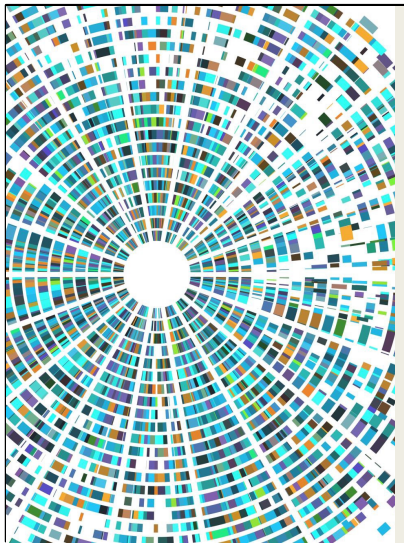


MODULE 7 DATA PRESENTATION

COSC 661

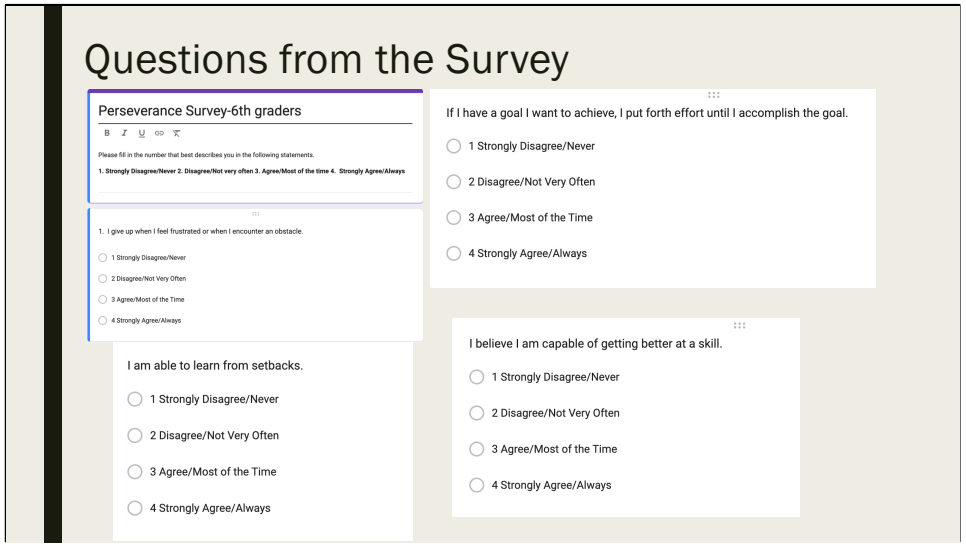
Katharine Sandvick

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 6th 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.

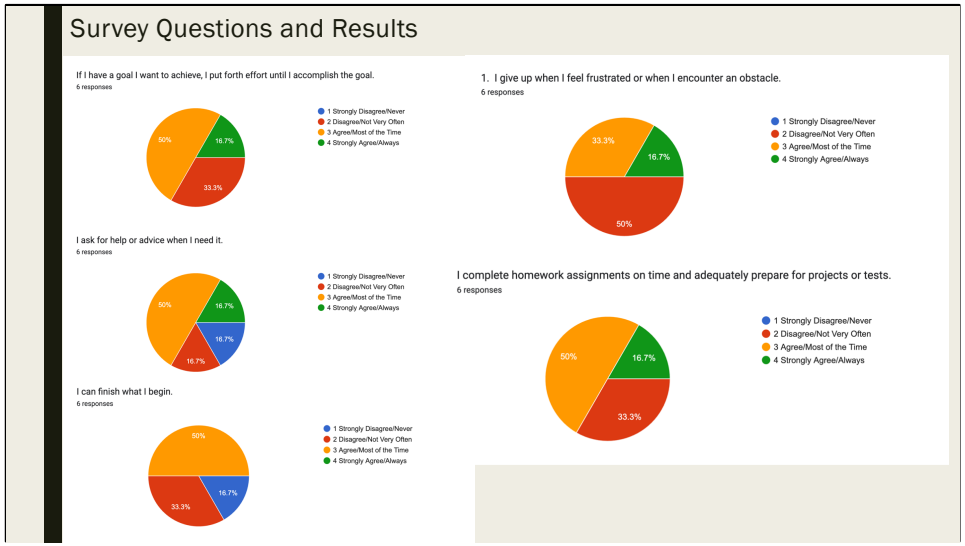


Here are questions used in the google form survey.

