

CBA High School Core Curriculum Activity

Grade 9 Student Learning Plans

Author(s)	Karl Squier		
Target Population(s)	High school students	Grade(s)	9
Length of Session	One class/advisory period	# Sessions	1

CBA Competency Statements

Competency Statements (As a result of participating in this activity, students will:)	Opportunities We Provide Students to Learn What is Expected of Them	Assessments Used with Each Competency Statement
Assess their confidence level in performing essential student planning processes.	Complete a Student Learning Plan Pre-Survey	Student Learning Plan Pre-Survey
Describe what they are required to do with their Student Learning Plans at the beginning, middle and end of the school year.	Viewing a presentation Q&A Review of planning forms	Counselor Observation Checklist

CBA School Counseling Student Standards Addressed

The CBA student standards are provided in Section 1, "Introduction," of this document.

Construct(s)	Sub-Construct(s)	School Counseling Contexts
Self-Direction	Goal Setting and Action Planning	Student Planning College/Career Readiness

CBA School Counseling Student Standards Addressed

Motivation			Self-Direction			Self-Knowledge			Relationships		
M1	M2	M3	SD1	SD2	SD3	SK1	SK2	SK3	R1	R2	R3

Supporting Research

Provide a research study that supports the benefits of this activity to student learning and achievement. Describe a major conclusion of the study.

- “Using Individualized Learning Plans to Produce College and Career Ready High School Graduates.” Provides summary of research on effectiveness of Individual Learning Plans (ILP) on general education students and students with disabilities. [NCWD for Youth. (2013, February). Using individualized learning plans to produce college and career ready high school graduates. Retrieved from <http://www.ncwd-youth.info/ilp/produce-college-and-career-ready-high-school-graduates#Findings.>]

Preparations

Complete the following preparations prior to introducing the activity to students.

- Determine the type of “Student Learning Plan Folder” you will use as a repository for student work. It can be electronic or a physical folder. Establish a process by which ILP (Individual Learning Plan) student folders are created and make sure all steps needed to use them in this activity have been successfully completed.
- Review the presentation: “My Life. . . My Future” [Note: The actual presentation file is not included in this sample activity. However, a copy of the slides (four to a page) is provided in this file.
- If delivering the activity collaboratively (e.g., teacher-advisors, counselors), work out the details and shared details ahead of time to ensure a successful implementation.
- Schedule the delivery times and locations (e.g., classroom, advisory, assembly) to ensure delivery to all students.
- Invite the principal and/or other school leaders to speak on behalf of the importance of the student planning process through announcements or assemblies. Ways to promote student planning can be discussed at faculty meetings.
- Reproduce any handouts that will be given to students when you meet them.

Resources

The following resources are used in this activity:

- LCD projector and screen for the “My Life....My Future” presentation
- Flip charts and markers
- Materials for Student Planning Folders or access to a computer lab/cart
- Student Planning Fact Sheet

Session Activities

The ILP process is completed by students with adult supervision. School counselors and advisors are the primary adults involved in guiding students through the process. It is recommended that counselors and advisors co-deliver this introductory lesson so students can identify their primary contacts and understand the ILP process as a collaborative effort to help them plan for their future success. The “Who” column uses the term “Adults” to mean school counselors and and/or advisors. Who delivers the activity, or specific steps, can differ from school to school.

#	Who	Action Steps
1	Counselor	<ul style="list-style-type: none"> – Introduce those who are delivering this activity and identify the primary school counselor and advisor contacts for the school year. – Introduce the purpose of the lesson and what students are expected to know and do as a result of their learning. – Introduce key concepts and vocabulary for this lesson.
2	Adult(s) Students	<ul style="list-style-type: none"> – Conduct the pre-survey. Collect the completed surveys and retain them for data analysis and use at the end of the school year.
3	Adult(s)	<ul style="list-style-type: none"> – Deliver the presentation entitled “My Life...My Future.”
4	Adult(s) Students	<ul style="list-style-type: none"> – Discuss why a Student Learning Plan is important to future success.
5	Adult(s) Students	<ul style="list-style-type: none"> – Distribute the Student Planning Folders to students. – Review key forms to be used as part of the student planning process. – Clarify the process through questions and answers.
6	Adult(s)	<ul style="list-style-type: none"> – Collect the folders from students. – Store the folders in a location that is secure and easily accessible by counselors and advisors.
	Counselor	<ul style="list-style-type: none"> – Provide students with feedback on their performance. – Uses the assessment data to help students take appropriate actions to reinforce their learning strengths and address those areas that need improvement. – Reports data on student learning resulting from participation in this activity.

Student Assessments and Data Reporting

The following attachments are used in conjunction with this activity.

