance Survey-6th graders

Please fill in the number that best describes you in the following statements.  
1. Strongly Disagree/Never 2. Disagree/Not very often 3. Agree/Most of the time 4. Strongly Agree/Always

1. I give up when I feel frustrated or when I encounter an obstacle.

☐ 1 Strongly Disagree/Never  
☐ 2 Disagree/Not Very Often  
☐ 3 Agree/Most of the Time  
☐ 4 Strongly Agree/Always

I am able to learn from setbacks.

☐ 1 Strongly Disagree/Never  
☐ 2 Disagree/Not Very Often  
☐ 3 Agree/Most of the Time  
☐ 4 Strongly Agree/Always

If I have a goal I want to achieve, I put forth effort until I accomplish the goal.

☐ 1 Strongly Disagree/Never  
☐ 2 Disagree/Not Very Often  
☐ 3 Agree/Most of the Time  
☐ 4 Strongly Agree/Always

I believe I am capable of getting better at a skill.

☐ 1 Strongly Disagree/Never  
☐ 2 Disagree/Not Very Often  
☐ 3 Agree/Most of the Time  
☐ 4 Strongly Agree/Always

Here are questions used in the google form survey.

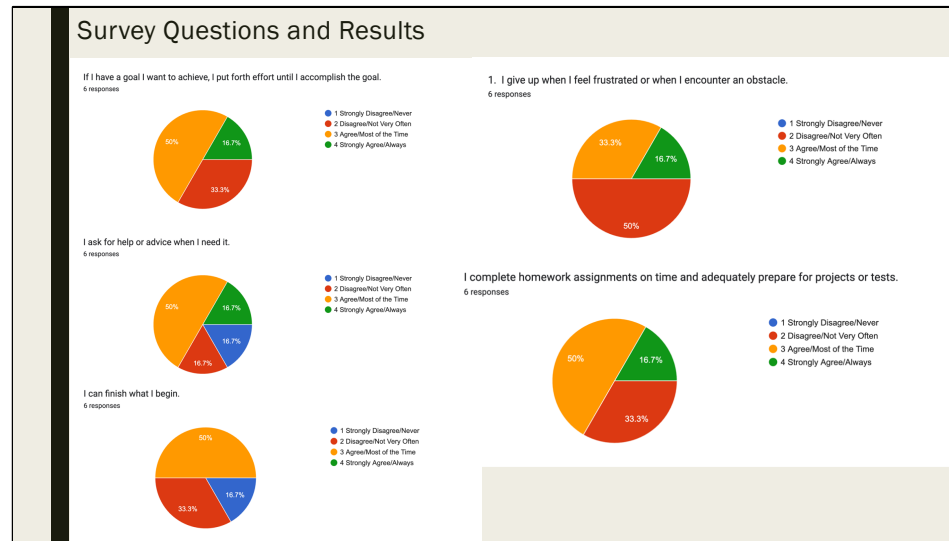
## Survey Summary

### ■ Results that Require intervention

- "I can finish what I begin" 33% Disagreed, 16% Strongly Disagree/Never
- "I give up when I feel frustrated or when I encounter an obstacle." 33% Agreed, 16% Strongly Agreed/Always
- "I am able to learn from setbacks." 16.7% Disagree/Not very often
- "I complete homework assignments on time and adequately prepare for projects or tests." 33% Disagree/not very often
- "I can keep my focus on projects that take longer to complete." 50% Disagree/Not very often



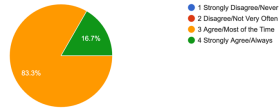
The summary of the results shows there is a need for intervention for 6<sup>th</sup> grade students on the topic of perseverance. Specifically, 33% of 6<sup>th</sup> grade students answered disagree/not very often for "I can finish what I begin." and 16.7% answered Strongly disagree/never for I can finish what I begin. Additionally, half of the 6<sup>th</sup> grade students noted a difficulty in keeping their focus on a project that takes longer to complete. For the question, "If I have a goal I want to achieve, I put forth effort until I accomplish the goal, 33% of students disagreed with this statement. I would like to increase the percentages on these specific topic through interventions.



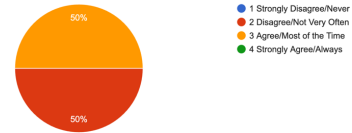
Here are the results of the survey questions answered by 6<sup>th</sup> grade students.

