

**A GUIDE
FOR IMPLEMENTING
PERSONALIZED STUDENT LEARNING PLAN (PSLP)
PROGRAMS**



**New Jersey Department of Education
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A GUIDE FOR IMPLEMENTING PERSONALIZED STUDENT LEARNING PLAN (PSLP) PROGRAMS

About this Guide	3
SECTION 1: What is Personalized Learning?	5
SECTION 2: Getting Started.....	7
SECTION 3: Selecting and Using a Web-based Guidance System.....	9
SECTION 4: Structuring PSLP Sessions	12
SECTION 5: Developing a PSLP Curriculum	15
SECTION 6: Identifying Roles for Adult Stakeholders	23
SECTION 7: Training School Staff	26
SECTION 8: Scheduling Decisions.....	28
SECTION 9: Motivating Students and Staff to Embrace PSLP Programs.....	29
SECTION 10: Ongoing Assessment of PSLP Processes	33
References	34

Appendix A: PSLP Readiness Assessment

Appendix B: Example School Level: PSLP Implementation Recommended Tasks and Timeline

Appendix C: Common features of Web-based Guidance Systems

Appendix D: Curriculum Tools and Resources

Appendix D-1: Contact Information for PSLP Mentor Schools

Appendix D-2: Sample Middle School Lessons from NJDOE PSLP Pilot Program Schools

Appendix D-3: Example High School Curriculum from NJDOE PSLP Pilot Program Schools

Appendix D-4: Literacy Task Templates

Appendix D-5: Online Resources

Appendix E: Monitoring Our PSLP Process Assessment

About this Guide

Schools that offer a personalized approach to learning will be better able to connect with students, find ways to engage them, keep their attention, and help them to capitalize on their strengths as learners (Jobs for the Future, 2012). Personalized learning strategies encourage cooperative interaction among students, school staff, and parents to support students in identifying strategies for taking active roles in tailoring their learning processes to better meet their unique needs and interests. Although it is likely that there are an infinite number of formal and informal strategies that could be used to encourage personalization in learning, this guide focuses specifically on personalized student learning plans. Personalized student learning plans are formal plans and processes that establish opportunities for students to explore their interests and build relationships with adult mentors in an effort to promote student engagement and success.

In 2009, the New Jersey Department of Education (NJDOE) initiated a three-year Personalized Student Learning Plan (PSLP) Pilot Program to assist the Department in identifying effective strategies for implementing personalized student learning plans in New Jersey's schools. NJDOE contracted with the John J. Heldrich Center for Workforce Development at Rutgers University to evaluate the pilot program. Throughout the course of the evaluation, the Heldrich Center collected data from sixteen pilot schools and outlined promising practices and lessons learned related to implementing PSLP programs. This guide leverages knowledge gained from the three-year evaluation of the NJDOE PSLP Pilot Program and provides practical guidance for those who want to improve their current personalized learning strategies or begin the process of implementing a PSLP program.

This guide provides a framework and strategies for school administrators and staff interested in learning how to implement a personalized student learning plan program at their schools. This guide consists of two parts. Part one consists of ten sections. The first section describes personalized student learning plans. The second describes the work that schools need to do in order to lay the groundwork for implementing PSLPs. Sections three through ten describe how to implement each of the core components that are necessary for PSLP program success.

- Section 1. What is Personalized Learning?
- Section 2. Getting started
- Section 3. Selecting and Using a Web-Based Guidance System
- Section 4. Structuring PSLP Sessions
- Section 5. Developing a PSLP Curriculum
- Section 6. Identifying Roles for Adult Stakeholders
- Section 7. Training School Staff
- Section 8. Scheduling Decisions

Section 9. Motivating Students and Staff to Embrace PSLP Programs
Section 10. Ongoing Assessment of PSLP Processes

The second part of the guide consists of several appendices. The appendices include an array of resources that have been developed and collected to help educators establish, implement, and manage PSLP program processes.

SECTION 1: What is Personalized Learning?

The Personalized Learning Approach

Personalized learning approaches focus on strengthening the student learning process by encouraging students to actively participate in fostering a strong learning environment, strengthening relationships with adult stakeholders, becoming aware of their individual learning needs, and identifying and applying learning strategies that work best for them (Personalized Learning Foundation, 2012).

Personalization is an important approach to learning, because not every student learns in exactly the same way (The Education Alliance at Brown University, 2003). A single, one-size-fits-all approach — i.e., seven-period days with teachers lecturing in the front of the classroom mixed with some student assignments — is not effective for every student. Evidence suggests that students who do not respond to the typical, uniform approach tend to tune out, perform poorer academically, drop out more, and engage in greater incidences of violence and other inappropriate activities (Silver, 2004).

In addition to helping students learn and become more focused on school, *personalization can encourage students to think about the path they will follow after high school*. Unfortunately, many students today wait too long to think about their next step after secondary school, only to find that they are unprepared when the time comes to graduate. Already spread thin, school guidance departments often lack the time to adequately assist students in preparing for careers or making informed educational decisions based on their career goals. Without someone engaging and encouraging her to do it, a student might never take a course that piques her interest in chemistry, might never join the mock trial club and decide that law is something she really enjoys, or take the biology course that will help her get the entry-level job at a hospital or pharmacy lab. Personalized learning and PSLP programs specifically, help students think sooner, rather than later — when later may be too late — about where they want to go and who they want to be.

A major shift toward personalization might include career exploration and planning at much earlier stages than high school, a more deliberate process for helping students to select high school courses that best prepare them for the colleges they want to attend, or the careers they wish to pursue, and shortening classes throughout the day to add a class period in the schedule to ensure that students spend some time each day thinking about what they need to do to be successful in school and beyond. But regardless of how schools decide to personalize the school experience for their students, research indicates that personalization can improve a school's

ability to connect with students, enhance their academic focus, and assist students in planning for the future (Software and Information Industry Association, 2010).

The Personalized Student Learning Plan

This guide focuses specifically on the Personalized Student Learning Plan approach to personalization as defined by the New Jersey Department of Education. The New Jersey Administrative Code defines a Personalized Student Learning Plan as a “formalized plan and process that involves students setting learning goals based on personal, academic and career interests beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, school counselors, and parents” (N.J.A.C. 6A:8). Although PSLP programs are expected to be as diverse as the school communities that implement them, there remain several common program components of and promising practices for implementing successful PSLP programs. These components and promising practices are described throughout this guide.

SECTION 2: Getting Started

Any school looking to implement a PSLP program requires a full year of planning before starting to implement it. Prior to implementation, the school should take the following initial steps:

1. Determine whether your school is PSLP ready,
2. Develop a timeline for implementation, and
3. Establish a PSLP team.

PSLP Readiness Self-Assessment

Creating a successful PSLP program begins with a sound understanding of the foundation that needs to be set to effectively implement a comprehensive program. The “PSLP Readiness Self-Assessment” tool (included in Appendix A) assists schools in identifying strengths within the school and district that will support successful PSLP implementation, as well as challenges and weaknesses that need to be addressed prior to implementation. This self-assessment should be taken as a joint effort by school leadership and preliminary PSLP implementation team members as the first step in implementing a PSLP program.

PSLP Timeline

As with most initiatives, the PSLP program requires strong commitment, extensive planning, and hard work on the part of many. To assist in the implementation of a PSLP program, schools should establish a timeline that outlines the process. The timeline should include the objectives and milestones that will serve as reference points for monitoring progress in PSLP implementation. To construct a feasible timeline, schools need to obtain input from those who will be potentially affected by the program, such as school administrators, teachers, students, and parents. A PSLP implementation timeline should include specific, achievable goals delegated to specific individuals or groups who not only have the responsibility for achieving those goals, but who must also report on their progress to the full PSLP implementation team.

An example school-level PSLP implementation timeline for the 2012-2013 school year is provided in Appendix B.

Establishing a PSLP Team

The core of any PSLP program is the team of administrators, teachers, and counselors who initiate and implement the program. Schools that have implemented PSLP programs have typically developed teams consisting of a program coordinator, principal, teacher, and school counselors.

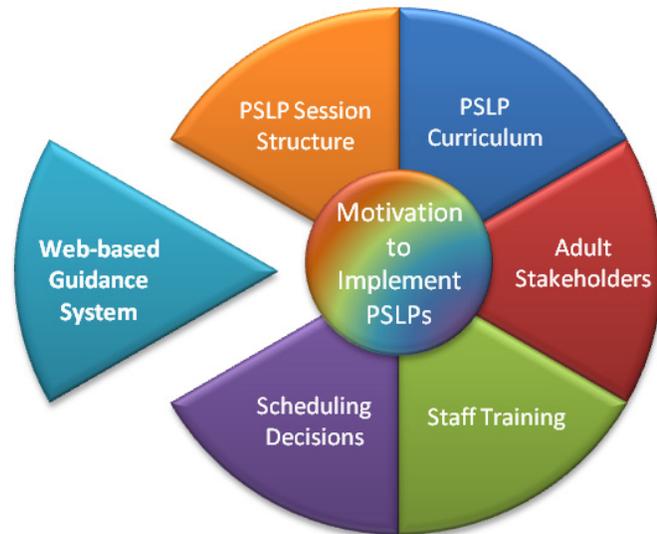
Members of the PSLP team should have clearly defined roles and a shared understanding of the role that each member of the team plays and how each member contributes to the implementation of the PSLP program (see Table 1). Within any team, confusion surrounding member roles can be a source of conflict that can impair implementation. Establishing an effective PSLP team can and should foster creative working relations among different school members with diverse sets of skills and approaches that contribute to the success of a comprehensive PSLP program.

Table 1. Typical Roles and Responsibilities of Participating PSLP Team Members

Principal	<ul style="list-style-type: none">• Sets priority and commitment of the PSLP program.• Selects Program Coordinator.• Provides administrative and vocal support.
Program Coordinator	<ul style="list-style-type: none">• Organizes all PSLP activities.• Distributes responsibilities to PSLP team members.• Serves as the program champion.
Teachers	<ul style="list-style-type: none">• Provide input and feedback to the PSLP team throughout the development of the curriculum.• Provide recommendations to the PSLP team to address challenges related to implementing the program.• Solicit input from teachers and act as a liaison between the teaching staff and the PSLP team.
School Counselors	<ul style="list-style-type: none">• Provide recommendations to the PSLP team that establish the counselor's role throughout the implementation of the PSLP program.• Solicit input from school counselors and act as a liaison between the counseling staff and the PSLP team.• Help teachers involve parents and community members in the PSLP program.
Parents	<ul style="list-style-type: none">• Collaborate with members of the PSLP team to develop strategies to facilitate student engagement in the PSLP program both in the classroom and at home.
Community	<ul style="list-style-type: none">• Partners with the PSLP team to develop strategies that address students' needs throughout the PSLP program.

SECTION 3: Selecting and Using a Web-based Guidance System

The web-based guidance system is an integral part of any PSLP program because it provides valuable tools and resources for career, personal, and academic exploration. A web-based guidance system is a software system consisting of Internet-based tools and resources that help guide students toward their career and educational goals. Web-based guidance systems include features such as personality inventories, career assessments, college search tools, and academic portfolio templates. With these systems, students or other users are able to access their information from any computer. Consequently, if a student does not complete an activity in school, he or she can resume the activity at another location.



Examples of web-based guidance systems include the New Jersey Career Assistance Navigator (NJCAN), Career Cruising, Naviance, and Kuder.* Although there is no “best” web-based guidance system for all schools, when any school selects a system the PSLP team should keep in mind their school’s goals for PSLP implementation and carefully consider the various features and the costs associated with the various options. Some considerations that schools may want to take into account in deciding which web-based guidance system to select are identified below.

Considerations for Selection

Prioritize features based on how your school anticipates using the system. Schools looking to implement a web-based guidance system should select systems that have the features best suited for their particular needs. Popular features include:

- *Exposure to accounts of day-to-day work experiences* — Web-based guidance systems provide students with realistic job previews by offering career descriptions, job description videos, interview videos, or online access to actual people working in real jobs. This particular feature allows students to visualize themselves in various roles, identify goals, and outline the steps that they need to take to achieve their goals.

* The NJDOE does not endorse Career Cruising, Naviance or Kuder. NJCAN is supported by the NJDOE.

- *Tools that produce useful documents* — Systems vary in the types of document templates they provide. The most useful are the documents that students can hold on to and update over time. Examples include résumés, planning guides, and work portfolios.
- *Well-designed "student friendly" interfaces* — Systems that are attractive to students are colorful, age-appropriate, and provide clear directions to guide students in navigating the system.
- *Assorted self-assessment tools* — Self-exploration tools give students the opportunity to take personal assessments that provide immediate, customized feedback. Example assessments include learning style, interest inventory, work value survey, and skill assessments.
- *Language features* — Systems with language options are important if many students or parents have difficulty reading English. In particular, some systems allow students and parents to translate the entire website as well as access resources and exploratory videos in a different language (e.g., Spanish).
- *Access to student information* — Teacher access to student profiles provides them with an opportunity to gain useful insight into student preferences, goals, strengths, weaknesses, and concerns.
- *Updateable, pre-packaged presentations/lessons* — Web-based systems with lesson plans and presentations provide teachers with the opportunity to customize illustrative presentations or lessons based on the student population and their needs.
- *Usage data summaries* — These can provide insight into who logs on, the length and frequency of their sessions, and which features they access. This may be a particularly important tool for schools looking to monitor usage and adapt their implementation according to actual usage.
- *Parental access* — Web-based systems that provide parents with access to student accounts provide parents with insight into students' assessment scores, interests, and postsecondary education opportunities. For example, a parent may use the system to follow his/her son or daughter's college application process by reviewing the student's college selections, as well as their scholarship submissions. Typically, parents are able to create their own separate accounts in the system that link to their child's primary account.
- *School charting tools* — Web-based guidance systems may also be merged with a school's Student Information System. This particular feature helps schools track student progress and measure student outcomes after high school graduation by keeping a record of college admission results and graduation and retention rates. Charting tools can also help streamline the process for managing electronic documents during the college application process by allowing teachers to submit letters of recommendation to a student's college of

choice through the system and allowing counselors to track applications and transcript requests.

Selecting an appropriate web-based guidance system requires that schools take into account how they plan to use the system to meet the diverse needs of the student population, teachers, counselors, and parents. Many web-based guidance systems allow potential subscribers to access a free trial prior to making a purchase. To assist you with the selection process, a list of system features appears in Appendix C.

Cost of the web-based guidance system. Web-based guidance systems are generally sold on a per site subscription basis. Prices for these systems vary. NJCAN is a free online resource available for schools and postsecondary institutions. Schools interested in learning additional information regarding pricing and product features for systems other than NJCAN should contact the product manufacturer.

Costs associated with training. School staff members who will be using the web-based guidance system need to feel prepared and comfortable when facilitating PSLP sessions with the system. The PSLP team will need to consider the costs associated with training when considering web-based guidance systems. Differences in costs may be associated with differences in the manufacturer's charges for training, the total amount of training needed by the school staff, and the availability of in-kind resources that may be utilized to support training.

The schools in the NJDOE PSLP Pilot Program typically delivered training using the following two example training session formats:

- *Software training provided through the web-based system manufacturer.* All of the web-based guidance systems have an IT department that provides subscribing schools with a training session facilitated by a member of the department. These sessions may be beneficial to teachers and school staff looking for a more in-depth understanding of the web-based guidance system. Schools looking to support these sessions should contact the manufacturer regarding potential costs.
- *Internal training sessions facilitated by the program coordinator or members of the PSLP team.* Schools may choose to have the PSLP program coordinator or a selected member of the PSLP team lead teachers through introductory sessions to the web-based guidance system. Introductory training content should consist of instructions on navigating through the web-based guidance system and address potential technical challenges. Technical or non-technical problems may arise after the initial training sessions that require additional professional development. Schools should be prepared to monitor usage, identify common problems that teachers are asked to address, and provide ongoing support and training as needed. The internal training may reduce training costs and allow for flexibility in training options. For example, school-based training sessions have been offered in person, using a webinar format during prep periods, or before or after school hours.

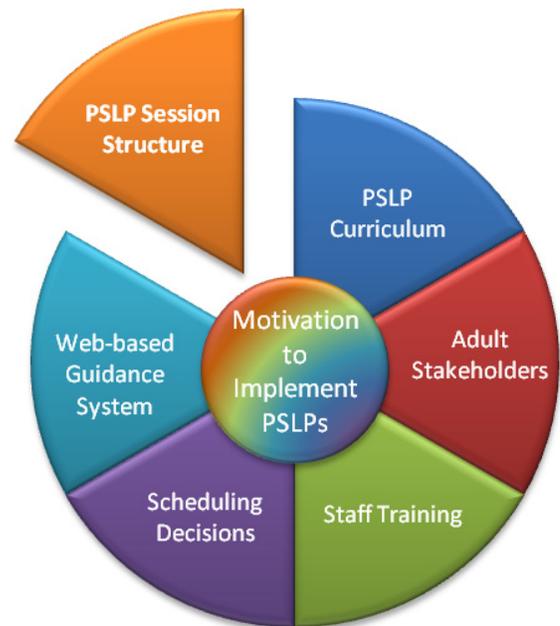
SECTION 4: Structuring PSLP Sessions

The PSLP team must determine a structure for delivering PSLP sessions. PSLP session structure refers to teacher-to-student ratio in PSLP sessions and the degree to which students and teachers interact to carry out PSLP activities. Three example approaches include: a full-size class approach, a small group approach, and a hybrid approach.

In the *full-size class approach*, the PSLP lead facilitator delivers the PSLP curriculum to the full-size class (19 students; NJDOE, 2011). In addition, the facilitator gives students PSLP-related assignments that they complete independently. This approach is used for all or nearly all PSLP activities. *The strength of this approach is that it usually requires few schedule changes and less logistical planning.* The weakness of this approach is that it does not allow for the frequent interaction between students and staff that are necessary to build personal relationships and reinforce bonds between students and teachers. This session structure, therefore, lacks the “personalized” element of a Personalized Student Learning Program.

In the *small group approach*, the facilitator delivers the PSLP curriculum to a small group of one to ten students. In this approach, students complete all related activities within small groups. *This approach maximizes student-teacher interaction and increases “personalization.”* This approach may require schools to make changes in the class schedules to accommodate logistical challenges related to space and staff availability.

The *hybrid approach* is a combination of the full-size class and the small group approach. In this approach, the PSLP lead facilitator delivers the curriculum to the full-size class and later breaks students up into small groups using peer mentors or teachers to complete activities or reiterate lessons learned earlier. *A strength of the hybrid model is that it provides the benefits of the small group approach, while helping schools overcome challenges related to scheduling and classroom space.* The weakness of this approach is that it may require schools to make changes in the class schedules to accommodate logistical challenges.



Hybrid models can provide schools with the flexibility to overcome scheduling constraints and lack of space while still incorporating the personalized elements of PSLP. Some examples of possible hybrid approaches include:

Full-size class approach with a small group/advisory component. A school can provide weekly class instructions, using an advisory curriculum as the framework, but also set aside time and space for all students to meet with an adult advisor in the school in small groups ranging from seven to ten students. These groups could meet on a weekly basis for an hour or so.

Full-size class PSLP activities during a period of a specific course with peer mentoring for selected students. A school can implement PSLP activities to all students in a full-size class with course instructors providing some guidance but with students working independently. A small group component can be incorporated by offering one-on-one peer mentoring opportunities for targeted students such as new students, those who need additional assistance, or those who missed PSLP sessions. In this model, peer mentors provide one-on-one services to some students and in-depth services to others on an as-needed basis.

Full-size class approach with peer mentoring for all students in a grade level. The school can implement PSLP activities during a class period that is set aside for grade-wide student development activities. Depending on the scheduled activity, students either work independently to complete assignments or work with an assigned peer mentor.

A peer mentoring program provides students with the opportunity to interact in small groups under the guidance of a select group of older students. These programs help foster healthy student-to-student interactions; promote academic, social, and emotional development; and provide opportunities for students to complete related PSLP lessons and activities in small groups. In addition, they can be particularly useful during students' transition points, such as making the move from middle school to high school. Schools looking to implement peer mentoring programs as part of their PSLP program should keep the following in mind:

1. *Selecting peer leaders.* Schools in the NJDOE PSLP Pilot Program that incorporated peer mentoring into their PSLP program selected juniors or seniors as peer mentors to freshman students. Schools looking to implement new peer mentoring programs should begin by establishing set criteria by which to select peer mentors. These criteria should include basic information such as grade, age, and other characteristics including, but not limited to, school performance, leadership skills, interests, and participation in school and

In focus groups with freshmen students participating in peer mentoring programs in select pilot schools, students recommended that peer mentors be able to relate to students and their experiences, provide positive feedback and guidance, and have a thorough understanding of the school system.

community activities. A select group of teachers and counselors should screen potential mentors based on the established criteria, the submitted application, and teacher recommendations.

2. *Training peer leaders.* Peer mentors should be introduced to a variety of training activities and materials that provide an overview of the program’s rules and expectations for mentors, the mentee-mentor relationship, the role of teachers and counselors in the program, and the PSLP program. Training should also help mentors develop their leadership, problem solving, and listening and communication skills. More importantly, mentors should be introduced to the PSLP lessons and activities that they will be required to go over with their mentees. This requires that schools outline and select PSLP activities that incorporate academic skills into personal and career development.
3. *Selecting activities.* Activities should be fun and engaging for both the mentor and mentee. They should include PSLP-related topics that encourage the academic, personal, and career development of students. Schools can use peer mentors to help students log on and learn to navigate the web-based guidance systems. They can also use peer mentors to introduce mentees to personal and academic development topics, such as goal setting, bullying, peer pressure, and study skills.

The Mentoring Resource Center (2008), in collaboration with the U.S. Department of Education, created an introductory guide, “Building Effective Peer Mentoring Programs in School,” which includes a list of strategies and activity resources for schools looking to establish peer mentoring programs.

Overall, peer mentoring programs can be an effective alternative for schools that may be unable to implement PSLP programs in the classroom using small groups. The mentee-mentor relationship can help reinforce PSLP lessons in students and provide them with the opportunity to engage in meaningful discussions surrounding their personal experiences with students in similar age groups.

Selecting the Right Session Structure

Effective facilitation of PSLP sessions is crucial to the personalization that PSLP programs are intended to achieve. *Small group* PSLP approaches are the most effective because they provide the space, time, and intimate setting needed to foster personal relationships between students and adults.

While a small group approach is ideal, some schools may find it logistically impossible to carve out the time and identify the space needed for students to meet in small groups. Such schools may be able to capture some of the benefits of the small group approach by using a hybrid approach to delivering PSLP sessions.

SECTION 5: Developing a PSLP Curriculum

PSLP Curriculum Content

PSLP programs address key developmental areas and use student-centered strategies to achieve important educational benchmarks.

A comprehensive PSLP curriculum focuses on academic, career, and personal development. According to NJDOE, the academic development area incorporates planning for academic goals, activities linked to statewide tests and curriculum standards, postsecondary transition planning, course selection, and other student learning opportunities. The career development area incorporates planning for career goals, career exploration, and résumé development. The personal development area incorporates interest and skills assessments, learning style assessment, and portfolio development. Each area is critical to the development of a well-rounded student.



In addition to addressing broad developmental areas, each PSLP program should support students in achieving the specific benchmarks outlined in the existing standards that guide New Jersey's education system. When identifying content for PSLP curricula, school teams should always ensure that the PSLP curricula and activities are based on the Common Core State Standards and New Jersey Core Curriculum Content Standards. The Common Core State Standards provide guidance to educators in the areas of Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (see <http://www.corestandards.org/> for more information). The New Jersey Core Curriculum Content Standards provide guidance for pre-school programs as well as K-12 education in the areas of 21st Century Life and Careers, Science, Social Studies, World Languages, Visual and Performing Arts, Technology, and Comprehensive Health and Physical Education (see <http://www.state.nj.us/education/cccs/> for more information). Connecting the PSLP curriculum with the existing standards serves to further students' academic development by providing opportunities for students to see how academic topics relate to the real world and encouraging them to understand that they can and should apply what they have learned about themselves in their academic courses.

Developing the PSLP Curriculum

Although every school will use a unique approach to developing PSLP curriculum, each school should consider the following three steps.

Step 1. Establish a PSLP curriculum development team. Developing a well-rounded PSLP curriculum requires knowledge of existing standards and best practices for addressing the standards across grades and disciplines. This task is best completed using a team approach. Curriculum development teams may consist of a small group of school staff members who offer diverse perspectives. Ideally, the members of a curriculum development team include administrators, teachers, school counselors, other staff members, and, when possible, community members and parents. In school-wide PSLP programs, the members on the PSLP curriculum development team should represent various grade levels.

Step 2. Review existing standards, create a document (e.g., standards alignment outline) that clearly outlines your approach to aligning with existing standards, and use the document to draft lesson plans. In order to establish staff buy-in, the PSLP team will need to clearly communicate how the PSLP program supports the school's mission and how the school staff's efforts meet all state and federal requirements. Each team should review existing standards and create a document that clearly outlines its approach to aligning with existing standards (see example documents in Tables 2, 3, and 4). After establishing a framework, each team should draft lesson plans that provide specific direction to the staff members who are responsible for implementing PSLP sessions.

Step 3. Establish and implement a process for receiving feedback. A PSLP leadership team can engage staff and students by providing opportunities for each to contribute to the curriculum development process. Schools should set up regular processes for gathering feedback from staff and students about the PSLP curriculum. This feedback will help the team identify challenges, student and staff needs, as well as potential solutions and recommendations. When feasible, the PSLP leadership team should collect this feedback in the spring so that the team has time to carefully consider the feedback, make revisions, and distribute the updated curriculum prior to the start of the school year.

**Table 2. Application of PSLP to Select NJ Core Content Standards
(9.3 Career Awareness, Exploration, and Preparation)**

Content Area	21st-Century Life and Careers			
Standard	9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.			
Strand	B. Career Exploration			
By the End of Grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Sample Activity
8	Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21 st century occupations and careers.	9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.	Students take various surveys and work assessments on the NJ Career Assistance Navigator (NJCAN), including the SKILLS assessment, Interest Profiler, and Work Importance Locator, and discuss their results in class or small group. Students proceed to write a short essay about their results and examine how it may influence the selection of certain jobs and careers. Students conduct oral presentations of their work to the class.
		9.3.8.B.7	Explain what is meant by “jobs” and “careers” and examine how each tends to be distributed regionally, nationally, and globally.	Students research the definitions for “jobs” and “careers” and explore the availability and distribution of both in their community, a neighboring state, and a foreign county. Students select a job and career of their choice in the same industry and write a short essay comparing their distribution in each of the three regions.

**Table 3. Application of PSLP to Select NJ Core Content Standards
(9.3 Career Awareness, Exploration, and Preparation)**

Content Area	21st-Century Life and Careers			
Standard	9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.			
Strand	C. Career Preparation			
By the End of Grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Sample Activity
12	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.9	Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.	Students research different private and government careers that require knowledge of different cultures and the ability to speak foreign languages in the United States and abroad. Students proceed to write a persuasive research paper comparing and contrasting their findings, and supporting either private or government careers as having a stronger job outlook.
		9.3.12.C.10	Differentiate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning a business.	Students research the history of entrepreneurship in the United States and how the knowledge, skills, abilities, and resources needed has changed from the 1950s to the present day. Students proceed to select an entrepreneurial occupation and write an essay analyzing how technology has impacted the knowledge, skills, abilities, and resources needed to be successful.

