



EVALUATION & REVIEW OF THE CLASSROOM GUIDANCE LESSON

BUILDING ACADEMIC RESILIENCE &
GOAL-SETTING

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COCS 693: INTERNSHIP I

This classroom guidance lesson consisted of four separate units that addressed the academic needs of five 10th grade students. Due to the nature of this school, the entire 10th grade population consists of only 5 students.



GROUP DETAILS

Participant Criteria

- Credits
- Academic Performance
- Attendance
- Referrals
- Self-Identified

- The classroom guidance lesson was created to support students experiencing academic challenges and to foster growth in areas critical to high school and post-secondary success.
- After reviewing high school data via Power School it was decided that the 10th grade students could benefit from the intervention.
- Students were recruited and confirmed via student & parent surveys, teacher referrals, and the review of academic and attendance data collected by the solutions team, which consisted of the school principal, math teacher, and the school counselor.



GROUP DETAILS CONTINUED

DEMOGRAPHIC & COMMUNITY CONTEXT

- NATIVE ALASKAN
- INUPIAT
- ISOLATED/REMOTE
- TITLE I SCHOOL

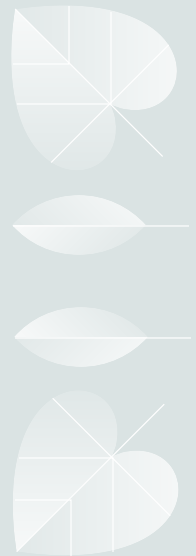


- The student population is made up of 100% Native Alaskan students from the Inupiat tribe. The students reside in an isolated village of approximately 300 people. Access to educational and social resources are limited due to geographic isolation and seasonal factors, causing academic and personal challenges for all students.
- Koyuk Malemute School is a Title I school and the majority of the student population falls within Tier III.

GROUP DETAILS CONTINUED

GROUP GOALS & INTENDED OUTCOMES

- INCREASE ACADEMIC OUTCOMES
- IMPROVE ATTENDANCE
- IMPROVE ACADEMIC SELF-AWARENESS
- DEVELOP PERSONAL MOTIVATION
- GOAL-SETTING
- POST-SECONDARY PLANNING



This classroom guidance lesson was intended to help students:

- Develop a greater awareness of their academic status.
- Provide supportive tools to improve their academic outcomes.
- Enhance their academic behaviors, including their attendance, study habits, motivation, and attitude towards learning.
- Develop stronger connections to supportive relationships within their community.
- Reflect on their options and expectations for their future by exploring and planning for life after high school.

GROUP DETAILS CONTINUED

Classroom Guidance Curriculum

1. Academic Self-Reflection: Where am I Now?
2. Academic Goal-Setting: Charting My Course.
3. Growth Mindset & Coping: Overcoming the Weather.
4. Support Systems: Building My Tribe.

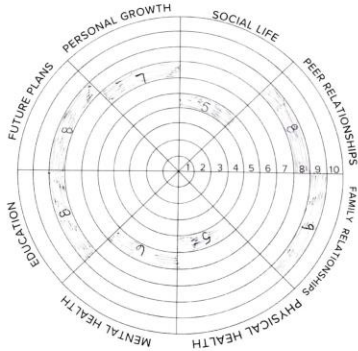


1. Students explored their current academic standing and identified personal strengths and areas for improvement. In this unit they completed the "Wheel of Life" activity (Borrell, 2016) by evaluating their satisfaction and balance in areas such as academics, personal growth, social life, and future plans, students built self-awareness via a visual reflection.
2. Students identified challenges, used the "PACT Goals" activity (Lanovici, 2022), to create realistic goals that were purposeful, actionable, continuous, and trackable. Students also used the "River of Life" activity by Joyce Mercer (2019), to help students map their academic and personal growth, envision their future, and assess their progress.
3. Students explored strategies to build resilience, create a growth mindset, and learned ways to navigate challenges similar to preparing for a storm or the winter. In this unit they used the "Planning Ahead for Success" activity that allowed them to reflect on a time when they felt supported or accomplished and to think about a time when they had a good experience. During this activity they were asked to notice their emotions, physical sensations, reactions, and outcomes during the experience and to then reflect on what went well, what helped them remain regulated, how to plan ahead using various strategies (morning/evening routines, reaching out for support) to help them be successful in the future.

