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Tina M. Anctil

Portland State University, anctil@pdx.edu

Todd E. Johnson

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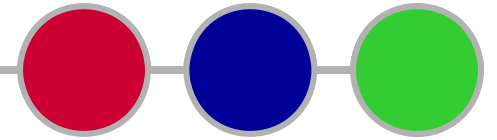
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School Counselor Confidence Designing and Implementing a MEASURE: Experiences from Washington State

Tina M. Anctil, Ph.D., LPC, CRC

Todd E. Johnson, Ph.D., CRC, CVE

**Department of Educational Leadership &
Counseling Psychology**

Contact: tmanctil@wsu.edu

How confident are school counselors when making data-based decisions?

- **Self-efficacy applied to school counselors**
- **If a school counselor possesses perceived confidence to collect and analyze data in his/her school, will he/she also be successful in making data-based programmatic decisions that positively impact student achievement?**

Study Context

- **WSU School Counseling Summit Spring 2005**
 - **70 key school counseling stakeholders (35 school counselors) from 30 schools attended**
 - **Participants designed a MEASURE to be implemented in the 2005-2006 school year**
 - **This study was conducted in conjunction with the Summit**

Research Questions

- **What types of decisions do school counselors make?**
- **What types of data are used to make school counseling decisions?**
- **What types of data do school counselors need to learn more about?**
- **What are school counselors' perceived confidence in compiling and interpreting data?**
- **What are the perceived benefits and barriers to implementing a MEASURE?**

Participants

- **Participants (n =45)**

- Teachers, graduate students & principals
- Elementary/secondary counselors
- Master's Degree (76%)

- **Divided into three groups**

- Group One (n=15): No school counseling experience
- Group Two (n=11): 1 - 9 years school counseling experience
- Group Three (n=19): 10 or more years school counseling experience

Data Driven Confidence Inventory

Four Sections

- 1) Types of decisions school counselors make;
- 2) Types of data used to make school counseling decisions;
- 3) Types of data school counselors need to learn more about; and,
- 4) Counselor's perceived confidence in compiling and interpreting data.

Section 1: Decision Making

**“What percent of time do you spend in your current position making decisions”
(1-25%, 26-50%, 51-75%, 76%+)**

| Type of decision | Group 1 0 Years | | | Group 2 1-9 Years | | | Group 3 10+ years | | | ANOVA | |
|------------------|--------------------|----------|-----------|----------------------|----------|-----------|----------------------|----------|-----------|----------|----------|
| | <i>n</i> | <i>M</i> | <i>SD</i> | <i>n</i> | <i>M</i> | <i>SD</i> | <i>n</i> | <i>M</i> | <i>SD</i> | <i>F</i> | <i>p</i> |
| Educational | 10 | 2.70 | 1.77 | 11 | 2.18 | 1.47 | 16 | 1.56 | 0.63 | 2.509 | 0.10 |
| Instructional | 10 | 2.30 | 1.77 | 11 | 1.64 | 1.21 | 16 | 2.25 | 1.73 | 0.603 | 0.55 |
| Grading/scoring | 11 | 2.73 | 1.90 | 11 | 3.18 | 2.09 | 16 | 2.31 | 1.89 | 0.651 | 0.53 |
| Diagnostic | 8 | 2.63 | 2.00 | 11 | 1.82 | 1.60 | 16 | 1.94 | 1.57 | 0.608 | 0.55 |
| Selection | 8 | 2.50 | 2.07 | 7 | 2.14 | 1.95 | 13 | 2.62 | 1.85 | 0.137 | 0.87 |
| Placement | 8 | 3.00 | 1.93 | 11 | 1.91 | 1.58 | 17 | 1.76 | 1.15 | 2.013 | 0.15 |
| Counseling | 12 | 3.25 | 1.36 | 11 | 3.00 | 1.18 | 19 | 2.26 | 1.10 | 2.853 | 0.07 |
| Guidance | 12 | 2.75 | 1.54 | 11 | 2.64 | 1.21 | 19 | 2.11 | 1.29 | 1.022 | 0.37 |
| Program | 12 | 2.33 | 1.67 | 11 | 2.45 | 1.13 | 17 | 1.71 | 1.26 | 1.255 | 0.30 |
| Curriculum | 11 | 2.09 | 1.70 | 10 | 2.00 | 1.15 | 17 | 1.82 | 1.29 | 0.134 | 0.88 |
| Administrative | 11 | 2.18 | 1.83 | 11 | 1.82 | 1.40 | 18 | 2.39 | 1.72 | 0.397 | 0.67 |
| Policy | 10 | 2.40 | 1.84 | 11 | 1.82 | 1.60 | 16 | 2.13 | 1.75 | 0.297 | 0.74 |

