

# 9<sup>th</sup> Grade Guidance Results:



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# Classroom Guidance Curriculum

**Who:** 117 Ninth Grade Students

**What:** 45 minute Study Skills & Time Management Lesson:

- Time Management Strategies
- Steps for using a planner
- Study Strategies
  - Identify an appropriate study area
  - Effective notes strategies
  - Study tools

**When:** December 2013

**Where:** 9<sup>th</sup> Grade English Classroom



# ASCA National Standards

## Academic Development Domain:

- Standard A: Students will **acquire the attitudes, knowledge and skills** that contribute to **effective learning** in school and across the life span.
- Standard B: Students will complete school with the **academic preparation** essential to choose from a wide range of substantial **post-secondary options**, including college.
- Standard C: Students will understand the **relationship of academics** to the **world of work** and to **life at home and in the community**.

## Career Development Domain:

- Standard A: Students will **acquire the skills to investigate** the world of work in relation to **knowledge of self** and to **make informed** career decisions.



# Student Competencies

## Academic Development Domain:

- A:A1.5 Identify attitudes and behaviors which lead to successful learning
- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A3.4 Demonstrate dependability, productivity, and initiative
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:C1.1 Demonstrate the ability to balance school, studies, activities, leisure time and family life

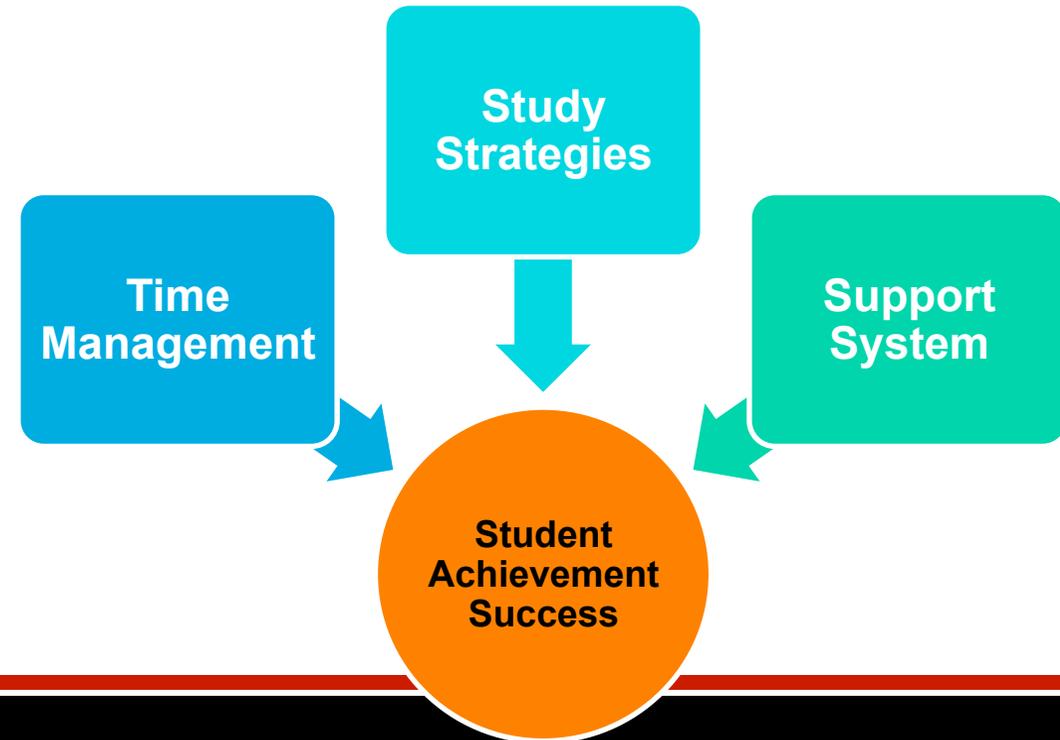
## Career Development Domain:

- C:A1.7 Understand the importance of planning
- C:A1.10 Balance between work and leisure time



# Why Did We Teach This Lesson?

- To provide students with a **foundation** for high school academic achievement.
- To **equip** students with skills necessary for high school graduation.
- To **increase** awareness of organizational tools.
- To **increase** awareness of study strategies.

