



# SCHOOL COUNSELOR LEADERSHIP NETWORK

R I V E R S I D E C O U N T Y

**ON-THE-GO WEBINAR SERIES**

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R I V E R S I D E C O U N T Y

LEADERSHIP NETWORK

SCHOOL COUNSELOR



**SCHOOL COUNSELOR  
LEADERSHIP NETWORK**  
RIVERSIDE COUNTY  
ON-THE-GO WEBINAR SERIES

# **Dreaming Up Big Interventions: Determining Root Cause Analysis**

**Riverside County Office of Education  
College and Career Readiness  
School Counselor On-The-Go Series**

# College & Career Readiness Unit

## Meet Our Team



Catalina Cifuentes  
*Executive Director*



Gil Compton  
*Director I*



Matt Elder  
*Director I CalSOAP*



Yuridia Nava, Ed.D.  
*Coordinator*



Erika Bennett  
*Coordinator*



# Virtual Meeting Tips

- This meeting is being recorded so that others may listen to it at a later time for reference and will be uploaded to the RCEC YouTube page as well as [www.rcec.us](http://www.rcec.us) once you log in to access the content of the webinar series
  - All connections to this live meeting feature have been accounted for so please do not forward the Zoom link or invite anyone to join because you are taking someone else's spot and Zoom will automatically start kicking off connections randomly
  - Please use the chat feature to ask your questions
- \*\*Every effort has been made to ensure the security of this webinar from “zombombombers” but in the event that we experience that, please stay calm and we will resume as soon as the technical difficulties have been resolved.\*\***



# Meet Your Presenter



**Dr. Dawn Mann**  
**New Dawn Consulting**



# Dreaming Up Big Interventions: Determining Root Cause Analysis

Riverside County Office of Education

March 31, 2023

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Presenter: Dawn Mann, Ed.D.



# MEET YOUR LEARNING FACILITATOR

**DAWN MANN, Ed.D.**

**Chief Operating Officer, New Dawn Training Solutions**

Former

- Director of Engagement Services, Hatching Results
- Director of Counselor Engagement, CEFGA
- Program Manager for Career Readiness & Counseling, GaDOE
- High School Counselor & Lead School Counselor, Cobb County, Georgia
- Recognized ASCA Model Program (RAMP), 2010
- 2017 National School Counselor of the Year Finalist
- 2014 Cobb High School Counselor of the Year



# Today's Objectives

## Objectives

By the end of today's professional learning, you will know how to:

1. Apply the principles of Backward Design to the school counseling program goals.
2. Align root causes with the instructional design.





# About You

Pick one question to answer and share in the chat.

If you could have anything you want for your birthday, what would it be and why?

Complete the following sentence: One thing not many people know about me is...

Would you rather be a celebrity for being an actor, musician, or athlete? Explain.

What would you do with one million dollars?

What is the bravest act you've ever performed? Describe what you did.