Section 2: Data Used

“Choose the data types used during the last year to make decisions”

Years of Practice as School Counselor

| Type of Data | Group 1 0 Years (n=14) | | Group 2 1-9 Years (n=11) | | Group 3 10+ Years (n=19) | | Crosstabs ^a | | |
|------------------|---------------------------|-----|-----------------------------|------------|-----------------------------|------------|------------------------|-------|-------------------|
| | n | % | n | % | n | % | χ^2 | v | p |
| Educational | 7 | 50% | 9 | 82% | 13 | 68% | 2.869 | 0.255 | 0.24 |
| Instructional | 2 | 14% | 7 | 64% | 5 | 26% | 7.382 | 0.410 | 0.03 ^b |
| Grading/scoring | 6 | 43% | 3 | 27% | 7 | 37% | 0.650 | 0.122 | 0.72 |
| Diagnostic | 3 | 21% | 7 | 64% | 8 | 42% | 4.559 | 0.322 | 0.10 |
| Selection | 1 | 7% | 1 | 9% | 2 | 11% | 0.112 | 0.050 | 0.95 |
| Placement | 2 | 14% | 5 | 46% | 13 | 68% | 9.528 | 0.465 | 0.01 |
| Counseling | 8 | 57% | 9 | 82% | 13 | 68% | 1.730 | 0.198 | 0.42 |
| Guidance | 3 | 21% | 7 | 64% | 9 | 47% | 4.712 | 0.327 | 0.10 |
| Program | 3 | 21% | 8 | 73% | 5 | 26% | 8.464 | 0.439 | 0.02 |
| Curriculum | 3 | 21% | 6 | 55% | 5 | 26% | 3.581 | 0.285 | 0.17 |
| Administrative | 4 | 29% | 7 | 64% | 2 | 11% | 9.450 | 0.463 | 0.01 ^b |
| Policy | 6 | 43% | 6 | 55% | 5 | 26% | 2.496 | 0.238 | 0.29 |

^adf =2; ^b Greater than 20% of cells below expected count

Section 3: Learn About

“Choose the data types/categories you would like to learn more about”

Years of Practice as School Counselor

| Type of Data | Group 1 0 Years (n=14) | | Group 2 1-9 Years (n=11) | | Group 3 10+ Years (n=19) | | Crosstabs ^a | | |
|-----------------|---------------------------|-----|-----------------------------|------------|-----------------------------|-----|------------------------|-------|-------------|
| | n | % | n | % | n | % | χ^2 | v | p |
| Educational | 5 | 36% | 2 | 18% | 4 | 21% | 1.288 | 0.171 | 0.53 |
| Instructional | 5 | 36% | 4 | 36% | 6 | 32% | 0.095 | 0.046 | 0.95 |
| Grading/scoring | 2 | 14% | 0 | 0% | 2 | 11% | 1.605 | 0.191 | 0.45 |
| Diagnostic | 3 | 21% | 8 | 73% | 9 | 47% | 6.588 | 0.387 | 0.04 |
| Selection | 4 | 29% | 3 | 27% | 3 | 16% | 0.922 | 0.145 | 0.63 |
| Placement | 5 | 36% | 0 | 0% | 7 | 37% | 5.505 | 0.354 | 0.06 |
| Counseling | 8 | 57% | 4 | 36% | 7 | 37% | 1.632 | 0.193 | 0.44 |
| Guidance | 3 | 21% | 5 | 46% | 7 | 37% | 1.695 | 0.196 | 0.43 |
| Program | 3 | 21% | 2 | 18% | 3 | 16% | 0.127 | 0.063 | 0.92 |
| Curriculum | 4 | 29% | 1 | 9% | 9 | 47% | 4.805 | 0.330 | 0.09 |
| Administrative | 2 | 14% | 0 | 0% | 5 | 26% | 3.647 | 0.288 | 0.16 |
| Policy | 2 | 14% | 1 | 9% | 6 | 32% | 2.646 | 0.245 | 0.27 |

