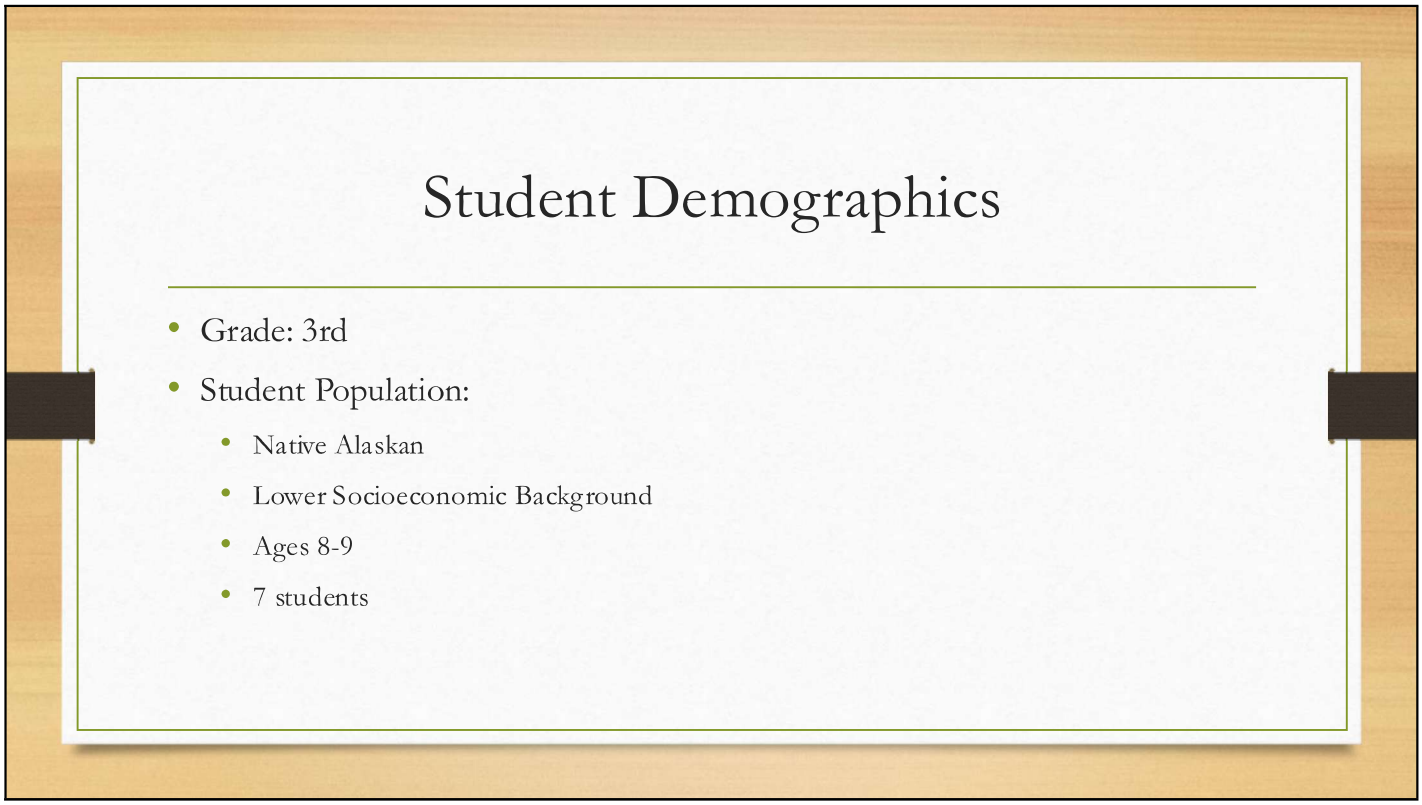
Developing Academic Success

A Psycho-Educational Small Group

By: Katina Glasco

COSC 692: School Counseling Practicum

Professor: Dr. C. Hines



There are a total of seven students in the classroom, two females and five males. One student has a current IEP but requires no accommodations for assessments.

Some study habits to be covered in the small group included taking notes, being organized, getting plenty of sleep, eating breakfast, and asking for help when needed. Some time management skills covered included developing a routine, understanding due dates, breaking tasks into smaller tasks, and prioritizing tasks. Some of the academic skills covered in the small group included reading comprehension, basic math, and writing, which includes punctuation and grammar. Improving behavior covered improving student self-confidence, learning and identifying self-regulation techniques to manage feelings and emotions. According to *Wolters and Associates* (2023), students actively managing their own academic abilities have a greater chance of achieving their academic goals.