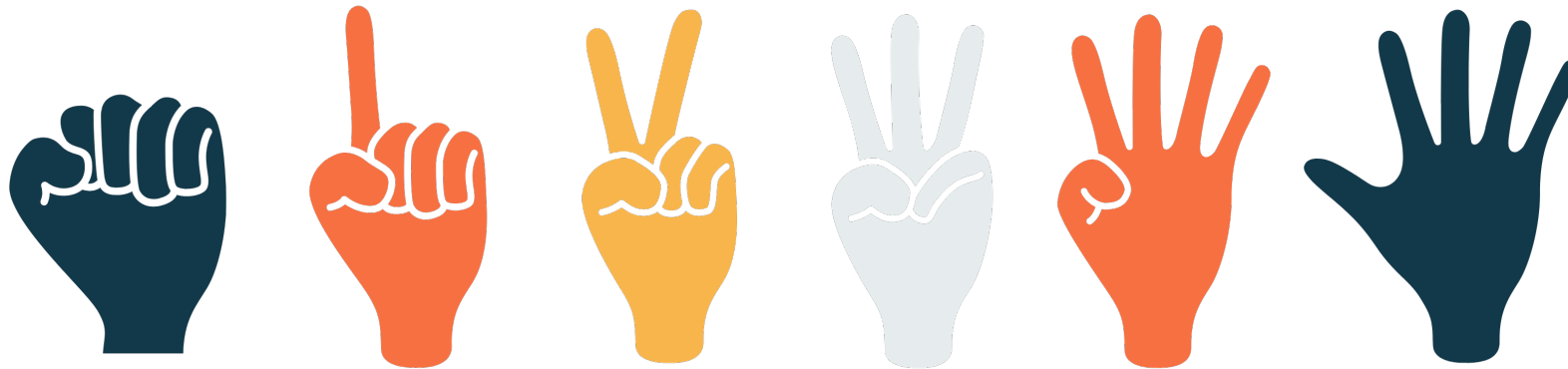
# Starting In Reverse



# Applying Backward Design to the School Counseling Program Goals

# Rate your ability to apply **Backward Design** to your school counseling instructional plans.

Zero  
Ability



Tons of Ability

# Backward Design

## Identify the Desired Results

- What is the goal?
- What do you want students to believe, know how to do, and know (A.S.K.) as a result of the intervention?



## Determine Acceptable Evidence

- How will you know whether students learned the desired A.S.K.? What evidence will you collect to prove it? What pre/post questions will gather the desired data?



## Plan Instruction & Activities

- How will you teach the A.S.K.s? What engagement strategies will you use? What activities are shown to yield positive results when helping students learn?



# A Little Deconstruction | Identify the Desired Results

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

What's the **end goal** simplified?



To decrease the number of D's earned

Now what?

# A Little Deconstruction | Determine Acceptable Evidence

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

What are my **evidence** options?



Student Transcripts (final grades)  
Report Cards  
Student Grade Book (progress monitoring)  
Student Self-Report

Now what?

# A Little Deconstruction | Determine the Root Cause

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

Why are students earning D's?

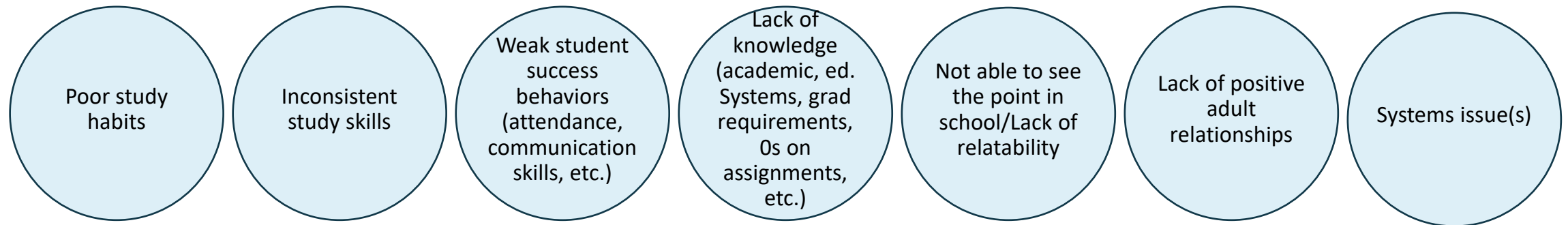


1. Poor study skills
2. Inconsistent study habits
3. Weak student success behaviors (attendance, homework completion, note taking, organization, communication skills, advocacy, etc.)
4. Lack of knowledge (academic and/or ed systems and process knowledge-grad requirements, how a zero impacts overall grade, etc.)
5. Not able to see the point in school/Lack of relatability/Boredom
6. Lack of positive adult relationships
7. Systems issue(s)

# Let's Pause On Root Cause

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

Why are students earning D's?



# The 5 Why (5Y) Method



**The 5 Whys Technique** was developed by Sakichi Toyoda, founder of Toyota, implemented as the basis of Toyota's scientific approach ([learn more!](#))



# A Little Deconstruction | Plan Instruction & Activities

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

What are the appropriate interventions?