**Table 4. Application of PSLP to Select NJ Core Content Standards
Northern Burlington County Regional School District**

Course Map		
Department: Counseling	Course	Personalized Student Learning Plan
<p>Standards Addressed: (2010)</p> <p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.</p>	<p>Big Ideas/Enduring Understandings</p> <p>The school community (parents, teachers, and students) will utilize and understand how the Naviance components can help plan a student’s high school education, career, and future.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life’s challenges in all settings necessitates an understanding of one’s own abilities as well as a willingness to work as a team member.</p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p>	<p>Essential Questions</p> <p>What strategies can I employ and what resources can I use for success in high school?</p> <p>How will I set my short- and long-term goals during my high school years?</p> <p>How will my high school experiences prepare me for my life after high school?</p> <p>How do I research information about careers and colleges?</p> <p>How will my strengths and weaknesses affect my career goals?</p> <p>What resources are available to enhance my understanding of my academic course material?</p> <p>What courses will help me develop skills and requirements for career choices?</p> <p>What options other than academic courses will enrich and broaden my high school experiences?</p> <p>What information do college fairs and campus visits provide?</p> <p>How might communication skills affect potential interviews?</p> <p>What criteria might be used to select a postsecondary placement?</p> <p>How does one prepare for the PSAT and HSPA tests?</p> <p>Which resources are essential to prepare for the PSAT and HSPA standardized tests?</p>

<p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>		<p>How are course selections toward high school graduation requirements and career options made?</p> <p>What is the importance of completing “Brag Sheets” for college recommendations from instructors?</p> <p>How do I finalize research for postsecondary options?</p> <p>What resources are available to prepare for SAT testing?</p> <p>What critical factors help me to select the best college?</p> <p>How do I apply for national college and private institution scholarships?</p> <p>What criteria during campus visits are used to ascertain the best college fit?</p> <p>How do I apply for local scholarships?</p>
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Course Map (continued)		
Department: Counseling	Course	Personalized Student Learning Plan
<p>Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook Interim reports and grades</p>	<p>Other Information/Resources</p> <p>Naviance handbook Transition Project handbook No Kidding About Bullying PSAT, SAT, and HSPA materials</p>	<p>Interdisciplinary Connectedness</p> <p>Physical Education — Peer leadership, graduation surveys, Naviance updates English — organization, résumés, Naviance, college essays Math — careers and test prep Science — careers and test prep Social Studies — trends in data and current events Pathways/Economics/Financial Math — preparing budgets, tax forms</p> <p>Technology Integration</p> <p>Naviance Internet usage NJDOE toolbox Learn-Do-Earn Standardized test preparedness COIN 3 Career Cruising NJLWD usage CareerInfoNet Federal Occupation Information Network Collegeboard.com</p>

Additional Curriculum Development Tips

- **Consider a vast array of possible strategies and activities.** Once the PSLP team has identified topics and established a framework for aligning PSLP activities to existing standards, the PSLP team should take the time to research and discuss a variety of activities that can be used to address the various topic areas. Example strategies include, but are not limited to, creating activities using the tools and resources on the web-based guidance system, developing portfolios that incorporate a student’s work across years, aligning core curriculum classroom assignments with PSLP activities, and incorporating outside speakers with subject-matter expertise to address a particular topic. Additional resources are listed in Appendix D. These resources include contact information for mentor schools that have previously implemented PSLP programs and are available for consultation, an example middle school curriculum, an example high school curriculum, and a list of online resources and tools.
- **Allot enough time to develop and distribute the grade-specific curriculum.** Schools implementing new PSLP programs should plan and develop the curriculum prior to the start of the school year, and provide teachers the lesson plans several months in advance to allow them to familiarize themselves with the curriculum content.
- **Identify PSLP concepts that can be sequentially introduced and built upon as students progress from grade to grade.** Schools should identify the most important and age-appropriate skills, and implement activities in ways that allow students to build on the PSLP-related skills sequentially. This ensures that students are working on new and relevant grade-level activities from year to year.
- **Focus on “quality vs. quantity”.** Schools should outline a small set of topic areas that students and teachers can focus on in their PSLP sessions. Attempting to cover too many topics can leave school staff overwhelmed and constrain effective teaching of the individual lessons.
- **Support staff members in integrating PSLP concepts.** Because teachers have traditionally been responsible for teaching and helping students master the content in their subject area, integrating PSLP content into core academic classes may not come naturally to many teachers. As a result, the PSLP team should consider offering professional development opportunities that support teachers in developing strategies for incorporating PSLP program topics in classroom discussions and activities across disciplines.

SECTION 6: Identifying Roles for Adult Stakeholders

Roles of Adult Stakeholders

Adults in the school and community are crucial to facilitating the personalization aspect of a PSLP program. Students and school staff alike look to various members of the school community for motivation and encouragement. To facilitate the successful implementation of a PSLP program, adults participating in the program, including principals, school staff, parents, and community members, must have a clear understanding of their roles and responsibilities. A brief list of illustrative roles and responsibilities of typical participating adults in the PSLP program is provided in Table 5.

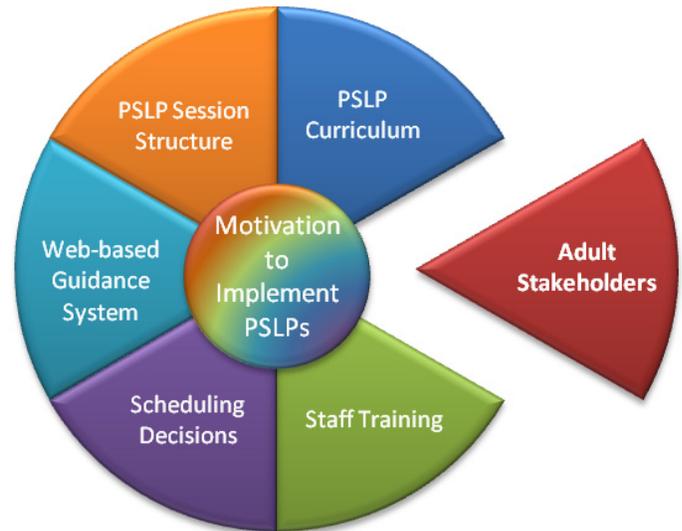


Table 5. Typical Roles and Responsibilities of Participating Adult Stakeholders

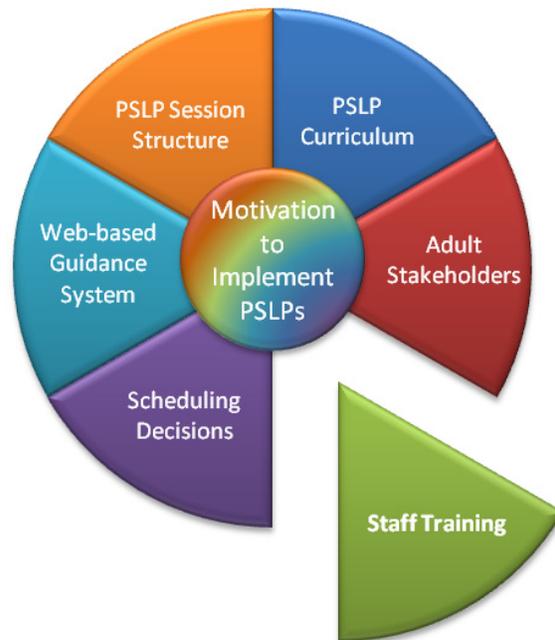
	Roles	Responsibilities
Principal	The principal takes action to promote successful implementation of the PSLP program by demonstrating enthusiasm and commitment to the program.	<ul style="list-style-type: none"> ▪ Sets priorities and commitment. ▪ Oversees administrative tasks. ▪ Provides ancillary support by providing resources and flexibility. ▪ Encourages participation of staff and students in the program. ▪ Clearly defines staff and administrative roles.
Teachers	Teachers contribute to the successful implementation of the program by teaching the PSLP sessions, providing input and feedback to the PSLP planning team on PSLP curriculum, providing referrals to counselors, and making recommendations for changes in the program.	<ul style="list-style-type: none"> ▪ Engage students, teach PSLP curriculum, and distribute related activities to students. ▪ Utilize strategies to integrate PSLP into core curriculum classes. ▪ Utilize web-based guidance system to facilitate PSLP sessions. ▪ Develop strategies to include parents in the PSLP process. ▪ Act as a resource and mentor to students by sharing interests and personal experiences.
School Counselors	Counselors participate in implementing PSLP sessions by teaching PSLP sessions, providing feedback to the PSLP planning team on PSLP curriculum, and by leading the counseling efforts to incorporate PSLP information and resources in counseling sessions with students.	<ul style="list-style-type: none"> ▪ Deliver PSLP curriculum and distribute related activities to students. ▪ Utilize web-based guidance system to facilitate PSLP sessions. ▪ Assist students to investigate potential career paths and to develop postsecondary educational goals by utilizing the PSLP web-based guidance system and other PSLP-related information. ▪ Act as a resource and mentor to students by sharing interests and personal experiences. ▪ Help teachers involve parents and community members in the PSLP program.

Parents	Parents and family members help influence student perspectives of work and postsecondary education experiences. By communicating these perceptions of work, parents help contribute to students' personal, career, and academic development.	<ul style="list-style-type: none"> ▪ Demonstrate an active interest and support in the PSLP program. ▪ Participate in school opportunities that demonstrate students' interests and abilities. ▪ Encourage and influence students' aptitudes, interests, and abilities.
Community	Community members provide resources and occupational information, adding to students' experiences in the PSLP process.	<ul style="list-style-type: none"> ▪ Provide schools and students with opportunities to experience "A Day in the Life" through field trips and participating in career fairs and as guest speakers. ▪ Provide students with occupational information, as well as products and services in the community.

SECTION 7: Training School Staff

Training Content

Programs that promote teacher buy-in tend to be more successful than programs that do not elicit teacher support, involvement, or control. Good staff training contributes to teacher buy-in. Training for implementing a PSLP program typically consists of an introduction for staff to the PSLP process, the web-based guidance system, and how to facilitate the PSLP sessions. PSLP tools and activities presented during training should be applicable and relevant to the teachers and their students. Overall, training should be consistent and address all areas related to PSLP implementation, including both technical and non-technical areas.



Technical — Technical training should support staff in learning how to use the web-based guidance system. The training should outline features of web-based guidance, provide guided demonstrations, allow for exploration and practice, and identify tactics for addressing common glitches that may arise during the PSLP sessions (e.g., system freeze).

Non-technical — Training sessions that address non-technical topics should cover strategies for engaging students and student reflection as well as strategies for facilitating PSLP-related activities. For example, some teachers may request guidance on how to go about providing career advice and motivating students to think seriously about PSLP issues and activities. In addition, staff may also need guidance on how to facilitate small groups and need clear explanations to ensure that they understand that they are not expected to take on the role of school counselor.

Facilitating the Training

If possible, staff training sessions on the technical systems issues should be facilitated by representatives from the organizations that developed the web-based guidance systems. Training on the non-technical aspects of the PSLP program can be led by the program coordinator and/or other members of the school PSLP team.

Feedback from teachers who have participated in implementing PSLP programs at a variety of schools indicates that the training needs to:

- Clearly explain the rationale behind personalized learning.
- Explain how the PSLP program relates to the school mission and to student success.
- Be customized to the needs and interests of the teachers and their students.
- Be provided continually throughout the school year, not just prior to rollout.
- Be conducted well in advance of the rollout of the PSLP program.
- Include adequate time for teachers to interact and practice with the system.
- Address any teacher concerns about facilitating sessions with students.

After implementing the training session, schools should develop processes for identifying additional training needs of teachers throughout the year. Schools should elicit regular feedback from teachers about how comfortable they feel implementing various facets of the PSLP, and devise training programs based on the stated needs of their teachers.

SECTION 8: Scheduling Decisions

When to Hold PSLP Sessions

There is no single “best” approach to scheduling PSLP sessions in schools. Schools should explore scheduling options that best meet their unique needs. Typically, the schools in the NJDOE PSLP Pilot Program held sessions during one of three times:

- A previously scheduled period of time when everyone in the school was doing the same thing (e.g., a homework or special activity period).
- A class period in which the school substituted a traditional lesson with the PSLP curriculum; this typically happened in subject areas, such as Health, in which all students in a grade were required to take the course.
- A custom period of time expressly set aside to accommodate the implementation of PSLP (e.g., some schools establish a special day periodically and shave ten minutes off the end of each regular period to create time for a PSLP period).



Strategies for Overcoming Challenges

The degree of difficulty schools encounter in implementing a PSLP program is affected by the school schedule’s flexibility, the availability of school space, and the commitment from school administrators to make the changes in the school’s schedule to accommodate the PSLP program. To overcome potential challenges relating to scheduling constraints, the PSLP team, along with participating teachers and staff, should engage in meaningful discussion in order to develop strategies that are unique to the school’s needs. For example, schools with limited space in computer labs may consider investing in rollaway carts that are supplied with laptops. The carts enable the schools to transform any classroom into a computer lab. Further, demonstrated commitment from school leadership to implement the PSLP program into the school’s schedule is vital to motivating and engaging teachers and staff to identify potential areas in the regular school day to facilitate PSLP sessions.

SECTION 9: Motivating Students and Staff to Embrace PSLP Programs

Motivating Teachers and Engaging Students

Motivation to implement is the single *most important factor in a program's success*. Motivation to implement the PSLP program has a powerful influence on the way teachers prioritize the program and engage in carrying out the implementation of the key PSLP components.

Staff motivation to implement PSLPs is typically affected by the staff's assessment of the importance of the program and confidence in their ability to implement it. Typically, school members look at the principal's *actions* to determine if the PSLP implementation is a priority for the school. If the principal does not demonstrate through his or her actions that it is a priority, school staff members are unlikely to take it seriously. The commitment of school leadership to PSLP implementation affects teachers' responsiveness and willingness to implement PSLP activities, parents' participation in the PSLP process, and the degree to which students engage in and complete PSLP assignments. In addition to having the principal demonstrate through his or her actions a strong overall commitment to the program, school staff members must also believe that the program activities will have a positive impact on important student outcomes. PSLP teams must provide clear explanations of how the PSLP program relates to student outcomes.

Once the PSLP team has effectively communicated that the program is useful for students and a priority for the school, the PSLP team will need to ensure that the staff understands what they need to do to implement the program. Strategies for encouraging staff motivation to implement PSLP sessions include giving staff a role and voice in planning the PSLP program, providing adequate and ongoing training, ensuring they have sufficient time to prepare for and conduct sessions with students, and reiterating the importance of the PSLP program as school procedures and policies change over time.

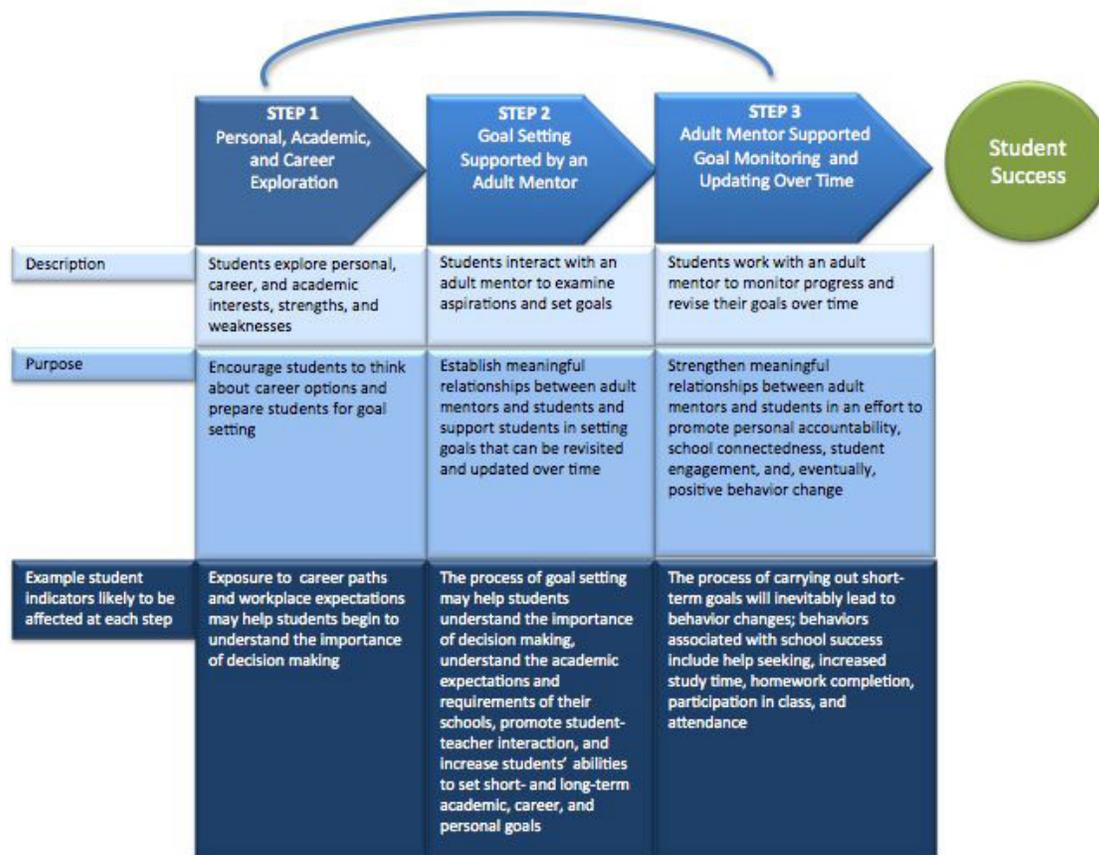


Recommendations for Enhancing Motivation to Implement PSLPs

Demonstrating consistent commitment from school leaders. A strong, sustained commitment to making the PSLP program a priority in the school’s various activities motivates all stakeholders to put in the time and effort to implement the many activities required for a program to be successful. This commitment must be visible in actions.

Providing clear explanations of how the PSLP program relates to student outcomes. Although PSLPs can have a significant effect on student outcomes, how they do so is not immediately obvious, even to educators, and requires some explanation to elicit buy-in. Schools implementing PSLP programs should implement strategies to clearly explain how PSLP activities relate to student success. Drawn from three years of Heldrich Center research on PSLPs, Figure 1 provides a simple illustration of how PSLPs improve student success. It highlights important steps and provides a generic framework for how the steps in the PSLP process lead to student success. Each step is described below.

Figure 1. Example PSLP Process



Step 1. Personal, academic, and career exploration. In the first step, students spend time on their own exploring their personal, career, and academic interests; strengths; and weaknesses so that they will be able to begin to identify potential short- and long-term goals. For example, a student may discover that she is interested in health care careers after completing several career assessments and exploration activities.

Step 2. Goal setting supported by an adult mentor. During this step, adult mentors encourage students to identify areas for growth. Further, the adult mentors guide students in finding strategies for exploring new interests (e.g., joining a club, researching a career topic) and applying what they have learned from their PSLP sessions to their everyday lives (e.g., learning styles, study strategies, interacting with others, seeking help from a teacher). To make this more concrete, consider a student who has a long-term goal of entering a health care occupation. An adult mentor might explain how math and science skills are critical to success in such occupations. In a discussion with the adult mentor, the student might admit that she is struggling in science, but has not asked the teacher for help. The adult mentor would likely take this opportunity to help the student outline a plan related to seeking help and interacting with the science teacher on a regular basis.

This example incorporates formal goal setting and results in articulated goals that can be revisited and updated over time. In the case of the student interested in health care, the adult mentor might help the student establish a clear and specific short-term academic goal related to help seeking (e.g., prepare two questions and seek help from the science teacher weekly) and a mid-term academic goal related to improving her grade in science (e.g., improve at least one letter grade on the next test).

Step 3. Monitoring student goals. In this step, a student works with an adult mentor to revise the plan over time and monitor progress in completing the plan. The process of receiving guidance and feedback from a concerned adult motivates the student to engage in positive academic behaviors. In the example discussed above, the adult mentor checks in with the student to monitor her progress in both help seeking and science-related academic achievement. The student knows that the adult mentor will be paying attention and is motivated to carry out the plan.

Giving staff a role and voice in planning the PSLP program. Teacher buy-in and effectiveness in implementing PSLP activities are related to the degree to which teachers are invited to take on active roles in developing the PSLP program. If possible, schools should attempt to provide additional opportunities for teachers to participate in PSLP program development.

Providing adequate and ongoing training. It is important that school staff members feel prepared to implement PSLP sessions. Schools that provide quality training allocate several hours for training well in advance of implementation, have the staff role play as if they were students and share ideas on how to address problems, discuss both technical and non-technical components of facilitating PSLPs, set aside time throughout the academic year for follow-up

training, and provide a forum for the discussion of different strategies teachers have used to make PSLPs work.

Ensuring they have sufficient time to prepare for and conduct sessions with students.

Teachers should be exposed to PSLPs several months before asking them to implement them. Schools should begin as early as possible to engage teachers and expose them to the various components of the PSLP concept and program.

Reiterating the importance of the PSLP program as school procedures and policies change over time.

Over time, schools may sometimes implement initiatives or experience developments that can affect programs such as PSLP. If school leadership anticipates that a forthcoming policy or procedural change might have an unfavorable effect on the PSLP program, the PSLP planning team should meet with administrators to identify strategies for dealing with the issue so as to maintain a quality PSLP program.

SECTION 10: Ongoing Assessment of PSLP Processes

Ongoing Process Improvement and Evaluation

In the course of implementing PSLP programs, schools must evaluate the processes and components that contribute to the effective implementation of a new program. Monitoring a PSLP program requires that schools allot time in the school year for program stakeholders and participants to reflect on program strengths and weaknesses. Participating teachers and staff at schools can choose to come together to evaluate the progress of their PSLP program any time throughout the school year. For example, schools can choose to do it twice in a school year, once at the midpoint, and again at the end. Overall, schools should aim to evaluate their processes and progress *at least* once in a school year, typically toward the completion of the year.

Generally, schools should provide teachers and staff opportunities to provide suggestions to improve the program throughout the school year. The Heldrich Center developed a self-assessment tool to help schools monitor their progress in multiple areas of the implementation process. The “Monitoring our PSLP Process” (see Appendix E) assessment provides schools with the opportunity to use a multi-dimensional approach to assessing the key program components of their PSLP program. The results of this assessment can help schools establish priorities and highlight program components that require attention.

Overall, PSLP programs require continuous evaluation to ensure that students’ educational needs as well as staff and administrative expectations are being met. To facilitate this crucial part of the PSLP implementation process, schools should be regularly engaged in discussions to support the process of ongoing improvement.

As with any new and comprehensive school initiative, implementing a PSLP program is an ongoing process. Unpredictable challenges and obstacles can arise at any point throughout implementation that require schools to use flexible and effective approaches. While challenges relating to different components of the PSLP model often arise, they are not unique to one school.

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Appendices

Appendix A: PSLP Readiness Assessment

Appendix B: Example School Level: PSLP Implementation Recommended Tasks and Timeline

Appendix C: Common features of Web-based Guidance Systems

Appendix D: Curriculum Tools and Resources

Appendix D-1: Contact Information for PSLP Mentor Schools

Appendix D-2: Sample Middle School Lessons from NJDOE PSLP Pilot Program Schools

Appendix D-3: Sample High School Lessons from NJDOE PSLP Pilot Program Schools

Appendix D-4: Literacy Task Templates

Appendix D-5: Online Resources

Appendix E: Monitoring Our PSLP Process Assessment

Appendix A

PSLP Readiness Assessment

Directions

The purpose of this assessment is to help schools prepare to implement personalized student learning plan (PSLP) programs. This assessment can be completed by an individual or a team. If completed by a team, each member should complete the scale independently before beginning the team discussion.

In reviewing each section:

- 1) Answer each question by checking off “Yes” or “No.”
- 2) If you are unsure of an answer or feel that stakeholders would be mixed on the item, then circle “No” as it indicates a potential vulnerability that must be revisited.

After completing the checklist, proceed to Section B to learn more about key indicators associated with “PSLP readiness”. After your review of Section B, proceed to Section C to develop an action plan to address any early concerns.

Section A - PSLP Readiness Assessment

Description	Yes	No
1. Do all of your school administrators believe that a PSLP program would be good for your school?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do your school staff members believe that PSLP programs can have a positive impact on student engagement in learning?	<input type="checkbox"/>	<input type="checkbox"/>
3. Has your school identified someone who is interested in, willing and able to be your PSLP program coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you believe that your school will have enough staff commitment to put together a PSLP program planning team?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is it likely that your school will provide teachers with multiple training opportunities related to both the technical (e.g. use of a web-based tools) and non-technical (e.g. group facilitation) components of implementing a PSLP program?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your school typically put procedures in place to gather teacher feedback on newly implemented programs?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your school's existing schedule allow for all students to work with adult mentors (e.g. teachers, school counselors, parents) in small group or one-on-one sessions?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is your school administration committed to making changes, as needed, to the school's existing schedule to implement a PSLP program?	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your school have the resources necessary to implement a PSLP program (e.g. time, money, volunteers, equipment)?	<input type="checkbox"/>	<input type="checkbox"/>
10. Consider your staff's current commitment to programs and initiatives at your school. Are you confident that commitment to a new program will not over-extend most participating staff members?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is your school committed to making the PSLP program a priority among other school initiatives?	<input type="checkbox"/>	<input type="checkbox"/>

Section B - Indicators of PSLP Readiness

In a two year study of PSLP programs, The Heldrich Center found that PSLP program success is not determined by school size, location, or district factor grouping. **Schools that are ready to implement PSLP programs are schools that:**

- ✓ **have administrators who demonstrate strong support for the PSLP program.** Teachers and program coordinators at the pilot schools indicate that principal support is key to successful implementation and critical in establishing staff buy in. Principals who are willing to work to adapt the school schedule, provide flexibility in staff time and/or consider staff feedback are perceived by staff as supportive of PSLP programs. Those who demonstrate verbal support, but are unwilling to take action are not perceived by staff as genuinely supportive.
- ✓ **have someone who is committed to being the PSLP program coordinator.** A committed program coordinator is necessary for successful PSLP implementation. Program Coordinators are typically responsible for coordinating staff training sessions, overseeing the development and delivery of the curriculum, planning PSLP session structures and scheduling, and maintaining communication with school administrators, teachers, counseling staff, students, and the community. Successful program coordinators believe in and are deeply committed to personalized learning.
- ✓ **plan to provide comprehensive PSLP program training to staff.** Schools should be sure to provide professional development that addresses both technical and non-technical components of implementing PSLP programs. Each staff member needs a clear explanation for how the PSLP program relates to his or her school's academic mission and plenty of time to practice using related technology and equipment. In addition, staff members benefit from guidance related to working in small group settings and motivating students to apply personalized learning concepts in their daily lives.
- ✓ **are willing to involve teachers in planning and adapting PSLP program implementation.** Schools should consider inviting teachers to participate in developing the PSLP program in order to promote teacher buy in and effectiveness in implementing PSLP activities.
- ✓ **have fewer logistics-related challenges associated with scheduling times for students to work with adult mentors (e.g. teachers, school counselors and parents).** Ideally, schools will be able to implement a PSLP session structure that aligns well with the existing school schedule. However, schools that determine that they need significant scheduling changes to implement a PSLP program will require a committed leader who is willing to implement the changes necessary to accommodate the PSLP program.
- ✓ **do not have a large portfolio of existing programs and initiatives.** A school with several existing programs and initiatives may risk over extending its staff by adding a new PSLP program. Staff members who are already committed to multiple school-related programs

and initiatives may not have the time and/or the drive to implement a well-coordinated PSLP program.

