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Evidenced-Based School Counseling: Using Data to Write Meaningful SLO's & Program Goals

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Evidence-Based Counseling:

Using Data to Write Meaningful SLO's & Program Goals

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Agenda

- Your experiences with data/SLO's/goals? What would be helpful?

- 1: *Introduction to SLO's*
- 2: *Choosing & writing SLO's & goals*
- 3*: Targeting counseling interventions*
- 4: *Collecting & analyzing data*
- 5: *Questions & work/planning time*

Introduction to SLO's

What's an SLO?

- **<u>Student Learning Outcome</u>**
  - A statement describing the knowledge, skills, values, dispositions, attitudes, and/or experiences that students should acquire through completion of a course or program of study." (Loyola Learning Technologies & Assessment)

Essential components of SLO's

- Student learning behaviors
  - ✓ What is the student expected to be able to know?
  - ✓ What is a student expected to be able to do?
  - ✓ How is a student expected to be able to think?

- Simple, specific action verbs

- Specific student performance criteria

- Appropriate assessment methods

- Timeframe for measuring outcomes

Formulas for SLO's

- **SWiBAT** (**S**tudent **Will Be Able To**) + **Behavior/Active verb** (from Bloom's taxonomy) + **Condition** (as a result of) + **Measurement** (as measured by or as demonstrated by ...) + **When** (at what timeline).

- **Condition** (As a result ....; from participating in ...) + **Audience** (selected population being assessed) + **Behavior** (active verb) + **Degree of Achievement**

Bloom's Taxonomy

Bloom's Level	Action Verbs
Knowledge (to know specific facts, terms, concepts, principles, or theories)	define, identify, indicate, know, label, list, name, recall, select
Comprehension (to understand, interpret, compare and contrast, explain)	classify, compare, contrast, describe, discuss, explain, locate, paraphrase, report, review, summarize
Application (to apply knowledge to new situations, to solve problems)	apply, compute, construct, demonstrate, dramatize, give examples, investigate, predict, use
Analysis (to identify the organizational structure of something; to identify parts, relationships, and organizing principles)	analyze, appraise, categorize, determine, diagram, differentiate, experiment, question, relate, solve, test
Synthesis (to create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme)	arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, perform, plan, prepare, produce, propose
Evaluation (to judge the quality of something based on its adequacy, value, logic, or use)	appraise, assess, choose, decide, estimate, evaluate, judge, rate, revise, select

Examples

- **SWIBAT**: *Students will be able to…*

- **Behavior/Active Verb**: *create a 4-year plan…*

- **Condition**: *as a result of a guidance lesson…*

- **Measurement**: *and as measured by the percentage of acceptable plans turned in…*