What's currently in place?  
What's missing?

Root Cause Analysis: Poor Study Skills.

What do I want students to believe, know, and know how to do?

# A Little Deconstruction | Poor Study Skills

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 25% from 366 'D' grades to 274 'D' grades.

What do I want students to believe, know, and know how to do? This question drives the instruction and activities.

## Believe

- That they are capable
- That refining study habits will yield positive results
- That one zero negatively impacts the overall grade

## Know

- How to take notes
- How to review notes
- How to organize materials
- How a "0" impacts the overall grade

## Know How to Do

- Apply the Cornell note-taking method
- Briefly review notes nightly
- How to set up a system for keeping school materials organized
- How to calculate the impact of a "0"

# Let's Work Together | Identify the Desired Results

“By May 2023, the average daily hourly **attendance for 8<sup>th</sup>-grade students will increase by 50%** from an average of 10 hours a week (first 9 weeks) to 15 hours a week.”

What's the **end goal** simplified?



To \_\_\_\_\_

# Let's Work Together | Determine Acceptable Evidence

“By December 2022, the average daily hourly **attendance for 8<sup>th</sup>-grade students will increase by 50%** from an average of 10 hours a week (first 9 weeks) to 15 hours a week.”

What evidence will you collect?



Evidence Examples

# Let's Work Together | Determine Root Cause

“By December 2022, the average daily hourly **attendance for 8<sup>th</sup>-grade students will increase by 50%** from an average of 10 hours a week (first 9 weeks) to 15 hours a week.”

Why are students not attending school?



Let's brainstorm potential causes.



# Let's Work Together | Plan Instruction & Activities

“By December 2022, the average daily hourly **attendance for 8<sup>th</sup>-grade students will increase by 50%** from an average of 10 hours a week (first 9 weeks) to 15 hours a week.”

## What's in place? • What's missing?

What do we want students to believe, know, and know how to do?

**Remember**—this question drives the instruction and activities.

Believe

Know

Know How to  
Do

# Questions?

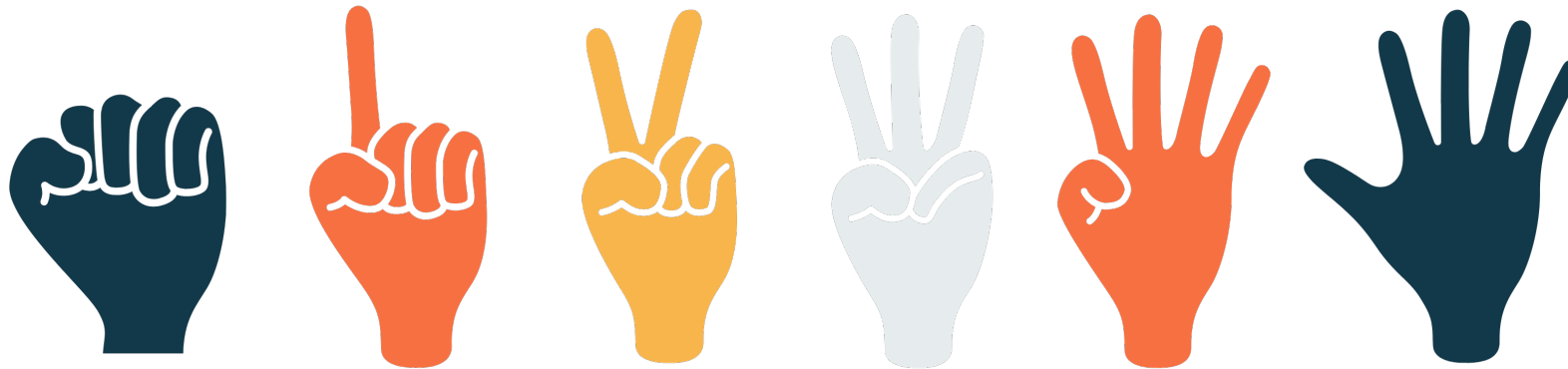
# Backward Design | Your Turn

By the end of May 2023, fifth-grade students will decrease the total number of unsatisfactory conduct grades by 20% from 125 to 100.