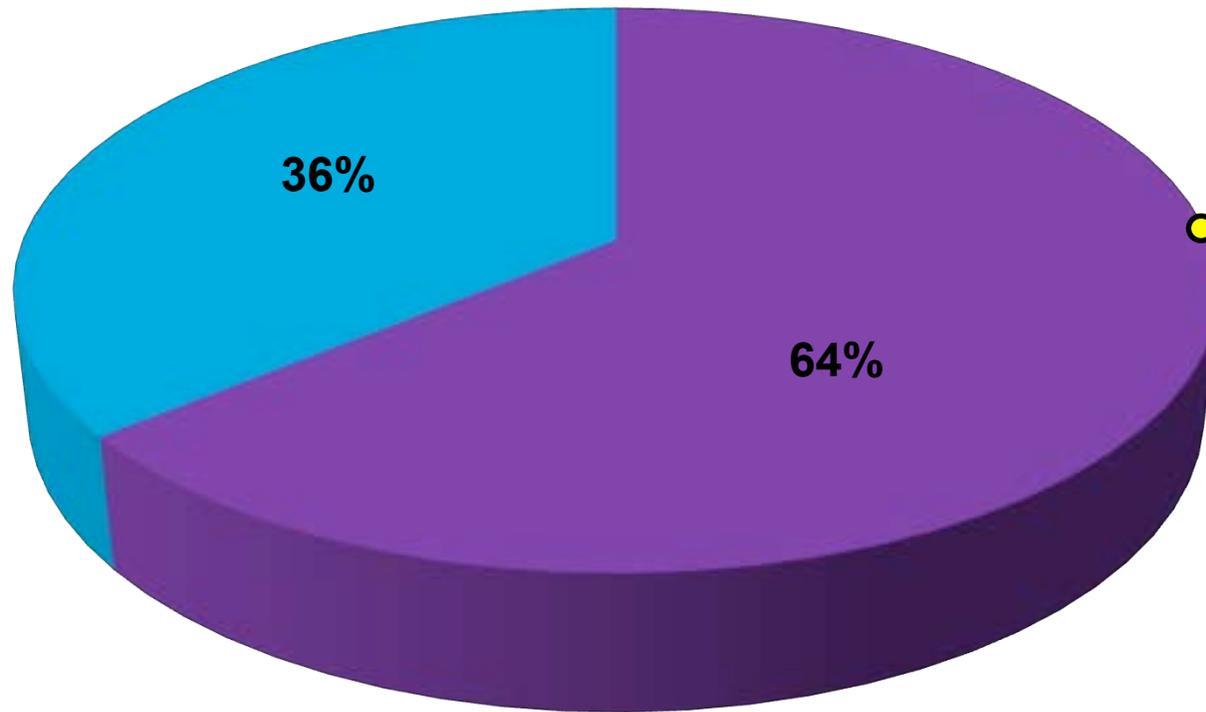


# Guidance Curriculum Results



**\*Results are based on pre-test data; posttest data will be available January 2014**

# 9<sup>th</sup> Grade First Progress Report Grades: 2013-2014

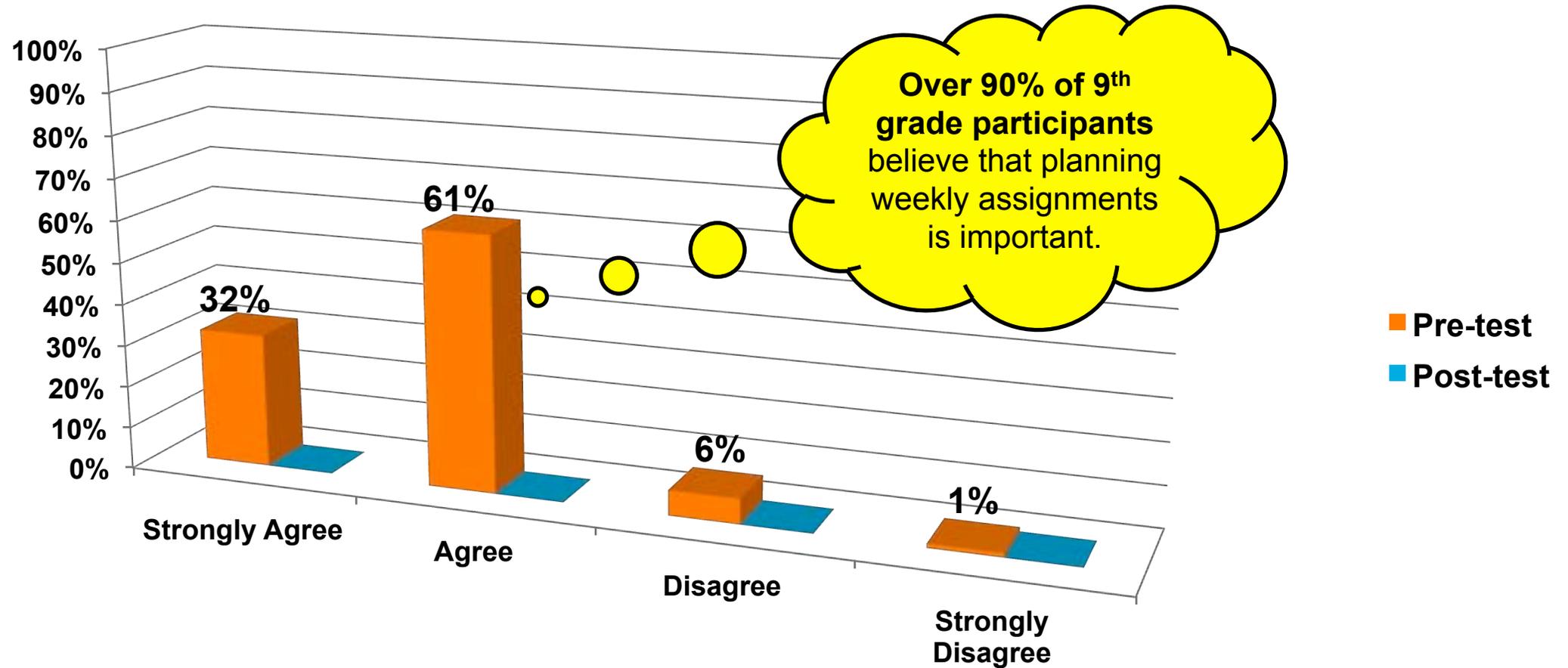


During first progress report **over two-thirds** of the 9<sup>th</sup> grade class had **1 or more D and/or F**