## Survey Questions and Results

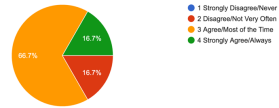
I am a hard worker.  
6 responses



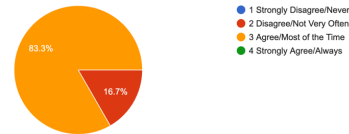
I can keep my focus on projects that take longer to complete.  
6 responses



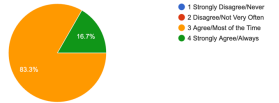
During times of stress, I keep a level head and do what needs to be done.  
6 responses



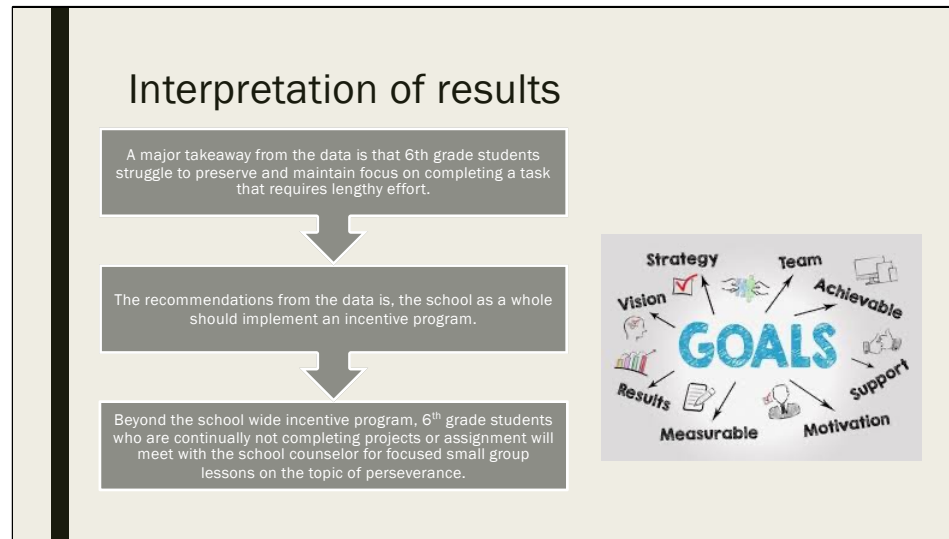
I am able to learn from setbacks.  
6 responses



I believe I am capable of getting better at a skill.  
6 responses



Here are the results of the survey questions answered by 6<sup>th</sup> grade students.



A major takeaway from the data is that 6th grade students struggle to preserve and maintain focus on completing a task that requires lengthy effort. Additionally, 50% of the 6<sup>th</sup> graders stated they do not finish what they begin. Another reason for intervention on perseverance is that 50% of students answered that they agree with the phrase, **“I give up when I feel frustrated or when I encounter an obstacle.”**

The recommendations from the data is, the school as a whole should implement an incentive program where each teacher will look for ways in which students in the class or the entire class is displaying perseverance within their daily work and will gift the class with a “paw print.” When a class reaches a certain number of paw prints, they win various prizes appropriate for each grade level. Any staff member can pass out paw prints.

Paolini writes, “In regards to school wide programs, counselors can work to implement programs addressing character education, social skill building, social emotional learning skills, as well as celebrating diversity by helping students to further develop their self-awareness, social

awareness, as well as decision making skills in the school setting” (2019, p. 4).

Beyond the school wide incentive program, 6<sup>th</sup> grade students who are continually not completing projects or assignment will meet with the school counselor for focused small group lessons on the topic of perseverance.

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

#### Direct student services

1. Small group lessons
2. Whole group lesson on Growth Mindset
3. Career Planning- Guest Speaker



#### Indirect student services

1. Collaborating with Teachers
2. Create a Brain Break activity poster
3. Design and implement a school-wide incentive program

#### Direct student services:

1. Small group focused lesson with students who need additional intervention on the skill of perseverance.
2. Whole group lesson on Growth Mindset
3. Career Planning- Host a “Question and Answer” format Guest speaker, from a certain career field on the topic of perseverance and how it pertains to careers.

#### Indirect Student services:

1. Collaborating with Teachers to brainstorm engaging topics and goals that encourage students to persevere through obstacles. Collaborate with community resources to encourage perseverance. I.e., Guest speaker example
2. Create a Brain Break activity poster that students can refer to in the classroom
3. Design and implement a school-wide incentive program to encourage perseverance in their academics, social emotional and/or career. Lopez & Mason write, “School-based strategic plans or improvement plans may provide data and goals from which to develop ideas for annual classroom curriculum” (2017, p. 3).