Component	Question
End Goal	What's the <b>end goal</b> simplified?
Evidence	What <b>evidence</b> will you collect?
Root Cause	Why are students receiving unsatisfactory conduct grades?
Instruction and Activities	What's in place? What's missing? What do I want students to believe, know, and know how to do?

# Rate your ability to apply **Backward Design** to your school counseling instructional plans.

Zero  
Ability



Tons of Ability

# Aligning the Instructional Design with the Plan

# Aligning the Instructional Design with the Outcome Goal Plan



## A Little Deconstruction | Poor Study Skills

By June 2023, 10<sup>th</sup>-grade students who earned 6 or fewer credits in the 9th grade and have 2 or more 'Ds' at the end of the 1<sup>st</sup> 9-week period will **decrease the total number of 'Ds'** by 34% from 366 'D' grades to 274 'D' grades.

What do I want students to believe, know, and know how to do? This question drives the instruction and activities.

Believe	Know	Know How to Do
<ul style="list-style-type: none"> <li>• That they are capable</li> <li>• That refining study habits will yield positive results</li> <li>• That one zero negatively impacts the overall grade</li> </ul>	<ul style="list-style-type: none"> <li>• How to take notes</li> <li>• How to review notes</li> <li>• How to organize materials</li> <li>• How a "0" impacts the overall grade</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Cornell note-taking method</li> <li>• Briefly review notes nightly</li> <li>• How to set up a system for keeping school materials organized</li> <li>• How to calculate the impact of a "0"</li> </ul>



### Annual Student Outcome Goal Plan

School Counselor Dawn Mann School Year SY2023

Identify and describe outcome data (achievement, attendance, or discipline) that serves as the basis for the goal:

A review of 9th-grade transcripts and report cards revealed a correlation between student final grades and student grades at the end of the first 9 weeks of school. Specifically, students with "Ds" at the end of the first quarter were more likely to complete the course with a "D" as the final grade.

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By June 2023, 10th-grade students who earned 6 or fewer credits in the 9<sup>th</sup> grade and have two or more Ds at the end of the 1<sup>st</sup> 9-week period

*End Date* *Describe Targeted Students*  
(Criteria for inclusion in interventions with multiple descriptors)

Will decrease The total number of D's

*Decrease/Increase* *Describe specific outcome to be changed (achievement, attendance or discipline)*

by 25% from 366 "D" grades to 274 "D grades

*Percent change* *Baseline data (Numbers only)* *Target data (Numbers only)*

# Aligning the Instructional Design with the Outcome Goal Plan

## Supplemental Data:

Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.) to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

School counselors report:

Teachers report: Teachers report that 9th-grade students struggle to understand the importance of assignments that impact grades and that students don't understand the retention policy.

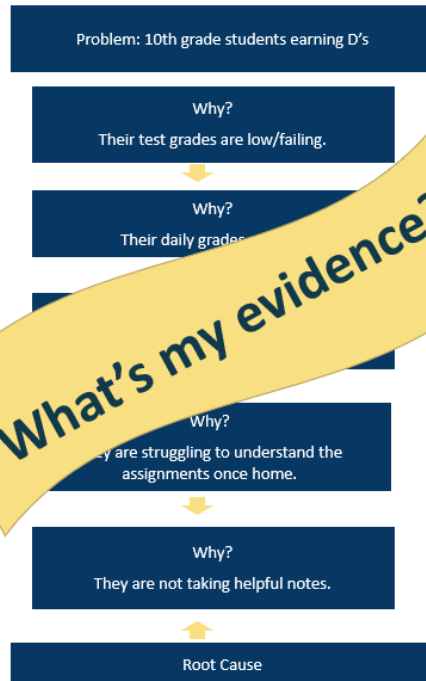
Administrators report: Course failure rates have been trending upward for the past two years- 21% to 28%

Parents report: 62% of parents report that students struggle with the transition to 9th grade, and 51% of parents report that middle school assignments were easy for students to complete before leaving class.