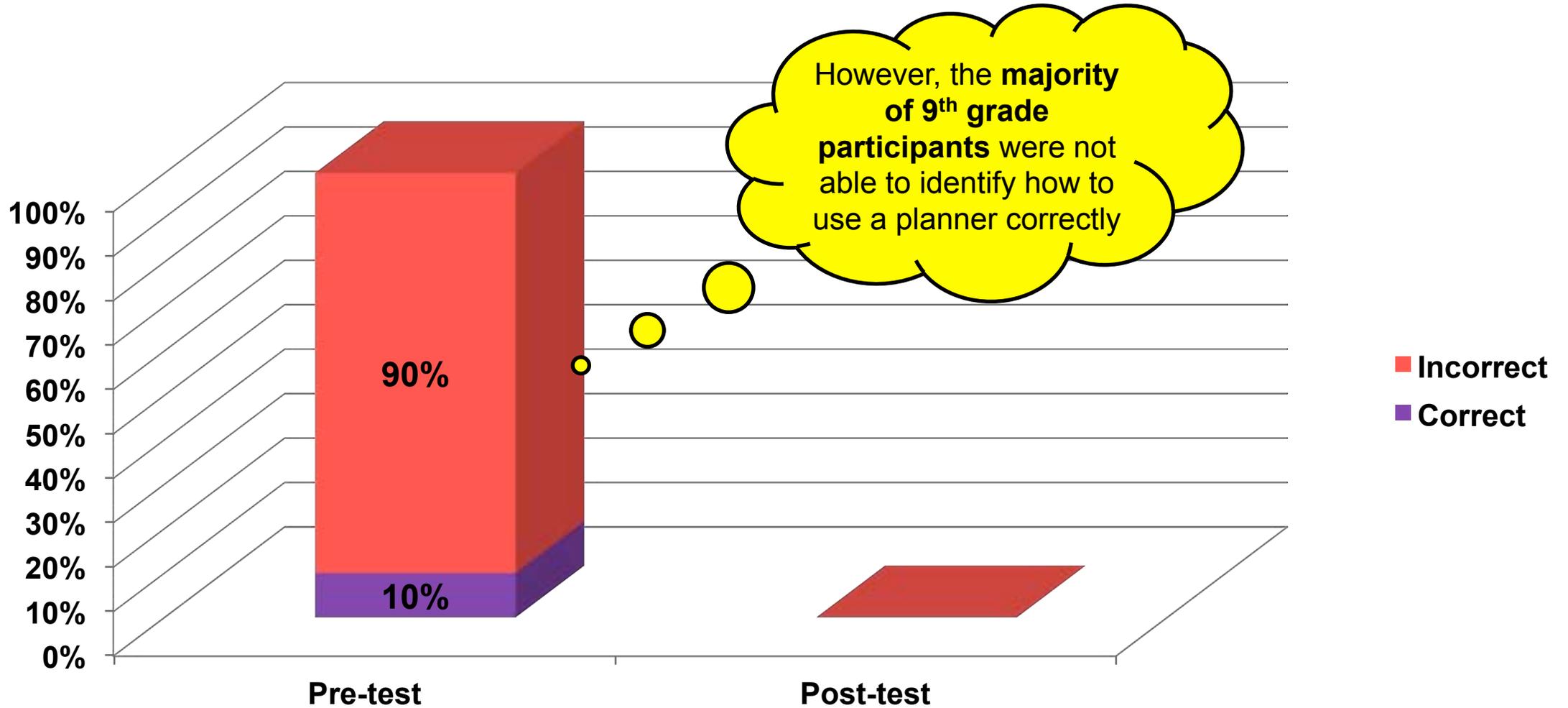
- 9th Graders with 1 or more D and/or F
- 9th Graders who do not have a D and/or F