1. Identified their support networks (family, friends, elders, church, school family, and Native Corp). During this unit, students completed a Pod Mapping activity, from the Bay Area Transformative Justice Collective (2025). During this activity, students identified supportive people in their lives, including family members, teachers, friends, and community members, who provide emotional, academic, and practical support. By visually mapping these relationships, students recognized existing sources of support, potential areas for growth, and gaps in their support networks.

Wheel of Life

Think about the different aspects of your life and color in how good you feel about each one 10=amazing 1=not great



PACT GOALS

Instructions: For each goal, fill in the details according to the PACT criteria. This will help ensure that your goals are clear, focused, and actionable.

P	PURPOSEFUL	<p>A. What exactly do you want to achieve? One thing I would like to achieve is: I want to save up to buy a car by the summer.</p>
	A	<p>B. Why is it important? The goal is important because I want this because...</p>
C		<p>C. What steps are involved? The steps I will take to make this happen are...</p>
	T	<p>D. What actions can you take now? One action I can take now is: ex. I will save half of next paycheck for money to buy a car.</p>
EXAMPLE		<p>E. What is your plan for taking action daily weekly monthly? My plan for making sure I am able to do this is: ex. I will work at least 30 hours week.</p>
		<p>F. What support do you need to meet these actions? One action I can take now is: ex. I will save half of next paycheck for money to buy a car.</p>
		<p>G. How will you track progress or hold yourself accountable? My plan for keeping myself accountable is: ex. I will track my savings in a notebook every week.</p>
		<p>H. How will you know when the goal is accomplished? I will know I've accomplished my goal when: ex. When I have \$2000 in my savings and tracked in my notebook.</p>
		<p>Goal: Buying a Car I want to save up for a car by next summer. This is important because I want independence and be able to work a different job and have freedom to hang out with my friends. I will do this by saving half of my paycheck putting it in an envelope every week and tracking it weekly in a notebook. I will ask my dad to hold the envelope to keep me accountable for not spending it. I will know I have succeeded when I have at least \$2000 and able to buy a car.</p>

Wheel of Life activity and PACT Goals summary

BUILDING TRUST
River of Life

This playful method creates a powerful shared picture of moments in your life. The big purpose of this tool is to create more vulnerability with each other. Teams that are vulnerable with each other have high trust. And trust is defined as our belief that the intentions of another person, for our success, is high. They are not trying to catch us doing something wrong, or criticize us. We practice vulnerability by sharing difficult times we have experienced in our lives. By using the metaphor of a river this activity supports participants to think differently about how they are feeling and builds trust when shared.

TIME FRAME
30-60 min

GROUP SIZE
2-40

FACILITATION LEVEL
Beginner

MATERIALS
Pens/Markers
Flipchart or Whiteboard

Step 1:

On your flip chart, draw a river winding from the lower left corner to the upper right corner. Label the lower left "Birth" and the upper right "The Present."

Step 2:

Get creative. Break the rules! When you draw your river, let its shape and features represent what's special about your life. We've seen swamps, bridges, waterfalls, forked rivers, circular rivers, etc.

Step 3:

Cast your mind back over your life. Draw islands in the river, each representing places you've lived, key people you've known or who've influenced your life, and any other "landmarks" along the river of your life (e.g., key companies, projects, etc.).

Step 4:

Along each side of the river, add tributaries representing challenging and affirming moments from your life. Think of those events, decisions, and turning points that taught you something, that made a lasting impact on who you are.

REFLECTION

What patterns of trends do you notice?

What experiences and people were especially significant?

How do you relate these to how your values have formed over time?

How would you relate what you see in your river to the approach you take as a leader?

River of Life instructions and a sample of a finished task.

Think about a time you felt supported or accomplished	
Briefly, what happened?	
What emotions did you feel? Where in your body did you feel them?	
What reactions did you have, outwardly or inwardly?	
What happened next?	
Why do you think this situation went well? Please be specific!	

Planning ahead for success

What do I enjoy when in a good mood?	
What helps me to feel better if I am dysregulated?	
What can I do at night/ in the morning to plan for success?	
Who can support me?	