- **When**: *by registration day.*

Evaluate Your SLO

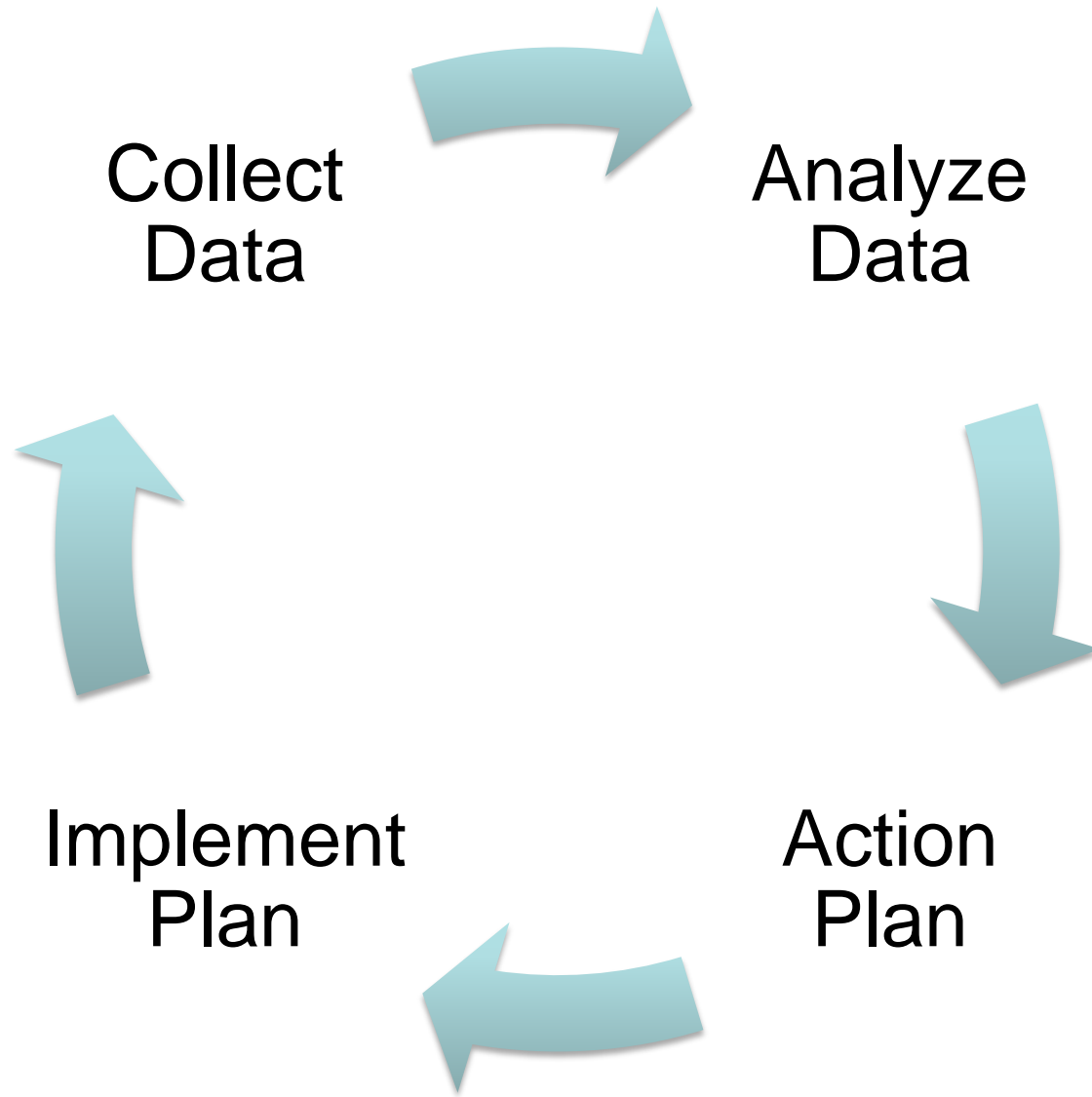After you have written a learning outcome, check every learning outcome by asking:

- Does the learning outcome describe what your program intends for students to know (cognitive), think (affective) or do (behavioral)?
- Is the outcome detailed and specific?
- Is it measurable?
- Can you count it, observe it, or identify it?
- Is it meaningful?
- Is it manageable?
- Can you create an activity to enable students to learn the desired outcome?
- Who will be gathering evidence to know the outcome has been met?
- Who would know if my outcome has been met?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

Now What?

- Creating effective SLO's & goals

- Interventions to address goals

- Collecting & analyzing data

Effective SLO's & Goals

- Promote academic achievement, attendance, student choice, behavior, or school safety

- Address academic, career, and/or personal/social development

- Are based on school data

- Address policies and practices to close the achievement gap

- Are *SMART*: Specific, Measurable, Attainable, Results-Oriented, Time Bound

SMART Goals

- **S**pecific issue: What is the problem based on our school's data?

- **M**easurable: How will we measure the effectiveness of the intervention?

- **A**ttainable: What outcome would stretch us, but still be attainable?

- **R**esults-oriented: Is the goal reported in results-oriented data? (Process, perception, outcome)

- **T**ime bound: When will our goal be accomplished?

How SMART?

Goal 1: Increase academic achievement for all students.

Goal 2: Increase graduation rate from 89% to 92% by June 2013.

Goal 3: Establish safe, secure, and respectful schools.

Goal 4: Decrease the gap between African American and White students in terms of ACT composite scores by 2% by June 2013.

Choosing Outcomes

- DATA, DATA, DATA ☺

  – ASCA School Data Profile Template

- School Improvement Plan

- Needs Assessments

- Stakeholders (admin, students, parents)

- Student Standards (ASCA, Indiana)

How to Meet Goals?