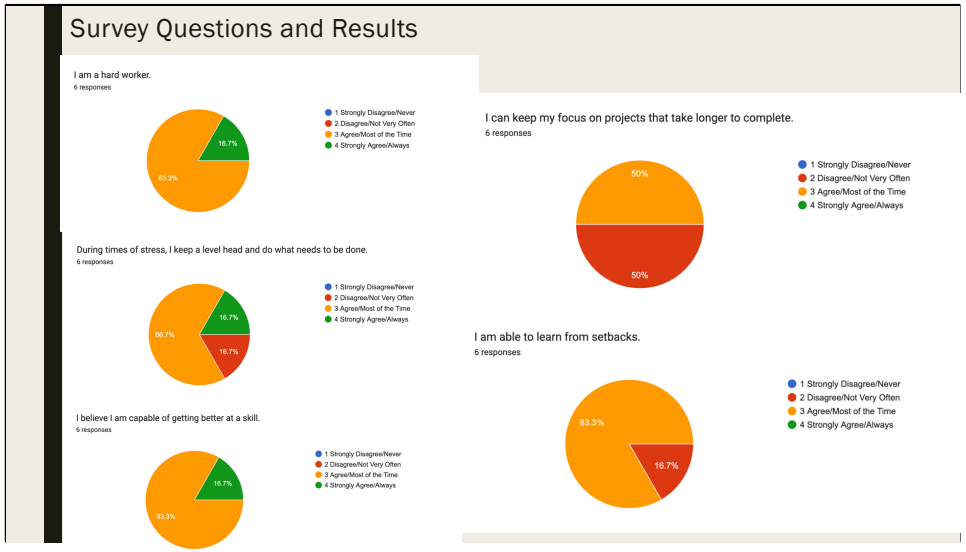
Survey Summary

- 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 6th grade students on the topic of perseverance. Specifically, 33% of 6th 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 6th 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 6th grade students.



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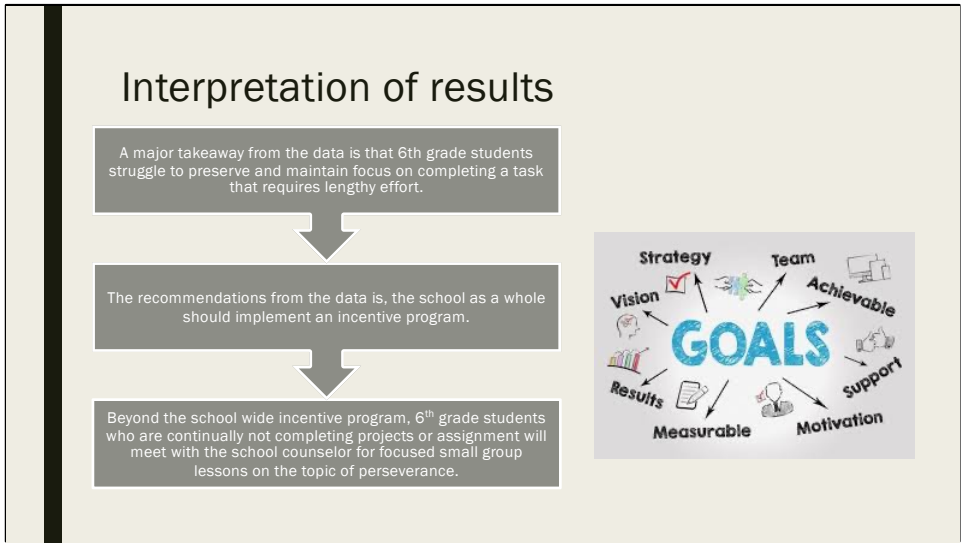