^adf =2;

Section 4: Confidence

“What is your confidence (1= Strongly disagree to 5 =Strongly agree)

| | Years of Practice as a School Counselor | | | | | | | | | ANOVA | | |
|---|---|-------------|-----------|----------------------|-------------|-----------|----------------------|-------------|-----------|----------|----------|----------|
| | Group 1 0 Years | | | Group 2 1-9 Years | | | Group 3 10+ Years | | | <i>F</i> | <i>p</i> | <i>d</i> |
| <i>Confidence with Aggregation</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | | | |
| At or above grade achievement level in reading, math, etc. | 12 | <u>2.92</u> | 1.00 | 10 | <u>4.20</u> | 0.63 | 19 | <u>3.74</u> | 1.24 | 4.302 | 0.020 | 1.5 |
| Passing all classes | 14 | <u>3.57</u> | 0.65 | 10 | 4.10 | 0.57 | 17 | <u>4.24</u> | 0.66 | 4.431 | 0.020 | 0.9 |
| Discipline referrals | 14 | <u>3.29</u> | 0.91 | 10 | <u>4.40</u> | 0.70 | 19 | <u>3.21</u> | 1.18 | 5.112 | 0.010 | 1.4 |
| Parent or guardian involvement | 14 | <u>2.64</u> | 0.84 | 10 | <u>4.00</u> | 0.94 | 19 | 3.32 | 1.11 | 5.527 | 0.010 | 1.2 |
| Percentage of students who apply conflict resolution skills | 14 | <u>2.43</u> | 0.65 | 10 | <u>3.60</u> | 1.26 | 18 | 2.83 | 1.15 | 3.721 | 0.030 | 1.5 |
| <i>Disaggregating confidence</i> | | | | | | | | | | | | |
| Plans for 504 students | 14 | <u>2.93</u> | 0.83 | 11 | <u>4.18</u> | 0.75 | 19 | <u>3.74</u> | 0.93 | 7.039 | 0.000 | 1.6 |
| Data from Teacher's | 14 | <u>2.86</u> | 1.03 | 9 | <u>4.33</u> | 0.5 | 17 | 3.71 | 1.21 | 5.966 | 0.010 | 1.8 |

Summit Follow Up

- **Goals:**
 - **Status of MEASURE implementation**
 - **Identify barriers to implementation**
 - **Identify characteristics of successful implementation**
 - **Recommendations for training and professional development**

Summit Outcomes

- **40% of counselors who attended the Summit reported using data in a new way in the past year**
 - **9 counselors**
 - **2 from Group 2**
 - **7 from Group 3**
- **Interviewed 5 counselors who did NOT implement a MEASURE**
- **Case-study analyses with 3 counselors who ARE implementing a MEASURE**

Internal Barriers

- Perceived lack of knowledge and skills required to execute a MEASURE
- A lack of experience in “doing business this way”
- Inability to compile and analyze data in a meaningful way.