Total 9<sup>th</sup> Grade Enrollment: **400**

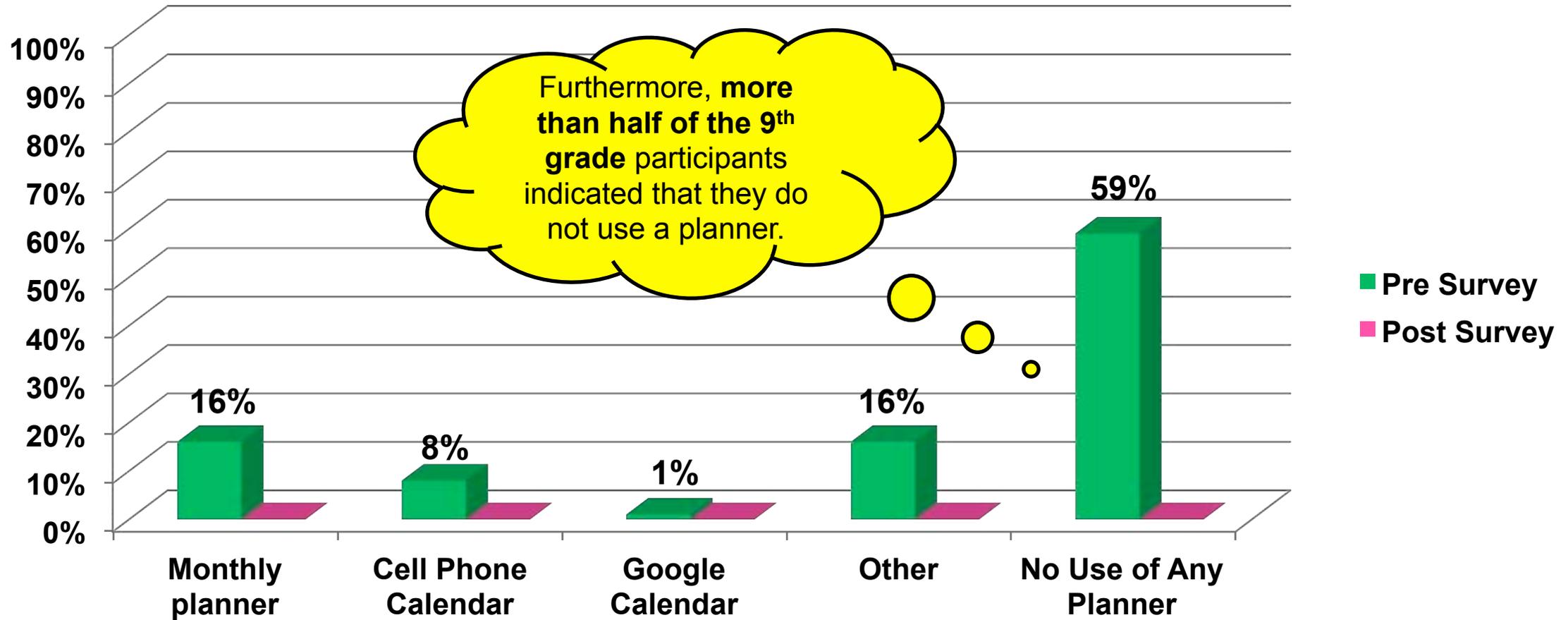
# Attitude: It is important to plan my weekly assignments to do well in school.