## Systemic Focus

- Deciding who would come to the focused small group on perseverance could be a potential cause of inequities created by discrimination or bias.
- A strategy that could influence systemic change specifically related to the career planning intervention is collaborating with community members that represent the diversity in the classroom



Deciding who would come to the focused small group on perseverance could be a potential cause of inequities created by discrimination or bias. McIntosh et al. writes, “A closer examination of patterns of racial discipline disparities suggests that structural racism, specifically educators’ implicit racial biases, may be key drivers of school discipline disproportionality, such as through differential processing of events or increased surveillance of Black students” (2021, p. 434). These racial biases affect a teacher’s perception of the student. For this specific small group intervention, it would be imperative that there would be an unbiased screening of who is in need of the intervention and not based upon one’s own perception.

A strategy that could influence systemic change specifically related to the career planning intervention is collaborating with community members that represent the diversity in the classroom, whether that be race, socioeconomic status, disabilities, life experiences etc. The school counselor should be very thoughtful in deciding who to collaborate with. Yildiz emphasizes, “As catalysts for change, school counselors can help establish an effective school, family and community partnerships culture. By cultivating positive organizational culture, collaborative school climate facilitates greater partnerships among stakeholders within the school community” (2021, p. 8).

## Implementation plan and how you will assess for effectiveness

1. Participation data- Tracking who participated in the interventions
  - 32 6th grade students participated in the whole group lesson
  - 7 6<sup>th</sup> grade students attended small group lessons, once a week for 6 weeks.
  - 14 classes and teachers participated in the school-wide incentive program.



1. Participation data- Tracking who participated in the interventions  
32 6th grade students participated in the whole group lesson  
7 6<sup>th</sup> grade students attended small group lessons, once a week for 6 weeks.  
14 classes and teachers participated in the school-wide incentive

program.

## Implementation plan and how you will assess for effectiveness

ASCA Mindsets and Behavior data- Data collected from pre/post test

- 50% of 6<sup>th</sup> graders agreed with the statement "I give up when I feel frustrated or when I encounter an obstacle." (B-SMS 5. Perseverance to achieve long and short-term goals) attitude
- 50% of 6<sup>th</sup> grade students do not have the strategies to finish tasks they have began. (B-LS 4. Self-motivation and self- direction for learning) knowledge
- 66% of 6<sup>th</sup> grade students reported having coping skills for stress (B-SMS 6. Ability to identify and overcome barriers) skills

Outcome data- Data collected from grades, completion of projects and submission of late work.

- Reading grades data for selected students
- Data of students in 6<sup>th</sup> grade fully completing their projects
- Submission of Late work



ASCA Mindsets and Behavior data- Data collected from pre/post test

50% of 6<sup>th</sup> graders agreed with the statement **"I give up when I feel frustrated or when I encounter an obstacle."** (B-SMS 5. Perseverance to achieve long and short-term goals) attitude

50% of 6<sup>th</sup> grade students do not have the strategies to finish tasks they have began. (B-LS 4. Self-motivation and self- direction for learning) knowledge

66% of 6<sup>th</sup> grade students reported having coping skills for stress (B-SMS 6. Ability to identify and overcome barriers) skills

Outcome data- Data collected from grades, completion of projects and submission of late work.

Reading grades data for selected students will be compared before and after small group sessions

Data of students in 6<sup>th</sup> grade fully completing their projects will be compared at the beginning of the semester to the end of the semester after participating in interventions

The data of 6th grade students who were submitting late work often before interventions will be compared with submission of late work at the end of the semester after interventions.

## ASCA Mindsets and Behaviors

- B-SMS 5. Perseverance to achieve long and short-term goals
- B-SMS 6. Ability to identify and overcome barriers
- B-LS 4. Self-motivation and self-direction for learning



### B-SMS 5. Perseverance to achieve long and short-term goals

I want students to be able to develop the characteristic of perseverance to accomplish the goals that they want to achieve.

### B-SMS 6. Ability to identify and overcome barriers

I want students to be able to identify what is standing in their way of accomplishing a goal and then have the strategies to overcome the barrier.

### B-LS 4. Self-motivation and self-direction for learning

I want students to develop intrinsic motivation for their learning and see how perseverance can aid them in their endeavors.

