9th Grade Guidance Results:

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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: 9th Grade English Classroom

Delgado and Henderson (2013)
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.

(American School Counselor Association, 2004)
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, extracurricular 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

(American School Counselor Association, 2004)
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*
9th Grade First Progress Report Grades: 2013-2014

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

- 36% 9th Graders with 1 or more D and/or F
- 64% 9th Graders who do not have a D and/or F

Total 9th Grade Enrollment: 400
Attitude: It is important to plan my weekly assignments to do well in school.

Over 90% of 9th grade participants believe that planning weekly assignments is important.

Delgado and Henderson (2013)
Skill: Fill in the information that is missing for the daily homework assignments...

However, the majority of 9th grade participants were not able to identify how to use a planner correctly.

Delgado and Henderson (2013)
Furthermore, more than half of the 9th grade participants indicated that they do not use a planner.
Attitude: I believe using study strategies is an important part of doing well in my class.

95% of the 9th grade participants believe that using study strategies is important.

Delgado and Henderson (2013)
Knowledge: Which of the following is not a study strategy?

Nearly half of the participants were unable to identify study strategies.

Pre-test: 53% Correct, 47% Incorrect
Post-test: 53% Correct
Areas of Further Consideration …

Delgado and Henderson (2013)
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.)

Delgado and Henderson (2013)
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 9th grade population
▪ Questioning on pre-post test
▪ Logistics of collecting post-test data
▪ Lacked results data: achievement-related and achievement data

Delgado and Henderson (2013)
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

Delgado and Henderson (2013)
Thank You!

To school counselors, principal, 9th grade English teachers for their collaboration and support

AND

9th grade student participants!

Delgado and Henderson (2013)
References

▪ American School Counselor Association
  (2004). *ASCA National standards for students one vision, one voice*. Alexandria, VA.