- ✓ **set aside plenty of time for planning.** Schools should consider allotting one year for planning and preparation. This will give schools the opportunity to promote buy-in, allocate and secure necessary resources, establish a sequential curriculum, set program goals and establish a link between the goals and personnel roles. See Appendix A for an example PSLP implementation timeline.

Section C - Next Steps

If you answered “NO” to one or more of the questions on the PSLP Readiness Assessment, please utilize this Action Plan template to develop strategies to address any early concerns related to PSLP program implementation.

Action Plan

Criteria <i>List any questions with a “NO” response below.</i>	Action <i>How do you propose to change this to a “YES” response? List action steps here.</i>

Appendix B

<p style="text-align: center;">Example School Level: PSLP Implementation Recommended Tasks and Timeline Year 1: Planning, Training and Curriculum Development</p>
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Fall Year 1 Tasks

- The principal selects a program coordinator.
- The principal and program coordinator establish a PSLP team (staff, parents, etc.).
- The PSLP team gets training/guidance from NJDOE (e.g., reports, webinar, conferences).
- The PSLP team:
 - Plans for small group sessions (i.e. scheduling).
 - Selects and purchases software and equipment.
 - Outlines roles for teachers, school counselors, parents, and, if applicable, peer mentors.
 - Schedules training for staff.
 - Discusses concerns and strategies related to staff buy-in (e.g., incentives).

Spring Year 1 Tasks

- The PSLP team offers staff PSLP program orientation. Topics may include:
 - PSLP concepts.
 - PSLP program technology.
 - Staff roles, needs, and concerns.
 - PSLP curriculum ideas.
- (if applicable) The PSLP team recruits peer mentors and ensures that school counselors assist students in planning their schedules to accommodate participation in the program.
- The PSLP team establishes the PSLP curriculum and instructional materials.

Example School Level: PSLP Implementation

Recommended Tasks and Timeline

Year 2: PSLP Implementation

Summer Year 2 Tasks

- PSLP team informs parents and new students about the PSLP concepts and general program implementation plan.

Fall Year 2 Implementation

- The school staff implements the PSLP program for first-year students.
- The PSLP team informs parents of the PSLP program at early school-year events (e.g., back-to-school night) and offers parents training on the PSLP-related technology.
- The PSLP team implements a strategy for ongoing staff support. Strategies may include:
 - A process for sharing and resolving concerns.
 - Refresher training.
 - Additional training or support.

Spring Year 2

- The PSLP team reviews successes and challenges in Year 1 and starts planning for Year 2.

Appendix C

Common Features of Web-based Guidance Systems

Descriptions of System Features	
Personalized Learning Plans	Plans that incorporate student strengths and areas of interest, and matches those skills with college and career options that are the right fit for each student. Teachers and counselors work with students to set and manage goals that are necessary for post-secondary success.
Resume Creator Tool	Provides students with templates and strategies to develop resumes.
College Matchmaking	A tool that matches a college's resources and profile to a student's career interests.
Career Simulations and Games	Entertaining and educational role-playing games to help younger students learn about careers, life-planning and social skills.
Financial Aid Tool	Monitors financial aid deadlines, scholarship eligibility and application status.
College Researching Tool	A tool that allows students and families to research potential colleges of interest and includes information relating to admission rates, tuition, and academic requirements for acceptance.
Test Prep	Helps students raise their ACT and SAT scores using web-based test preparation courses.
Career and Occupation Exploration	Provides interest, skills, and work values assessments to enable students to begin the career planning process.
College App. Progress Tracker	Helps students manage each of their college applications, including deadlines, application requirements, and outcomes.
Job Hunting/ Career Building Tips	Provides students with tips on finding jobs in their fields of interest, as well as interview and resume development strategies.
Family Connection	Provides students and families with a variety of tools designed to <i>connect learning to life</i> .
Course Exploration/Planning	Helps students plan which courses they need to take to meet their college and career goals.

Application and Enrollment History	Allows counselors and administrators to track students' active college applications and report enrollment history of their entire student population.
Alumni Tracking	With this tool schools and districts can track the college admissions results, retention and graduation rates of alumni.
Survey Tools	Includes surveys such as learning style and career interest assessments.
Student Progress Tracking	Allows schools to monitor student progress from middle school through college graduation by reporting on college enrollment information and rates at their schools, as well as track retention and graduation rates for their students in college.
Curriculum Guides and Lesson Plans	Includes example classroom ready activities and lessons for teachers covering career awareness and exploration topics.
Student-Counselor Communication and Appointment Scheduling	Allows students to make appointments with their school's counselors regarding researching careers and colleges, as well as college and scholarship applications.
Document Sharing	Allows students to share documents completed on the web-based guidance system with teachers and counselors for review.

Appendix D

Appendix D-1: Contact Information for PSLP Mentor Schools

Appendix D-2: Sample Middle School Lessons from NJDOE PSLP Pilot
Program Schools

Appendix D-3: Sample High School Lessons from NJDOE PSLP Pilot
Program Schools

Appendix D-4: Online Resources

Appendix D-1
Contact Information for PSLP Mentor Schools*

County	PSLP Mentor Schools	PSLP Mentors
Burlington	Northern Burlington County Regional High School 160 Mansfield Road East Columbus, NJ 08022 www.nburlington.com	Mr. Matthew Konowicz Assistant Principal mkonowicz@nburlington.com 609-298-3900, ext. 2212
Gloucester	Delsea Regional High School 242 Fries Mill Road, Franklinville, NJ 08322 www.delsearegional.us	Mr. Dave Doyle Director of Guidance Delsea Regional HS ddoyle@delsearegional.us 856-694-0100, ext. 211
Mercer	Thomas R. Grover Middle School 10 Southfield Road Princeton Junction, NJ 08550 www.west-windsor-plainsboro.k12.nj.us	Mr. Richard Stec Assistant Principal richard.stec@ww-p.org 609-716-5250
Middlesex	North Brunswick Township High School 98 Raider Road North Brunswick, NJ 08902 www.nbtschools.org	Mr. Louis Emanuel Director of Athletics Supervisor of Health & Phys. Ed. lemanuel@nbtschools.org 732-289-3700, ext. 3008 Ms. Tracy Latchaw Teacher TLatchaw@nbtschools.org 732-289-3700, ext. 4165
Union	Abraham Clark High School 122 East 6th Avenue Roselle, NJ 07203 http://achs.roselleschools.org	Mrs. Diana Lobozzo Director of HSTW/Special Programs dlobozzo@roselleschools.org 908-298-3362

* Mentor schools are available for consultation on PSLP development and implementation.

Appendix D-2

Sample Middle School Lessons from NJDOE PSLP Pilot Program Schools Linwood Middle School - North Brunswick Township School District

These sample lessons and activities were conducted during the pilot program.

Linwood Middle School

2010-2011

Sixth Grade

Career Cruising Manual

Table of Contents

	Page #
What are Personalized Student Learning Plans?	3
Lessons and Activities	4 – 6
Lesson 1	7
Lesson 2	8
Activity Worksheet #1	9 - 12
Lesson 2B	13
<i>Learning Styles: HOW DO I LEARN,</i>	
<i>THINGS TO HELP ME LEARN & MORE</i> information sheet	14
Learning Styles Letter to Parents	15
Activity Worksheet #1	16 - 17
Lesson 3	18
Activity Worksheet #1	19 - 20
Lesson 4	21
Activity Worksheet #1	22-23
Lesson 5	24
Activity Worksheet #1	25-26
Lesson 6	27
Activity Worksheet #1	28-29
Lesson 7	30
Activity Worksheet #1	31

What are “Personalized Student Learning Plans?”

A formalized plan and process that involves students setting learning goals based on personal, academic and career interests, beginning in the middle school grades and continuing throughout high school.

Sixteen schools throughout the State of New Jersey were chosen to participate in the Department of Education’s *Personalized Student Learning Plan Pilot Program*.

The Focus of the Student Learning Plans

The focus of a student learning plan is to help students set personal, academic and career goals and develop a path to reach their goals. Students will participate in a series of interest and learning style surveys in order to find areas of strength, and then match their survey results with possible future career options. Students will research careers of choice, listen to audios and videos from people presently in those careers, and begin to develop their educational plan and student portfolio.

The process will include making connections with school and learning, understanding self, analyzing personal qualities, and instilling a desire for students to take responsibility for their career path.

Our middle school team will help students begin this process of becoming independent thinkers by analyzing personal interests, researching career pathways, and determining the skills needed to reach their lifetime goals and future aspirations.

This will continue in high school with the process of empowering students to achieve success through redefining interests, finding a career pathway, and focusing on the educational program that will help the student reach their individual goals.

Lessons and Activities

Lesson # (Month)	Materials	Topic	Activity
1 (October)	<p>Students IDs</p> <p>Logging on cards and information</p> <p>Survey (online)</p>	<p>Students will learn how to log on to the computers and to the Career Cruising website. This will include new personalized passwords.</p>	<p>Students will receive log on cards that will assist with the logging on process.</p> <p>Students will log on to the computers setting up passwords.</p> <p>Students will then log on to Career Cruising (through the District website) and create their own password (preferably the same as their computer password)</p> <p>Students will take the “Linwood PSLP Fall Survey”</p>
2 (November)	<p>Lesson 2 “For the Teacher” page</p> <p>Copies of Lesson 2, Activity Worksheet #1</p>	<p>Understanding different types of learning styles and how it can help you in school</p>	<p>Explain that people learn differently and, that by understanding how one learns, it can help them in the classroom.</p> <p>Students will access Career Cruising site</p> <p>Students will complete Lesson 2, Activity Worksheet #1</p>

<p>2B (December)</p>	<p>Lesson 2B “For the Teacher” page</p> <p>Copies of Lesson 2B, Activity Worksheet #1</p>	<p>Understanding different types of learning styles and how it can help you in school</p>	<p>Continue explanation that people learn differently and, that by understanding how one learns, it can help them in the classroom.</p> <p>Students will access Career Cruising site</p> <p>Students will complete Lesson 2B, Activity Worksheet #1</p>
<p>3 (January)</p>	<p>Lesson 3 “For The Teacher” page</p> <p>Copies of Lesson 3, Activity Worksheet #1</p>	<p>Introduction to PSLP and School Subjects & Careers Exploration</p>	<p>Review what the PSLP program is with the students. Emphasize how certain subjects you enjoy in school can help you find a career.</p> <p>Students will access Career Cruising site</p> <p>Students will complete Lesson 3, Activity Worksheet #1</p>
<p>4 (February)</p>	<p>Lesson 4 “For The Teacher” page</p> <p>Copies of Lesson 4, Activity Worksheet #1</p>	<p>Using Career Matchmaker</p>	<p>Students will log onto Career Cruising</p> <p>Students will answer Career Matchmaking questions (answer minimum of 39) – SAVE RESULTS</p> <p>Students will complete Lesson 4, Activity Worksheet #1</p>

<p>5 (March)</p>	<p>Lesson 5 “For The Teacher” page</p> <p>Copies of Lesson 5, Activity Worksheet #1</p>	<p>Using Career Matchmaker</p>	<p>Students will log onto Career Cruising</p> <p>Students will answer remaining Career Matchmaking questions – SAVE RESULTS</p> <p>Students will complete Lesson 5, Activity Worksheet #1</p>
<p>6 (April)</p>	<p>Lesson 6 “For The Teacher” page</p> <p>Copies of Lesson 6, Activity Worksheet #1</p>	<p>Factors that influence choosing a career</p>	<p>Students will log onto Career Cruising</p> <p>Students will use Career Selector to show how there are many factors that may influence choosing a career – SAVE RESULTS</p> <p>Students will complete Lesson 6, Activity Worksheet #1</p>

Lesson 1

Students will receive log-on cards that will assist with the logging on process.

Students will log on to the computers setting up passwords.

Students will then log on to Career Cruising (through the District website) and create their own password (preferably the same as their computer password).

Students will take the “Linwood PSLP Survey Fall” for that year.

No Activity worksheet required

Lesson 2

For the Teacher

Materials:

Copies of Lesson 2, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Learn about the different learning styles
- Gain in-depth knowledge about their own learning style
- Become aware of different ways to use this knowledge to help one improve in the classroom.

People learn in different ways. Some learn best visually, some by hearing and others by touching and doing. Some people have one method of learning that they rely on, while others may use more than one method to understand and recall information. This assessment is intended to help identify which of the three methods—visual, auditory, and tactile—you possess.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Assessment* (in purple) across the top of the page
- Click on *Learning Styles Inventory*, the last choice
- Read the information in the box, then Click *Start Now* and answer all 20 questions carefully
- When you are done, it should prompt you to save to your portfolio. Click *Go* to save directly to your portfolio
- Read your results and work on Lesson 2, Activity Worksheet #1

**Explain to the students that they may use more than one learning style.

Should they use more than one style, they should answer questions 4 and 5 (and page 12) matching the style to the letter on page 9. If they only use one style, they should ignore “b” and “c” in questions 4 and 5 and page 12.

Page 9 = Congratulations box and the % Legend (they should place ALL percentages and learning styles in the correct places, not just the learning style they use most.

Pages 10-12 = Information under the % Legend

Name: _____

Period #: _____

Lesson 2
Activity Worksheet #1

Log on to Career Cruising through the North Brunswick School District website
Click on *Assessment* (in purple) across the top of the page
Click on *Learning Styles Inventory*, the last choice

People learn in different ways. Some learn best visually, some by hearing and others by touching and doing. Some people have one method of learning that they rely on, while others may use more than one method to understand and recall information. This assessment is intended to help identify which of the three methods—visual, auditory, and tactile—you possess.

Click *Start Now* and answer all 20 questions carefully
When you are done, it should prompt you to save to your portfolio. Click *Go* to save directly to your portfolio

Answer the following questions:

Congratulations, you are a(n) _____

What does that mean? _____

What was the percentage of each of the Learning styles (highest % to lowest %)

#a _____ %

#b _____ %

#c _____ %

Lesson 2
Activity Worksheet #1 (CONTINUED)

4. What does it mean that you are this/these learning style(s)? If you are more than one, list the information for each one. First write which learning style you are writing about and then the information (use b and c if needed):

4a. Learning style #1: _____

4b. Learning style #2: _____

4c. Learning style #3: _____

Lesson 2
Activity Worksheet #1 (CONTINUED)

5. Some things you can do to help you learn are (bullet points):

5a:

5b:

5c:

Lesson 2
Activity Worksheet #1 (CONTINUED)

a: Since you learn best _____,

look for ways to _____

_____. You may _____

_____.

b: Since you learn best _____,

look for ways to _____

_____. You may _____

_____.

c: Since you learn best _____,

look for ways to _____

_____. You may _____

Lesson 2B (Week 3)

For the Teacher

Materials:

Copies of Lesson 2B, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Review their different learning styles
- Gain in-depth knowledge about their own learning style
- Become aware of different ways to use this knowledge to help one improve in the classroom.

People learn in different ways. Some learn best visually, some by hearing and others by touching and doing. Some people have one method of learning that they rely on, while others may use more than one method to understand and recall information. This assessment is intended to help identify which of the three methods—visual, auditory, and tactile—you possess.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Assessment Results* on the left side of the page
- Click on *Learning Styles Inventory*, the last choice
- Review your Learning Style
- Students will review their Learning Style results and use the *Learning Styles: HOW DO I LEARN, THINGS TO HELP ME LEARN & MORE* information sheet to answer the questions on the Lesson 2B, Activity Worksheet #1

Name: _____

Per: _____

LEARNING STYLES

HOW DO I LEARN, THINGS TO HELP ME LEARN & MORE

VISUAL LEARNING

As a visual learner, one learns best when information is presented in written form or visually through diagrams or pictures. One may prefer to read the text book rather than listen to a lecture. A teacher who uses a lot of visual aids, such as notes on the board or handouts, will be easier for one to understand than one who just talks. Here are some things one can do to help learn:

- Use diagrams, images and pictures
- Create flash cards to study from
- Highlight or underline important information in your textbook and notes
- Make outlines of the material that shows how the ideas and concepts are related
- Make notes or write down key words and concepts during lectures
- Try to visualize the material as one hears it spoken
- Read the material in the textbook before the lecture

Since one learns best when the information is presented visually, look for ways to make the information visual by making notes and outlines or drawing diagrams and charts. One may want to ask teachers to make outlines or use visual aids if they don't.

AUDITORY LEARNING

As an auditory learner, one learns best when one can hear the information such as teacher lectures and classroom discussions. One understands and remembers things better when one hears them. One may understand better when one reads out loud to themselves. Here are some things one can do to help learn:

- After reading something, make a summary and say it out loud
- Try talking to yourself when problem solving
- Find written assignments easier if you talk it out as you write
- If one is having trouble understanding written material, read it out loud
- Make a recording of lectures to study from
- Noises may be distracting, so study in a quiet place

Since one learns best when one can hear the information, look for ways to make the information auditory by reading out loud, making recordings or having people read to you. One may find it helpful to have a study partner who can ask questions out loud.

TACTILE LEARNING

As a tactile learner, one learns best from hands-on experience where one can manipulate something in order to learn about it. The more one is able to touch and manipulate the information the easier it will be to learn. One learns by doing so one tends to learn better when some type of physical activity is involved. Here are some things one can do to help learn:

- Rewrite notes or type them on the computer
- Think through a problem while doing something physical like exercise
- Make diagrams, notes, and flash cards as a way of being physical with the information
- Actively work the information by making models or doing demonstrations and practice assignments
- Use role playing to practice skills or act out what one is learning
- Take short breaks for physical activity when studying

Since one learns best by doing, look for ways to be active with the information one is trying to learn by using the information in some way to incorporate movement. One may find it helpful to act out material with a study partner, go on field trips or visit museums and science centers.

Name: _____

SS Per: _____

Learning Styles Information

One of the benefits of the Personalized Student Learning Plan (PSLP) is to help students be aware of their Learning Style(s). Recently, sixth grade students answered questionnaires in the Computer Lab and found out the different ways they learn. There are three different Learning Styles: Visual, Auditory and Tactile. Your child may possess the characteristics of 1 or more of these. The attached information explains how the students learn, and ways to help them learn. Part of understanding their respective Learning Styles was for students to identify different strategies that they felt could help them in subjects they may have found to be challenging this year, as well as ways to use these strategies in other subjects.

We ask that you review this with your child, and then sign this page and have your child return it to me by _____. Please keep the information page at home for your reference.

My learning style: _____

Parent signature: _____

To be returned by: _____

Name: _____

Period #: _____

**Lesson 2B (Week 3)
Activity Worksheet #1**

Log on to Career Cruising through the North Brunswick School District website
Click on *Assessment Results* on the left side of the page
Click on *Learning Styles*, the last choice
Review your Learning Style results and use the *Learning Styles: HOW DO I LEARN, THINGS TO HELP ME LEARN & MORE* information sheet to help you answer the questions below:

1. Identify your Learning Style(s): _____

2. Summarize your Learning Style(s): _____

3. What is the school subject you find most challenging this year?

4. Based on your Learning Style, what strategies can you use to help you become more successful in that subject (give specific examples)? _____

Lesson 3

For the Teacher

Materials:

Copies of Lesson 3, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Learn about the links between subjects studied at school and future career choices
- Gain in-depth knowledge of one or more occupations, including education and training requirements
- Become familiar with career information and interviews available in Career Cruising.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Careers* (top line)
- Click on *Search by School Subject*
- Choose your favorite subject
- Explain to students what the “H”, “C, and “U” mean and how what ones plans are in terms of schooling can influence the amount of careers one will have to choose from (for example, if you state you only plan to attend High School, careers like Lawyer and Doctor will be eliminated).
- Students will choose a career and work on Lesson 3, Activity Worksheet #1

Name: _____

Period #: _____

Lesson 3
Activity Worksheet #1

Log on to Career Cruising through the North Brunswick School District website
Click on *Careers* (top line)
Click on *Search by School Subject*
Choose your favorite subject

Favorite Subject: _____

In front of you is a list of careers. First, what do the following letters mean?

H: _____

C: _____

U: _____

Choose a career that interests you: _____

1. Read the JOB DESCRIPTION. Answer the following questions based on the chosen career:

What duties do people in this career have?

What skills do they have?

Lesson 3
Activity Worksheet #1 (CONTINUED)

2. Click on Education

What education and training do you need to enter this career?

What other qualifications are good to have?

What college programs are related to this career?

Summary – Your views

3. Now that you have learned a little about this career and the education and training you need to get started, answer the following questions:

Do you think this is a tough career to get into? What is the most difficult part?

Would you be willing to complete the education and training necessary to work in this career?

Lesson 4

For the Teacher

Materials:

Copies of Lesson 4, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Show students how to use Career Matchmaker: an interactive career interest inventory.
- Students will learn how Career Matchmaker provides individualized feedback on their career choices.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Assessments* (top line)
- Click on *Career Matchmaker*
- Answer Questions
- Save results
- Answer Lesson 4, Activity Worksheet #1 questions

Name: _____ Period #: _____

Lesson 4 Activity Worksheet #1

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Assessments* (top line)
- Click on *Career Matchmaker*

You will see a box with 5 choices (Dislike Very Much, Dislike, Does Not Matter, Like and Like Very Much). Answer the 39 questions using these choices as your answers.

Answer honestly! The more thought you put into these answers, the better your results will be. If you need more information about a question, click on the **MORE INFO** button besides the question.

PLEASE MAKE SURE YOU SAVE YOUR RESULTS!! WHEN IT PROMPTS YOU TO SAVE THE RESULTS TO YOUR PORTFOLIO, CLICK OK!! SAVE IT AS “Matchmaker1”

After you answer the questions, you will come to the Career Suggestions page that lists the careers that are suitable for you based on your responses.

Click on one of the suggested careers (those near the top are your best matches)

Career: _____

1. Read the SUITABLE FOR YOU? Information that appears for the career you have chosen. Answer the following questions:

What are the Central Aspects of this career?

What are the Central and Secondary Aspects to which you answered Like or Like Very Much?

Did you answer Dislike or Dislike Very Much to any of the Aspects?

Click on the **BACK TO MATCHMAKER SUGGESTIONS** link (in gray) near the top of the page.

Click on another career

Career: _____

2. Read the SUITABLE FOR YOU? Information that appears for this career.

Write down the Central and Secondary Aspects to which you answered Like or Like Very Much?

3. Click on JOB DESCRIPTION and WORKING CONDITIONS

In the Job Description and Working Condition sections, try to find a job task or working condition that relates to two of the Aspects you wrote down above.

Example:

Career: Website Designer
Aspect: Having your own creative ideas about designs and styles
Examples: Designing computer websites
Deciding on colors, patterns, layout, and graphics

For your career:

Aspect:

Examples:

Aspect:

Examples:

Lesson 5

For the Teacher

Materials:

Copies of Lesson 5, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Students will continue to use Career Matchmaker: an interactive career interest inventory.
- Students will learn how Career Matchmaker provides even more individualized feedback on their career choices.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on Assessment Results – on the left in blue
- Click Career Matchmaker- in light blue
- Click “Matchmaker1” link
- Read your Top 10 Career Matchmaker Suggestions
- List the top 5 listed on the Round 1 table
- Under *Improve Results-* on the right, Click on *Answer More Question*
- Answer 55 additional questions
- Make sure to save your responses (can override *Matchmaker1*)
- Click *View Career Suggestions So Far-* gray button near bottom to see your updated list of career suggestions
- List the new top 5 listed on your Career Matchmaker Suggestions on the Round 2 table above.
- *Then answer remaining questions*
- Under *Improve Results-* on the right, Click on *Answer More Question*
- Answer the remaining questions
- Click *View Career Suggestions So Far-* gray button near bottom to see your updated list of career suggestions
- Make sure to save your responses (can override *Matchmaker1*)
- Answer the below questions

Name: _____

Period #: _____

Lesson 5
Activity Worksheet #1

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on Assessment Results – on the left in blue
- Click Career Matchmaker- in light blue
- Click “Matchmaker1” link
- Read your Top 10 Career Matchmaker Suggestions
- List the top 5 listed on the Round 1 table below:

Top 5 Career Suggestions- Round 1	Top 5 Career Suggestions- Round 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Answer More Matchmaker Questions

- Under *Improve Results*- on the right, Click on *Answer More Question*
- Answer 55 additional questions
- Make sure to save your responses (can override *Matchmaker1*)
- Click *View Career Suggestions So Far*- gray button near bottom to see your updated list of career suggestions
- List the new top 5 listed on your Career Matchmaker Suggestions on the Round 2 table above.

Learning More About Your Top Career

1. Are your two lists exactly the same? YES or NO

Answer More Matchmaker Questions

- Under *Improve Results*- on the right, Click on *Answer More Question*
- Answer the remaining questions
- Make sure to save your responses (can override *Matchmaker1*)
- Click *View Career Suggestions So Far*- gray button near bottom to see your updated list of career suggestions
- Answer the below questions.

Is your number one suggestion the same or different on each list? _____

What was your number one suggested career (even if they are same, write them down):

List #1: _____

List #2: _____

List #3: _____

Is your number two suggestion the same or different on each list? _____

What was your number two suggested career (even if they are same, write them down):

List #1: _____

List #2: _____

List #3: _____

Lesson 6 For the Teacher

Materials:

Copies of Lesson 6, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Students will use the Career Selector aspect of Career Cruising to see how a variety of different factors influence choosing a career

You will need to take the students step by step through this process

Starting the program:

- Log on to the computer
- Using District homepage (or teacher's website), click on "Career Cruising" in white box on left side
- Log on to Career Cruising
- Click on "Careers" at top of the page in purple
- Click "Career Selector"
- Choose **ALL** the subjects that most interest you, then click "Next"
- Select **ALL** the Career Clusters that interest you – may need to explain what a cluster is (may use the term groupings – all different types of teachers will fall under "Education and Training"), then click "Next"
- Select the level of education you plan to pursue (can answer more than 1), then click "Next".
- Choose **ALL** the tasks you would like to do regularly at work, then click "Next"
- Choose Earnings...best is to instruct them to choose \$20,000 to find most careers, then click "Next"
- Click on **ALL** working conditions that one would not like, then click "Next"
- You will then get a list of careers that match your selection (if there are 0 matches, click on "View Close Matches" – green tab
- On the left side it says "Save to My Portfolio". **MAKE SURE TO SAVE YOUR ITEMS!!**
- If time remains, students should click on and explore some of their top choices

Name: _____

Period #: _____

Lesson 6 Activity Worksheet #1

Starting the program:

- Log on to the computer
- Using District homepage (or teacher's website), click on "Career Cruising" in white box on left side
- Log on to Career Cruising
- Click on "Careers" at top of the page in purple
- Click "Career Selector"
- Choose **ALL** the subjects that most interest you, then click "Next"
- Select **ALL** the Career Clusters that interest you (use guide to help you), then click "Next"
- Select the level of education you plan to pursue (can answer more than 1), then click "Next".
- Choose **ALL** the tasks you would like to do regularly at work (use guide to help you), then click "Next"
- Choose Earnings, then click "Next"
- Click on **ALL** working conditions that one would **NOT** like, then click "Next"
- You will then get a list of careers that match your selection (if there are 0 matches, click on "View Close Matches" – green tab
- On the left side it says "Save to My Portfolio". **MAKE SURE TO SAVE YOUR ITEMS!!**
- If time remains, students should click on and explore some of their top suggested career choices

Below are two sections that you may have questions about as you work towards your Career Selector. In parenthesis and bolded, you will find some helpful explanations to assist in your choices. If you have any further questions, don't hesitate to ask your teacher.