Data Identifying a Need for Support

- Data Used
  - 3rd Grade MAP Scores
    - Reading
    - Math
  - Needs Assessment
  - Tier I, II, and III Data

The above data was retrieved from the *Bering Strait School District* (2025) MAP Class Profile. According to *Durant & Wright* (2022), MAP test scores are one of the most common standardized tests used to provide formative feedback from K-12. The Winter MAP Math scores indicated that 71% were in the 5th percentile for geometry, 57% were in the 17th percentile for measurement and data, and 57% were in the 18th percentile for operations and algebraic thinking.

Class Profile Overview Download .CSV

Test Details | Instructional A | Projected Proficiency

map Class Profile Winter 2024-2025 Mathematics Instructor: Nagac, Maryle School: Koyuk Malimiut School

K-3 Math - Nagac - 4(A-F)

Class Profile

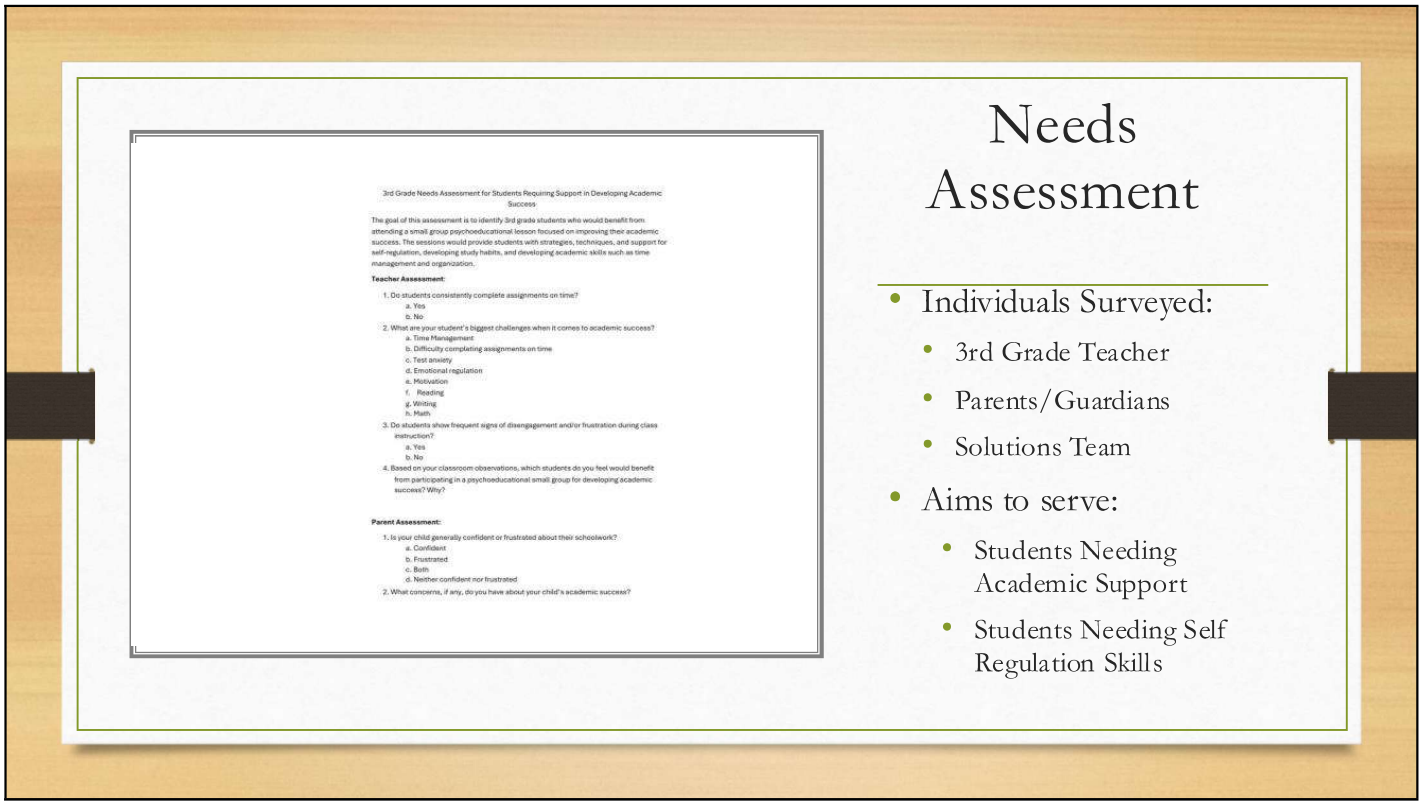
Instructional Area Achievement Percentiles - Growth: Math 2-5 AK 2012 1.1