Students report: 36% of students report needing help with study skills, 29% of 9th-grade students report experiencing stress regarding managing a high school.

Others report:

## The 5 Why (5Y) Method



The 5 Whys  
Technique was developed by  
Sakichi Toyoda, founder of Toyota,  
implemented as the basis of Toyota's  
scientific approach. [Learn more!](#)

# Aligning the Instructional Design with the Outcome Goal Plan



Systemic Focus
Identify school or system policies, procedures, or practices that create or maintain inequities relevant to this goal.
Re-assessment policies
List 1–2 strategies that could influence systemic change related to this goal.
1. Work with teachers and administrators to ensure that all students understand the re-assessment policy and are taking advantage of the re-assessment policy



# Aligning the Instructional Design with the Outcome Goal Plan

## A Little Deconstruction | Poor Study Skills

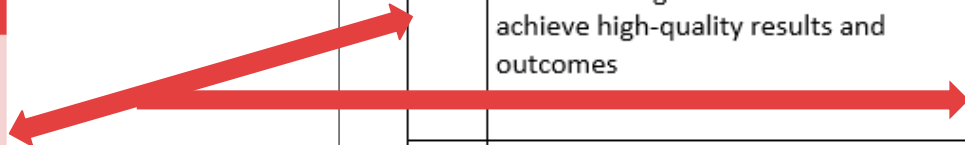


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ASCA Student Standards Targeted		Student Learning Objectives
Identify 1–2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:		For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&B#	<i>Mindsets &amp; Behaviors Standards</i>	<i>Learning Objective(s)</i>
M5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	Student(s) will identify two strategies for organizing school materials. Student(s) will revise their current notes using the Cornell note-taking method.
B-LS.3	Use time-management, organizational and study skills	Student(s) will: Student(s) will:



# Aligning the Instructional Design with the Outcome Goal Plan

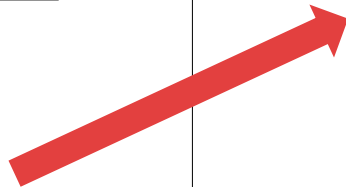
## A Little Deconstruction | Poor Study Skills



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### Pre-/Post-Assessment:

Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Strongly Disagree</i>	Disagree	Agree	<i>Strongly Agree</i>

Statement	Scale
I believe I can use my abilities to achieve quality outcomes in school.	1 2 3 4
I believe that earning one zero on a test grade significantly impacts my course grade negatively.	1 2 3 4
I can earn higher grades in my courses.	1 2 3 4
Changing my study habits will improve the grades I earn.	1 2 3 4

### Multiple Choice Question:

One strategy to organize my school materials is:

- A. Rely on my memory
- B. Text my teacher
- C. Use folders for homework assignments

### Skill Assessment:

Students will produce notes taken using the Cornell method.