ALASKA
HUMANITIES
FORUM

Thinking About a Time You Felt Supported or Accomplished and Planning Ahead for Success activities

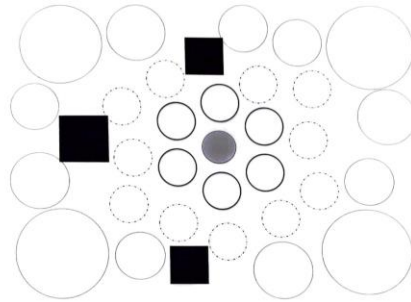
Pod Mapping

Your pod is made up of the people you can call on for support.

- 1) Write your name in the middle grey circle.
- 2) The surrounding bold-outlined circles are your pod. Try to write the names of actual individuals.
- 3) The dotted lines surrounding your pod are people who are "movable." They are people that *could be moved* in to your pod, but need a little more work.
- 4) The larger circles at the edge of the page are for networks, communities, or groups that could be resources for you.

Leadership Anchorage

Credit for worksheet to Bay Area Transformative Justice Collective



Pod Mapping instructions and activity

Pre-Survey: Academic Self-Reflection

Directions: respond to each question on a scale of 1 (strongly disagree) to 5 (strongly agree)

1. I am aware of where I am as a student in terms of strengths and potential areas of growth. (1-5) _____
2. I can assess the areas in my life that are well balanced and those that need improvement. (1-5) _____
3. I can identify the relationship between my personal habits (study, sleep, being organized) and my success in school. (1-5) _____
4. I often evaluate how I am doing in school and the reasons behind my performance. (1-5) _____

Post-Survey: Academic Reflection

1. The Wheel of Life activity allowed me to reflect on my current academic standing and become more familiar with what my strengths are and what areas of my life could use improvement. (1-5) _____

Pre-Survey: Growth Mindset and Coping (Overcoming the Weather)

Directions: Respond to each question on a scale from 1 to 5. 1 (strongly disagree), 2 (disagree), 3 (Neutral), 4 (Agree), 5 (strongly agree).

1. I can struggle in school but also know I can do better with effort and strategies. (1-5) _____
2. I am aware of healthy coping strategies I can use when I feel stressed or frustrated about school. (1-5) _____
3. I can identify strengths that help me cope with or overcome challenges. (1-5) _____
4. I can recognize the way my emotions impact my learning and motivation. (1-5) _____

Post-Survey: Open-Ended Question

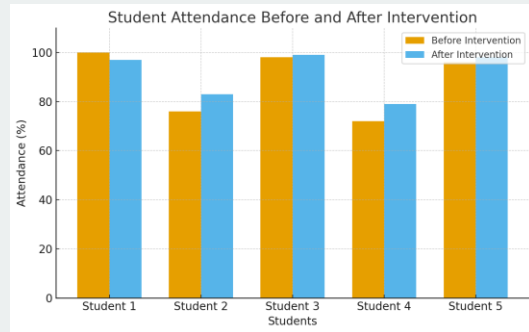
1. List two coping skills you can use when you encounter academic or personal stressors.
1. _____
2. _____

Pre/Post Survey Academic Self-Reflection

Pre/Post Survey Growth Mindset and Coping

DATA SOURCES

- Academic Advisory Forms
- MAP test scores
- Power School Grades
- Power School Attendance Rates



- When selecting 10th graders for this classroom guidance lesson, a variety of data was used from multiple sources to provide evidence of need. Power School (2025) provided a history of GPA, grades, and attendance to identify students with low academic outcomes and/or credit deficiencies.
- The MAP test scores were used as an indicator of current achievement levels and need for growth (NWEA, 2025). Students were nominated by self-referral, teacher/parent surveys, and Solution Team recommendations, and both qualitative and quantitative data were considered when selecting students needing support.
- As you can see, there was a slight increase in attendance after the Classroom Guidance Lesson/intervention, with one student declining slightly and four students gaining a slight increase. Overall, there was a 2.8% increase in attendance for the entire 10th grade (Power School, 2025).
- Winter MAP testing will be conducted later between Dec and Jan and afterwards MAP test scores will be reviewed to see if there is an improvement in test scores among 10th grade students.