K-3 Math - Nagac - 4(A-F) | Grade 3 | Koyuk Malimiut School | Math K-12

Instructional Area	Achievement Winter 2024-2025 Distribution	Number of Students
Geometry	5th: 71% | 29%	7
Measurement and Data	17th: 57% | 14% | 29%	7
Number and Operations	18th: 57% | 29% | 14%	7
Operations and Algebraic Thinking	18th: 57% | 29% | 14%	7

The MAP Math scores indicated that 71% were in the 5th percentile for geometry, 57% were in the 17th percentile for measurement and data, and 57% were in the 18th percentile for operations and algebraic thinking.

The MAP Reading scores indicated that 72% of the class was in 6th percentile for informational text, 57% were in the 18th percentile for literacy text, and 57% were in the 15th percentile for vocabulary.

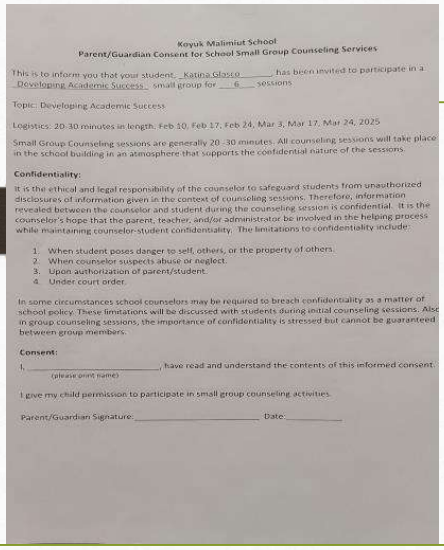


The solutions team was comprised of the school principal, school counselor, and an elementary teacher. This small group aimed to serve students requiring additional support in developing their academic skills as well as self-regulation skills to improve their academic performance. This includes students in Tier II, and III.

Sample Questions

- Teacher Questions
  - Do students consistently complete homework assignments on time?
  - What are your student's biggest challenges when it comes to academic success?
  - Do students show frequent signs of disengagment and/or frustration during class instruction?
- Parent Questions
  - What concerns if any, do you have about your child's academic success?
  - Is your child generally confident or frustrated about their schoolwork?
    - Confident
    - Frustrated
    - Both
    - Neither

Screening Process



Koyuk Malimiut School
Parent/Guardian Consent for School Small Group Counseling Services

This is to inform you that your student, _Katina Glasco_____, has been invited to participate in a _Developing Academic Success_ small group for ___6___ sessions

Topic: Developing Academic Success

Logistics: 20-30 minutes in length. Feb 10, Feb 17, Feb 24, Mar 3, Mar 17, Mar 24, 2025

Small Group Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Consent:

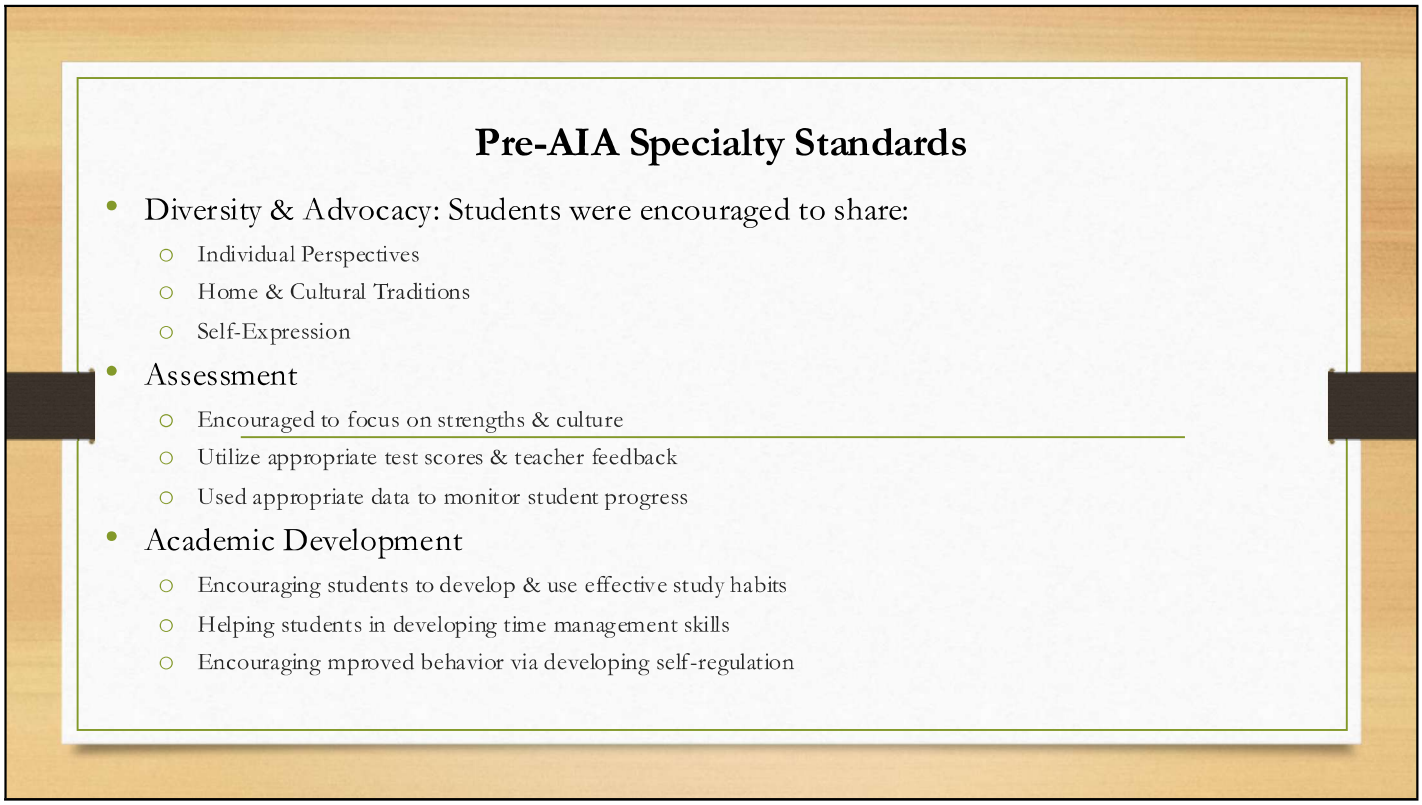
I, _____, have read and understand the contents of this informed consent.
(please print name)

I give my child permission to participate in small group counseling activities.