- Large group education

- Classroom guidance

- Small groups

- Individual counseling/planning

- Parent education

Action Plans

- ASCA Action Plans:
  - [Small Group](#)
  - [Curriculum (Guidance)](#)
  - [Closing the Gap](#)
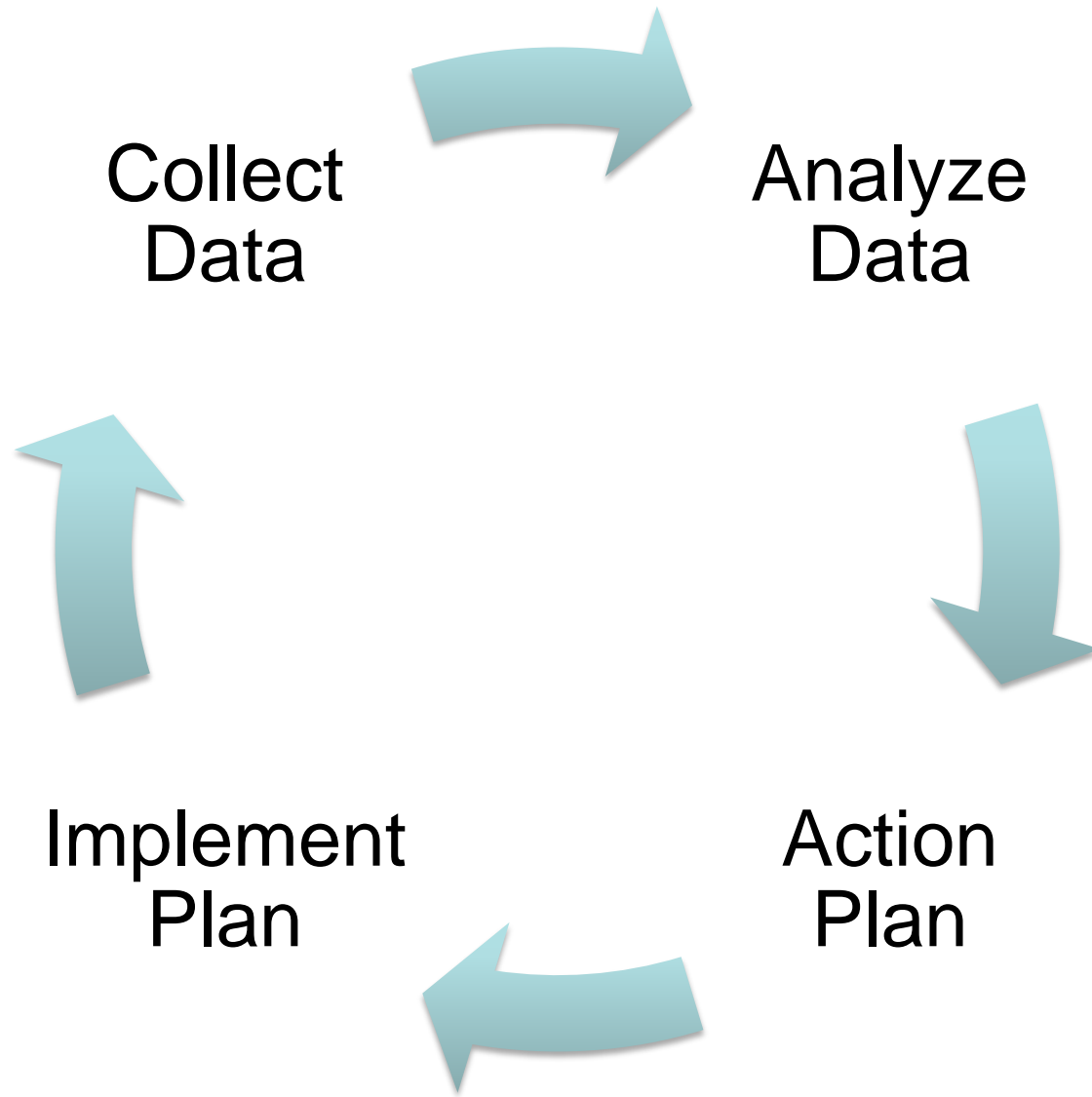
- Link to standards (ASCA, Indiana)

Collecting & Analyzing Data

"In God we trust…everybody else, bring data"

Pat Martin, College Board

Why do we need data?

- Helps us figure out what we should do more of, and less of

- Helps us target limited resources more effectively

- Helps us show other people how what we do makes a difference

Types of Data

- **Process**: Number of students impacted

- **Perception**: Changes in knowledge, attitudes, beliefs (Pre/Post Test, Surveys)

- **Outcome**: Evidence students have utilized knowledge, attitudes, beliefs; changes in achievement, student choice, school safety

Types of Data

<u>*Process, Perception, or Outcome?*</u>

- 75% of 9th graders completed a career assessment via Naviance.

- After 6 group sessions, 90% of group participants indicated that they use a planner "everyday", as opposed to 25% at the start of group.

- Following intervention, the mean GPA of the targeted 10th graders increased from 1.5 to 2.1.

D.A.T.A.

- **D**esign:
  - ▶ What do you want to evaluate and why?
  - ▶ What do you want to know?
  - ▶ What do you want to understand better?
- **A**sk:
  - ▶ Does the information already exist?
  - ▶ What information or data do you need to answer the question?
  - ▶ Do you need to create data collection instrument?
  - ▶ What are your procedures?
  - ▶ What is your timeline?

D.A.T.A.

- **T**rack:
  - ▶ How will you make sense of the data?
  - ▶ How will you collate or disaggregate the data?
  - ▶ How will you organize your data and present your data?
- **A**nnounce:
  - ▶ What do the results mean?
  - ▶ How will you use your findings?
  - ▶ Who will you share them with?
  - ▶ What are the recommendations?

