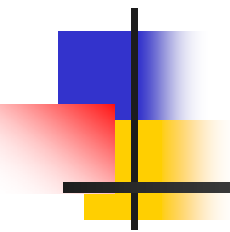


Individual Student Planning: Rationale, Research, and Practices



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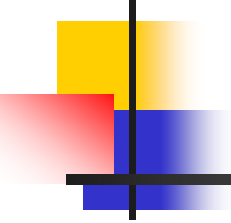
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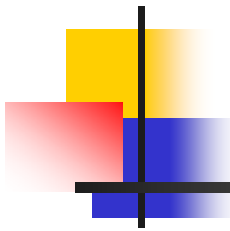
What Purposes Ought Education Embrace?

- Education is, above all else, a learning community and primary and secondary schools must commit themselves to expecting demonstrated academic achievement for every student in accord with standards that can stand up to national scrutiny.
- Education must function as a transitional experience, getting each student ready for the next stage of life, whatever it may be for that individual, with the understanding that, ultimately, each person needs to earn a living in accord with standards that can stand up to national scrutiny.
- Education must be a gateway to multiple options.
- Education must prepare each student to be a lifelong learner.



Why is Individual Student Planning Needed?

- “Many students are unaware of how critical this skill, goal setting and planning, is to a full, rewarding, and successful life....goals give us our bearing and point us in a purposeful direction”



What are the Purposes of Individual Student Planning?

- **Helps students make clear, careful, and creative plans**
- **Encourages student engagement** by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation
- **Involves parents or guardians** by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences

Adapted from Navigation 101, Progress to Date, January 2007, Washington State office of the Superintendent of Public Instruction.



How does Individual Student Planning Help Students?

- It helps students think about:
 - What have I accomplished in school this year?
 - What do I want to do in the future?
 - Who am I?



How does Individual Student Planning Facilitate Students' Academic Development?

What have I accomplished in school this year?

- **Portfolio Planners** to help students organize and reflect on their work
- **Course selection** and **postsecondary planning** to engage students in school
- **Academic Improvement Plans** prepared each year.



How does Individual Student Planning Facilitate Students' Career Development?

What do I want to do in the future?

- Aptitude and **interest surveys** to help students explore their dreams
- Exploration of **educational needs** required for dream careers
- **Workplace experience** through job shadows, internships, and research



How does Individual Student Planning Facilitate Students' Personal & Social Development?

Who am I?

- **Community-building** and leadership both within the school and in the larger community
- **Student-led conferences** to help students articulate their progress for their parents
- **Service-learning opportunities** and tools to help students organize 12th grade **Culminating Projects**



What is the Place of Individual Student Planning in Education?

- Individual student planning is a major component of a comprehensive guidance program



What is a Comprehensive Guidance Program?

- An organizational framework to systematically organize and sequence guidance activities
- An organizational framework to implement the whole school approach to guidance
- An organizational framework that clearly identifies the elements that make up a comprehensive guidance program



What Assumptions and Value Form the Foundation of a Comprehensive Guidance Program?

- A comprehensive guidance program serves all students. Everyone. No exceptions
- A comprehensive guidance program is developmental and remedial
- A comprehensive guidance program is based on a whole school approach to guidance



What are the Components of a Comprehensive Guidance Program?

- Guidance Curriculum
- Individual Student Planning
- Responsive Service
- System Support



What is Individual Student Planning?

- The individual students planning component of a comprehensive guidance program provides all student with guidance activities to assist them to plan for and then monitor and manage their personal-social, educational and career development.
- The focus of these guidance activities is on students developing life career plans consistent with their personal-social, educational, and career goals.
- The purpose of planning is not to force students to make career decisions early in their experiences, but rather to ensure that they make no academic decisions that might close doors to opportunities that they later wish were open.



What is the Process of Individual Student Planning?

- The foundation for student planning is established during the primary school years through guidance curriculum activities. Self-concept development, the acquisition of learning-to-learn skills, interpersonal relationship skill development, decision-making skill building, and awareness and beginning exploration of educational and career possibilities are sample subjects that are covered during these years.
- Early in the secondary school year beginning planning for the future is undertaken. During this period, students' plans focus on course selection, taking into account graduation requirements and the requirements of their postsecondary educational and career goals. Guidance curriculum activities continue to support and guide the planning process.
- As the secondary school years unfold, students' plans are reviewed and updated periodically in accordance with students' postsecondary personal educational, and career goals. Time is provided for regular individual work with students as well as group sessions focusing on individual student planning. Guidance curriculum activities continue to support student planning.



What is Required to Make Individual Student Planning a Success?

- The comprehensive guidance program is an integral and central part of overall education
- The guidance curriculum and individual student planning interact and unfold systematically and regularly beginning in the primary grades through the secondary school years
- Time and resources are provided



Policy Support for Individual Student Planning

- RECOMMENDATION 12: Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards. (National Association of Secondary School Principals, *Breaking Ranks II: Strategies for Leading High School Reform*. Reston, VA: Author)
- In 1996 and 1997, the state of Utah translated the idea of individual plans for students into state law and state board of education policy requiring that all students develop and implement personalized student education/occupation plans.
- The state of Missouri requires that an individual student planning system be in place in schools no later than eighth grade and that it include the necessary planning forms and procedures.



What Research Supports Individual Student Planning?

The difference in the high school experience of students with plans for four years of high school courses and career plans versus students without such counselor-assisted plans was so great that providing help with these plans must be offered at every school. Such plans need to be developed in the seventh or eighth grade and modified as the student progresses through high school.

Orfield, G. & Paul, F. G. (1993). High hopes, long odds: next steps. Indianapolis, IN: Indiana Youth Institute.



What Research Supports Individual Student Planning?

- When students have educational and career goals they do better in school.
- When counselors have students identify and talk about their interests, educational plans, occupational goals and record these in a portfolio, students recognize the importance of planning and goal setting
- Parent involvement in their student's education improves student achievement.

Brown, D. (1999). Improving Academic Achievement: What School Counselors Can Do. Retrieved from ERIC/CASS.uncgb.edu



What Research Supports Individual Student Planning?

Research has shown that when students have plans (and have purposes) and talk over those plans with counselors and teachers they do better academically. Data from 424 high schools in the Southern Regional Board's High Schools That Work network from 1996 to 1998 indicated:

There was a strong association of changes in the amount that students talked with a teacher or school counselors and changes in school achievement levels in science, mathematics, and reading. Controlling for demographic characteristics, those schools that increased the amount that students talked to teachers and counselors about their high school program increased their achievement rates; those that decreased this time had declines in their average achievement levels.

Kaufman, P., Bradby, D., & Teitelbaum, P. (2000). High schools that work and whole school reform: Raising academic achievement of vocation completers through the reform of school practice. Berkeley, CA: National Center for Research in Vocational Education.