## Announce

1. Teachers/ administration
  - The school counselor will present the data and recommendations for increasing perseverance among 6<sup>th</sup> grade students to teachers and administration at the weekly faculty meeting.
2. Parents/ community members
  - The school counselor will send out a newsletter to guardians explaining the lessons on the topic as well as strategies that the guardian can use at home with the student.
3. Students
  - 6<sup>th</sup> grade students will complete a survey on their beliefs to identify other interventions needed.



1. Teachers/ administration

The school counselor will present the data and recommendations for increasing perseverance among 6<sup>th</sup> grade students to teachers and administration at the weekly faculty meeting.
2. Parents/ community members

The school counselor will send out a newsletter to guardians explaining the lessons on the topic as well as strategies that the guardian can use at home with the student.
3. Students

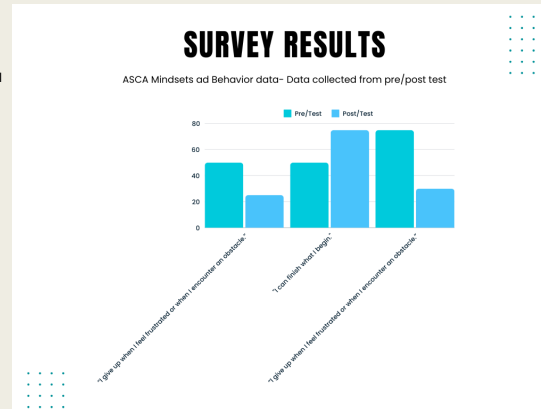
6<sup>th</sup> grade students will complete a survey on their beliefs to identify other interventions needed.

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Design   | The purpose of the survey was to assess students on their ability to persevere as it relates to the ASCA Mindsets and Behaviors standard; B-SMS 5. Perseverance to achieve long and short-term goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Ask      | The survey was completed in Likert Scale format on Google Forms by 6 <sup>th</sup> grade students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Track    | A major takeaway from the data is that 6th grade students struggle to preserve and maintain focus on completing a task that requires lengthy effort. Additionally, 50% of the 6 <sup>th</sup> graders stated they do not finish what they begin. Another reason for intervention on perseverance is that 50% of students answered that they agree with the phrase, "I give up when I feel frustrated or when I encounter an obstacle."                                                                                                                                                                                                                                                                                                                 |
| Announce | <p>The recommendations from the data is, the school as a whole should implement an incentive program where each teacher will look for ways in which students in the class or the entire class is displaying perseverance within their daily work.</p> <p>6<sup>th</sup> grade students who are continually not completing projects or assignment will meet with the school counselor for focused small group lessons on the topic of perseverance.</p> <p>Deciding who would come to the focused small group on perseverance could be a potential cause of inequities created by discrimination or bias. Group selection should be based on data.</p> <p>Some teachers did not hand out paw prints consistently enough to encourage participation.</p> |

## Data Report Form

## Announcement

The results from the pre and post test data reveals the need for these evidence-based interventions. As you can see the interventions positively impacted students in their development of perseverance based on the ASCA Mindset and Behavior Standard B-SMS 5. Perseverance to achieve long and short-term goals.



The results from the pre and post test data reveals the need for these evidence-based interventions. As you can see the interventions positively impacted students in their development of perseverance based on the ASCA Mindset and Behavior Standard B-SMS 5. Perseverance to achieve long and short-term goals.

## References

- ASCA student standards: Mindsets & Behaviors for ... (n.d.).  
<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>
- Lopez, C. J., & Mason, E. C. M. (2017). School Counselors as Curricular Leaders. *Professional School Counseling*, 21(1b). <https://doi.org/10.1177/2156759X18773277>
- McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., Santiago-Rosario, M. R., Izzard, S., Austin, S. C., Nese, R. N. T., & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology*, 36(6), 433–444. <https://doi.org/10.1037/spq0000466>
- Paolini, A. (2019). Social Emotional Learning: Role of the school counselor in promoting college and career readiness. *Anatolian Journal of Education*.  
<https://files.eric.ed.gov/fulltext/EJ1244519.pdf>
- Yildiz, N. G. (2021). School Counselors' Leadership Role in Creating a Collaborative School Climate for Linguistically Diverse Students. *Journal of Education and Learning*, 10(6). <https://doi.org/10.5539/jel.v10n6p7>
- Young, A. & Kaffenberger, C. (2022). *Making DATA work* (4th ed.). American School Counselor Association. ISBN: 9781929289554.