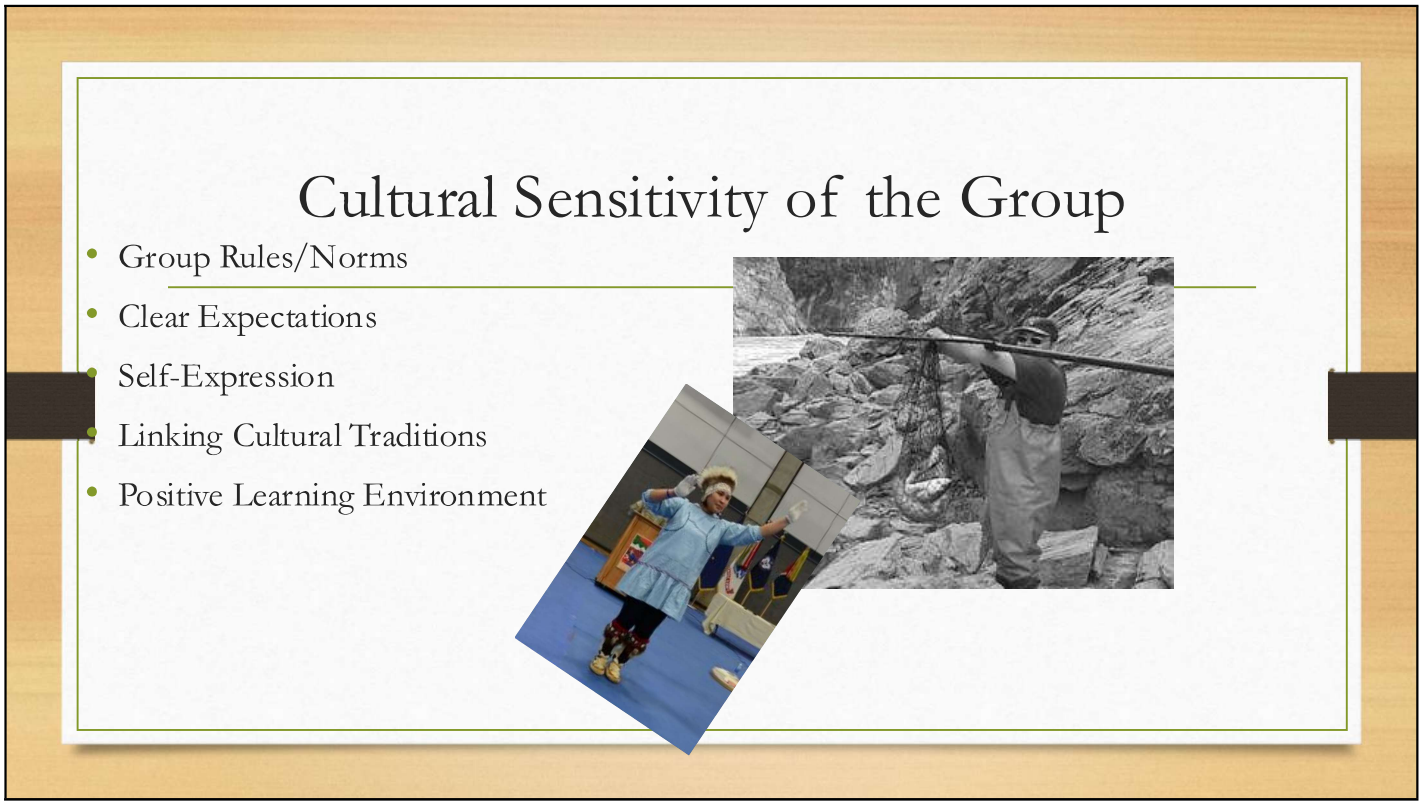
Parent/Guardian Signature:_____ Date:_____

- Consent Form
- Site Supervisor Approval
- Reviewed Needs Assessment

I began by gathering teacher, parent, and solutions team input via a needs assessment to help identify which students required academic support. I also reviewed each students previous MAP scores for math and language arts for an idea of their academic performance as well as their tier ratings. I made my final selection based on test scores teacher/parents/solutions team feedback and behavior and academic concerns.



Diversity & Advocacy: Students were encouraged to share their individual perspectives and their home and cultural traditions. Students were also encouraged to learn through self-expression.
Assessment: Students were encouraged to focus on their strengths and culture. Assessment also included utilizing the approproate test scores and teacher feedback to monitor student progress.
Academic Development: Student's academic success was encouraged through effective study habits, improved self-confidence, self-regulation, and the development of academic skills such as time management, organization, goal setting, reading, math, and writing.



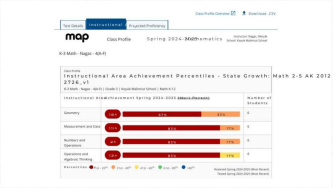
The small group for developing academic success was culturally sensitive as I provided group rules that promoted respect and understanding among the students and I set clear expectations and provided students with techniques to respectfully manage their disagreements via the use of "I feel" statements. Before the delivery of the psycho-educational small group, I provided guidance to help students build empathy and model kindness to their peers through SEL classroom guidance.

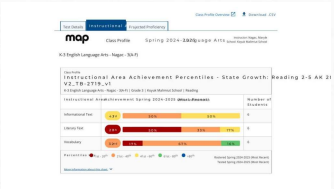
I promoted cultural sensitivity by encouraging self-expression and linking the student's cultural traditions such as time management, setting goals, and responsibility. According to Levy and Adjapong (2020), embracing cultural diveristy in school settings promotes the academic, career, and social-emotional success of all students.