Select the Career Clusters (groups) that interest you.

- Architecture (**designing of buildings**) & Construction
- Agriculture (**farming**), Food & Natural Resources
- Arts, A/V (**Audio/Video**) Technology & Communications
- Business Management & Administration (**studying how a business works to make it efficient and productive**)
- Education & Training
- Finance (**money**)
- Government & Public Administration (**deciding on issues involving the public and government**)
- Health Science (**studying health related issues**)
- Human Services (**seeing the needs of people and solving their problems**)
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing (**developing products**)
- Marketing (**promoting and selling of something**)
- Science, Technology, Engineering & Math
- Transportation, Distribution & Logistics (**keeping of information**)

Choose the tasks you would like to do regularly at work.

- Analyzing Data (**studying gathered information**), Programming or Doing Calculations
- Artistic Expression (**being creative or imaginative**)
- Assisting Customers or the Public
- Building or Creating Things
- Caring for or Treating People
- Communicating Information or Persuading People
- Designing or Drawing
- Doing Research
- Fixing / Repairing Things
- Identifying / Diagnosing (Analyzing) Problems
- Inspecting, Measuring or Monitoring
- Keeping Accurate Records
- Making Sure Things are Clean and/or Organized
- Operating Machines or Vehicles
- Organizing People and Planning Work Activities
- Physical Training or Performing
- Selling or Promoting
- Teaching or Training People
- Working with Plants or Animals
- Writing

Lesson 7

For the Teacher

Materials:

Copies of Lesson 7, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Students will use the Career Interests aspect of Career Cruising to select careers that may be of interest to them

Students will take the End of the Year survey before beginning Career Cruising

Starting the program:

- Log on to the computer
- Using District homepage (or teacher's website), click on "Career Cruising" in white box on left side
- Log on to Career Cruising
- Click on "Careers That Interest Me" in blue on the left side of the page
- Click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- Again, click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- For a 3rd time, click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- You should now have 3 careers that are of interest to you,
- Also, your completion bar should now read 100%

Name: _____

Period #: _____

Lesson 7 Activity Worksheet #1

Starting the program:

- Log on to the computer
- Using District homepage (or teacher's website), click on "Career Cruising" in white box on left side
- Log on to Career Cruising
- On the right side you will see a survey link, please click on it and take the survey.
- Once you are finished with the survey, wait for further instructions from your teacher.
- Click on "Careers That Interest Me" in blue on the left side of the page
- Click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- Again, click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- For a 3rd time, click on the tab that says "Career Selector"
- Click on "View Results"
- Choose a career that interests you, then on the left side click on "Save to My Portfolio" in grey
- You should now have 3 careers that are of interest to you,

YOUR COMPLETION BAR SHOULD NOW READ 100%, IF IT IS NOT, PLEASE LET YOUR TEACHER KNOW

Linwood Middle School

2010-2011

Seventh Grade

Career Cruising Manual

PSLP GRADE 7

Teacher Planning Guide

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
October	<p>- Pink log-on cards & instructions wkst for students</p> <p>- “What My Portfolio Says About Me” wkst</p> <p>Students will log onto school computers & set up school password <i>(if needed)</i></p> <p>Students will then log onto Career Cruising (through the District Website) & create their own password</p>	<p>Students will take the “Linwood PSLP Survey Fall 2010” & print out Personal Profile – Portfolio Sheet from Grade 6 (if applicable)</p> <p>Activity Worksheet 1 – “What My Portfolio Says About Me” required for this lesson</p>
November	<p>- “Careers that Interest Me” teacher guide & student instructions wksts.</p> <p>Part 1: selecting SEARCH BY INDEX and browse through the careers in the index to answer the questions on the activity worksheet.</p> <p>Part 2: by utilizing the left-hand blue tab: Careers that Interest Me and using Career Selector to answer the prompts that follow.</p> <p>Students will then continue to complete the rest of the activity worksheet and use the Career Cruising site to attain responses</p>	<p>Students will search careers that both interest them and ones that they find would not be appealing to complete, items such as summarizing and identifying <i>Core Tasks, Workplace, Earnings</i>, etc & use as basis for comparison.</p> <p>Activity Worksheet 2 – “Career Cruising- Career Selector”</p>
December	<p>- “PSLP Grade 7 Scavenger Hunt”; student instructions/activity sheet & teacher guide provided</p> <p>This activity will focus on reviewing a multitude of aspects of the Career Cruising software.</p> <p>Students will use various tabs/ and indicators of the Career Cruising website to complete activity worksheet including items such as <i>interviewing, colleges, job success & career clusters</i></p>	<p>Students will search careers and various aspects of the site to complete the worksheet.</p> <p>Activity Worksheet 3 – Career Cruising – Scavenger Hunt”</p>

**PSLP GRADE 7
Teacher Planning Guide**

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>January</p>	<p>- Career Matchmaker & My Skills – Portfolio Piece</p> <p>Students will log onto Career Cruising (thru District or Teacher website) and take the Career Matchmaker survey (Lesson 4a) and complete accompanying wkst, including constructing a paragraph response on suggested career results.</p> <p>Lesson 4b of this activity will have students respond to a series of questions about skills related to their Career Matchmaker results, and they will be saving them to their Career Cruising portfolio.</p> <p><u>Please note:</u> Some of these questions may have been completed in Grade 6. However, all must be answered again and re-saved to the portfolio</p>	<p>Students will take the “Career Matchmaker” & “My Skills” surveys using the Career Cruising program. They will complete a series of questions and prompts that will allow the software to generate lists of suggested careers based on student answer; students will complete accompanying wksts (Lesson 4a and Lesson 4b) to analyze results.</p> <p>Activity Worksheet 4a- “Career Matchmaker” & “My Skills” – (all survey results must be saved to the students’ CC portfolio)</p>
<p>February</p>	<p>-“Learning Styles Inventory” teacher guide & student wksts.</p> <p>Part 1: Academic Inventory – Grade 7</p> <p>Students will complete a self-assessment of their 2nd Marking Period grades and progress, and then complete responses for all subjects; including <i>why they feel they succeeded in certain classes, and what they can do better in other classes.</i></p> <p>Part 2: Learning Styles Inventory - Portfolio Piece</p> <p>Students will long onto CC & take the “Learning Styles Inventory survey” and complete accompanying wkst, which includes identifying learning style & how they relate the student.</p>	<p>Students will complete Academic Inventory wkst without the use of the CC website. Once they complete this reflection of their academic progress, they will take the “Learning Styles Inventory” through the CC program. They will complete a series of questions and prompts that will allow the software to generate results.</p> <p>Students will document these results on the activity wksts and electronically save to portfolio.</p> <p>Activity Worksheets 5a & 5b “Academic Inventory” and “Learning Styles” (all survey results must be saved to students’ CC portfolio)</p>

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>March</p>	<p>“Activities & Abilities” teacher guide & student instructions wkst. <i>Portfolio Piece</i></p> <p>Teacher will use teacher guide to explain how students’ activities & interests can help them make insightful decisions about courses & career goals.</p> <p>Students will log onto Career Cruising (thru District or Teacher website) & click on PORTFOLIO button & log in.</p> <p>Part 1: Extracurricular Activities – students will identify & record at least 1 activity (school/recreational sport/ club) that they belong to.</p> <p>Part 2: Hobbies & Interests – students will identify & record at least 2 hobbies/interests that they have</p> <p>Part 3: Skills & Abilities – students will be able to choose at least 2 skill areas from the CC website & save their choices</p> <p>Part 4: Awards & Certificates – students will identify & record any awards/certificates (sports, club, academic) that they have received in 6th/7th grade)</p>	<p>Students will continue working on Grade 7 Portfolio requirements by recording their extracurricular activities, hobbies/interests, skills/abilities & awards/certificates through the Career Cruising program and save to their person portfolio.</p> <p>Activities that Interest Me – portfolio requirement</p> <p>Activity Worksheet 6 – “Activities & Abilities”</p>

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>April</p>	<p>“Career Selector” - Portfolio Piece & Career Choosing – Social Studies Careers</p> <p>Part 1: Career Selector - Students will log onto Career Cruising (thru District or Teacher website) and follow the Lesson 7a wkst steps to determine which careers may be of interest (students may refer back to Lesson 2 and compare the results): survey questions will include <i>school subjects, career clusters, type of education, core tasks and earnings</i></p> <p>Part 2: Career Choosing – Social Studies Careers Using the CC website, students will choose six (6) of the 19 careers listed and complete Lesson 7b wkst. Students will utilize the CAREERS tab at the top of the main page to navigate their career choices</p>	<p>Students will use the CC website to identify “Careers of Interest” (min. of 3) & utilize the “Career Selector” tab in order to save their results to their portfolio: Activity 2 from November may be used for guidance and comparison.</p> <p>Activity Worksheet 7a “Career Selector” – portfolio requirement Step-by-step instructions for students to navigate this part of the CC website (all entries must be saved to student CC portfolio)</p> <p>Activity Worksheet 7b “Career Choosing”</p>
<p>May</p>	<p>End of Year Survey Portfolio Completion Check</p> <p>Teachers will ensure that all students (who have been enrolled for the majority of the school year) have 100% portfolio completion status; newly transferred students do not need 100%</p> <p>To check completion status, click PORTFOLIO at the top of the main page and then VIEW DETAILS next to the bar graph indicator. After that, you will be able to see which assignments were completed and which were not. At this point, teachers should log each student's status and what they were missing (if anything).</p> <p>*students missing portfolio assignments should use remaining time to complete</p>	<p>Students must take “End of Year” Survey (it is the same as the Fall Survey)</p> <p>Once the survey is complete, students are to check portfolio completion and work on any make-up assignments that are not logged into their CC portfolio</p>

PSLP GRADE 7 LESSON 1

Students will receive log-on cards that will assist with logging on

Students will log onto school computers & set up school password (if needed)

Students will then log onto ***Career Cruising*** (through the District Website) & create their own password (preferably the same password that they log onto the school computers with) – **see attached student instructions**

Students will take the “Linwood PSLP Survey Fall 2010”

No Activity Worksheet required for this lesson

PSLP GRADE 7 LESSON 1

Instructions:

1. Log on to school computer using your school login & password.
(If this is your first time, follow the instructions on your pink card. Record ALL information for future reference)
2. **Open Internet Explorer** – go to www.nbtschools.org
3. Look for CAREER CRUISING tab on the left side of the district homepage; click to open up our Career Cruising homepage
4. You are now on the “**North Brunswick Portfolio Home Page**”
5. Follow the instructions in the box for the initial sign in – after you hit enter, you will be prompted to **change your password**; follow the instructions, writing down your **NEW password on your PINK card**.
6. Scroll down and **check** **the box** that says “I have read and agree to the End User License Agreement “ – click **Submit**
7. Type in your email address if you have one
8. You will now be on the “**Welcome to Career Cruising Home Page**”
9. On the right hand side under “School links”, click on “**PSLP Career Survey Fall 2010**”
10. **Take the survey** – make sure all questions are filled in
11. **Click DONE at the bottom** – this will take you to the Survey Monkey home page
12. Click the “X” in the upper right corner of the screen to close the page; you should now be back on your Portfolio Home Page

This completes Lesson 1

PSLP GRADE 7 LESSON 2

Students will log onto **Career Cruising** (through the District Website)

Students will enter username & password to enter site

Distribute **Career Cruising Activity 2** worksheet to students & have them work on it following the instructions on the worksheet:

Part 1: After logging on to Career Cruising, students will select the **CAREER** tab at the top of the page. Then they will select **SEARCH BY INDEX** and browse through the careers in the index to answer the questions on the activity worksheet.

Part 2: They will be utilizing the left-hand blue tab: **Careers that Interest Me**

Next they will click on the gold tab in the middle of the page: **Career Selector** and answer the prompts that follow. *At the end of the survey, students will receive a list of careers that would best suit them based on the answers given.*

- If less than 6 career choices appear, students can also access the **View Close Matches** tab for other results

Students will then continue to complete the rest of the activity worksheet and use the Career Cruising site to attain responses

Activity Worksheet attached

PSLP GRADE 7
LESSON 2

Name _____ Date _____ Per _____

**Career Cruising
Activity #2 Worksheet**

Part 1 - DIRECTIONS: *First, after logging on to Career Cruiser, select the CAREER tab at the top of the page.*

Then select SEARCH BY INDEX.

Browse through the careers in the index to answer the following questions.

1. If you could choose any career, what would your top 3 realistic career choices be?
 - A. _____ because _____
 - B. _____ because _____
 - C. _____ because _____
2. What 3 careers would you NOT want?
 - A. _____ because _____
 - B. _____ because _____
 - C. _____ because _____

Part 2 – DIRECTIONS: *Next, click on left-hand blue tab: **Careers that Interest Me***

*Then, click on the gold tab in the middle of the page: **Career Selector**, and answer the questions in each category. At the end of the survey, you will receive a list of careers that would best suit you based on the answers you gave.*

- *If less than 6 career choices appear, you can also click the **View Close Matches** tab for other results*

3. Did any of your top career choices match? If so, which ones?



4. Choose 1 of the new matches that interests you. *Summarize* the information you learned about the career using the following chart:

Core Tasks	
Workplace	
Earnings	
Education & Training	
Attributes & Abilities	

5. What about this career do you find appealing?

6. Did any of your bottom career choices match? If so, which ones?

7. Choose 1 of the new matches that does NOT interest you. *Summarize* the information you learned about the career using the following chart:

Core Tasks	
Workplace	
Earnings	
Education & Training	
Attributes & Abilities	

8. What about this career do you find unappealing?

9. How are your top 3 choices and the options the survey results listed similar?

10. How are your top 3 choices and the options the survey results listed different?

This completes Lesson 2

PSLP GRADE 7 LESSON 3

Students will log onto **Career Cruising** (through the District Website or Teacher's OnCourse page)

Please distribute "PSLP Scavenger Hunt" wkst

Students will navigate the Career Cruising website to complete the wkst
**Teacher will have answer key & 'tab' shortcuts key to assist students (if needed)*

Activity Worksheet #3 attached

PSLP GRADE 7
LESSON 3

Name _____ Date _____ Per _____

Career Cruising
Activity #3 Worksheet – Scavenger Hunt

Directions: Please answer the following questions by searching through the Career Cruising website; *be sure to use the tabs at the top and the links on the left side of the site.*

1. What tab do you click on at the top of the page to give you access to Career Matchmaker? _____

2. List two of the 16 Career Clusters: _____

3. In which city & state is Beckfield College located? _____

4. List three different colleges in 3 different states that have the major LANDSCAPE ARCHITECTURE:

College: _____ State: _____

College: _____ State: _____

College: _____ State: _____

5. List three “tricky situations” you avoid during an interview:

1. _____

2. _____

3. _____

6. What are two types of resumes you can create with the Career Cruising program?

1. _____ 2. _____

7. What are two tips provided to help you achieve long term success “on the job”?

8. If you wanted to be an Audio-Visual Technician, summarize the Level 2 Sample Career Path: *(be sure to include all relevant information)*

9. If you were to become a Sociologist, what/where would you search to find information on this career?

First, go to: _____ *Then, click on:* _____

10. If you were a Sociologist in the state of **Washington**, what is the average annual salary for an entry level position? _____

11. What is the educational background requirement for a Nurse Practitioner? And what degree(s) do you need? _____

12. If you were to become a Photojournalist, where do you go to find “*A Day in the Life*” of this job? Explain the steps below:

13. Identify four different types of jobs & their rank under Military Careers: (you cannot just choose the first 4 on the list – your answers must vary)

14. Search schools in New Jersey– Name 3 public four-year colleges and 2 private four-year colleges:

PUBLIC COLLEGES:

1. _____
2. _____
3. _____

PRIVATE COLLEGES:

1. _____
2. _____



PSLP GRADE 7
LESSON 3

Name **TEACHER KEY** Date _____ Per _____

Career Cruising
Activity #3 Worksheet – Scavenger Hunt

Directions: Please answer the following questions by searching through the Career Cruising website; *be sure to use the tabs at the top and the links on the left side of the site.*

1. What tab do you click on at the top of the page to give you access to Career Matchmaker? **ASSESSMENT**

Use the CAREERS tab for #2

2. List two of the 16 Career Clusters: **Answers will vary**

Use the SCHOOLS tab for #3-4

3. In which city & state is Beckfield College located? **Florence, KY**

4. List three different colleges in 3 different states that has the major LANDSCAPE ARCHITECTURE: **Answers will vary**

College: _____ State: _____

College: _____ State: _____

College: _____ State: _____

Use the SCHOOLS tab for #5-7

5. List three “tricky situations” you avoid during an interview:

1. **Answers will vary**

2. _____

3. _____

6. What are two types of resumes you can create with the Career Cruising program?

1. **Chronological**

2. **Functional**

7. What are two tips provided to help you achieve long term success “on the job”?
Answers will vary

Use the CAREERS tab for #8-13

8. If you wanted to be an Audio-Visual Technician, summarize the Level 2 Sample Career Path: *(be sure to include all relevant information)*

9. If you were to become a Sociologist, what/where would you search to find information on this career?

*First, go to: **Careers tab***

*Then, click on: **Search by index***

10. If you were a Sociologist in the state of **Washington**, what is the average annual salary for an entry level position? ****must click on ‘Earnings’ tab in left column***

\$48,830

11. What is the educational background requirement for a Nurse Practitioner? And what degree(s) do you need?

Bachelor’s degree in nursing & pass exams to become a registered nurse. *All states require nurse practitioners to obtain a license to practice.

12. If you were to become a Photojournalist, where do you go to find “*A Day in the Life*” of this job? Explain the steps below:

Click on **Careers tab & search by index to find Photojournalist; then click on it. Choose one of the interview names listed Then click on the side tab that reads “A Day in the Life”**

13. Identify four different types of jobs & their rank under Military Careers: (you cannot just choose the first 4 on the list – your answers must vary)

Use the SCHOOLS tab for #14

14. Search schools in New Jersey– Name 3 public four-year colleges and 2 private four-year colleges:

PUBLIC COLLEGES:

1. _____

2. _____

3. _____

PRIVATE COLLEGES:

1. _____

2. _____



PSLP GRADE 7 LESSON 4a-4b

Students will log onto school computers & then log onto **Career Cruising** (through the District Website)

Activity 4a:

Students will click on the purple **Assessments** tab at the top of the page & then click on **Career Matchmaker**.

Students will take the **Career Matchmaker** series of 119 questions (survey is divided into 3 sections) – see student activity worksheet

Students will be prompted to save their answers after each series of questions – **PLEASE REMIND THEM TO SAVE THEIR RESPONSES** (this lesson is a portfolio requirement).

The activity worksheet will also ask students to list their top 5 “Suggested Careers” – this will be displayed for the students after each set of questions. They will also be asked to make conclusions based on the outcome of their answers & will construct a paragraph response based on their suggested career results.

Activity 4b:

Students will click on the purple **Assessments** tab at the top of the page & then click on **My Skills**.

Students will answer a series of prompts based on their skills & the program will match up which of their skills best fit their top suggested careers from Activity 4a– see student activity worksheet

Students will be prompted to save their answers after each series of questions – **PLEASE REMIND THEM TO SAVE THEIR RESPONSES** (this lesson is a portfolio requirement).

*Please note; in question 4 of this activity, students are asked to identify what letters A,B,C mean when placed next their suggested careers – they must place the cursor over the letter to find out

PSLP GRADE 7 Lesson 4a

Career Matchmaker & My Skills

For this portfolio requirement, students will respond to a series of questions and will be saving them to their Career Cruising portfolio.

- ***Please note:*** Some of these questions may have been completed in Grade 6. However, all must be answered again and re-saved to your portfolio.

Step 1: Log into Career Cruising through the www.nbtschools.org main home page.
Step 2: Click on the purple “Assessments” tab at the top of the page.
Step 3: Click on the “Career Matchmaker” link and click on “New Matchmaker” tab, if it indicates one.

Activity 1: You will now complete a series of 39 questions.

Once you finish this part, the program will ask you if you want to save to your portfolio. You must click “Yes”, and then click ‘OK’.

Once you complete these questions, a list of suggested careers will appear. Write down the top 5 results below:

1. _____
2. _____
3. _____
4. _____
5. _____

Click on the 1st career choice and write down 3 aspects given of this occupation.

1. _____
2. _____
3. _____

Activity 2: Click on the link near the top that says “*Back to Matchmaker Suggestions*”. Under the box titled, **Improve Your Results**, click on the link “**Answer More Questions**”. You will now answer the next series of 44 questions.

Once you complete this section, you will again save to your portfolio as you did in Activity 1.

Another list of suggested careers will appear, please list the top 5 careers shown:

1. _____
2. _____
3. _____
4. _____
5. _____

Click on the 1st career choice shown, if it is the same as your results in Activity 1, then choose the 2nd career choice shown.

List 3 aspects of this career:

1. _____
2. _____
3. _____

Activity 3: You will now continue to complete the series of Career Matchmaker questions as in Activity 1 & 2.

Click on the link near the top that says *“Back to Matchmaker Suggestions”*.

Under the box titled, **Improve Your Results**, click on the link **“Answer More Questions”**.

You now answer the next series of 36 questions.

Once you complete this section, you will again save to your portfolio as you did in Activity 1 & 2.

List the top 5 suggested careers displayed after you complete Activity 3:

1. _____
2. _____
3. _____
4. _____
5. _____

** Were any of your top 5 Suggested Careers in all three activities the same?
If so, list them below: If not, list any that were the same in two of the activities:*

** Whether your suggested careers were the same, similar or different, write a few sentences below that explain your results and what the choices tell you about your possible career ideas*



PSLP GRADE 7

Lesson 4b

Career Matchmaker & My Skills

For this portfolio requirement, students will respond to a series of questions about skills related to their Career Matchmaker results, and will be saving them to their Career Cruising portfolio.

Please note: Some of these questions may have been completed in Grade 6. However, all must be answered again and re-saved to your portfolio.

Step 1: remain logged into Career Cruising

Step 2: Click on the purple “Assessments” tab at the top of the page.

Step 3: Click on the “My Skills” link.

You will now rate your level of skill in 45 key areas to see how they relate to the careers suggested to you by the program.

Activity 1: Click on the gray tab “Go to My Skills”

Read over the introduction & key responses, and then click the “GO!” button.

You MUST save your results when prompted – do so by clicking “Yes”

Upon completing the series of prompts, please answer the following:

1. Write down at least 3 careers that have the letter A as your ‘Skills Score’

1. _____
2. _____
3. _____

2. Write down at least 2 careers that have the letter B as your ‘Skills Score’

1. _____
2. _____

3. Write down any careers that have the letter C as your ‘Skills Score’

1. _____
2. _____

4. What do the letters **A**, **B** & **C** stand for in the 'Skills Score' column? *(place your cursor over the letter to find out)*

A = _____
B = _____
C = _____



PSLP GRADE 7

Lesson5

For the Teacher

Materials:

Copies of Lesson 2, Activity Worksheet #1

Introduction:

Purpose of the Lesson:

- Learn about the different learning styles
- Gain in-depth knowledge to their own learning style
- Become aware of different ways to use this knowledge to help one improve in the classroom.

People learn in different ways. Some learn best visually, some by hearing and others by touching and doing. Some people have one method of learning that they rely on, while others may use more than one method to understand and recall information. This assessment is intended to help identify which of the three methods—visual, auditory, and tactile—you possess.

Starting the program:

- Log on to the computer
- Using District homepage, click on “Career Cruising” in white box on left side
- Log on to Career Cruising
- Click on *Assessment* (in purple) across the top of the page
- Click on *Learning Styles Inventory*, the last choice
- Read the information in the box, then Click *Start Now* and answer all 20 questions carefully
- **When you are done, it should prompt you to save to your portfolio. Click *Go to save directly to your portfolio***
- Read your results and work on Lesson 2, Activity Worksheet #1

***Explain to the students that they may use more than one learning style. Should they use more than one style, they should answer questions 4 and 5 (and page 4) matching the style to the letter on page 1. If they only use one style, they should ignore “b” and “c” in questions 4 and 5 and page 4.*

Page 1 = Congratulations box and the % Legend (they should place ALL percentages and learning styles in the correct places, not just the learning style they use most).

Name: _____

Period #: _____

Lesson 5
Activity Worksheet #1

Log on to Career Cruising through the North Brunswick School District website
Click on *Assessment* (in purple) across the top of the page
Click on *Learning Styles Inventory*, the last choice

People learn in different ways. Some learn best visually, some by hearing and others by touching and doing. Some people have one method of learning that they rely on, while others may use more than one method to understand and recall information. This assessment is intended to help identify which of the three methods—visual, auditory, and tactile—you possess.

Click *Start Now* and answer all 20 questions carefully
When you are done, it should prompt you to save to your portfolio. Click *Go* to save directly to your portfolio

Answer the following questions:

Congratulations, you are a(n) _____

What does that mean? _____

What was the percentage of each of the Learning styles (highest % to lowest %)

#a _____ %

#b _____ %

#c _____ %

Lesson 5
Activity Worksheet #1 (CONTINUED)

4. What does it mean that you are this/these learning style(s)? If you are more than one, list the information for each one. First write which learning style you are writing about and then the information (use b and c if needed):

4a. Learning style #1: _____

4b. Learning style #2: _____

4c. Learning style #3: _____

Lesson 5
Activity Worksheet #1 (CONTINUED)

5. Some things you can do to help you learn are (bullet points):

5a: _____

5b: _____

5c: _____

PSLP GRADE 7

LESSON 6

ACTIVITIES & ABILITIES

Students are to log into Career Cruising from NBTschools.org home page and follow the directions below. You will use your Career Portfolio to store a variety of information about the extracurricular activities that you participate in, your skills and abilities, and awards you have received.

From the main page, click on the purple **PORTFOLIO** button and log into your portfolio.