- Attachment A: My Life...My Future Presentation
- Attachment B: Grade 9 Student Learning Survey
- Attachment C: Counselor Observation Checklist

Attachment A
My Life....My Future Presentation

**My Life...
My Future**

**How a
Student Learning Plan
can help you succeed
in School and in Life**

**What is a
Student Learning Plan?**

- A Student Learning Plan is a process for setting goals, developing a plan to achieve them and assessing progress and achievement
- It helps us meet the requirements to graduate from high school,
- It helps us identify what is required to be successful in our chosen pathway(s), and to prepare for meeting those requirements

**Why is a Student Learning Plan
Important to Your Future Success**

- It will help you decide what you want to do in life
- It will help you know what is required for success and to begin preparing for your future
- It keeps you focused and on track so you don't lose your way
- Employers look for people who know how to plan and will hire them before those who are not good planners

The Student Planning Process

At the beginning of the school year:

- Learn (or refresh your memory) about the planning process—how it can help you and what is expected of you
- Review your transcript and update your academic plan to make sure you are meeting all your graduation requirements on time
- Set goals for the school year

Four Types of Goals are Set at the Beginning of the School Year

- Academic
- Career
- Personal
- Social

The Student Planning Process

During the school year:

- Conduct a review of your progress and document your reflections
- Decide what actions to take to resolve concerns and problems
- Produce artifacts that demonstrate your mastery of what you learned
- Use multiple opportunities to meet with your advisors and counselors to discuss your future

The Student Planning Process

At the end of the school year:

- Write a self-reflection about your school year, your accomplishments and challenges and what you hope for the next school year
- Demonstrate that you are becoming proficient planners by producing artifacts for your ILP portfolio

What We Expect from You

- Set and document your goals at the beginning of the year
- Review your academic plan with your counselor
- Produce evidence that you are becoming proficient planners for your future success
- Feel free to meet with your counselor at any time throughout the school year

**What You Can Expect
from Us**

- Your counselor and advisor are committed to helping you become successful planners
- We will guide you through the student planning process, step-by-step
- We will help make your learning experiences more personal and meaningful

Contact Information

- If you have questions at any time, please contact your school counselor and/or advisor

Attachment B
Grade 9 Student Learning Survey

Name (Optional) _____ Date _____

Name of	At Beginning of Year	At End of Year
School Counselor		
Advisor		

This survey is conducted at the beginning and then again at the end of the school year. Your responses will help us better understand how we can help you develop meaningful Student Learning Plans that lead to higher achievement in school and success in the future.

Please enter one of the following codes in the “Pre-” column that most accurately reflects your confidence in successfully completing these tasks.

Key to Pre- and Post-Codes: 1 = Not at All, 2 = A Little with a Lot of Help, 3 = A Lot with a Little Help, 4 = I can Teach It to Others

#	My confidence level for performing these tasks is:	Pre-	Post-
1	Planning for my academic success		
2	Setting and achieving goals for my future		
3	Developing action plans to achieve my goals		
4	Monitoring my progress toward the goals I set		
5	Reflecting on and learning from my experiences as a planner		
6	Identifying and addressing barriers to my learning		
7	Motivating myself to be a good planner		
8	Learning about how I plan and finding ways to improve it		
9	Engaging in meaningful relationships for collaborative planning		
10	Describing what is required to graduate from high school		
11	Exploring post-secondary educational and career opportunities		
12	Discussing my plans with my parents/guardians		
13	Asking for help in the planning process		
14	Taking immediate actions to correct problems I encounter		

Your completed survey will be kept by the school counselors. You will use this same form before school ends so you can see the differences that occurred during the school year.

Thank you for completing this survey.

Attachment C
Counselor Observation Checklist

Instructions

This checklist focuses on six student behaviors related to the Student Learning Plan. Enter a “1” if your observations confirm that the student’s performance meets your expectations. Enter a “2” if your observations do not find sufficient evidence of student understanding.

A = Students can identify what they are required to do in the Student Learning Plan process.

B = Students can describe how their counselors and advisors can help them plan.

C = Students appear confident in their ability to successfully plan for their future.

D = Students can describe how critical forms function.

E = Student are self-directed in the student planning process.

F = Students help each other in working through problems related to the planning process.

#	Student Name or ID	A	B	C	D	E	F
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

CBA Student Standards

The CBA student standards are generally listed in every activity. For the purpose of these activities, the standards are only provided on this page.

Constructs	#	Standard Statements [As a result of the school counseling program, students are expected to know and do the following by the time they graduate from high school.]
Motivation	M1	Describe how their own motivation structure and patterns affect their current and future lives.
	M2	Articulate a positive vision of their future that motivates present behavior.
	M3	Consistently apply effective self-motivational techniques.
Self-Direction	SD1	Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly.
	SD2	Demonstrate the self-direction, initiative and skills necessary for achievement and success.
	SD3	Maintain focus despite stress, anxiety and set-backs.
Self-Knowledge	SK1	Describe how their unique characteristics impact their current and future lives.
	SK2	Demonstrate how their skills and talents contribute to their success.
	SK3	Discuss how their values and interests inform their decisions and actions.
Relationships	R1	Engage in collaborative and mutually beneficial relationships to promote individual and group success.
	R2	Assess when they need help from others and seek assistance.
	R3	Demonstrate fairness, respect and equity in relationships with others.