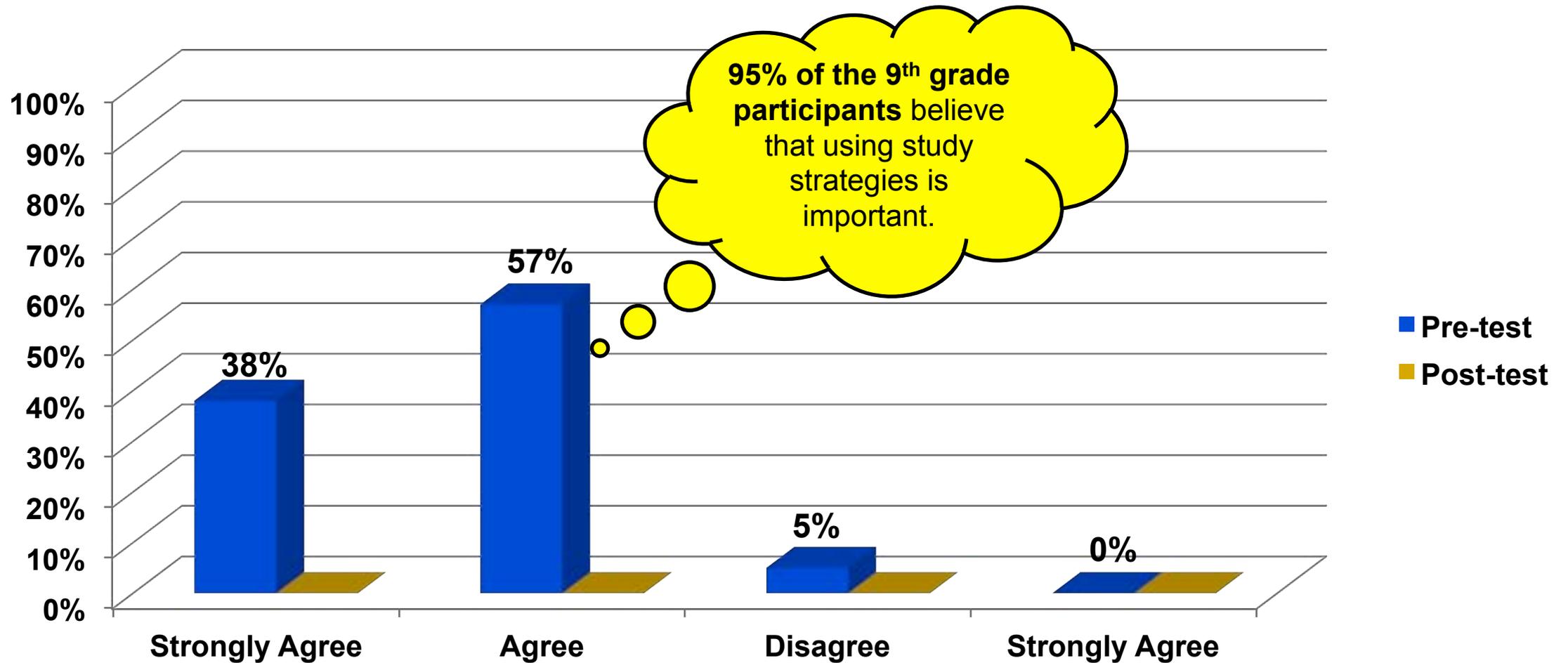
# **Skill:** Fill in the information that is missing for the daily homework assignments...