# Aligning the Instructional Design with the Outcome Goal Plan

## A Little Deconstruction | Poor Study Skills



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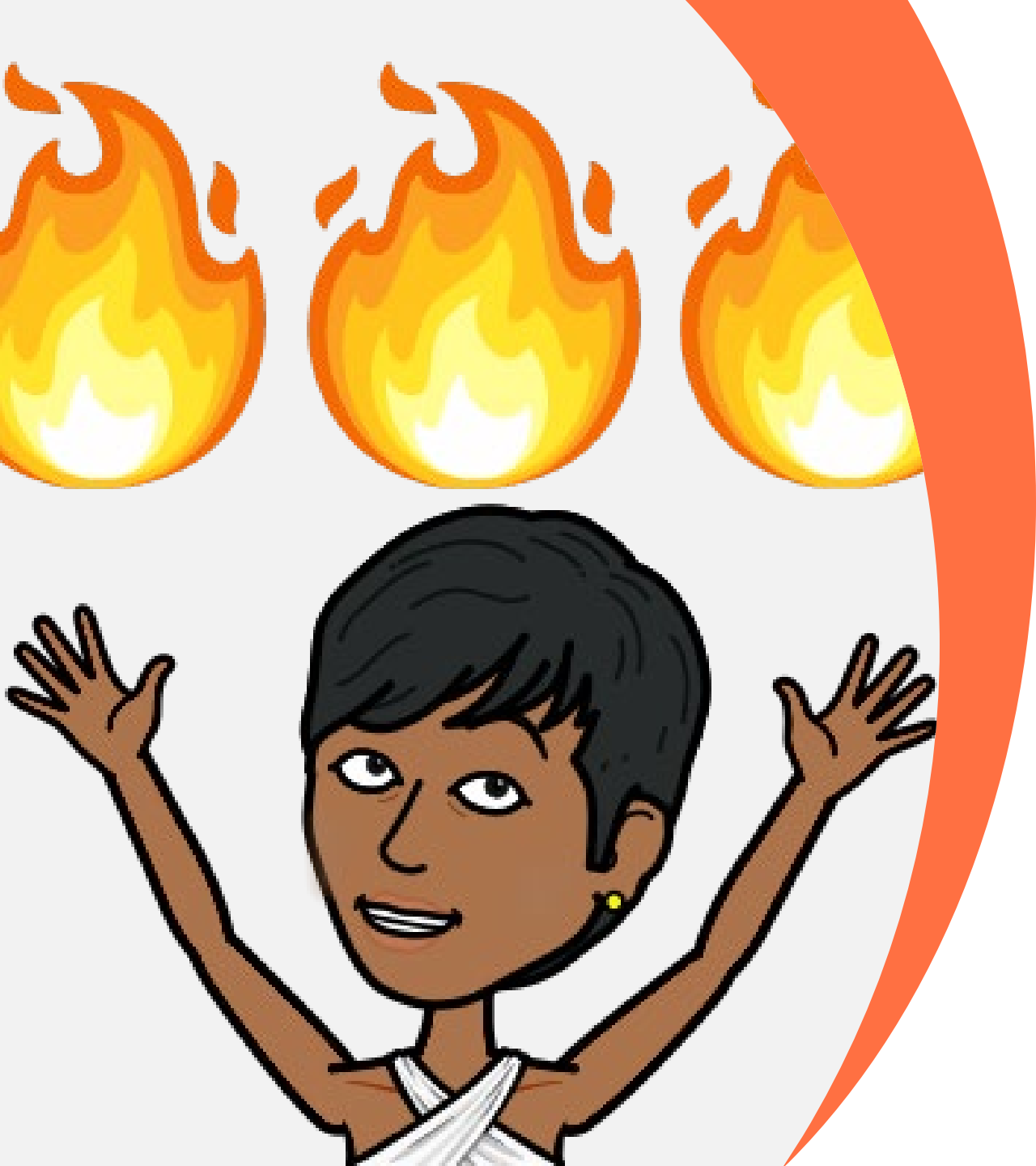
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Apply this same process when developing the CTG Plan

Activities/Strategies	Instructional Strategies	Assessment Strategies
Describe Direct Student Learning Objectives (minimum of two)	Instruction on Cornell note-taking method Instruction on study strategies Instruction on strategies to organize materials	Provide information on the intervention impacts
	Instruction on how to calculate the impact of a "0" on grades	

# Questions?



Thank you for  
allowing me to  
facilitate your  
learning!

## **CONTACT INFORMATION**



Dawn Mann [dawn@newdawntraining.com](mailto:dawn@newdawntraining.com)

*Thank you!*



# We are here to support you!

Please reach out to College and Career Readiness with any needs at your school site, professional development topics, or general questions at:

Erika Bennett

951-249-8862

[ebennett@rcoe.us](mailto:ebennett@rcoe.us)

*thank you!*