NEEDS ASSESSMENT

- Student Survey
- Teacher Feedback/Referral
- Parent Feedback/Referral
- Solutions Team
- Alaskan Education Council (AEC).

- Before delivering the lesson, I completed a "Needs Assessment" to evaluate student, parent, teacher, and admin perceptions via a questionnaire and an analysis of relevant school data.
- The student self-reflection survey provided an indication that students would benefit from more structure and support.
- The teacher and parent questionnaires addressed low engagement, lack of focus, underperformance, goal-setting, and follow-through from students, as well as lack of confidence and understanding, low interest in school, and attendance and participation issues.
- The Solutions Team analyzed data to determine the need for 10th graders to receive support and the AEC observed the cultural sensitivity of the lesson and provided feedback.

Student Needs Assessment

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. I like coming to school and participating in my classes. _____

2. I understand my schoolwork and feel comfortable asking for help when needed. _____

3. I am able to stay engaged in class even when work is difficult. _____

4. I have clear ideas about what I want to do in the future and how to get there. _____

5. I believe the school has enough support and resources for me to succeed. _____

Parent/Guardian Needs Assessment

Please rate the following statements according to how well you think they describe your child using the scale provided. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. My child seems to want to go to school most days and is interested in being there. _____

2. I feel that I am well informed of my child's progress and needs and what is expected at school. _____

3. My child has the support and motivation needed to finish schoolwork at home and at school. _____

4. My child seems confident about his/her learning and communicates when he/she needs help. _____

Teacher Needs Assessment

Please rate the following statements according to how well you think they describe your student using the scale provided. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. Most 10th grade students appear to be engaged and interested in what is going on in class. ____
2. Students seem to possess a sufficient level of concentration and follow through on what they are expected to do or learn. ____
3. Students appear to have confidence in their learning abilities and will ask for help when they are not sure how to proceed with a learning task. ____
4. Students are aware of what they would like to learn or do in terms of college or career and understand what they must do to get there. ____
5. The attendance/participation rate in my classroom is enough to allow students to be successful. ____

Administrator Needs Assessment

Please rate the following statements according to how well you think they describe your student using the scale provided. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. Students are engaged and participating in school. ____
2. Students are at an acceptable level of academic focus and follow-through. ____
3. Staff have sufficient support to meet the needs of disengaged/underperforming students. ____



CULTURAL SENSITIVITY

- REFLECTION OF STUDENT STRENGTHS, HABITS, & AREAS OF GROWTH.
- CONNECTING GOALS TO TRIBAL VALUES, LAND, & SUBSISTENCE VIA ELDER STORIES, LOCAL STORIES, CULTURAL METAPHORS (GATHERING FOOD, LACK OF SUNLIGHT, & WEATHER).
- RESOURCE SUPPORTS, TRIBAL COMMUNITY, DISTANCE LEARNING, & RURAL CAP.

- For my group, I focused on culture and creating a safe, supportive, and respectful environment. The first strategy I used was supporting students to reflect on their personal strengths, habits, and growth. This helped students to identify their personal strengths and areas for growth. I also worked to make strong connections to their goals and culture. I asked students to think about how their goals were connected to tribal values such as community, hunting, gathering, and other traditional Inupiat practices. I included tribal values, elder stories, local narratives, and cultural metaphors to make the group more meaningful and culturally relevant to students' lived experiences.
- I also explored Native Alaskan specific resources, such as local tribal organizations through Rural Cap, and distance learning resources that are culturally responsive and accessible, such as dual credits program via UAF, paid for via the school district, mentorships via Kawerak and Native Corp, and Tumyarra via APU to help rural students transition to college after HS.

EVALUATING THE SMALL GROUP

- Pre/Post Surveys
- Teacher Check-ins
- Monitoring Grades & Attendance
- Tracking Completed Tasks
- Comparing Fall & Winter MAP Test Scores