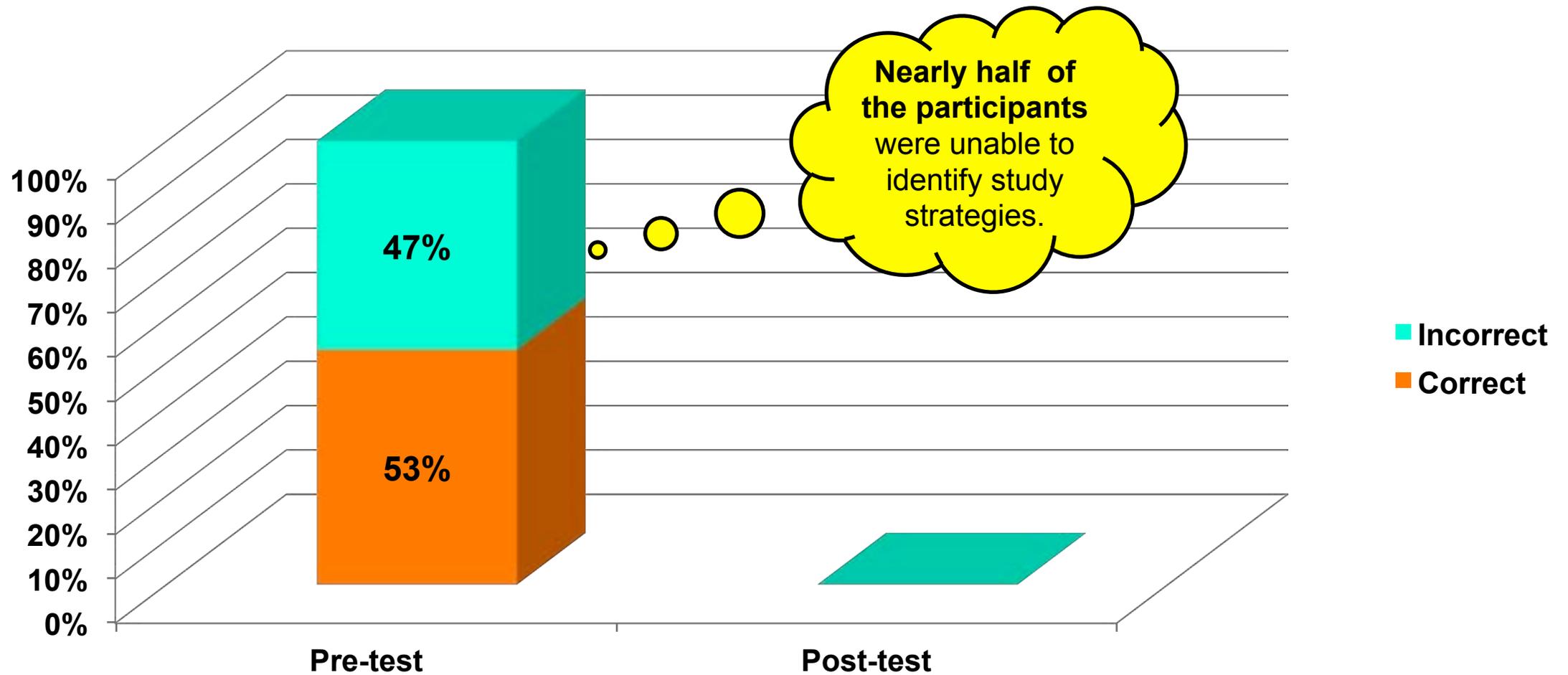
# Skill: I write my homework assignments in...