Click on the blue left-side tab “**Activities & Abilities**” & then click below where it says “**Extracurricular Activities**”; once you complete each phase below, you will return to this left-side menu to click on each of the phases labeled below.

Phase 1: Extracurricular Activities

Here you will record extracurricular activities, sports, and other activities you are involved with.

Step 1: Click on the blue ACTIVITIES & ABILITIES button on the left side and then click on EXTRACURRICULAR ACTIVITIES

Step 2: Select an activity area from the dropdown menu. Choose an activity that you participate in or the organization to which you belong from the dropdown menu.

- *For each activity record the start and end dates and a description of how you are involved & what skills you have learned from it.*
- *For example, if you are on the baseball team, you may have gained good hand-eye coordination*

Step 3: Click on the gray SAVE button.

Step 4: Continue to add activities that you are currently involved in or have been involved in, as you did in Steps 1-3

Phase 2: Hobbies and Interests

This section of the Portfolio lists hobbies and interests that you are involved in.

Step 1: Click on the blue ACTIVITIES & ABILITIES button on the left side and then click on HOBBIES & INTERESTS

Step 2: Select a hobby or interest group from the dropdown menu. Check off the activities that you participate in. For each activity record your thoughts about the activity, such as what skills you have learned from it.

- *For example, if you collect things such as stamps or trading cards, you may have gained organizational skills.*
- *If you are involved in any hobbies that are not on the list, you can use the “Enter your own” spaces at the bottom of the list.*

Step 3: Click on the gray SAVE button.

Step 4: Continue to add activities that you are currently involved in or have been involved in, as you did in Steps 1-3

Phase 3: Skills and Abilities

This section of the Portfolio list skills and abilities you have gained through school and extracurricular activities. You can include computer skills, personal qualities, and language skills.

Step 1: Click on the blue ACTIVITIES & ABILITIES button on the left side and then click on SKILLS AND ABILITIES

Step 2: Select a skill area from the dropdown menu.

Step 3: Select the skills you possess and record your comments, including examples of how you have used this skill.

Step 4: Click on the gray SAVE button at the bottom of the page.

Step 5: You can select other skills by choosing an area from the dropdown menu and repeating the previous steps.

Step 6: You can enter other skills and abilities by using the "Enter your own" spaces at the bottom of the skills lists.

Phase 4: Awards and Certificates

In this section, you can record any awards and certificates you have received, including academic or extracurricular/sports awards.

Step 1: Click on the blue ACTIVITIES & ABILITIES button on the left side and then click AWARDS & CERTIFICATES. Click ADD AWARDS/CERTIFICATES.

Step 2: Enter the name of an award or certificate that you have received either in 6th or 7th grade.

Step 3: Select the date you received the award or certificate.

Step 4: In the DESCRIPTION field, enter what the award is for, who it was awarded by (for example school, community organization, athletic team, etc.) and any other information you feel is important.

Step 5: Click on the gray SAVE button.

Step 6: Add other awards and certificates you have received.

PSLP 7
LESSON 7a

Career Selector
Portfolio Piece

Log onto Career Cruising through the district website or your teacher's homework page.

Follow the steps outlined below to determine which careers may be of interest to you – you may recall some similarities to Lesson 2 from the fall; you may also compare your answers from Lesson 2 to the suggestions that appear at the conclusion of this activity.

This is a required portfolio piece, so please follow directions carefully.

STEP #1: Once on the CC homepage, click on the purple **CAREERS** tab at the top of the page and then choose the **CAREER SELECTOR** tab

STEP #2: Complete the survey questions as indicated below:

School Subjects – please choose at least 3

Career Clusters – please choose at least 3

Type of Education

Core Tasks – please choose at least 3

Earnings

Working Conditions – please choose at least 3 you would NOT wish to work under

STEP #3: Course that match your selections:

List at least 3 that you would choose and list the synopsis for those three

Choice 1 - _____

Choice 2 - _____

Choice 3 - _____

NO MATTER WHAT YOUR RESULTS ARE – YOU MUST CLICK THE
GRAY **SAVE TO MY PORTFOLIO** TAB ON THE LEFT SIDE BEFORE MOVING ON
TO THE NEXT LESSON



**PSLP 7
LESSON 7b**

**Career “Choosing”
*Social Studies Careers***

There are a number of careers today that can trace their “roots” back to a Social Studies classroom. Using the Career Cruising website, you will choose six (6) of the following nineteen careers below and complete the attached worksheet.

STEP 1 – Log in to Career Cruising from the NBTSchools website

STEP 2 – Click on the purple CAREERS tab at the top of the page

STEP 3 – Then select “Search by Index” for an alphabetical roster of careers

STEP 4 – Choose 6 Social-Studies based careers from the list below & complete the information as listed on the attached worksheet

CAREERS IN SOCIAL STUDIES

**Cartographer
Lawyer
Travel Agent
Archaeologist
Psychologist
Court Reporter**

**Meteorologist
Curator
Anthropologist
Paleontologist
Sociologist
Survey Tech
Social Studies Teacher**

**Librarian
Judge
Economist
Politician
Historian
Geologist**

Name: _____ Per: _____ Date: _____

**PSLP 7
LESSON 7**

**Career “Choosing”
*Social Studies Careers***

Career #1: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job: _____

Career #2: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job: _____

Career #3: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job: _____

Career #4: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job: _____

Career #5: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job:

Career #6: _____

Statement Overview: _____

2 Core Tasks: _____

Education & Training Required: _____

Workplace (include 2 indicators):

3 Attributes/Abilities for this job:

PSLP GRADE 7 LESSON 8

Students will log onto **Career Cruising** (through the District Website) & complete the “Linwood PSLP End of Year Survey”

Teachers & Students will check their portfolio completion status To check students’ completion status, click **Portfolio** at the top and then **View Details** next to the bar graph indicator. After that, you will be able to see which assignments were completed and which were not. At this point have students complete any activity that needs to be finished (transfer students are exempt from completing items that they were not here for)

No Activity Worksheet required for this lesson

Linwood Middle School

2011-2012

Eighth Grade

PSLP Manual

Career Interests

PSLP GRADE 8 Teacher Planning Guide

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p style="text-align: center;">October</p> <p>*2011 8th Grade Fall Survey & Scav. Hunt</p>	<p>Lesson 1: TLW Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection in developing their personalized student learning plan</p> <p>Essential Question/Understanding: How can personal abilities & interests influence decisions about future career and academic goals? All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B.3</p>	<p>Students will take the “8th grade Linwood PSLP Survey Fall 2011”</p> <p>Students will re-familiarize themselves with CC program and career selection by completing Scav. Hunt activity</p> <p>Activity Worksheet 1 – “2011 Fall Survey” required for this lesson</p> <p>Scav. Hunt worksheet</p>
<p style="text-align: center;">November</p> <p>*This lesson will require students to complete 2 journal entries to be saved to their portfolio</p>	<p>Lesson 2: TLW Evaluate personal motivations and discuss their thoughts on their future in terms of academics, extracurricular activities, and the impact on their future by journaling their responses.</p> <p>Essential Question/Understanding: What are you excited about for the future/What are you nervous about and why? How do you think your 8th grade academic performance can and will impact your course selection freshman year? All students will utilize personal applications to explore ideas on future academic goals, choices and impact.</p> <p>NJCCCS:, 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B, LAWHST 6-8.4</p>	<p>Students will log into Career Cruising. Once on their homepage, students will click on My Journal (located near the bottom of the main page). Students will click on “Add New Entry”</p> <p><u>1st Journal Entry:</u> Students are to enter “<i>Thoughts on My Future</i>” as the subject title (1st Entry) and write a minimum 4 sentence response.</p> <p><u>2nd Journal Entry:</u> Students are to enter “<i>My Academic Performance</i>” as the subject title (2nd Entry). and write a minimum 4 sentence response.</p> <p>Activity Worksheet 2 – “My Future...”</p>

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>December</p> <p>*Portfolio requirement: Career Matchmaker</p> <p>DI Activity: Career Questions /Carousel</p>	<p>Lesson 3: TLW Evaluate personal abilities, interests, and motivations and evaluate how they might influence job and career selection by completing Career Matchmaker inventory/survey.</p> <p>TLW also work in pairs to choose at least 3 open-ended responses based on career choices to complete via “Carousel” activity</p> <p>Essential Question/Understanding: How can personal abilities & interests influence decisions about future career choices?</p> <p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B2, 9.3.8.B.3, LAWHST 6-8.1</p>	<p>Students will log into Career Cruising. Once on their homepage, students will click on Top purple tab ‘Assessments’ and then select ‘Career Matchmaker’ link.</p> <p>**Students are to click on gray tab labeled ‘<u>New Matchmaker Session</u>’ if they already have one listed from Grade 7.</p> <p>Activity Worksheet 3 – Career Matchmaker</p> <p>Activity 4 Additional Materials: 15 open-ended career-related questions for pairs to choose from/ manila envelopes for Carousel activity (provided)</p>

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>January</p> <p>Electives – NBTHS/ Vo-Tech Journaling</p>	<p>Guidance Counselors will visit each 8th grade social studies period and give a presentation on the NBTHS course guide; HS elective choice, importance of academics, future plans, NJASK and HSPA: FOCUS: academic and career goals and the impact selecting HS courses at this time</p> <p>NJCCCS: 9.3.8.B.1, 9.3.8.B.4,</p>	<p>Power Point given by team Guidance Counselor</p> <p>Virtual NBTHS Course Guide</p> <p>9th grade Elective Sheet</p>
<p>February</p> <p>My SKills</p>	<p>Careers that Interest Me” teacher guide & student instructions wksts.</p> <p>Part 1: selecting SEARCH BY INDEX and browse through the careers in the index to answer the questions on the activity worksheet.</p> <p>Part 2: by utilizing the left-hand blue tab: Careers that Interest Me and using Career Selector to answer the prompts that follow.</p> <p>NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B.2, 9.3.8.B.3, 9.3.8.B.16 LAWHST 6-8.4</p>	<p>Portfolio Requirement</p> <p>Students will also relate academic achievement/ course requirements for industry credentials</p>

MONTH	TEACHER GUIDE/MATERIALS	STUDENT ACTIVITY/ASSESSMENT(S)
<p>March</p> <p>Career Selector</p>	<p>“Career Selector” - <i>Portfolio Piece</i></p> <p>Career Selector - Students will log onto Career Cruising (thru District or Teacher website) and follow the Lesson 7a wkst steps to determine which careers may be of interest (students may refer back to Lesson 3 and compare the results): survey questions will include <i>school subjects, career clusters, type of education, core tasks and earnings</i></p>	<p>Students will use the CC website to identify “Careers of Interest” (min. of 3) & utilize the “Career Selector” tab in order to save their results to their portfolio: Activity 3 may be used for guidance and comparison.</p> <p>Activity Worksheet 6 “Career Selector” – portfolio requirement Step-by-step instructions for students to navigate this part of the CC website (all entries must be saved to student CC portfolio)</p>
<p>April/May</p> <p>Community Service</p>	<p>“Community Service” - <i>Portfolio Piece</i></p> <p>Community Service - Students will log onto Career Cruising (thru District or Teacher website) and follow the Lesson wkst steps to document their community service; students will also enter a journal piece on the importance of community service.</p> <p>NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B.13, 9.3.8.B.14</p>	<p>Students will log into Career Cruising. Once on their homepage, students will click on Volunteer Experiences (located as a blue tab on the left side of main page). Students will click on “Add Experience & complete form provided and hit SAVE</p> <p>Journal Entry: Students are to enter “<i>Volunteering in My Community</i>” as the subject title (1st Entry) and write a minimum 4-5 sentence response to the following: “Do you think it is important for teens to engage in some form of community service? Why or Why Not?”</p>
<p>May</p> <p>Spring 2012 Survey</p>	<p>Students will complete exit survey & teachers will check all students’ portfolio status</p> <p>NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B. 6, 9.3.8.B.11, 9.3.8.B.12</p>	

8th Grade PSLP

At this point, the majority of you have been involved in this pilot program since its beginning in 2009.

This year, we will predominately be focusing on truly making this monthly activity a “Personalized Student Learning Plan” that students will benefit from and continue to use.

8th grade areas of focus:

- Career Ideas
- Course Selection (Including high school electives)
- Importance of all career choices
- Career requirements
- College “Surveying”
- Journaling = What is important to YOU and your future?

PSLP Grade 8 Lesson 1a - Teacher Guide

OBJ: TLW Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection in developing their personalized student learning plan

NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B.3

Students will log onto school computers & set up school password (if needed)

Students will then log onto Career Cruising (through the District homepage) – please use print out list of students and their saved passwords from 7th grade

- *New students should have already been activated, if NOT, please refer to “Accessing CAMS” worksheet to add/delete students*

Students will take the Linwood 8th Grade PSLP Fall 2011 Survey

* Your Spanish-Speaking students can hit the purple ESPANOL tab at the top of the CC page to translate the page into Spanish. A Spanish version of both Lesson 1a and 1b are included

Lesson 1b

Upon completion of the survey, students will work on the Scavenger Hunt activity to re-familiarize themselves with the Career Cruising software

PSLP Grade 8 Lesson 1a

Instructions:

1. Log onto the school computer using your school login & password
(if this is your first time, your login is your student ID number and your password is Nbtschools! – you will be prompted to change your password, please choose something you will remember)
2. **Open Internet Explorer** – the North Brunswick district homepage should appear
3. Look for the CAREER CRUISING tab on the left side of the district homepage;
click to open up our Career Cruising homepage
4. Log in to Career Cruising using your ID and password that you used as 7th graders
 - **NEW STUDENTS TO PSLP PROGRAM:** login using your student ID and the password is your birthdate
(for example if your birthdate is July 14, 1998 – you will type in 07141998 – you will be prompted to change your password)
5. You are now on the Portfolio Homepage – locate **Suggested Links** and click on **“Linwood 8th Grade PSLP Fall 2011 Survey”**
6. **Take the survey** – make sure all questions are filled in
7. Click **SUBMIT** at the bottom – this should take you back to Career Cruising homepage

Upon completion of the survey, you will work on the **Scavenger Hunt** activity to familiarize yourself with the Career Cruising software program

Keep **Scavenger Hunt** worksheet in the PSLP section of your binder

PSLP grado 8

Lección 1a

Instrucciones:

1. Sesión en el equipo de la escuela con su nombre de usuario y contraseña de la escuela
(Si esta es la primera vez, su nombre de usuario es su número de identificación del estudiante y su contraseña es Nbtschools - se le pedirá que cambie su contraseña, por favor, elija algo que usted recordará)
2. Abrir Internet Explorer - la página principal del distrito de North Brunswick debe aparecer
3. Busque la ficha Career Cruising en el lado izquierdo de la página principal del distrito, haga clic para abrir nuestro Career Cruising página de inicio
4. Entrar a Career Cruising con su nombre de usuario y contraseña que ha utilizado como 7 ° grado
 - Los estudiantes nuevos en PSLP PROGRAMA: inicio de sesión con su identificación de estudiante y la contraseña es su fecha de nacimiento
(Por ejemplo, es su fecha de nacimiento es 14 de julio 1998 - se escribe 07141998 - se le pedirá que cambie su contraseña)

Una vez en Career Cruising, haga clic en la pestaña de color púrpura "Español" en la parte superior de la página, lo que convertirá a la mayoría de la web en español.

5. Ahora se encuentra en la página web de la cartera - localizar Enlaces recomendados y haga clic en **“Linwood 8th Grade PSLP Fall 2011 Survey”**
6. Participar en la encuesta - Asegúrese de que todas las preguntas están llenas de
7. Haga clic en Enviar en la parte inferior - esto te llevará de vuelta a la página principal Career Cruising

Una vez completada la encuesta, que va a trabajar en la búsqueda del tesoro actividad para familiarizarse con el programa de carrera de software de crucero

Mantenga hoja Scavenger Hunt en la sección PSLP de su carpeta

PSLP Grade 8
Lesson 1b

Scavenger Hunt

Please answer the following questions by searching through the Career Cruising website:

1. What tab do you click to access Career Matchmaker? _____

2. List one of the 16 Career Clusters: _____

3. In which state is the American InterContinental University located? _____

4. List 3 different colleges in 3 different states that have the major
FORENSIC SCIENCE:

College: _____ State: _____

College: _____ State: _____

College: _____ State: _____

5a. Which tab do you use to find "Planning Timeline" _____

5b. Click on "Planning Timeline" & then click on 'GRADE 8'. Write two items listed under *Talk to Your Teachers About*

- _____

- _____

6. If you wanted to be a DIETICIAN in NJ. What are 3 colleges that you could go to?

1. _____

2. _____

3. _____

7. What is the educational background requirement to be a Physical Therapist? What degree(s) do you need? _____

8. If you were to become a POLICE OFFICER, where do you go to find “A Day in the Life” of a police officer? Explain the steps:

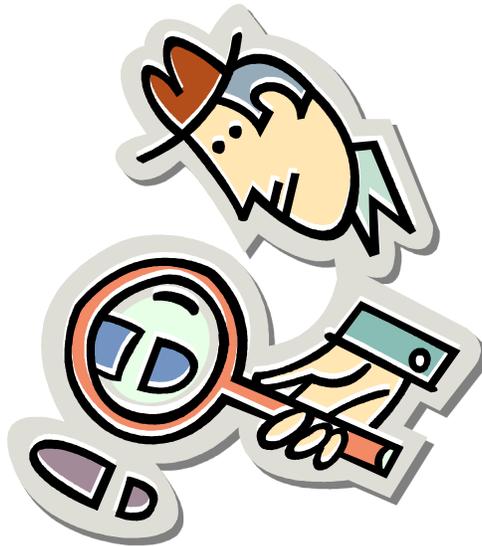
9. Search schools in New York – Name 3 public four-year colleges and 2 private four-year colleges:

PUBLIC SCHOOLS

1. _____
2. _____
3. _____

PRIVATE SCHOOLS

1. _____
2. _____



PSLP grado 8
Lección 1b

Búsqueda del tesoro

Por favor conteste las siguientes preguntas buscando en el sitio web de Career Cruising:

1. ¿Qué ficha se hace clic para acceder a Matchmaker carrera?

2. Lista de los 16 Grupos de Carreras: _____

3. ¿En qué estado está la American Intercontinental University encuentra?

4. Lista 3 colegios diferentes en 3 estados diferentes que tienen el mayor
CIENCIA FORENSE:

Colegio : _____ Estado: _____

Colegio : _____ Estado: _____

Colegio : _____ Estado: _____

5. 3 Lista "situaciones difíciles" que podría evitar en una entrevista:

1. _____

2. _____

3. _____

6. ¿Cuáles son dos tipos de hojas de vida se pueden crear con el programa de crucero de carrera?

1. _____ Y 2. _____

7. ¿Qué es un consejo siempre para ayudarle a alcanzar "el éxito a largo plazo" en el trabajo?

8. Si quería ser un dietista en Nueva Jersey. ¿Cuáles son los tres colegios que se podía ir?

1. _____

2. _____

3. _____

9. ¿Cuál es el requisito de formación académica para ser un fisioterapeuta? ¿Qué grado (s) usted necesita? _____

10. Si usted fuera a convertirse en un policía, ¿a dónde vas a encontrar "A Day in the Life" de un oficial de policía? Explicar los pasos:

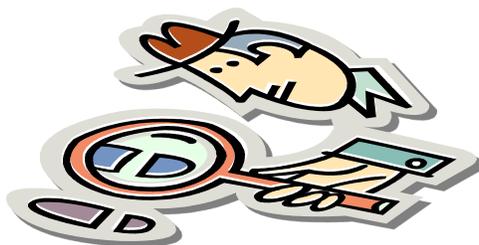
11. Buscar escuelas en Nueva York - Nombre tres universidades públicas de cuatro años de colegios y dos universidades privadas de cuatro años:

ESCUELAS PÚBLICAS

1. _____
2. _____
3. _____

ESCUELAS PRIVADAS

1. _____
2. _____



PSLP Grade 8
Lesson 2 - Teacher Guide

“Thoughts on My Future...”
PORTFOLIO REQUIREMENT

OBJ: TLW Evaluate personal motivations and discuss their thoughts on their future in terms of academics, extracurricular activities, and the impact on their future by journaling.

NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B, LAWHST 6-8.4

Students will log into Career Cruising.

****This lesson will require students to complete 2 journal entries to be saved to their portfolio***

Once on their homepage, students will click on **My Journal** (located near the bottom of the main page)

Students will click on “**Add New Entry**”

1st Journal Entry:

Students are to enter “*Thoughts on My Future*” as the subject title (1st Entry)

Please display on board or TV the following prompt:

“What are you excited about for the future? What are you nervous about?”
Encourage students to write at least 4-5 sentences – they have 1000 characters for their response; students can use their planning lesson worksheet before typing

Remind students to hit the gray **SAVE** button after they complete their journal entry

Students will then click “**Add New Entry**” link (*located above their 1st journal entry, which will be shown once they click SAVE*)

2nd Journal Entry:

Students are to enter “*My Academic Performance*” as the subject title (2nd Entry)

Please display on board or TV the following prompt:

“How do you think your 8th grade academic performance can and will impact your course selection freshman year?”
Encourage students to write at least 4-5 sentences – they have 1000 characters for their response; students can use their planning lesson before typing

Remind students to hit the gray **SAVE** button after they complete their journal entry

****extra time? – continue Scavenger Hunt from Lesson 1 or students can continue exploring Career Cruising site as their leisure***

PSLP Grade 8
Lesson 2

“Thoughts on My Future...”
PORTFOLIO REQUIREMENT

Using the District homepage, log into Career Cruising

****This lesson will require the student to complete 2 journal entries to be saved to their portfolio***

Once on your homepage, click on **My Journal** (located near the bottom of the main page)

Click on “**Add New Entry**”

1st Journal Entry:

Enter “*Thoughts on My Future*” as the subject title (1st Entry)

You will respond to the following prompt using at least 4-5 sentences:

“What are you excited about for the future? What are you nervous about?”

You may use the back of this worksheet for planning space

Upon completion of this entry, hit the gray **SAVE** button

You will then click “**Add New Entry**” link (*located above your 1st journal entry, which will be shown once you have clicked SAVE*)

2nd Journal Entry:

Enter “*My Academic Performance*” as the subject title (2nd Entry)

You will respond to the following prompt using at least 4-5 sentences:

“How do you think your 8th grade academic performance can and will impact your course selection freshman year?”

You may use the back of this worksheet for planning space

Upon completion of this entry, hit the gray **SAVE** button

PSLP grado 8
lección 2

"Reflexiones sobre mi futuro ..."
CARTERA requirement

Uso de la página principal del distrito, entre en Career Cruising

* En esta lección se requieren los estudiantes para completar dos entradas de diario que se guarda en su cartera

Una vez en tu página, haga clic en Mi Diario (que se encuentra en la parte inferior de la página principal)

Haga clic en "Añadir nuevo ingreso"

Primera entrada de diario:

Enter "**Reflexiones sobre mi futuro**" como el título del tema (primera entrada)

Va a responder a la siguiente solicitud con por lo menos 4-5 frases:

"Lo que están entusiasmados con el futuro? Lo que está nerviosa? "

Usted puede usar el reverso de esta hoja de trabajo para la planificación del espacio

Al término de esta entrada, pulsa el botón GUARDAR gris

A continuación, haga clic en "Añadir nuevo" enlace (que se encuentra por encima de la primera entrada del diario, que se mostrará una vez que haya hecho clic en Guardar)

Segunda entrada del diario:

Entrar en "**Mi rendimiento académico**", como el título del tema (segunda entrada)

Va a responder a la siguiente solicitud con por lo menos 4-5 frases:

"¿Cómo crees que el octavo grado de rendimiento académico puede y va a afectar a su selección de cursos el primer año?"

Usted puede usar el reverso de esta hoja de trabajo para la planificación del espacio

Al término de esta entrada, pulsa el botón GUARDAR gris.

PSLP Grade 8
Lesson 3 & 4- Teacher Guide
(2 day-month lesson)

“Career Matchmaker & Career Carousel”
PORTFOLIO REQUIREMENT

OBJ: TLW Evaluate personal abilities, interests, and motivations and evaluate how they might influence job and career selection by completing Career Matchmaker inventory/survey

NJCCCS: 8.1.8.A.1, 9.3.8.B.1, 9.3.8.B.2, 9.3.8.B.3, LAWHST 6-8.1

Students will log into Career Cruising.

****This lesson will require students to complete the Career Matchmaker survey & save to their portfolio***

Once on their homepage, students will click on the top purple tab ‘**Assessments**’ and then select ‘**Career Matchmaker**’ link.

****Students are to click on gray tab labeled ‘New Matchmaker Session’ if they already have one listed from Grade 7.**

Activity Worksheet 3a – Career Matchmaker

Activity 4 - Additional Materials:

15 open-ended career-related questions for pairs to choose from/ manila envelopes for Carousel activity (provided)

Carousel

- Post questions for students around the room with medium size manila envelopes**
- * Students can work in pairs/threes**
- Groups are given an index card to respond on for each question**
- Students go around to the questions and write their collective response to the question (no names) and place their response in the envelope**

Teacher decides how to run the carousel, where to start the students and to instruct them to rotate, when to call time (you DO not have to have all student pairs/groups answer all questions)

-The goal is to have at least 3-4 index cards with answers per question (teacher may want to include at least one already in each envelope to start it for their 1st class)

-Teacher can then assign one of the questions to each student pair in order to have them choose/complete a summary for that designated question

PSLP GRADE 8
Lesson 5

My Skills
PORTFOLIO PIECE

For this portfolio requirement, students will respond to a series of questions and will be saving them to their Career Cruising portfolio.

- ***Please note:*** Some of these questions may have been completed in Grades 6/7. However, all must be answered again and re-saved to your portfolio.

Step 1: Log into Career Cruising through the www.nbtschools.org main home page.

Step 2: Click on the purple “Assessments” tab at the top of the page.

Step 3: Click on the “My Skills” link - You will now rate your level of skill in 45 key areas to see how they relate to the careers suggested to you thru the program from Lesson 3

Activity 1: Click on the gray tab “Go to My Skills”

Read over the information & key responses, and then click the “GO!” button.

You MUST save your results when prompted – do so by clicking “YES”

Upon completing the series of prompts, please answer the following:

1. Write down at least 3 careers that have the letter A as your ‘Skills Score’

- _____
- _____
- _____

2. Write down at least 2 careers that have the letter B as your ‘Skills Score’

- _____
- _____

3. Write down at least 2 careers that have the letter B as your 'Skills Score'

- _____

- _____

4. What do the letters A, B & C stand for in the 'Skills Score' column? (place your cursor over the letter to find out)

A = _____

B = _____

C = _____

PSLP GRADE 8
Lesson 6
Career Selector
PORTFOLIO PIECE

Log onto Career Cruising through the district website or your teacher's homework page.

Follow the steps outlined below to determine which careers may be of interest to you – you may recall some similarities to Lesson 3; you may also compare your answers from Lesson 3 to the suggestions that appear at the conclusion of this activity.

This is a required portfolio piece, so please follow directions carefully.