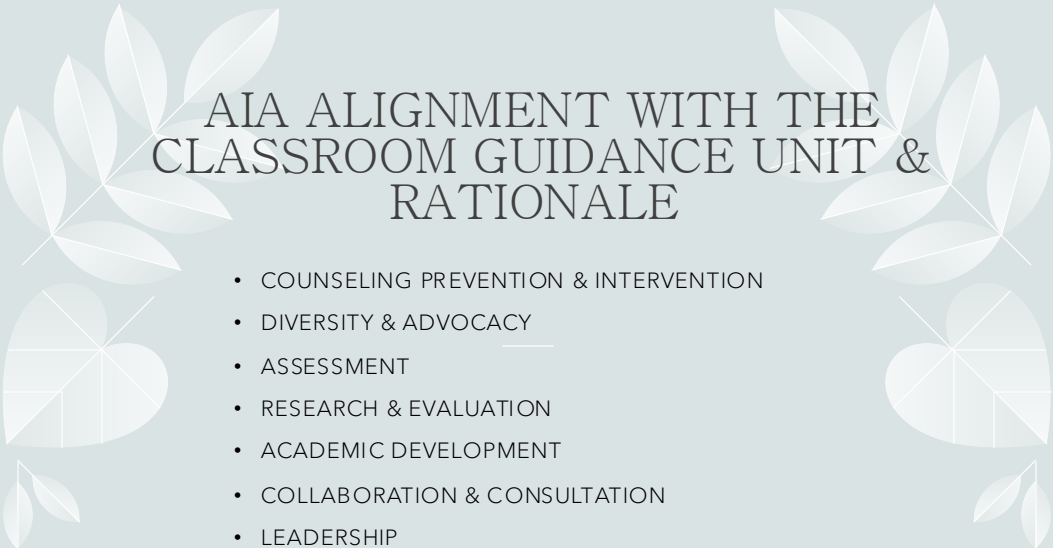
- Throughout the intervention/lesson, I held regular teacher check-ins to monitor each student's progress & engagement in the classroom. I monitored grades and attendance via Power School (2025). Additionally, I kept track of completed tasks to measure participation and accountability. To measure the effectiveness in academic resilience, understanding, student attitudes, and goal-setting skills, I administered pre/post test surveys.
- I will also assess student growth after winter MAP testing by comparing the winter test scores with the fall test scores, as this will help me determine the impact on academic achievement and growth (NWEA, 2025).

DATA

- WAS IT EFFECTIVE?
- WHAT WAS SUCCESSFUL?
- WHAT AREAS COULD USE IMPROVEMENT?

1. **Academic Self-Reflection: Where Am I Now?** This lesson showed that students improved their self-reflection scores by a minimum of 1-point. 100% of the students agreed or strongly agreed that the "Wheel of Life" activity allowed them to reflect on their academic standing. On the other hand, only 40% of students indicated that they made a behavioral change since the activity, showing that a follow-up should be added that focuses on the next steps, to keep students on task.
2. **Academic Goal-Setting: Charting My Course.** This lesson showed that 80% of students set PACT goals that were considered proficient or better. 80% of students took at least one step towards reaching their goal. However, only 40% of the goals were related to academic needs and 60% were personal goals. This indicated a need to place more emphasis on how these goals can relate back to academics.
3. **Growth Mindset & Coping: Overcoming the Weather.** This lesson revealed evidence of student growth and awareness of resilience and coping. The average growth was +1.06 on the mindset scale. 80% of students listed two or more coping skills and 80% of teachers saw evidence of more student persistence and follow-through after encountering challenges.
4. **Support Systems: Building My Tribe.** In this lesson, 80% of students identified

1. areas of growth in their support systems. 60% of students reported reaching out for support when necessary. Unfortunately, students only listed 2 people they could count on for support, indicating a need for improvement. Next time I could provide more examples to help students identify a larger variety of supportive relationships.



AIA ALIGNMENT WITH THE CLASSROOM GUIDANCE UNIT & RATIONALE

- COUNSELING PREVENTION & INTERVENTION
- DIVERSITY & ADVOCACY
- ASSESSMENT
- RESEARCH & EVALUATION
- ACADEMIC DEVELOPMENT
- COLLABORATION & CONSULTATION
- LEADERSHIP