**Attitude:** I believe using study strategies is an important part of doing well in my class.



# Knowledge: Which of the following is not a study strategy?



# Areas of Further Consideration ...



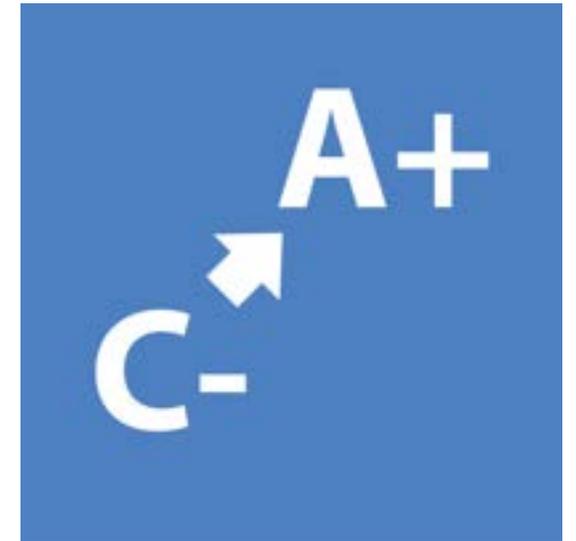
# Plans for Compilation of Results Data

## Achievement Related Data

- Monitoring homework completion
- Analyzing quiz and test passing rates

## Achievement Data

- Collecting data of semester grade point average (G.P.A.)



# Summary

Students were presented with:

- Time Management strategies
- Steps for using a planner
- Study Strategies
  - Identifying an appropriate study area that fits them
  - Effective notes strategies
  - Study tools

**\*Post-results will identify what students acquired from the guidance lesson.**



# Implications and Limitations

## Implications

- Students are expected to acquire positive attitude, knowledge and skills about time management and study strategies to aid in their academic success.

## Limitations

- Presentation was not delivered to entire 9<sup>th</sup> grade population
- Questioning on pre-post test
- Logistics of collecting post-test data
- Lacked results data: achievement-related and achievement data



# What We Learned

- Follow up guidance lesson based on post-results
- Improve formatting of skills question #5 on the Pre-Post Test to have students identify what is missing in the weekly calendar.
- Include questions about:
  - The specific steps to using a planner that were introduced in the guidance lesson
  - Have students identify the definition of prioritizing and procrastination



# Thank You!

To school counselors, principal, 9<sup>th</sup> grade English teachers for  
their collaboration and support

AND

9<sup>th</sup> grade student participants!



# References

- American School Counselor Association  
(2004). *ASCA National standards for students one vision, one voice*. Alexandria, VA.
- <http://www.theatlantic.com/education/archive/2013/11/ninth-grade-the-most-important-year-in-high-school/281056/>
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- <http://p3333-search.proquest.com/linkingservices.exlibrisgroup.com/proxytes.t.sdsu.edu/docview/1296772996/abstract?accountid=13758>