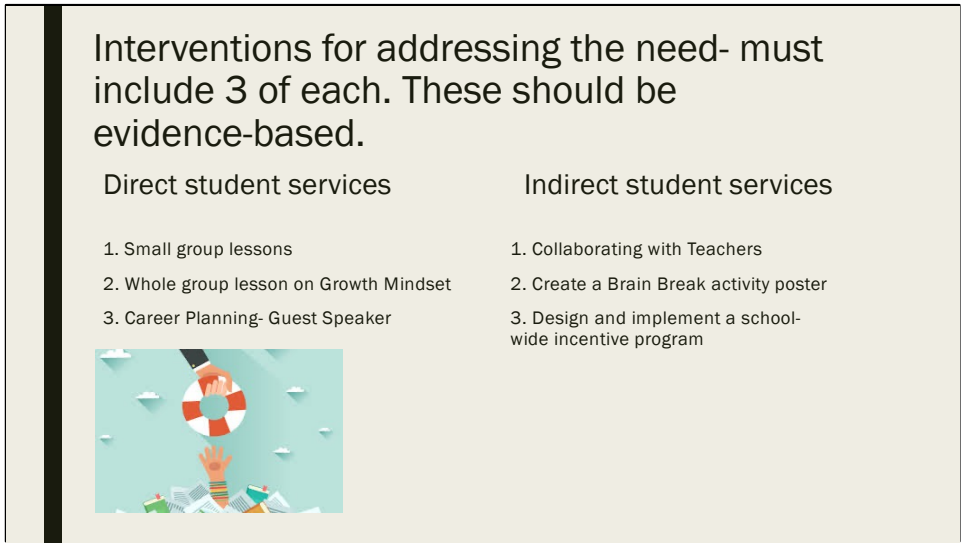
A major takeaway from the data is that 6th grade students struggle to preserve and maintain focus on completing a task that requires lengthy effort. Additionally, 50% of the 6th graders stated they do not finish what they begin. Another reason for intervention on perseverance is that 50% of students 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

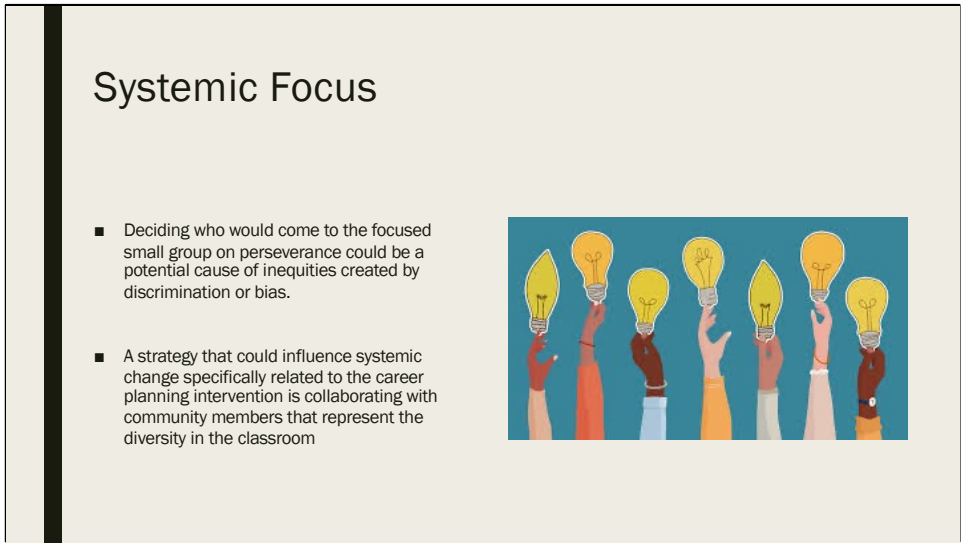
> awareness, as well as decision making skills in the school setting" (2019, p. 4).

Beyond the school wide incentive program, 6th 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.



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).



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 6th 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 6th 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 ad Behavior data- Data collected from pre/post test

- 50% of 6th 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 6th 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 6th 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 6th grade fully completing their projects
- Submission of Late work

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

50% of 6th 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 6th 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 6th 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 6th 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

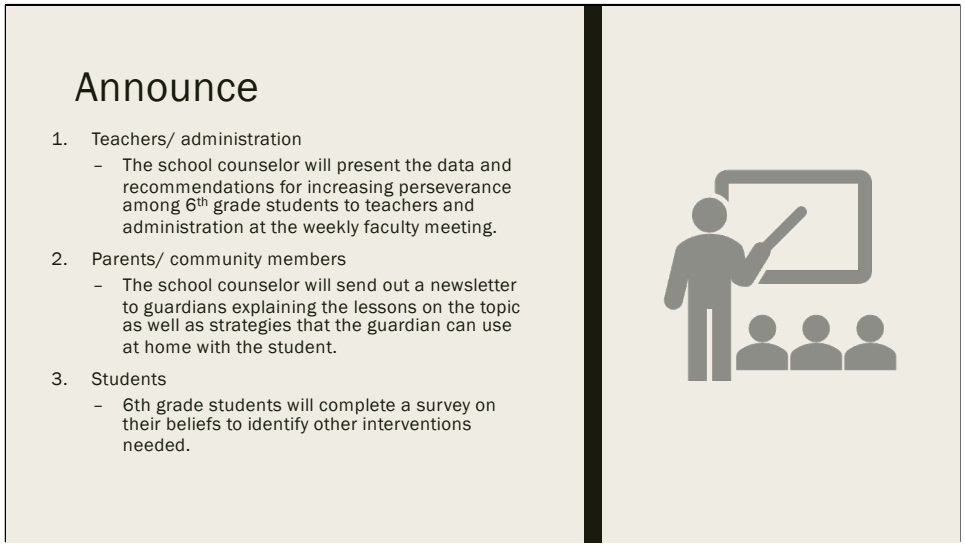
I want students to be able to develop the characteristic of perseverance to accomplish the goals that they want to achieve.