Overall, I created a positive learning environment where students could develop their academic skills and feel comfortable and confident to do so. There were no incidents where students displayed prejudice, discrimination, or oppression and the students were open and receptive to sharing their ideas, likes/dislikes, and traditions without conflict or bias.

Evaluation of Data

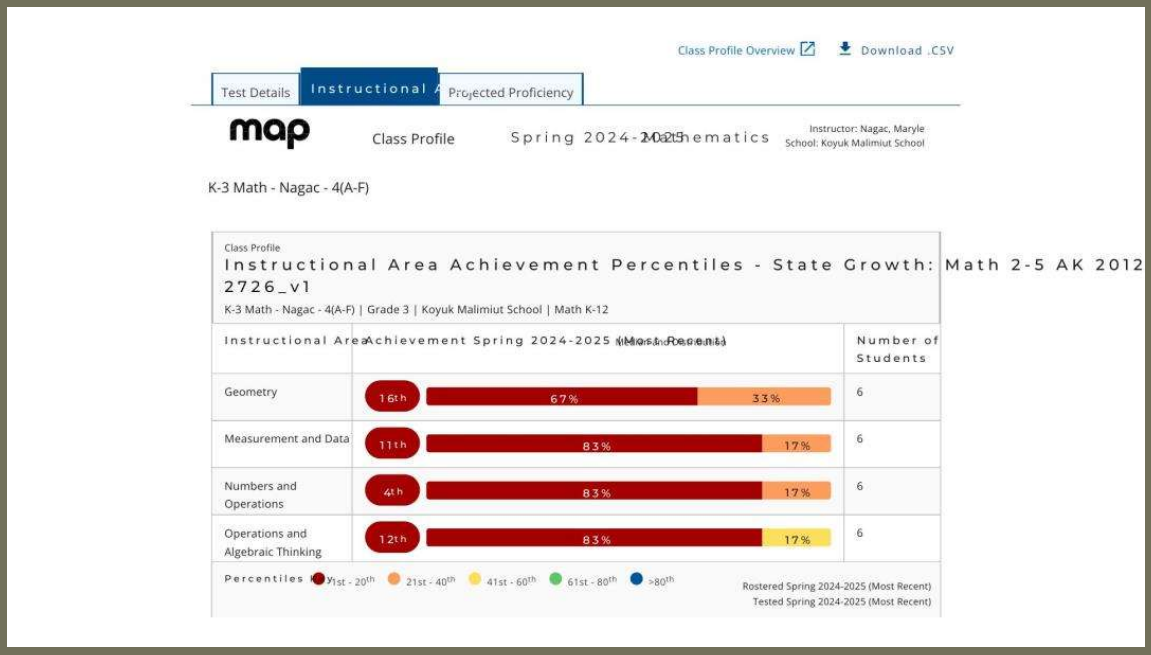
- Comparing MAP scores
- Areas for Growth
- Areas for Improvement
- Teacher Feedback