STEP #1: Once on the CC homepage, click on the purple **CAREERS** tab at the top of the page and then choose the **CAREER SELECTOR** tab

STEP #2: Complete the survey questions as indicated below:

School Subjects – please choose at least 3

Career Clusters – please choose at least 3

Type of Education

Core Tasks – please choose at least 3

Earnings

Working Conditions – please choose at least 3 you would NOT wish to work under

STEP #3: Course that match your selections:

List at least 3 that you would choose and list the synopsis for those three

Choice 1 - _____

Choice 2 - _____

Choice 3 - _____

NO MATTER WHAT YOUR RESULTS ARE – YOU MUST CLICK THE GRAY **SAVE TO MY PORTFOLIO** TAB ON THE LEFT SIDE BEFORE MOVING ON TO THE NEXT LESSON



PSLP GRADE 8
Lesson 7
Advisory Survey /Community Service
PORTFOLIO PIECE

Go to your Social Studies teacher's OnCourse webpage and click on the tab/link titled "ISCI Survey".

Please complete ALL questions on the survey and exit out when ALL questions are answered.

Log onto Career Cruising through the district website or your teacher's homework page.

Follow the steps outlined below to enter your volunteer experience / community service for 8th grade. *If you did not complete community service this year, you will still need to complete the paragraph piece on the importance of community service.

This is a required portfolio piece, so please follow directions carefully.

STEP #1: Once on the CC homepage, click on the blue **VOLUNTEER EXPERIENCE** tab on the left side.

STEP #2: Click on gray **ADD EXPERIENCE** tab

STEP #3: Complete the form as indicated:

Title of Service: (i.e. 'teacher helper' or 'Day Care volunteer')
Organization: (i.e. Linwood or Public Library)
City:
Start Date:
End Date:
Number of Hours:

Description: **You MUST write a 4-5 sentence paragraph explaining your volunteer experience**

****If you have NOT completed community service, you still MUST write a 4-5 sentence paragraph on the importance of community service***

STEP #4: Click **SAVE**.

Appendix D-3

*Example High School Curriculum from NJDOE PSLP Pilot Program Schools
Northern Burlington County Regional High School*

Course Map

Department:	Counseling	Course:	Personalized Student Learning Plan (PSLP)
<p>Standards Addressed: (2010) 9.2.12.A.1 Analyze the relationship between various careers and personal learning goals. 9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals. 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities. 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans. 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements. 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans). 9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education. 9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures. 9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time. 9.4.12.A.23 Operate Internet applications to perform tasks. 9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>		<p>Big Ideas / Enduring Understandings</p> <p>The School Community (parents, teachers and students) will utilize and understand how the Naviance components can help plan a student’s high school career and future.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life’s challenges in all settings necessitates an understanding of one’s own abilities as well as a willingness to work as a team member.</p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p>	<p>Essential Questions</p> <p>What strategies can I employ and what resources can I use for success in high school? How will I set my short and long term goals during my high school years? How will my high school experiences prepare me for my life after high school? How do I research information about careers and colleges? How will my strengths and weaknesses affect my career goals? What resources are available to enhance my understanding of my academic course material? What courses will help me develop skills and requirements for career choices? What options other than academic courses will enrich and broaden my high school experiences? What information do college fairs and campus visits provide? How might communication skills affect potential interviews? What criteria might be used to select a post-secondary placement? How does one prepare for the PSAT and HSPA tests? Which resources are essential to prepare for the PSAT and HSPA standardized tests? How are course selections toward high school graduation requirements and career options made? What is the importance of completing “Brag Sheets” for college recommendations from instructors? How do I finalize research for post-secondary options? What resources are available to prepare for SAT testing? What critical factors help me to select the best college? How do I apply for national college and private institution scholarships? What criteria during campus visits are used to ascertain the best college fit? How do I apply for local scholarships?</p>
<p align="center">Unit Titles - # Days</p> <p>Semester One, 9th Grade – 90 days Semester Two, 9th grade – 90 days Semester One, 10th grade – 90 days Semester Two, 10th grade – 90 days Semester One, 11th grade – 90 days Semester Two, 11th grade – 90 days Semester One, 12th grade – 90 days Semester Two, 12th grade – 90 days</p>			

<p>Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p> <p>Interim reports and grades</p>	<p>Other Information / Resources</p> <p>Naviance Handbook</p> <p>Transition Project handbook</p> <p>No Kidding About Bullying</p> <p>PSAT, SAT and HSPA materials</p>	<p>Interdisciplinary Connectedness</p> <p>Physical Education – Peer leadership, graduation surveys, Naviance updates</p> <p>English – organization, resumes, Naviance, college essays</p> <p>Math – careers and test prep</p> <p>Science – careers and test prep</p> <p>Social Studies – trends in data and current events</p> <p>Pathways/Economics/Financial Math – preparing budgets, tax forms</p>
		<p>Technology Integration</p> <p>Naviance</p> <p>Internet usage</p> <p>NJDOE toolbox</p> <p>Learn-Do-Earn</p> <p>Standardized test preparedness</p> <p>COIN 3</p> <p>Career Cruising</p> <p>NJLWD usage</p> <p>Career InfoNet</p> <p>Federal Occupation Information Network</p> <p>Collegeboard.com</p>

NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT
160 Mansfield Road East, Columbus, New Jersey 08022

Personalized Student Learning Plan (PSLP)

Grades: 9 -12

ALL DEPARTMENTS

Original Date of Approval by BOE: August 2010

Referenced to the New Jersey Core Curriculum Content Standards.

In Compliance with Affirmative Action Requirements

Revision Date:	Year Standards Adopted:
Summer 2011	2009

Curriculum Approval Form

Course Title: Personalized Student Learning Plan

Date Written: July 2011

Author(s):

Teacher's Name	Teacher's Signature
Margaret Duke	
Michelle Lovejoy	
Jeff Newman	

Approved: _____
Director/Assistant Principal Date

Approved: _____
Building Principal Date

Approved: _____
Assistant Superintendent Date

Approved: _____
Superintendent Date

Course: Personalized Student Learning Plan (PSLP)

Department: Counseling

Unit 1

Unit Title:	Semester 1, Grade 9
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.</p>

STAGE I Desired Results

Objective (Transfer)

Students will be able to use independently their learning to...

Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies

Mastery

Big Ideas/Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>The School Community (parents, teachers and students) will utilize and understand how the Naviance components can help plan a student's high school career and future.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>What strategies can I employ and what resources can I use for success in high school?</p> <p>How will I set my short and long term goals during my high school years?</p> <p>How will my high school experiences prepare me for my life after high school?</p> <p>How do I research information about careers and colleges?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>How planning helps to achieve goals</p> <p>What resources does the school provide to help achieve success</p> <p>Why knowing how they learn as well as their strengths and weaknesses will make a difference</p> <p>How study, note-taking and test-taking skills improve chances at success</p> <p>What learning styles and personal profiles are</p> <p>How to navigate and utilize Naviance software to access learning styles and career goals information</p>	<p><i>Students will be skilled at . . .</i></p> <p>Creating short and long term goals</p> <p>Accessing school resources</p> <p>Understanding personal strengths and weaknesses</p> <p>Organizing tools for success</p> <p>Developing and understanding learning styles</p> <p>Utilizing Naviance to complete learning styles profiles and create initial career goal plans</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments "Ticket to Leave"</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Orientation -Making It Count Assembly</p> <p>Homework Help seminar with DFLAC counselor</p> <p>Who am I and What are My Strengths/Values (Phys. Ed.)</p> <p>Familiarize students with Naviance software</p> <p>Research careers in VPA</p> <p>Extracurricular activity fair</p> <p>Organizing for Success – Grade 9 English</p> <p>Trust and Teamwork Activities – (Phys. Ed.)</p> <p>Naviance Teacher Handbook review</p> <p>Midterm exam preparations</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

Naviance Handbook

Interdisciplinary Connectedness

Participation in exercises with Peer Leaders in Physical Education classes and organizing and revising Naviance software tasks in English classes.

Technology Integration

Naviance
Resume writing
Brag sheets
Internet usage for research

Unit 2

Unit Title: Semester Two – Grade 9

Suggested Duration: 18 weeks

Standard(s) Addressed

- 9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.
- 9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.
- 9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.
- 9.4.12.A.29 Employ computer operations applications to manage work tasks.

STAGE I Desired Results

Objective (Transfer)

Students will be able to independently use their learning to...

Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies

Mastery

Big Ideas/Understandings

Students will understand that...

The School Community (parents, teachers and students) will utilize and understand how the Naviance components can help plan a student's high school career and future.

There are many strategies, techniques, and activities that promote a successful academic and social high school experience.

Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.

Essential Questions

How will my strengths and weaknesses affect my career goals?

What resources are available to enhance my understanding of my academic course material?

Acquisition	
<p><i>Students will know . . .</i></p> <p>What tools are available to research potential careers</p> <p>How to match career goals with post-secondary institutions</p> <p>How to access fiscal responsibilities for career choices</p> <p>What standardized testing reveals about their skill levels</p>	<p><i>Students will be skilled at . . .</i></p> <p>Accessing and utilizing opportunities for career paths</p> <p>Understanding requirements of post-secondary institutions</p> <p>Successfully researching financial costs of various career options</p> <p>Understanding how post-secondary institutions use testing results</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments “Ticket to Leave”</p> <p>Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Career Inventory component (Naviance) (English)</p> <p>National Job Shadow Day</p> <p>Peer Tutoring</p> <p>Course Selections</p> <p>Explore and navigate various career paths through Naviance</p> <p>Explore college requirements</p> <p>Learning Style Inventory</p> <p>Communication Skills Unit (Phys. Ed.)</p> <p>Anti-Bullying lessons – (Physical Education)</p> <p>Utilize NJLWD career website</p> <p>Complete Math Career Project – (Mathematics)</p> <p>Final exam preparations</p> <p>Receive summer assignments</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

Transition Project Handbooks
Naviance Handbook
No Kidding About Bullying (text)

Interdisciplinary Connectedness

Participation in exercises with Peer Leaders in Physical Education classes and organizing, updating, and revising Naviance software tasks in English classes.

Technology Integration

Naviance
Career Inventory
Learn-Do-Earn
Internet usage for research
Diagnose testing results

Unit 3

Unit Title:	Semester One, Grade 10
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies	
<i>Mastery</i>	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p>	<p>Essential Questions</p> <p>What courses will help me develop skills and requirements for career choices?</p> <p>What options other than academic courses will enrich and broaden my high school experiences?</p>

Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.	
Acquisition	
<p><i>Students will know . . .</i></p> <p>Which courses best fit their career goals</p> <p>How to update/revise career inventories</p> <p>Why drafting and revising resumes are essential</p> <p>How managing personal finances is Important</p>	<p><i>Students will be skilled at . . .</i></p> <p>Choosing courses to meet career goals and academic requirements</p> <p>Maintaining a comprehensive resume</p> <p>Maintaining finances through proper budgeting</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments "Ticket to Leave" Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Career Inventory component (Naviance) – (new students)</p> <p>COIN 3 career inventory</p> <p>Career Cruising inventories</p> <p>PSAT testing</p> <p>Course Selections</p> <p>Resubmit career inventories on Naviance</p> <p>Peer tutoring</p> <p>Update PSLP portfolios</p> <p>Research Math Careers – (Mathematics)</p> <p>This Could Be Your Life Game</p> <p>ASVAB career testing</p> <p>Midterm exams preparation</p> <p>Family visits to various college campuses</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

PSAT College Board test prep materials

Interdisciplinary Connectedness

PSAT test preparation in English and math classes

Technology Integration

Naviance
COIN 3
Career Cruising
Internet usage for research
Budgeting software
NJLWD usage

Unit 4

Unit Title:	Semester Two, Grade 10
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies</p>	
<i>Mastery</i>	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>Essential Questions</p> <p>What information do college fairs and campus visits provide?</p> <p>How might communication skills affect potential interviews?</p> <p>What criteria might be used to select a post-secondary placement?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>What communication skills are necessary for success</p> <p>What information to expect during post-secondary visits and interviews</p> <p>How to select the most appropriate institution with respect to career goals, budget, location and size</p> <p>How to prepare for end-of-year standardized testing</p> <p>Finalizing available applications in Naviance and other resources</p>	<p><i>Students will be skilled at . . .</i></p> <p>Communicating in proper networks</p> <p>Conducting interviews for post-secondary implementations</p> <p>Selecting the best-fit institution</p> <p>Preparing for end-of-year testing</p> <p>Utilizing all resources available on Naviance</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Career Fair and surveys</p> <p>Course Selections</p> <p>Peer Tutoring</p> <p>PSAT results diagnosed on My Road through collegeboard.com</p> <p>Utilize Career InfoNet to research career criteria</p> <p>Final exam preparations</p> <p>Research Green Jobs online</p> <p>Receive summer assignments</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

College Board.com

Interdisciplinary Connectedness

Agriculture green jobs; English classes (Naviance updates and essay skills)

Technology Integration

Naviance
Career InfoNet
Federal Occupation Information Network
NJDOE Career Toolbox
Internet usage for research

Unit 5

Unit Title:	Semester One, Grade 11
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies</p>	
<i>Mastery</i>	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>Essential Questions</p> <p>How does one prepare for the PSAT and HSPA tests?</p> <p>What information do college fairs and campus visits provide?</p> <p>How might communication skills affect potential interviews?</p> <p>What criteria might be used to select a post-secondary placement?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>What communication skills are necessary for success</p> <p>What information to expect during post-secondary visits and interviews</p> <p>How to select the most appropriate institution with respect to career goals, budget, location and size</p> <p>How to prepare for end-of-year standardized testing</p> <p>Finalizing available applications in Naviance and other resources</p>	<p><i>Students will be skilled at . . .</i></p> <p>Communicating in proper networks</p> <p>Conducting interviews for post-secondary implementations</p> <p>Selecting the best-fit institution</p> <p>Preparing for end-of-year testing</p> <p>Utilizing all resources available on Naviance</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments "Ticket to Leave"</p> <p>Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence: Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Historically Black College Fair National College Fair College Fair located at BCC Research careers in fields of science – (Science) PSAT testing and results diagnosed on My Road through collegeboard.com Alumni Day ASVAB military testing Peer Tutoring Utilize Federal Occupation Information Network for career information Complete brag sheets on Naviance Counseling Interviews Receive summer assignments Familiarize oneself with tax preparations End of Year state course testing (Science) Utilize NJDOE Career Toolbox Attend College open houses</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

NJDOE materials; PSAT/HSPA test prep materials

Interdisciplinary Connectedness

English class updates/revisions in Naviance; science careers and testing

Technology Integration

Naviance
Career InfoNet
Federal Occupation Information Network
NJDOE Career Toolbox
Internet usage for research

Unit 6

Unit Title:	Semester Two, Grade 11
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to...</i></p> <p>Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies</p>	
Mastery	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>Essential Questions</p> <p>Which resources are essential to prepare for the PSAT and HSPA standardized tests?</p> <p>How are course selections toward high school graduation requirements and career options made?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>What communication skills are necessary for success</p> <p>What information to expect during post-secondary visits and interviews</p> <p>How to select the most appropriate institution with respect to career goals, budget, location and size</p> <p>How to prepare for end-of-year standardized testing</p> <p>Finalizing available applications in Naviance and other resources</p>	<p><i>Students will be skilled at . . .</i></p> <p>Communicating in proper networks</p> <p>Conducting interviews for post-secondary implementations</p> <p>Selecting the best-fit institution</p> <p>Preparing for end-of-year testing</p> <p>Utilizing all resources available on Naviance</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments</p> <p>“Ticket to Leave”</p> <p>Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Career Inventory component (Naviance) – (new students)</p> <p>Career Fair and surveys</p> <p>Research careers in fields of science – (Science)</p> <p>Utilize Learn-Do-Earn for financial planning</p> <p>Peer Tutoring</p> <p>Utilize Federal Occupation Information Network for career information</p> <p>Complete brag sheets on Naviance</p> <p>Counseling Interviews</p> <p>Familiarize oneself with tax preparations – (Pathways and Economics)</p> <p>End of Year state course testing</p> <p>Utilize NJDOE Career Toolbox</p> <p>Advanced Placement testing</p> <p>Attend College open houses</p> <p>Receive summer assignments</p> <p>HSPA testing</p> <p>SAT testing</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

NJDOE materials

Interdisciplinary Connectedness

Preparation in English and math classes for HSPA and PSAT testing;
Pathways/economics/financial math to understand tax preparation and budgets

Technology Integration

Naviance
Career InfoNet
Federal Occupation Information Network
NJDOE Career Toolbox
Internet usage for research

Unit 7

Unit Title:	Semester One, Grade 12
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies	
Mastery	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>Essential Questions</p> <p>What is the importance of completing "Brag Sheets" for college recommendations from instructors?</p> <p>What resources are available to prepare for SAT testing?</p> <p>How do I apply for national college and private institution scholarships?</p> <p>What criteria during campus visits are used to ascertain the best college fit?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>What communication skills are necessary for success</p> <p>What information to expect during post-secondary visits and interviews</p> <p>How to select the most appropriate institution with respect to career goals, budget, location and size</p> <p>How to prepare for end-of-year standardized testing</p> <p>Finalizing available applications in Naviance and other resources</p>	<p><i>Students will be skilled at . . .</i></p> <p>Communicating in proper networks</p> <p>Conducting interviews for post-secondary implementations</p> <p>Selecting the best-fit institution</p> <p>Preparing for end-of-year testing</p> <p>Utilizing all resources available on Naviance</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments "Ticket to Leave"</p> <p>Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades; data collected for sending transcripts to colleges; individual meetings with counselors</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Counseling interviews regarding college plans</p> <p>Review college application process with counselor</p> <p>Attend financial aid night</p> <p>Historically Black College Fair</p> <p>National College Fair</p> <p>Alumni Day</p> <p>Resume Writing – (English or Pathways)</p> <p>Counselor Brag Sheet</p> <p>Teacher Brag Sheet</p> <p>Career ASVAB military testing</p> <p>College Fair (local)</p> <p>Yearbook updates on Naviance</p>

Finalize college transcripts
Peer Tutoring
Familiarize oneself with tax preparations – (Pathways and Economics)
Attend College open houses
Navigate scholarship websites
Navigate Naviance for scholarships
Counseling interviews for fulfillment of graduation requirements
SAT testing
Common application account, if applicable

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

ACT/SAT test prep; college application essays

Interdisciplinary Connectedness

Preparation for testing in English class; revising college application essays

Technology Integration

Naviance
Career InfoNet
Federal Occupation Information Network
NJDOE Career Toolbox
Internet usage for research
CollegeBoard.com

Unit 8

Unit Title:	Semester Two, Grade 12
Suggested Duration:	18 weeks

Standard(s) Addressed
<p>9.2.12.A.1 Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p>

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
Link academic success with career development skills for post-graduate goals of college and/or workforce career strategies	
Mastery	
<p>Big Ideas/Understandings <i>Students will understand that...</i></p> <p>Naviance is an essential tool that needs to be utilized, updated, and revised.</p> <p>There are many strategies, techniques, and activities that promote a successful academic and social high school experience.</p> <p>Preparing for life's challenges in all settings necessitates an understanding of one's own abilities as well as a willingness to work as a team member.</p>	<p>Essential Questions</p> <p>How do I apply for local scholarships?</p> <p>How do I finalize my college application submissions?</p> <p>How do I finalize research for post-secondary options?</p> <p>What critical factors help me to select the best college?</p>

Acquisition	
<p><i>Students will know . . .</i></p> <p>What communication skills are necessary for success</p> <p>What information to expect during post-secondary visits and interviews</p> <p>How to select the most appropriate institution with respect to career goals, budget, location and size</p> <p>How to prepare for end-of-year standardized testing</p> <p>Finalizing available applications in Naviance and other resources</p>	<p><i>Students will be skilled at . . .</i></p> <p>Communicating in proper networks</p> <p>Conducting interviews for post-secondary implementations</p> <p>Selecting the best-fit institution</p> <p>Preparing for end-of-year testing</p> <p>Utilizing all resources available on Naviance</p>

STAGE II Assessment Evidence	
<p>Common Summative Assessments</p> <p>Participation in and completion of tasks assigned in Naviance handbook</p>	<p>Common Formative Assessments “Ticket to Leave”</p> <p>Application Progress</p> <p>Survey Progress</p> <p>To be determined by each relevant content area department</p>
<p>Other Evidence:</p> <p>Interim reports and grades; data collected from registrar regarding transcripts sent to institutions; final transcript requests; graduation survey</p>	

STAGE III Learning Plan
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Career Inventory component (Naviance) – (new students)</p> <p>Career Fair and surveys</p> <p>Finalize college transcripts</p> <p>Peer Tutoring</p> <p>Complete senior survey on Naviance</p> <p>Familiarize oneself with tax preparations – (Pathways and Economics)</p> <p>Advanced Placement testing</p> <p>Finalize college transcripts</p> <p>Complete senior survey on Naviance</p> <p>Apply for local and school scholarships</p> <p>Complete graduation packet</p>

**Specific Resources for Unit –
Attached Affirmative Action Compliance Checklist**

College application essays

Interdisciplinary Connectedness

Finalize resumes and college essays; “Thank You” letters to staff; graduation surveys completed in P.E. class

Technology Integration

Naviance
Career InfoNet
Federal Occupation Information Network
NJDOE Career Toolbox
Internet usage for research

Appendix D-4
Literacy Template Task

Middle School (Grades 6-8)

LDC Module Template

Module title:	Final Reflection for 6 th Grade: How successful was I in reaching my S.M.A.R.T. goal this year?
Module description (overview):	In this lesson, students will write a reflection in which they evaluate how successful they were in reaching the S.M.A.R.T. (specific, measurable, achievable, relevant, timely) goal they set this school year. Students will support their claim statement (whether or not they were successful) with actual evidence from readings of successful people and their own experiences.
Type	argumentative/evaluative
Teaching task:	The teacher will guide the reflection process and review the necessity of supporting a position with evidence. The teacher will also model for students how to develop a claim and organize supporting evidence. After students have developed their claim and organized their evidence using a graphic organizer, they will actually write the argumentative/evaluative reflection. They will write in response to the following prompt: “After working toward a goal this year, write a reflection in which you discuss your progress and evaluate your success. Support your position (whether or not you reached your goal) with evidence from your reading, strategy worksheet, and personal experiences.”
Reading texts:	The Biography of Milton Hershey from biography.com
Grade(s)/Level:	6
Discipline: (e.g., ELA, science, history, other?)	All disciplines (during PSLP time in May)
Course:	N/A
Explanatory Notes	Students need to be able to reflect on their own growth as learners and provide their own evidence when evaluating their success. This process will allow them to enter 7 th grade with an understanding of the importance of setting a goal and how to set a S.M.A.R.T goal.
Author(s):	N/A
Literacy Standards:	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. • CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Contact information:	<p>Thomas Grover Middle School PSLP Leadership Committee</p> <p>Richard.Stec@ww-p.org (Assistant Principal)</p> <p>Shea.Hutchinson@ww-p.org (Teacher)</p> <p>Lisa.Pacifico@ww-p.org (Teacher)</p> <p>Tara.Hipple@ww-p.org (Teacher)</p>

LDC Instructional Unit Plan

					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1. Preparing for the Task -Task Engagement____ -Task Analysis____ -Project Planning ____ -Content Skill ____		1	As a “Do Now” students will review the S.M.A.R.T. goal they set this year and rank their success on a scale of 1 (not at all successful) to 5 (highly successful).	After students rank their success, they will turn and talk with a partner, justifying their ranking with evidence. A few students will share with the class, and the teacher will stress the importance of justifying their arguments (the ranking they feel they deserve) with evidence.	- Observation of students during partner sharing (walking around room) and during whole class discussion
2. Reading Process - Active Reading____ - Essential Vocabulary____ - Note-taking____ -Organizing____ -Academic Integrity____ -Content Skill ____		1	Teachers will distribute the task (the assignment sheet) with a graphic organizer and read it to students.	Students will follow along as the teacher explains the task, and students will ask any questions they have.	- Observation of students/response to student questions
3. Transition to Writing - Bridging____ - Organizing Thinking____ - Understanding the reading____ -Content Skill ____		1	The teacher will model developing a claim statement (on graphic organizer) that argues whether or not he/she was successful in reaching his/her S.M.A.R.T. goal this year. The teacher will also model brainstorming 2-3 pieces of evidence to support his/her position and filling in these pieces of evidence in the graphic organizer.	Students will complete the graphic organizer.	- Observation of students (walking around room as they work) - Students will also have the opportunity for one-on-one conferences if needed to help them organize their ideas.

<p>4. Writing Process</p> <ul style="list-style-type: none"> -Prewriting _____ -Drafting _____ -Revising _____ -Editing _____ -Content Skill _____ 		I	<p>The teacher will review a few components of strong argumentative writing (introduction, topic and concluding sentences in body paragraphs, restated claim in conclusion, transitional language, etc.).</p>	<p>Students will use their completed graphic organizer to write in response to the following prompt: “After working toward a goal this year, write a reflection in which you discuss your progress and evaluate your success. Support your position (whether or not you reached your goal) with evidence from your reading, strategy worksheet and personal experiences.”</p>	<p>- Observation of students and collected final reflections</p>
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Final Reflection for 6th Grade: How successful was I in reaching my S.M.A.R.T. goal this year?

Name: _____

Date: _____

Task: After working toward a goal this year, write a reflection in which you discuss your progress and evaluate your success. Support your position (whether or not you reached your goal) with evidence from your reading, strategies worksheet, and personal experiences. Use the graphic organizer below to organize your argument and evidence before beginning to write.