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.



1. Teachers/ administration

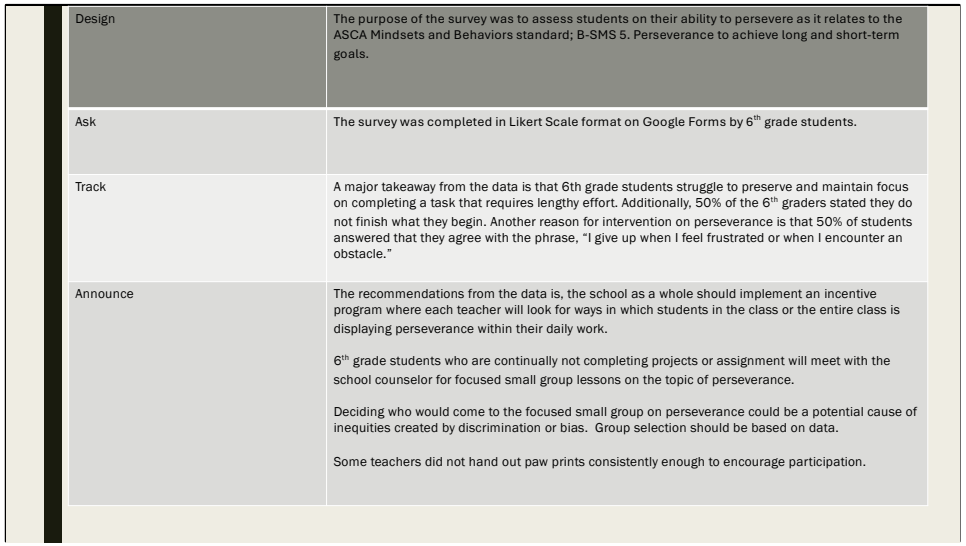
   The school counselor will present the data and recommendations for increasing perseverance among 6th grade students to teachers and administration at the weekly faculty meeting.

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.

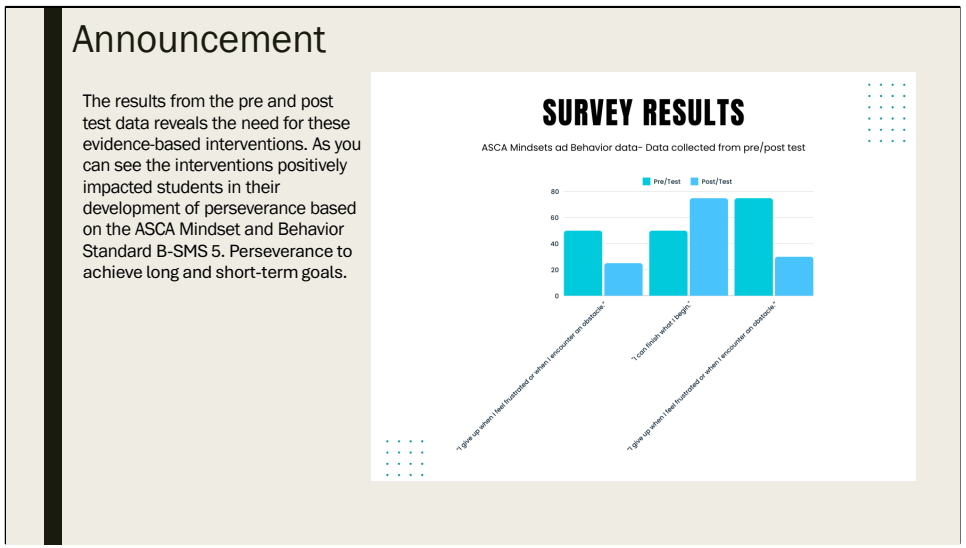
3. Students

   6th 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 6th 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 6th 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	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. 6th 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. 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. Some teachers did not hand out paw prints consistently enough to encourage participation.

Data Report Form



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.

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