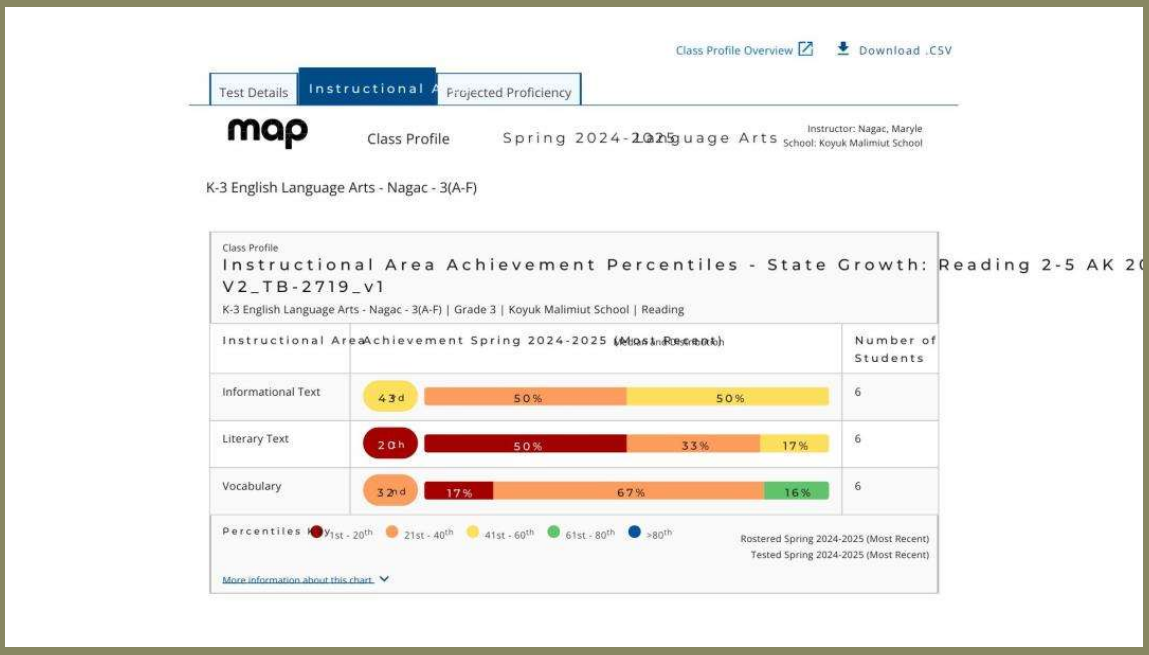


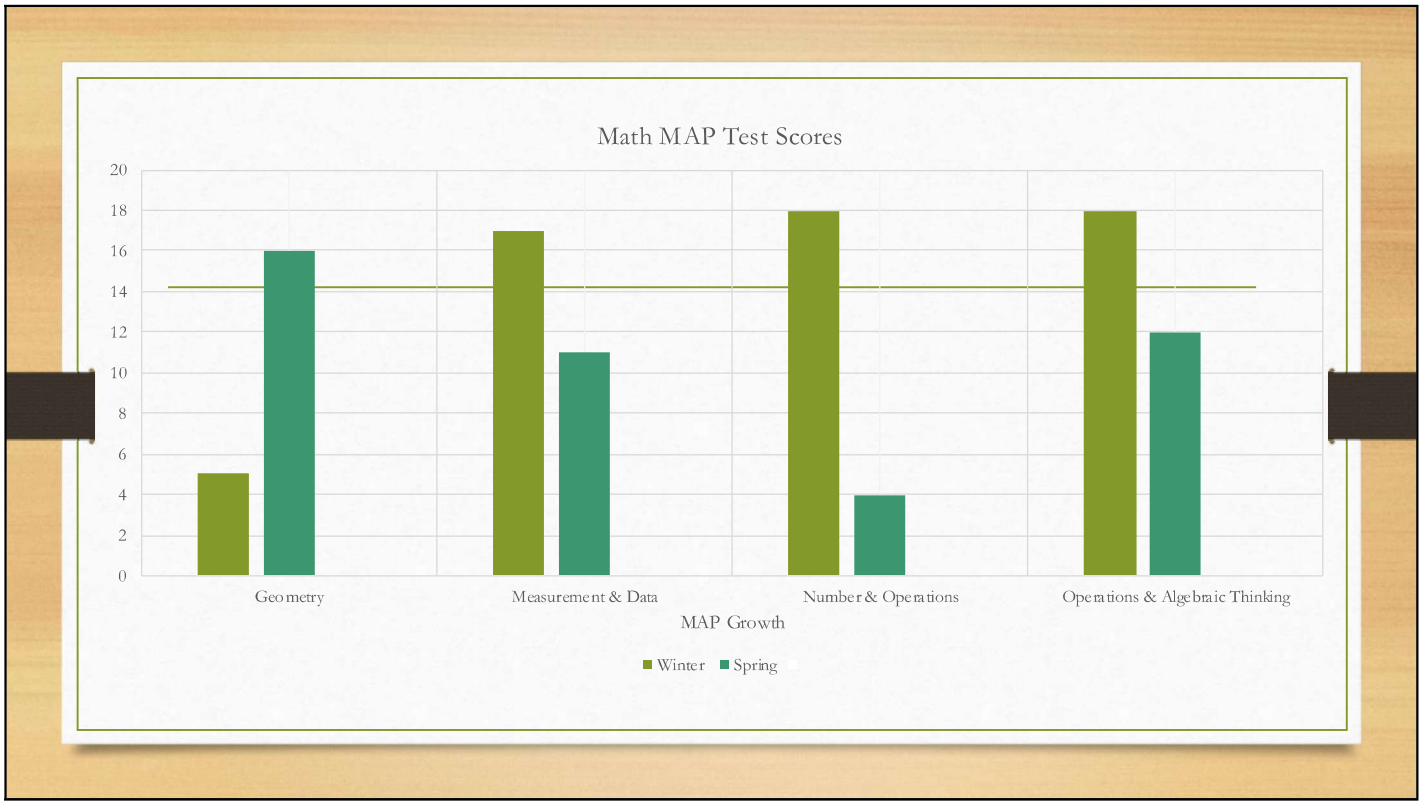


All the following data was retrieved from the *Bering Strait School District* (2025) MAP Class Profile. I was able to evaluate the small group by comparing the winter MAP test scores (before the small group) to the spring MAP test scores (after the small group) and noting areas of growth and areas for improvement. Areas of growth were indicated in the geometry portion of math with an increase from 71% of the class being in the 5th percentile to 67% being in the 16th percentile. Areas of growth were also indicated in all sections of language arts with 72% of the class being in the 6th percentile for informational text and ending with 50% of the class being in the 43rd percentile, 57% of the class beginning in the 18th percentile to ending with 50% of the class being in the 20th percentile for literary text, and 57% of the class beginning in the 15th percentile to 67% of the class ending in the 32nd percentile. On the other hand, there were also areas that indicated a need for improvement, for example, the measurement and data portion of math began with 57% of the class being in the 17th percentile and ending with 83% of the class being in the 11th percentile and in the number and operations portion 57% of the class began in the 18th percentile ending with 83% being in the 4th percentile.

After consulting with the teacher, she noted that most students struggled more taking the math section of the test than they did with the ELA portion. She noted that even though there were less behavior concerns in the classroom as a whole, that during the math portion students were challenged with focusing and engaged in rapid guessing.


Class Profile Overview
Download .CSV
Test Details
Instructional A
Projected Proficiency
map
Class Profile
Spring 2024-2025 Mathematics
Instructor: Nagac, Maryle
School: Koyuk Malimiut School