External Barriers

- School counselor’s relationship with educational leadership
- A perceived “lack of time” to begin a new project
- Involvement in new programs within the school and district

Incomplete MEASURE implementation

“I also feel overwhelmed with the task because I am not sure how to carry out the next steps. We have a School Improvement Plan and we have a Curriculum Leadership Team. It is hard for me to envision how to get the Curriculum Leadership Team to use the MEASURE model to analyze data and use this information to improve our school. I thought that the Counseling Summit was a good introduction to the MEASURE model but I would need more specific training to be able to carry it out. It probably would have also helped if I had had my principal accompany me to the training.”

Incomplete MEASURE implementation

- “Part of the reason I didn't continue to pursue getting this information and carrying out the next steps had to do with lack of time and other time demands.”
- “In my building, we have had a change of administration and we are beginning the first year of a Dual Language Program. In addition, we are planning for a School-wide Title I program next year.”

Current **MEASURE** implementation

- School counselor involvement in the school improvement team
- The importance of identifying goals, objectives, and timelines
- Successfully identifying achievement gaps using data
- Advocacy potential for the effectiveness of the school counselor to improve student achievement
- Potential of the school counselor to assist other school staff to integrate data into classroom and pedagogical interventions for student achievement

| School Site | Counselor Experience | Location | Student Population | Critical Data Element |
|--|----------------------|------------------|---|--|
| Site 1: Middle School Enrollment: 1,110 | Group 3 | Pasco WA | Caucasian/Non-Hispanic 57.2% African American 2.3% Hispanic 37.2% Asian 2.7% Free and Reduced Lunch 39.1% ESL 15.7% | Decrease the number of students who are passing the WASL, but failing at least one course. |
| Site 2: High School Enrollment: 1,135 | Group 2 | Bellingham WA | African-American: 2% Indian/Alaskan: 2% Asian: 6% Caucasian: 86% Hispanic: 4% ELL: 2% Highly Capable: 11% Indian Education: 1% Special Education: 8% Free/Reduced Lunch: 17% | Reduce the multiple failure rates for 9th grade students by 5%. Improve the ninth grade promotion rate by 5%. |
| Site 3: Elementary School Enrollment: 560 | Group 3 | Spokane WA | African-American: 7.7 Indian/Alaskan: 7.7 Asian: 2.1 Caucasian: 77.5 Hispanic: 5.1 ELL: 9.9 Special Education 14.3 Free/Reduced Lunch 8.3 | Decrease school-wide discipline referrals by 25% Decrease bullying by 15%. |

Discussion

- **Diagnostic data education (*Counselors 1-9 years*)**
- **Perceived confidence does not appear to effect MEASURE implementation**
- **Challenges appear to be related to:**
 - **Perceived school culture**
 - **Perceived counselor role**
 - **Perceived time availability**

Implications

- **Results inform the importance of training future schools counselors in data driven decision-making.**
- **Continued professional development for counselors in the field is needed regarding identifying ways they are making an impact.**
- **Understanding school counselors' confidence to employ data-based decision models needs further research.**
- **Self-efficacy is context specific and one-day training is only a first step to effect implementation.**
- **Effectiveness of the type of follow-up into the field needs to be evaluated, (i.e., email, phone, visit, report).**

Limitations

(Just a start)

- **Participants**
- **Sample size**
- **Generalizability**

Next Steps

- **Further research in the development of models for essential student outcome data for decision-making.**
- **Development of tools to more readily visualize and articulate student outcome data (i.e., better data mining techniques) .**
- **Continued graduate education for counselors in implementing data-driven models.**
- **Continued development of an on-line learning community of MEASURES implementers and experimenters.**
- **On-line MEASURES toolbox for templates, case studies, and resources.**
- **Evaluate MEASURES using MEASURES.**
 - **Identify essential ingredients for successful model implementation.**
 - **Follow-up training timelines for optimal success in implementation.**
 - **Secure grant funding for data-driven implementation by school counselors (e.g., local, state, federal, non-profit, NSF).**