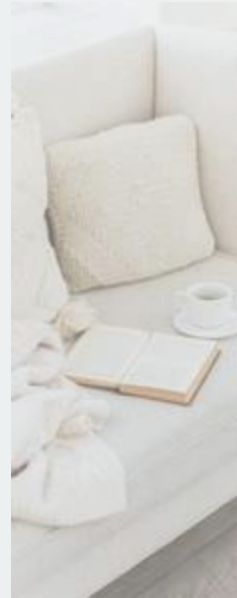
- **Counseling Prevention & Intervention:** Academic self-reflection & goal-setting are used to address failing grades and offer early support before they actually become a concern (Liberty University, 2023).
- **Diversity & Advocacy:** The growth mindset & coping unit teaches students to appreciate the uniqueness of their own learning journey while working hard to overcome obstacles (Liberty University, 2023).
- **Assessment:** Collectively, this lesson as a whole, used data tracking, such as grades and attendance as well as pre/post surveys to gather information and analyze data (Liberty University, 2023).
- **Research & Evaluation:** Data tracking, teacher check-ins, student/parent/teacher questionnaires, the use of pre/post surveys, and using evidence-based practices helps this lesson to align with research and evaluation (Liberty University, 2023).
- **Academic Development:** The lesson as a whole aligns with this AIA as goal-setting and self-reflection help students to take charge of their own learning (Liberty University, 2023).
- **Collaboration & Consultation:** This included peer collaboration within the lessons, teacher and community feedback, and Solution Team meetings (Liberty University, 2023).
- **Leadership:** Using the lessons to help students discover their own support systems

- and empowered them to advocate for themselves (Liberty University, 2023).

ASCA MINDSETS & BEHAVIORS STANDARDS ALIGNMENT

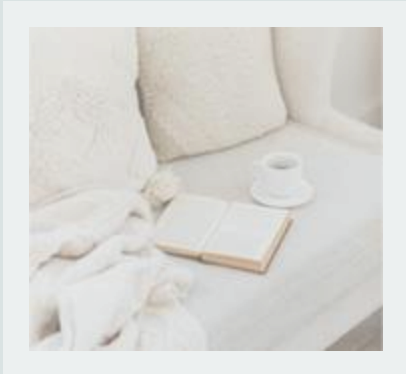
The following was referenced from ASCA (2019)

- M2: Self-Confidence in ability to succeed.
- M4: Understanding that post-secondary education & life-long learning are necessary for success.
- M6: Positive attitude towards work & learning.
- B-LS-3: Use time management, organization, & study skills.
- B-LS-7: Identify long & short-term academic goals.
- B-SMS-6: Demonstrate ability to overcome barriers to learning.
- B-SS-3: Create positive & supportive relationships with other students.



- The academic self-reflection & goal-setting lessons align with M2 and M4 by helping students identify where they are in school and establish goals for moving forward (ASCA, 2019).
- The growth mindset & coping lesson aligns with M6 & B-SMS-6 because students learn how to persevere and cope with barriers in healthy ways (ASCA, 2019).
- Students practiced B-LS-3 and B-LS-7 by building their own action plans (ASCA, 2019).
- The support systems lesson aligns with the B-SS-3 as students identify teachers, peers, and family members who they can connect with for academic and emotional support (ASCA, 2019).

ALASKA ACADEMIC STANDARDS



- **AS SEL-Self-Awareness:** (Recognize emotions, strengths, & sources of support) (Speechscape, 2025).
- **AS Self-Management:** (Set & achieve goals) (Speechscape, 2025).
- **Yes! Employability Skills:** (Alaska Dept of Education & Early Development, 2006).
- **AS SEL-Social Awareness & Relationship Skills** (Speechscape, 2025).

1. The academic self-reflection unit helps students build self-awareness by allowing them to identify their strengths & challenges & academic habits in order to gain a better understanding of how their own attitudes & behaviors influence academic performance.
2. Self-management is the main focus of the Academic Goal-Setting & the Growth Mindset & Coping units, as students are provided with strategies for setting realistic goals, persevering, and utilizing effective coping skills when encountering academic challenges and setbacks.
3. The Support Systems unit relates to social awareness as students are provided with strategies for using empathy, communication, and collaboration skill in order to form positive and supportive relationships with others which can lead to greater resilience and achievement.
4. As for the AS of Employability Skills, students are able to practice and improve their employability skills such as responsibility, adaptability, and initiative while participating in the units collectively as they learned to set academic goals, problem solve and self-regulate in order to prepare for success in schools and in future careers (Alaska Department of Education & Early Development, 2006).

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