S.M.A.R.T. Goal: _____

Claim Statement: _____

Evidence for Body Paragraph 1:

Evidence for Body Paragraph 2:

Evidence for Body Paragraph 3:

Module Template

Module title:	Final Reflection for 7 th Grade: How successful was I in reaching my S.M.A.R.T. goal this year?
Module description (overview):	In this lesson, students will write a reflection in which they evaluate how successful they were in reaching the S.M.A.R.T. goal they set this school year. Students will support their claim statement (whether or not they were successful) with actual evidence from the personal portfolio they built this school year (including records of strategies they used to make progress toward the goal, personal reflections while monitoring their own success using these strategies throughout the process, and artifacts of success at the end of the year).
Type	argumentative/evaluative
Teaching task:	The teacher will guide the reflection process and review the necessity of supporting a position with evidence. The teacher will also model for students how to develop a claim and organize supporting evidence. After students have developed their claim and organized their evidence using a graphic organizer, they will actually write the argumentative/evaluative reflection. They will write in response to the following prompt: “After working toward a goal this year, write a reflection in which you discuss your progress and evaluate your success. Support your position (whether or not you reached your goal) with evidence from your personal portfolio.”
Reading texts:	None
Grade(s)/Level:	7
Discipline: (e.g., ELA, science, history, other?)	All disciplines (during PSLP time in May)
Course:	N/A
Explanatory Notes	Students need to be able to reflect on their own growth as learners and provide their own evidence when evaluating their success. This process will allow them to enter 8 th grade with a clearer picture of who they are as learners and where they still need to grow to be successful in their final year of middle school and beyond.
Author(s):	N/A
Literacy Standards:	<ul style="list-style-type: none"> • CC.English.W.7.01b - Support claims with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text • CC.English.W.7.10 - Write routinely over extended time frames time for research reflection and revision and shorter time frames a single sitting or a day or two for a range of discipline specific tasks purposes and audiences
Contact information:	<p>Thomas Grover Middle School PSLP Leadership Committee Richard.Stec@ww-p.org (Assistant Principal) Shea.Hutchinson@ww-p.org (Teacher) Lisa.Pacifico@ww-p.org (Teacher) Tara.Hipple@ww-p.org (Teacher)</p>

LDC Instructional Unit Plan

					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
I.Preparing for the Task -Task Engagement____ -Task Analysis____ -Project Planning ____ -Content Skill ____		1	As a “Do Now” students will review the S.M.A.R.T. goal they set this year and rank their success on a scale of 1 (not at all successful) to 5 (highly successful).	After students rank their success, they will turn and talk with a partner, justifying their ranking with evidence. A few students will share with the class, and the teacher will stress the importance of justifying their arguments (the ranking they feel they deserve) with evidence.	- Observation of students during partner sharing (walking around room) and during whole class discussion
2.Reading Process - Active Reading____ - Essential Vocabulary____ - Note-taking____ -Organizing ____ -Academic Integrity ____ -Content Skill ____		1	Teachers will distribute the task (the assignment sheet) with a graphic organizer and read it to students.	Students will follow along as the teacher explains the task, and students will ask any questions they have.	- Observation of students/response to student questions
3. Transition to Writing - Bridging____ - Organizing Thinking ____ - Understanding the reading ____ -Content Skill ____		1	The teacher will model developing a claim statement (on graphic organizer) that argues whether or not he/she was successful in reaching his/her S.M.A.R.T. goal this year. The teacher will also model brainstorming 2-3 pieces of evidence to support his/her position and filling in these pieces of evidence in the graphic organizer	Students will complete the graphic organizer.	- Observation of students (walking around room as they work) - Students will also have the opportunity for one-on-one conferences if needed to help them organize their ideas.

LDC Module Template

Module title:	Final Reflection for 8th Grade: What choices can I make in high school to help me progress toward my future goals?
Module description (overview):	<p>At the beginning of this lesson, students will work in small groups to reflect upon how successful they were in working towards their S.M.A.R.T. (specific, measurable, achievable, relevant, timely) goal they set this school year. What types of strategies did they employ? What evidence did they collect that proves they were successful?</p> <p>Students will use their various PSLP experiences to write a persuasive letter to their parents. This letter is to state their argument about taking a class offered in high school which will help them meet future career goals. Students will support their claim argument with evidence from the personal portfolio they built this school year (including records of strategies they used to make progress toward their own goal, Naviance online career key data, meetings with their high school counselor, and data/description from the high school course catalogue).</p>
Type	Persuasive
Teaching task:	The teacher will guide the reflection process and review the necessity of supporting a position with evidence. After students have developed their evidence-based argument and organized their letter using a graphic organizer, they will write an formal persuasive letter to their parents. They will write in response to the following prompt: "After completing the Naviance online career inventory, researching possible careers, reading the course catalog, and meeting with your high school counselor, write a persuasive letter to your parents in which you argue for taking a particular 9th grade elective course to support your career interests. Support your position with evidence from the career inventory, your research, and the course description. "
Reading texts:	Prior reading of guidance materials and Naviance online tasks
Grade(s)/Level:	8
Discipline: (e.g., ELA, science, history, other?)	All disciplines (during PSLP time in April)
Course:	N/A
Explanatory Notes	Students need to be able to reflect on their own growth as learners and provide their own evidence when evaluating their success. This process will allow them to enter 9 th grade with a clearer picture of who they are as learners and where they still need to grow to be successful.
Author(s):	N/A
Literacy Standards:	<ul style="list-style-type: none"> • CC.English.W.7.01b - Support claims with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text • CC.English.W.7.10 - Write routinely over extended time frames time for research reflection and revision and shorter time frames a single sitting or a day or two for a range of discipline specific tasks purposes and audiences
Contact information:	<p>Thomas Grover Middle School PSLP Leadership Committee</p> <p>Richard.Stec@ww-p.org (Assistant Principal)</p> <p>Shea.Hutchinson@ww-p.org (Teacher)</p> <p>Lisa.Pacifico@ww-p.org (Teacher)</p> <p>Tara.Hipple@ww-p.org (Teacher)</p>

LDC Instructional Unit Plan

					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
I. Preparing for the Task -Task Engagement ____ -Task Analysis ____ -Project Planning ____ -Content Skill ____		1	At the beginning of this lesson, students will work in small groups to reflect upon how successful they were in working towards their S.M.A.R.T.	Students will write down and discuss the following: *What types of strategies did they employ to meet their goal? *What evidence did they collect that proves they were successful?	- Observation of students during partner sharing (walking around room) and during whole class discussion
2. Reading Process - Active Reading ____ - Essential Vocabulary ____ - Note-taking ____ -Organizing ____ -Academic Integrity ____ -Content Skill ____		1	Teachers will distribute the task (the assignment sheet) with a graphic organizer and read it to students.	Students will follow along as the teacher explains the task, and students will ask any questions they have.	- Observation of students/response to student questions
3. Transition to Writing - Bridging ____ - Organizing Thinking ____ - Understanding the reading ____ -Content Skill ____		1	The teacher will model brainstorming 2-3 pieces of evidence to support his/her position and filling in these pieces of evidence in the graphic organizer.	Students will complete the graphic organizer.	- Observation of students (walking around room as they work) - Students will also have the opportunity for one-on-one conferences if needed to help them organize their ideas.

<p>4. Writing Process</p> <ul style="list-style-type: none"> -Prewriting _____ -Drafting _____ -Revising _____ -Editing _____ -Content Skill _____ 		I	<p>The teacher will review a few components of persuasive writing.</p>	<p>Students will use their completed graphic organizer to write in response to the following prompt: "After completing the Naviance online career inventory, researching possible careers, reading the course catalog, and meeting with your high school counselor, write a persuasive letter to your parents in which you argue for taking a particular 9th grade elective course to support your career interests. Support your position with evidence from the career inventory, your research, and the course description. "</p>	<p>- Observation of students and collected final reflections</p>
--	--	---	--	--	--

Name: _____

Date: _____

Task: 8th grade task: After completing the Naviance online career inventory, researching possible careers, reading the course catalog, and meeting with your high school counselor, write a persuasive letter to your parents in which you argue for taking a particular 9th grade elective course to support your career interests. Support your position with evidence from the career inventory, your research, and the course description.

Naviance suggested career: _____

Desired class: _____

What makes you want to take this class? Use descriptions from the HS course catalogue.

How, specifically, would it help you succeed in the future? List evidence below.

How will this course work in tandem with other courses (required or electives to reach your future goals)?

Final Reflection for 8th Grade PSLP Program

Name: _____

Date: _____

Use this space to write the letter to your parents.

High School (Grades 9-12)

LDC Module Template

Module title:	Evaluating Careers
Module description (overview):	In this module, students will research, organize, and write an outline on the differences and/or similarities of two careers of their choice. Students will use the tools and resources gained in Module 2 “Arguing the Issues” to evaluate and articulate the comparison of the two selected careers.
Template task (include number, type, level):	Task 3, Comparison
Teaching task:	Teacher will guide students in navigating the Career Cruising website to extract information to create individual research. The teacher will facilitate discussion between small groups of students on their conclusions based on their research.
Reading texts:	Career Cruising
Grade(s)/Level:	10
Discipline: (e.g., ELA, science, history, other?)	English, 21 st Century Life and Careers
Course:	Guidance
Explanatory Notes	Students need to understand how to evaluate career interests by examining what makes up a career and which of these things are important to the student’s personal needs and desires.
Author(s):	Jamie Bonanno
Literacy Standards:	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS.ELA-Literacy.W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>21st Century Life and Careers.9.2.Personal Financial Literacy.12.A.1 Analyze the relationship between various careers and personal earning goals.</p>
Contact information:	Delsea Regional HS, 856-694-0100

LDC Instructional Unit Plan

Task Prompt #3 Task Prompt: After researching Career Cruising on two selected careers and answering the questions on the worksheet, write a summative statement in which you compare the two careers and argue which is better suited for you based on personal interests and goals. Support your position with evidence from the text.					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement <input checked="" type="checkbox"/> -Task Analysis ____ -Project Planning ____ -Content Skill ____	21st Century Life and Careers.9.2.Personal Financial Literacy.1 2.A.1	1	Teacher will discuss the benefits of research and personal career choices. The teacher will instruct students on uploading the worksheet from which they will be working and logging into their Career Cruising account.	Students will offer their ideas on the benefits of researching careers. Students will upload the worksheet and log into their Career Cruising account.	Formative- Teacher will assess the answers given during the class discussion. Teacher will ensure students have successfully uploaded the worksheet.
2.Reading Process - Active Reading <input checked="" type="checkbox"/> - Essential Vocabulary ____ - Note-taking <input checked="" type="checkbox"/> -Organizing ____ -Academic Integrity ____ -Content Skill ____	ELA-Literacy. W.9-10.1	1	Teacher will ask students to select two careers to research. If students cannot come up with two careers on their own, suggestions will be provided. Teacher will then instruct students to use Career Cruising and answer the questions on the worksheet.	Students will identify two careers of choice and use Career Cruising to answer the questions on the worksheet.	Formative- Students will complete the worksheet. The teacher will walk around the room to assist with questions and to observe the completion of the task.
3. Transition to Writing - Bridging ____ - Organizing Thinking <input checked="" type="checkbox"/> - Understanding the reading ____ -Content Skill ____	ELA-Literacy.S L.9-10.4	1	Teacher will model how students should use the completed information to write a summative statement to share with a small group of students.	Students will review their comparative statements that they wrote on their worksheet.	Formative- Teacher will ask the class to give examples of evidence from their worksheet that they will use to develop their final statement.
4. Writing Process -Prewriting ____ -Drafting <input checked="" type="checkbox"/> -Revising ____ Editing ____ -Content Skill ____	ELA-Literacy. W.9-10.2f	1	Teacher will instruct students to write their final statement. Once statements are complete the teacher will either ask for volunteers to share or ask students to share with their neighbor depending on time.	Students will write their final statement that will include supportive ideas from their research.	Summative- Teacher will listen and review saved work to evaluate students' ideas and successful completion of the task.

Personalized Student Learning Plan (PSLP) Evaluating Careers

Objective: Students will research, organize, and write an outline on the differences and/or similarities of two careers of their choice. Students will use the tools and resources gained in Module 2 “Arguing the Issues” to evaluate and articulate the comparison of the two selected careers.

STUDENT NAME: _____

Log in to Career Cruising and click on **Careers**. Use the **Keyword Search** to find two occupations that interest you but that you may not know much about. Write the names of the careers in the spaces provided below.

Career Choice 1: _____

Career Choice 2: _____

If you had to pick one of these careers based only on what you think you know about them right now, which would you choose and why?

1. Click on **Job Description** in each career profile. Answer the following questions:

What do people in these careers do? (Describe at least three typical work tasks for each career.)

Career 1: _____

Career 2:

If you had to pick one of these careers based only on the tasks that you would perform, which would you choose and why?

2. Click on **Working Conditions** in each career profile. Answer the following questions:

What are the working conditions like for people in these careers? (*e.g. typical hours, location, frequent travel, etc.*)

Career 1:

Career 2:

If you had to pick one of these careers based only on the working conditions that you described, which would you choose and why?

3. Click on **Earnings** in each career profile. Answer the following questions:

How much do people in each career typically earn on a yearly basis? (If annual salary figures aren't available, how much do they earn per hour or per contract?)

Career 1: _____

Career 2: _____

What other kinds of compensation or benefits can people in each career receive? (*e.g. health and dental benefits, contributions to retirement savings plans, performance bonuses, etc.*)

If you had to pick one of these careers based only on how much you could earn, which would you choose and why?

4. Click on **Education** in each career profile. Answer the following questions:

What are the education and training requirements for people in each career? (*e.g. high school diploma, associate or bachelor's degree, apprenticeship, on-the-job training, additional licensing or certification, etc.*)

Career 1: _____

Career 2: _____

Approximately how many years of training or education are required for people in each occupation?

Career 1: _____

Career 2: _____

If you had to pick one of these careers based only on the amount of education and training you need, which would you choose and why?

Which of the criteria that you used to compare your career choices is most important to you and which is the least important? Rank them in order from 1 (the most important) to 4 (the least important) and explain why you have ranked them that way:

Criteria	Rank	Why
Work Tasks:	_____	_____ _____
Working Conditions:	_____	_____ _____
Earnings:	_____	_____ _____
Education & Training:	_____	_____ _____

LDC Module Template

Module title:	Arguing the Issues
Module description (overview):	In this module, students will research, organize, and write an argumentative essay on a controversial issue in society. Enduring Understanding: How does one effectively utilize media resources to research controversial topics? What tools are necessary in generating and structuring a coherent and effective argument? Students will learn to present their viewpoint in conjunction with oppositional points on a controversial issue in society using proper documentation.
Template task (include number, type, level):	Task 1, Analysis, 10
Teaching task:	Teacher will provide an outline of how to write an argumentative essay. Teacher will guide students in developing a rough draft from their notes and outline.
Reading texts:	A minimum of 5 online articles from academic databases
Grade(s)/Level:	10
Discipline: (e.g., ELA, science, history, other?)	English
Course:	English
Explanatory Notes	Students need to understand how to incorporate information from media sources wisely into an argumentative essay.
Author(s):	Candice Davis
Literacy Standards:	CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Contact information:	Delsea Regional High School, 856-694-0100

LDC Instructional Unit Plan

Task Prompt #1 Task Prompt: After researching various media databases on a controversial issue in society, write an essay in which you argue your position on the issue. Support your position with evidence from your research.					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement <input checked="" type="checkbox"/> -Task Analysis ____ -Project Planning ____ -Content Skill ____	<u>RI.9-10.8</u>	1	Teacher will provide steps for writing and organizing the argumentative essay but out of sequence.	Students will put the number the steps in the correct sequence.	Formative- Students will share their answers and explain their rationale.
2.Reading Process - Active Reading <input checked="" type="checkbox"/> - Essential Vocabulary ____ - Note-taking <input checked="" type="checkbox"/> -Organizing ____ -Academic Integrity ____ -Content Skill ____	<u>RI.9-10.8</u>	1	Teacher will provide a sample argumentative essay that students will read. Teacher will demonstrate finding the first main point and supporting details.	Students will identify the second main point and supporting details. Students will annotate the handout.	Formative- Teacher will collect and review the handout
3. Transition to Writing - Bridging ____ - Organizing Thinking <input checked="" type="checkbox"/> - Understanding the reading ____ -Content Skill ____	<u>W.9-10.1</u>	2-3	Teacher will model how students should organize their research into an argumentative outline.	Students will compile their notes into an outline.	Formative- Teacher will conference with each student to review their outline and provide suggestions for the rough draft.
4. Writing Process -Prewriting <input checked="" type="checkbox"/> -Drafting <input checked="" type="checkbox"/> -Revising ____ Editing ____ -Content Skill ____	<u>W.9-10.1</u>	4-5	Teacher will model how to turn an outline into rough draft.	Students will type a rough draft using their compiled research, outline and the sample.	Summative- Teacher will review rough draft.

Module Template

Module title:	Résumé Writing
Module description (overview):	Students will create a resume to use as a supplemental document for recommendation letters, job, and college applications. They will use past career research, current activities, and future goals to develop a written objective.
Template task (include number, type, level):	Task 5, evaluation, 10
Teaching task:	Exposure to résumé writing to assist students to see highlighted areas on a resume that connect with making one's self more marketable.
Reading texts:	Career Cruising
Grade(s)/Level:	10
Discipline: (e.g., ELA, science, history, other?)	PSLP, ELA
Course:	
Explanatory Notes	Students need to know what types of items make up a resume and where they can enhance their personal experiences to align with their individual college and career goals. Students will use their individual Career Cruising account and counselor assistance to create and format their resume`.
Author(s):	Jamie Bonanno, Delsea Regional High School
Literacy Standards:	Reading: 9-10.4 Writing: 9-10.1e, 2a, Speaking and Listening 9-10.4 NJ 21 st Century Life and Career 9.1.12.B.1
Contact information:	Delsea Regional High School, 856-694-0700, ext. 211

Instructional Unit Plan

Task Prompt #5 Task Prompt: After reviewing the career research assignment previously completed in Career Cruising and filling out the indicated parts of your résumé (educational history, work experience, volunteer experience, awards & certificates, extra-curricular activities, hobbies & interests, and skills & abilities), write a career objective in which you discuss the type of work you are looking for, the position, and what you hope to achieve as an employee. Evaluate the strengths and weaknesses in your resume and steps you can take to enhance areas in need to better reach your goals by comparing your résumé to other résumés in the field.					___Argumentative _x_ Informational/Explanatory ___Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task - Task Engagement - Task Analysis - Project Planning - Content Skill	SL.9-10.4	1	1. Students will read over their career research assignment previously completed and discuss it with a neighbor.	1. Students will review their career research and share career goals with a partner.	1. The teacher will walk around the room listening to the conversations.
2.Reading Process - Active Reading___ - Essential Vocabulary__ - Note-taking___ - Organizing ___ - Academic Integrity ___ - Content Skill ___	RI.9-10.4	1	1. Discuss the subtopics of the résumé; Educational History, Work Experience, Awards & Certificates, Skills & Abilities, etc... and examples of each.	1. Ask students to define and offer examples of each subtopic as a class. 2. The students will enter personal information into the Career Cruising résumé building section.	1. Students will complete indicated areas of résumé on career cruising.

<p>3. Transition to Writing</p> <ul style="list-style-type: none"> - Bridging - Organizing Thinking - Understanding the reading - Content Skill 	<p><u>SL.9-10.4</u> <u>W.9-10.1e</u></p>	<p>1</p>	<p>1. The teacher will go through the steps that need to be followed to write the objective.</p> <p>Step 1: What position are you looking for?</p> <p>Step 2: What level of responsibility you want?</p> <p>Step 3: Explain how the information in your resume relates to the job for which you are applying.</p>	<p>1. Students will tell a partner some ways they may connect what they have already done to their goals.</p>	<p>1. The teacher will walk the room listening to the conversations.</p>
<p>4. Writing Process</p> <ul style="list-style-type: none"> - Prewriting ____ - Drafting ____ - Revising ____ Editing ____ -Content Skill ____ 	<p><u>W.9-10.1d</u> <u>W.9-10.2a</u> <u>W.9-10.10</u></p>	<p>1,2</p>	<p>1. Example objective statements will be shown and discussed.</p>	<p>1. Students will write their own objective statement.</p>	<p>1. The counselor will review content and tense usage in the students completed resume at the individual meeting.</p>

LDC Module Template

Module title:	Argument Writing: Should a standardized test be required for graduation from high school?
Module description (overview):	In this module students will explore the many requirements necessary for graduation from high school. Students will access this information by visiting NJCAN and utilizing their online portfolio.
Type	(Argumentation)
Teaching task:	Teacher will give an overview of the key elements of persuasive and argument writing, focusing on the subtle but key differences between them. The teacher will explore controversial topics associated with high school students (ie. Dress code, GPA requirement to participate in a sport, community service requirement). Teachers will review prompts and will model brainstorming techniques with small and large groups. Students will be given time to begin the writing process.
Reading texts:	NJ CAN Strengths indicator (Enrichment- look up the requirements for a career cluster)
Grade(s)/Level:	(11)
Discipline: (e.g., ELA, science, history, other?)	PSLP English, Technology, CTE class
Course:	Career
Explanatory Notes	Students need to apply their strengths in writing persuasively to address the counter- argument necessary in an argumentation piece. Using what they know about requirements based on their research, the students will utilize the argument style and compose an essay that is rich in research and content.
Author(s):	Victoria Lih, Literacy Coach at Abraham Clark High School, Roselle, NJ
Literacy Standards:	Reading Standards: RI 11-12. 1; RI 11- 12.2 Writing Standards: WHST 11- 12.1 a- c; WHST 12.2 b- d
Contact information:	Diana Loboizzo/ Victoria Lih Dlobozzo@roselleschools.org/ vlih@roselleschools.org

LDC Instructional Unit Plan

Task Prompt # 2 Argumentation Task Question: Should a standardized test be required for graduation from high school? After reading informational text on requirements for high school graduation students will write an argumentative essay in which the student will argue the validity of using a state test to earn a high school diploma. Support your position with evidence derived from research.					<input checked="" type="checkbox"/> Argumentative <input type="checkbox"/> Informational/ <input type="checkbox"/> Explanatory <input type="checkbox"/> Narrative
Literacy/ Content Skills	Stand- ard	D a y #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement <input checked="" type="checkbox"/> -Task Analysis _____ -Project Planning _____ -Content Skill <input checked="" type="checkbox"/>		1	<ul style="list-style-type: none"> * Students will complete a ‘do now’ based on their readiness to begin their argumentative essays. Brainstorm one of the controversial issues listed and create a T-chart of pro’s /con’s for each * Teacher will review essay format, focusing on the subtle differences between persuasive and argumentative writing * Students will create a counter- argument for each topic that they brainstormed 	<ul style="list-style-type: none"> * Brainstorm * Think, pair, share * Note taking strategies for essay preparation 	Formative Assessments: <ul style="list-style-type: none"> * Elicit responses * Listen to responses in small groups * Circulate the room and check notes * Share counter – arguments in small groups or in a ‘gallery walk’

<p>2. Reading Process</p> <ul style="list-style-type: none"> - Active Reading ___ - Essential Vocabulary ___x___ - Note-taking ___x___ - Organizing ___x___ - Academic Integrity _____ - Content Skill _____ 		1	<ul style="list-style-type: none"> * Teachers will model and students will incorporate pre-reading strategies (vocabulary and key terminology) used in persuasive and argumentative writing. * Students will list power words as well as common elements to include in their argumentative essays * Students will apply ideas from their 'Personal Inventory' and their online portfolio as well as research on their assigned topic 	<ul style="list-style-type: none"> * Brainstorm ideas * Make use of a thesaurus for terminology * Turn and talk – rapid response strategies 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> * Review pre reading strategies * Circulate and monitor the use of the students' 'Personal Inventory' * Create list of power and charged words to be used in argumentation essays
<p>3. Transition to Writing</p> <ul style="list-style-type: none"> - Bridging ___ - Organizing Thinking ___x___ - Understanding the reading _____ - Content Skill ___x___ 		1	<ul style="list-style-type: none"> * Using examples of successful and unsuccessful argument essays, the teacher will allow the students the chance to read the passages and gauge their effectiveness by evaluating each using a rubric. * Teacher will model the use of the rubric to encourage fair and rational analysis of each prompt. 	<ul style="list-style-type: none"> * Students will highlight key components of both the successful and unsuccessful essays using a rubric * Students will discuss their findings with their partner/ small group 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> * Teacher will monitor the editing process * Teacher will ensure student use of the rubric is effective * Teacher will circulate and aid in discussion points, when necessary

<p>4. Writing Process</p> <ul style="list-style-type: none"> -Prewriting <u> x </u> -Drafting <u> </u> -Revising <u> </u> -Editing <u> x </u> -Content Skill <u> </u> 		2	<p>*After teacher reinforces expectations, students will begin writing their argumentative essays.</p> <p>*Students will reference their brainstormed information, their personal inventory and their key ideas to include in their essays</p> <p>*Students will edit and revise their work based on their peer rubrics</p>	<p>*Students will compose an argumentative essay on the necessity of utilizing a standardized test for high school graduation.</p> <p>* Students will apply a rubric to their peer's essays</p>	<p>Summative Assessment:</p> <p>*Essays will be rubric scored</p>
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LDC Module Template

Module title:	Persuasive – Completing the resume and cover letter and preparing these documents in preparation for a job interview
Module description (overview):	In this module students will use NJCAN, including the interest profiler and skills assessment as well as the work importance locator to search for jobs and careers that they have the skills to be successful in, interest them and are available/ in demand.
Type	(Persuasive/ Descriptive)
Teaching task:	Teacher will give an overview of expectations for writing a cover letter and resume. The teacher will explore exemplars based on their career aspirations that are deemed successful as well as unsuccessful choices. Teachers will review format and will model prewriting techniques to best represent their skills and training. Students will be given time to begin the writing process after the research component has been fulfilled.
Reading texts:	NJ CAN Strengths indicator (Enrichment- look up the requirements for a career cluster)
Grade(s)/Level:	(11/ 12)
Discipline: (e.g., ELA, science, history, other?)	PSLP English, SS, Technology, CTE class
Course:	Career
Explanatory Notes	Students need to understand their strengths and interests to make wise choices about jobs and careers. In addition, by utilizing the persuasive style they will better be able to highlight their strengths and increase their ability to write clear, informative, detail orientated resume and cover letter in preparation for job interview.
Author(s):	Victoria Lih, Literacy Coach at Abraham Clark High School, Roselle, NJ
Literacy Standards:	Reading Standards: RI 11-12. 1; RI 11- 12.2 Writing Standards: W 11- 12.1; W 11- 12 a; W 11- 12.2f
Contact information:	Diana LoboZZo/ Victoria Lih Dlobozzo@roselleschools.org/ vlih@roselleschools.org

LDC Instructional Unit Plan

Task Prompt # 15 After researching informational texts on jobs and careers, write a resume and cover letter in which you relate how you are suited for this career. Support your discussion with evidence from your research. (Informational/ Procedural-Sequential)					___Argumentative <u>X</u> Informational/Explanatory ___Narrative
Literacy/ Content Skills	Stand- ard	D a y #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement <u>x</u> -Task Analysis ___ -Project Planning ___ -Content Skill <u>x</u>		1	* Students will complete a 'do now' based on their readiness to write a resume. Students will create a list of 5 skills they possess to highlight for their resume creation. * Teacher will review formats for resume, cover letter.	* Brainstorm * Think, pair, share * Note taking strategies for resume preparation	Formative Assessments: * Elicit responses * Listen to responses in small groups * Circulate the room and check notes
2.Reading Process - Active Reading___ - Essential Vocabulary <u>x</u> - Note-taking <u>x</u> -Organizing <u>x</u> -Academic Integrity ___ -Content Skill ___		1	* Teachers will model and students will incorporate pre-reading strategies (vocabulary and key terminology) before brainstorming what they will include in their resume/ cover letter * Students will list activities/ review common elements to include in their resumes * Students will apply ideas from their 'Interest Profiler'	* Brainstorm ideas * Make use of a thesaurus for terminology * Turn and talk – rapid response strategies	Formative Assessments: * Review pre reading strategies * Circulate and monitor the use of the students' 'Personal Inventory'

<p>3. Transition to Writing - Bridging _____ - Organizing Thinking _____ - Understanding the reading _____ -Content Skill _____</p>		1	<p>*Using examples of successful and unsuccessful resumes and cover letters, the teacher will allow the students the chance to read the passages and gauge their effectiveness by evaluating each using a rubric. * Teacher will model the use of the rubric to encourage fair and rational analysis of each task.</p>	<p>* Students will highlight key components of both the successful and unsuccessful essays using a rubric * Students will discuss their findings with their partner/ small group</p>	<p>Formative Assessments: *Teacher will monitor the editing process * Teacher will ensure student use of the rubric is effective * Teacher will circulate and aid in discussion points, when necessary</p>
<p>4. Writing Process -Prewriting _____ -Drafting _____ -Revising _____ -Editing _____ -Content Skill _____</p>		2	<p>*After teacher reinforces expectations, students will begin their resume/ cover letters. *Students will reference their brainstormed information, their personal inventory and their key ideas to include in their resume/ cover letter *Students will edit and revise their work based on their peer rubrics</p>	<p>*Students will compose an essay for college admission * Students will apply a rubric to their peer's writing</p>	<p>Summative Assessment: *Essays will be rubric scored</p>

North Brunswick Twp High School Lesson Plan #1 (12th grade)

Module title:	Post- Secondary Planning
Module description (overview):	Students will understand and implement the post-secondary planning process using the Naviance program.
Template task (include number, type, level):	Narrative
Teaching task:	In this module, the students will look for a variety of universities/colleges/vocational programs that best match their post-secondary planning. The students will come up with a total of ten schools (3 safety, 3 target, and 3 reach).
Reading texts:	Naviance FASFA
Grade(s)/Level:	12 th grade
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	School Guidance Classroom Activity
Explanatory Notes	Worksheet on Types of schools (safety/target/reach) Naviance worksheet School Counseling Information worksheet
Author(s):	Tracy Latchaw Jennifer Quiwa-Sowinski
Literacy Standards:	<p><u>CCSS.ELA-Literacy.L.11-12.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-Literacy.L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>CCSS.ELA-Literacy.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Contact information:	tlatchaw@nbtschools.org jquiwa-sowinski@nbtschools.org

LDC Instructional Unit Plan

					<input type="checkbox"/> Argumentative <input checked="" type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement___ -Task Analysis ___ -Project Planning ___ -Content Skill ___	11-12.2 11-12.3 11-12.6	1	Students will complete an online survey related to prior knowledge of the Naviance program. School counselors will review with students the logging-in process and completing the online survey. After survey is complete the school counselors will explain the Naviance program and the importance of the program related to post-secondary planning using a Power Point Presentation.	Log-in to Naviance program. Complete online survey. Ask questions related to school counselor Power Point presentation on post-secondary planning.	Online Survey
2.Reading Process - Active Reading___ - Essential Vocabulary__ - Note-taking___ -Organizing ___ -Academic Integrity ___ -Content Skill ___	11-12.2 11-12.3 11-12.6	1	School counselors will review the application process and requesting material from teachers, counselors, and schools for letters of recommendations. Students will review and create a list of schools that fit their post-secondary planning. This can be done for students looking to go to vocational programs, military, and the working force as well. Simply need to refine the search on the Naviance program.	Students will read through the directions on how to Navigate through the program and implement the appropriate steps for requesting letters of recommendations, transcripts, resume, and student questionnaire.	Students will update and organize one's resume and get all personal information in order to create and submit one's senior questionnaire. Students will add schools/programs/military/jobs that one is thinking of attending after high school.