Keys to Data Collection

- Will you use existing data (school improvement data)?
  - Attendance, GPA, grad rates, suspension rates, discipline referrals, standardized test scores

- Will you collect new data?
  - Observations
  - Interviews
  - Focus groups
  - Surveys

What makes a good survey?

- Gives you important information and has high face validity

- Only collect data you need.

- Created with participants in mind in terms of language and clarity of directions.

- Consider Likert Scales
  - ► Two-point (yes, no or smiley faces)
  - ► Three-point (yes, sometimes, no or not true, somewhat, often true)
  - ► Four-point (SD, D, A, SA or almost never, hardly ever, sometimes, most of the time)
  - ► Five-point (SD, D, Unsure, A, SA)

"Good" Questions

- Use parallel language so all are either positive or negative.
  - ► *New students do not feel welcome at our school.*
- Limit "socially desirable" responding
  - ► *Counselors are good people to go to for help*
- Each question is a single question
  - ► *My counselor is approachable, helpful, and is always available*
- Each question is answerable by respondents
  - ► *What is your household income?*

Paper vs. Online Surveys

- Paper Surveys
  - Easily distributed, no computer necessary
  - Each question is technically 'optional'
  - Anonymity harder to guarantee
  - Data can be hand-tallied, or put into a data analysis program

- Online Surveys
  - Computer access
  - Email invite, easier to reach parents
  - Questions can be "required"
 - Data ready for analysis

Data Collection Designs

- Posttest only- one group
- Posttest only with control group
- Pretest-Posttest- one group
- Pretest-Posttest with control group
- True Experimental

Using Technology for Data

- Web-based tools that can help you create surveys that can be completed online
    - http://www.counselingtechnology.net/
    - http://www.surveymonkey.com/
    - https://www.google.com/accounts

- EZAnalyze is a free 'add in' for Excel that does basic and advanced statistical analysis
    - Video tutorials are on-line
    - http://www.ezanalyze.com/index.htm

Excel Add-in
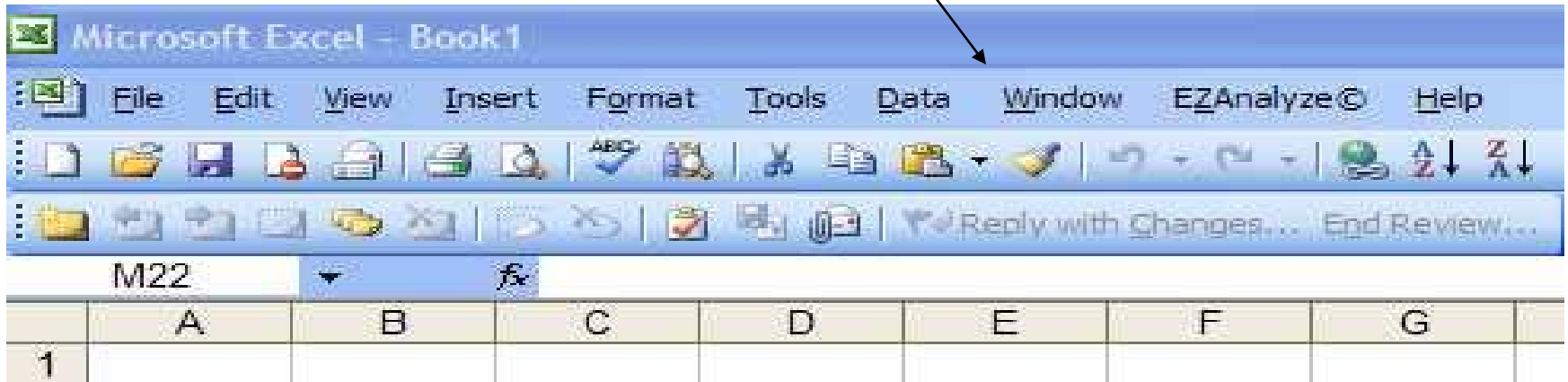
1 Percentages 2. descriptive (mean, median, mode, SD, range)

By variable (gender, ethnicity, grade level)

Histogram, pie charts

Summary and difference variables

Correlation, t-test, ANOVA, Chi Square

References

- Kaffenberger, C. & Young, A. (2007). *Making data work*. Raleigh, NC: ASCA.
- Leedy, P. & Ormrod. (2005). *Practical research: Planning and design*. Pearson Education.
- Stone, C. & Dahir, C. (2007). *School counselor accountability*. Pearson Education.
- PowerPoint Information from Tim Baker & Tim Poynton

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Questions?

Work time!