K-3 Math - Nagac - 4(A-F)
Class Profile
Instructional Area Achievement Percentiles - State Growth: Math 2-5 AK 2012 2726_v1
K-3 Math - Nagac - 4(A-F) | Grade 3 | Koyuk Malimiut School | Math K-12
Instructional Area
Achievement Spring 2024-2025 (Most Recent)
Number of Students
Geometry
16th
67%
33%
6
Measurement and Data
11th
83%
17%
6
Numbers and Operations
4th
83%
17%
6
Operations and Algebraic Thinking
12th
83%
17%
6
Percentiles
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th
Rostered Spring 2024-2025 (Most Recent)
Tested Spring 2024-2025 (Most Recent)


Class Profile Overview
Download .CSV
Test Details
Instructional A
Projected Proficiency
map
Class Profile
Spring 2024-2025 Language Arts
Instructor: Nagac, Maryle
School: Koyuk Malimiut School
K-3 English Language Arts - Nagac - 3(A-F)
Class Profile
Instructional Area Achievement Percentiles - State Growth: Reading 2-5 AK 2(
V2_TB-2719_v1
K-3 English Language Arts - Nagac - 3(A-F) | Grade 3 | Koyuk Malimiut School | Reading
Instructional Area
Achievement Spring 2024-2025
Number of Students
Informational Text
43rd
50%
50%
6
Literary Text
20th
50%
33%
17%
6
Vocabulary
32nd
17%
67%
16%
6
Percentiles
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th
Rostered Spring 2024-2025 (Most Recent)
Tested Spring 2024-2025 (Most Recent)
More information about this chart


Math MAP Test Scores
20
18
16
14
12
10
8
6
4
2
0
Geometry
Measurement & Data
Number & Operations
Operations & Algebraic Thinking
MAP Growth
Winter
Spring

Reading MAP Scores
50
45
40
35
30
25
20
15
10
5
0
Informational Text
Literary Text
Vocabulary
Winter
Spring

References

Bering Strait School District (2025). MAP class profile. [Unpublished internal document]

Durant, J., & Wright, D. B. (2022). Exploring the association between MAP growth and SBA by demographics. *Frontiers in Education, 7*. https://doi.org/10.3389/feduc.2022.851625

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