<p>3. Transition to Writing - Bridging____ - Organizing Thinking ____ - Understanding the reading ____ -Content Skill __</p>	11-12.2 11-12.3 11-12.6	1	School counselors will walk around assisting students one on one with the process.	Students will update their Family Connection list and resume and input that information into the senior questionnaire. This is imperative for school counselors and teachers to write letters of recommendation.	Senior Questionnaire
<p>4. Writing Process -Prewriting ____ -Drafting ____ -Revising ____ Editing ____ -Content Skill ____</p>	11-12.2 11-12.3 11-12.6	1	Review with students the point of a letter of recommendation and what is required of them in order to begin the application process. Question Round: See if there are general questions to be answered with the class. Students will begin working on the application process and meet individually with their school counselor next week to see each student’s progress.	Students will update the list of colleges on Naviance and begin writing all answers for the packet better known as the senior questionnaire. Students will complete a homework assignment on creating questions to ask their individual counselor during the one-on-one meeting next week.	Colleges I’m Applying to List on Naviance. Senior Questionnaire List of individual questions for meeting with counselor next week.

Lesson Plan 4 RESUME WRITING

OBJECTIVE:

Upon successful completion, students will be able to create a complete resume representing their skills, experience, and educational background.

CAREER PREPARATION LEARNING RESULTS MET OR PARTIALLY MET:

- A.2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- B.1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
- B.2. Demonstrate job-seeking skills.
- B.3. Assess personal, educational, and career skills that are transferable among various jobs.

SKILLS UTILIZED:

Listening, English grammar and composition, business etiquette, keyboarding, editing

NECESSARY SUPPLIES:

1. Copies of the Maine Career Advantage *Career Portfolio*.
2. Copies of handouts: *Resume Worksheet*, *Creating the Effective Resume*, *Resume Tips and Suggestions*, and *Action Verbs to Strengthen Your Resume*.
3. *Sample Resume* and *Fill in the Blank Resume Form*, if desired.

TIME REQUIRED:

Five minutes at the end of one class to assign the *Resume Worksheet* followed by one 45-minute class to discuss resume structure and formatting. A follow-up class allows students to peer review other resumes.

LESSON PROCEDURE:

1. Instruct students to complete the *Resume Worksheet*. (*Note: You may want to assign this during the previous class so that students can gather the necessary information.*)
2. Ask students if they know what a resume is and how one is used. If some students know what a resume is, follow-up by seeing what they think should and should not include on a good resume.
3. Hand out *Creating the Effective Resume* and *Resume Tips and Suggestions* to students. Walk students through these guides, making sure that all of the important points are highlighted.
4. At this point, students should be able to start transferring information from their worksheet into a resume. Stress that content is more important than format. Formatting can come later.
5. Hand out the *Action Verbs to Strengthen Your Resume* and *Transferable Skills* as students begin describing their work experiences in their resume. This is typically the most difficult part of the resume. People tend to think that a job title tells it all. Ask them why they think action words are good for a resume. It would be helpful for you to suggest descriptions utilizing strong action verbs reflecting your job as a teacher. Possibilities include:
 - Developed and taught activity based, cooperative learning units.
 - Participated in team teaching lessons with other faculty.
 - Evaluated school progress toward meeting the Learning Results.
6. Point out that students have developed many skills from coursework, extracurricular activities and their total life experiences that can be applicable when completing a resume. Refer to the list of Internet sites on the handout.

ASSIGNMENT:

Students will create a draft copy of a resume aimed at a career of interest.

SUGGESTED FOLLOW-UP: Students could conduct a peer review of their draft resumes. Good resumes often borrow ideas from other resumes.

Resume Worksheet

PERSONAL INFORMATION:

Full Name:			
Address:			
Telephone Number:			
Social Security #:		Date of Birth:	
Emergency Contact:		Telephone Number:	
Do you have a driver's license?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

EDUCATIONAL BACKGROUND

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

Extracurricular Activities (teams, clubs, volunteer work, etc.): _____

Honors and Awards Received: _____

Computer Skills (hardware and software you can use): _____

Machine Skills (include machines you can operate): _____

Specialized Skills (foreign language spoken, auto repair, etc.) _____

Resume Worksheet

WORK EXPERIENCE (List Most Recent Position First)

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Resume Worksheet

REFERENCES (List At Least 2)

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

CREATING THE EFFECTIVE RESUME

included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

References – Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don’t appreciate calls at home. You know an employer is interested when they request a list of references.

How do I set up a resume? Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

Major Headers (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

Minor Headers (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

Should items be arranged in any particular order? Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

Should I place Education above Experience or vice versa? Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

How important is the format? The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

Should I use complete sentences when describing jobs? Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

Do the looks of a resume matter? Absolutely! When sending a resume to an employer or college, don’t skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.
9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

For more action verbs, refer to the list of *Action Verbs to Strengthen Your Vocabulary*.

Fill in the Blank Resume Form

_____ *your name, capitalized, boldfaced and 16 pt. font*

_____ *street address*

_____ *town, ME zip code*

_____ *home phone number*

_____ *email address*

EDUCATION *(each heading should be in capital letters and boldfaced)*

Class of _____, _____ High School, _____, ME

Major area of study *(or coursework)*: _____

WORK EXPERIENCE *(list any job you have held)*

_____ - _____
job title *business name, location, dates*

_____ *describe your position duties and skills learned using key verbs*

_____ - _____

SCHOOL ACTIVITIES *(list all sports, clubs, etc. you have been involved with)*

_____ (_____) *activity* *number of years*
_____ (_____) _____

COMMUNITY ACTIVITIES *(volunteer work, etc.)*

_____ (_____) *activity* *number of years*
_____ (_____) _____

AWARDS *(list any awards or special recognition you have received)*

_____ - _____
title of award *month, year*

_____ - _____

INTERESTS *(list a few of your hobbies if pertinent)*

ACTION VERBS TO STRENGTHEN YOUR RESUME

DECISION MAKING

ACCEPT
ACTIVATE
APPROVE
AUTHORIZE
DECIDE
RENDER
REQUIRED
SOLVE
TERMINATE
TEST

MANAGEMENT

ADJUDICATE
ANALYZE
ANTICIPATE
APPROVE
DIRECT
ESTABLISH
EVALUATE
EXECUTE
MANAGE
MEET
ORGANIZE
PLAN

CHANGES

ACTIVATE
COMPARE
CREATE
DESIGN
ESTABLISH
IMPROVE
MAKE
MODIFY
STIMULATE
UPGRADE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

SUPERVISION

ADHERE
ASSESS
ASSIGN
COUNSEL
DEFINE
DELEGATE
DEMONSTRATE
DEVELOP
ENCOURAGE
EXERCISE
FOSTER
MANAGE
MEET
PARTICIPATE
REPORT
REQUEST
SUPERVISE

ADMINISTRATION

ADMINISTER
ENGAGE
FURNISH
INSURE
JUSTIFY
PROCESS
PROCURE
PURCHASE
RECEIVE
RECLAIM
REJECT
REQUISITION
SECURE
SHIP
STORE
SUPPLY

RESEARCH

ANALYZE
COMPILE
DEFINE
DETERMINE
DEVELOP
EVALUATE
IDENTIFY
INVESTIGATE
PREPARE
PROPOSE
RECOMMEND
RESEARCH
REVIEW
SUBMIT

PLANNING & CONTROL

ACQUIRE
ALLOCATE
ASSUME
CONTROL
EXTEND
FORECAST
FORMULATE
MEASURE
MONITOR
PLAN
PROGRESS
SCHEDULE

HELPING

ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

COMMUNICATION

CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET
ISSUE
SPEAK
TESTIFY
WRITE

EXTERNAL ACTIVITIES

COOPERATE
COORDINATE
NEGOTIATE
PUBLICIZE
REPRESENT
STRENGTHEN

Excerpted from ACAP (Aroostook County Action Program) Workforce Development Center Resume

Transferable Skills

For lists of transferable skills that you may be able to apply to your resume, check these sites:

- http://www.dwd.state.wi.us/dwd/publications/223e_28a.htm
- http://www.quintcareers.com/transferable_skills_set.html
- <http://www.placementmanual.com/career/career-11.html>
- http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html

[SAMPLE RESUME]

JESSICA NADEAU

42 Washington Avenue
 Auburn, Maine 04240
 (207) 555-5555
 jnadeau@internet.com

Career Objective:	Computer support technician in central Maine
Education:	<p>High School Diploma, June 2002 Edward Little High School G.P.A. 3.2 Class Rank: 45 out of 411</p> <p>Honors and Awards: Honor Roll for last three semesters Perfect Attendance Award for the last two academic years</p> <p>Relevant Courses: Introduction to Computer Repair I Introduction to BASIC Database & Spreadsheets Word Processing I</p>
Computer Experience:	<p>Neighborhood "Computer Expert" - 2001-present. Performed troubleshooting for several friends and relatives who were having difficulty with their hardware or software. Resolved the issue 95% of the time.</p> <p>Network Assistant (volunteer) - Edward Little High School. September 2001-May 2002. Assembled 20 computers for new computer laboratory, loaded software on each one, and networked them.</p>
Other Experience:	<p>Waitperson, Rolandean's, Auburn, Maine. Summer 2001. Provided efficient, friendly, quality service in busy fine dining atmosphere.</p> <p>Child care provider – Freeport, Maine. Summer 2000. Provided safe, warm environment for two children aged 4 and 7. Supervised their self-directed play, prepared meals and snacks, settled disputes, determined appropriate discipline, and followed bedtime routines.</p>
Activities:	<p>Soccer Team - 1998-2002 - Co-captain 2000-2002 Civil Rights Team - 2002 Soup Kitchen Volunteer - 1999-2001</p>

North Brunswick Twp High School Lesson Plan #1 (12th grade)

Module title:	Post- Secondary Planning
Module description (overview):	Students will understand and implement the post-secondary planning process using the Naviance program.
Template task (include number, type, level):	Narrative
Teaching task:	In this module, the students will look for a variety of universities/colleges/vocational programs that best match their post-secondary planning. The students will come up with a total of ten schools (3 safety, 3 target, and 3 reach).
Reading texts:	Naviance FASFA
Grade(s)/Level:	12 th grade
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	School Guidance Classroom Activity
Explanatory Notes	Worksheet on Types of schools (safety/target/reach) Naviance worksheet School Counseling Information worksheet
Author(s):	Tracy Latchaw Jennifer Quiwa-Sowinski
Literacy Standards:	<p><u>CCSS.ELA-Literacy.L.11-12.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-Literacy.L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>CCSS.ELA-Literacy.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Contact information:	tlatchaw@nbtschools.org jquiwa-sowinski@nbtschools.org

LDC Instructional Unit Plan

					<input type="checkbox"/> Argumentative <input checked="" type="checkbox"/> Informational/Explanatory <input type="checkbox"/> Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement___ -Task Analysis ___ -Project Planning ___ -Content Skill ___	11-12.2 11-12.3 11-12.6	1	Students will complete an online survey related to prior knowledge of the Naviance program. School counselors will review with students the logging-in process and completing the online survey. After survey is complete the school counselors will explain the Naviance program and the importance of the program related to post-secondary planning using a Power Point Presentation.	Log-in to Naviance program. Complete online survey. Ask questions related to school counselor Power Point presentation on post-secondary planning.	Online Survey
2.Reading Process - Active Reading___ - Essential Vocabulary__ - Note-taking___ -Organizing ___ -Academic Integrity ___ -Content Skill ___	11-12.2 11-12.3 11-12.6	1	School counselors will review the application process and requesting material from teachers, counselors, and schools for letters of recommendations. Students will review and create a list of schools that fit their post-secondary planning. This can be done for students looking to go to vocational programs, military, and the working force as well. Simply need to refine the search on the Naviance program.	Students will read through the directions on how to Navigate through the program and implement the appropriate steps for requesting letters of recommendations, transcripts, resume, and student questionnaire.	Students will update and organize one's resume and get all personal information in order to create and submit one's senior questionnaire. Students will add schools/programs/military/jobs that one is thinking of attending after high school.

<p>3. Transition to Writing - Bridging____ - Organizing Thinking ____ - Understanding the reading ____ -Content Skill __</p>	11-12.2 11-12.3 11-12.6	1	School counselors will walk around assisting students one on one with the process.	Students will update their Family Connection list and resume and input that information into the senior questionnaire. This is imperative for school counselors and teachers to write letters of recommendation.	Senior Questionnaire
<p>4. Writing Process -Prewriting ____ -Drafting ____ -Revising ____ Editing ____ -Content Skill ____</p>	11-12.2 11-12.3 11-12.6	1	Review with students the point of a letter of recommendation and what is required of them in order to begin the application process. Question Round: See if there are general questions to be answered with the class. Students will begin working on the application process and meet individually with their school counselor next week to see each student’s progress.	Students will update the list of colleges on Naviance and begin writing all answers for the packet better known as the senior questionnaire. Students will complete a homework assignment on creating questions to ask their individual counselor during the one-on-one meeting next week.	Colleges I’m Applying to List on Naviance. Senior Questionnaire List of individual questions for meeting with counselor next week.

LDC Module Template

Module title:	Narrative: The College Essay
Module description (overview):	In this module students will use NJCAN, the portfolio option and personal reflection to explore their interests and strengths in order to prepare their college essay.
Type	(Narrative/Sequential/ Descriptive)
Teaching task:	Teacher will give an overview of expectations for writing a college essay. The teacher will explore essays that can be deemed successful as well as unsuccessful choices. Teachers will review prompts and will model brainstorming techniques. Students will be given time to begin the writing process.
Reading texts:	NJ CAN Strengths indicator (Enrichment- look up the requirements for a career cluster)
Grade(s)/Level:	(12)
Discipline: (e.g., ELA, science, history, other?)	PSLP English, SS, Technology, CTE class
Course:	Career
Explanatory Notes	Students need to understand their strengths and interests to make better informed choices about colleges and careers. In addition, by utilizing the narrative style they will better be able to picture their strengths and increase their ability to write, clear, informative, detail orientated, and enjoyable non-fiction content.
Author(s):	Victoria Lih, Literacy Coach at Abraham Clark High School, Roselle, NJ
Literacy Standards:	Reading Standards: RI 11-12. 1; RI 11- 12.2 Writing Standards: W 11- 12.1; W 11- 12 a; W 11- 12.2f
Contact information:	Diana LoboZZo/ Victoria Lih Dlobozzo@roselleschools.org / vlih@roselleschools.org

LDC Instructional Unit Plan

Task Prompt # 26 Narrative/ Description How will you best describe yourself in order to convey your strengths and persuade a college to accept you in their program of study? After reviewing various prompts, as well as successful and unsuccessful essays, students will compose an essay that best reflects their strengths as an applicant.					___ Argumentative ___ Informational/Explanatory ___ X Narrative
Literacy/ Content Skills	Stand- ard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement ___x_ -Task Analysis ___ -Project Planning ___ -Content Skill ___x_		1	* Students will complete a 'do now' based on their readiness to begin their essays. List an event that you will include in your essay. Share 2 parts of the event that changed you. * Teacher will review essay format.	* Brainstorm * Think, pair, share * Note taking strategies for essay preparation	Formative Assessments: * Elicit responses * Listen to responses in small groups * Circulate the room and check notes
2.Reading Process - Active Reading ___ - Essential Vocabulary ___x_ - Note-taking ___x_ -Organizing ___x_ -Academic Integrity ___ -Content Skill ___		1	* Teachers will model and students will incorporate pre- reading strategies (vocabulary and key terminology) before brainstorming the prompts released by colleges. * Students will list activities/ review common elements to include in their essays * Students will apply ideas from their 'Personal Inventory'	* Brainstorm ideas * Make use of a thesaurus for terminology * Turn and talk – rapid response strategies	Formative Assessments: * Review pre reading strategies * Circulate and monitor the use of the students' 'Personal Inventory'

<p>3. Transition to Writing - Bridging ___x___ - Organizing Thinking ___x___ - Understanding the reading ___ -Content Skill ___x___</p>		1	<p>*Using examples of successful and unsuccessful college essays, the teacher will allow the students the chance to read the passages and gauge their effectiveness by evaluating each using a rubric. * Teacher will model the use of the rubric to encourage fair and rational analysis of each prompt.</p>	<p>* Students will highlight key components of both the successful and unsuccessful essays using a rubric * Students will discuss their findings with their partner/ small group</p>	<p>Formative Assessments: *Teacher will monitor the editing process * Teacher will ensure student use of the rubric is effective * Teacher will circulate and aid in discussion points, when necessary</p>
<p>4. Writing Process -Prewriting ___x___ -Drafting ___ -Revising ___ -Editing ___x___ -Content Skill ___</p>		2	<p>*After teacher reinforces expectations, students will begin their college essays. *Students will reference their brainstormed information, their personal inventory and their key ideas to include in their essays *Students will edit and revise their work based on their peer rubrics</p>	<p>*Students will compose an essay for college admission * Students will apply a rubric to their peer's essays</p>	<p>Summative Assessment: *Essays will be rubric scored</p>

LDC Module Template

Module title:	How do I write an effective college application essay?
Module description (overview):	In this module students will learn about what college admissions officers are looking for in a college application essay, begin to brainstorming a lead to their essay and start a draft of the essay introduction.
Template task (include number, type, level):	Task 29: How can my essay stand out from the crowd and make a good first impression? After reading the article “College Essay 101” write a narrative that uses your personal experiences and the information from the article to craft an arresting lead for your college application essay.
Teaching task:	Show students the importance of making a good first impression on their college application essay. Identify at least two possible directions for their essay leads.
Reading texts:	“College Essay 101”, sample essay from Connecticut College “Essays that Worked” website
Grade(s)/Level:	12
Discipline: (e.g., ELA, science, history, other?)	English Language Arts
Course:	ENG IV, ENG IV Honors,
Explanatory Notes	Many students are well-versed in the standard 5-paragraph essay form. This does them no help in writing a narrative essay about themselves in order to distinguish their qualities in the eyes of a college admissions officer. This lesson will unpack the importance of creativity and making a good first impression via a good narrative voice and an arresting essay introduction.
Author(s):	Mike Shtino and Kathy McCaughey, Northern Burlington County Regional HS
Literacy Standards:	Writing: CCSS.ELA-LITERACY.W.11-12.1.C , CCSS.ELA-LITERACY.W.11-12.1.D , CCSS.ELA-LITERACY.W.11-12.3.B Reading: CCSS.ELA-LITERACY.RL.9-10.2 , CCSS.ELA-LITERACY.RL.11-12.4 ,

LDC Instructional Unit Plan

Task Prompt#_29_ (select from the list of template tasks) Task Prompt: Task 29: How can my essay stand out from the crowd and make a good first impression? After reading the article “College Essay 101” write a narrative that uses your personal experiences and the information from the article to craft an arresting lead for your college application essay.				___Argumentative ___Informational/Explanatory ___X_Narrative	
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement_X__ -Task Analysis ___ -Project Planning ___ -Content Skill ___	Writing CCSS.E LA- LITERA CY.W.1 1-12.3.B		1. Students will complete a “Do Now” to start them thinking about themselves. “Complete the following sentence: I am a very _____ person. Tell a story about when you were a very _____ person (using the quality from above). Write nonstop for 10 minutes.”	1. Students will be writing silently for 10 minutes	1. Teacher making sure that students write for entire prescribed duration (10 minutes). 2. Students should not know what exactly is expected from them on this just yet.
2.Reading Process - Active Reading__X_ - Essential Vocabulary__ - Note-taking_X__ -Organizing ___ -Academic Integrity ___ -Content Skill ___	CCSS.E LA- LITERA CY.RL.9 -10.2		1. Students will actively read “College Essay 101” 2. Students will annotate and bullet point main points.	1. Students will actively read “College Essay 101” 2. Students will annotate and bullet point main points.	

<p>3. Transition to Writing - Bridging __X__ - Organizing Thinking ____ - Understanding the reading ____ -Content Skill __</p>	<p><u>CCSS.E</u> <u>LA-</u> <u>LITERA</u> <u>CY.RL.9</u> <u>-10.2</u></p>		<ol style="list-style-type: none"> 1. Students will read a sample college essay from Connecticut College “Essays that Worked” website. 2. They will write down 3 things they like about the essay (one must be about what they think about the essay’s start 	<ol style="list-style-type: none"> 1. Students will brainstorm a list of possible interesting/unique ways to start a college application essay (teacher facilitates). 	<ol style="list-style-type: none"> 1. Formative: Teacher writing brainstorm ideas on board. 2. Summative: Once written, teacher will critique individual essay starts (see 4)
<p>4. Writing Process - Prewriting ____ - Drafting __X__ - Revising ____ Editing ____ -Content Skill ____</p>	<p>Writing <u>CCSS.E</u> <u>LA-</u> <u>LITERA</u> <u>CY.W.1</u> <u>1-</u> <u>12.3.B,</u> <u>CCSS.E</u> <u>LA-</u> <u>LITERA</u> <u>CY.W.1</u> <u>1-</u> <u>12.1.D,</u> <u>:</u> <u>CCSS.E</u> <u>LA-</u> <u>LITERA</u> <u>CY.W.1</u> <u>1-12.1.C</u></p>		<ol style="list-style-type: none"> 1. Students will begin to use the information from class and the readings to craft their introduction. 	<ol style="list-style-type: none"> 1. Students write the rough draft to their essay. 	<ol style="list-style-type: none"> 1. Rough drafts will be handed in to be reviewed by teacher. 2. Feedback will be provided.

James Walsh '15

Massabesic High School, Waterboro, Maine

The lights went out. A momentary lapse into darkness made me come to my senses. A jolt in the floor caused the lights to flicker back to life. Dim bulbs cast a sickly pallor over the metallic seats of the dingy floors. The train wheels screeched on a curve, and a station came into view through the slightly-tinted windows. I momentarily forgot that I was nearly four thousand miles away from home, alone, and on a rickety subway. I had never before been away from my family for more than one night, yet here I was, approaching night seven.

No one around me spoke a word of English; even the station signs and maps were jibberish. The doors slid open. An old woman entered and slid onto the red plastic seat next to me. She was eating french fries out of a grease-stained paper bag. The smell of salt and ketchup made me instantly crave some chicken nuggets, my favorite guilty pleasure. I sat in silence as the train shot into the tunnel at the end of the station and was once again engulfed in darkness.

Light cannot be taken for granted in subway systems; there are places where darkness takes center stage. The bag she was eating out of began to drip with a slow, disgusting regularity. Flies buzzed against the window panes. I wondered how they had decided, or been able to make the journey down the escalator passages all the way underground, into this particular subway car.

I studied the sweat-stained piece of paper I held, reading the station name over and over again. I also reviewed the intricate map that I had been given. The colors of the many different metro lines blurred together, as for a moment I was lost in my own world. The train slowed once again and came to a stop. I stooped awkwardly out of my seat, and edged past the old woman, smiling broadly to avoid any hard feelings about my silence. She simply continued to eat her french fries in an almost robotic manner. I had arrived at Ostbahnhof, the station where I had been instructed to switch from the S4 line to the U2 line, red line to brown line. Walking through the cavernous underpass that the trains rattled through, I was reminded of an auditorium. It was a space filled with the echoes of nothingness, a place where I was, for the first time in my life, a complete foreigner. In the United States, foreigners seemed to come almost from another planet, with their interesting clothes, wide eyes, and flowing words. Now I realized for the first time that I was the one who was dressed “strangely”, was wide eyed, and spoke in a “funny” way. This feeling caught me off guard... James Walsh had just become global.

I grinned as I stepped onto the U2 line, now confident that I would find my way back home to my unfamiliar starting point. I had four more stations to go to reach Nuperlach Zentrum, my destination on that particular evening. There I would disembark to find a stranger waiting to take me home to an even stranger residence, where I would eat things I didn't recognize and whose names I couldn't even pronounce, where I would struggle to be comprehended, where my language would be the one that was hard to understand and to learn. Yet, I was having the time of my life; traveling abroad had always been one of my dreams. I embraced every single bump along the ride and committed every flickering of the lights to memory. Even if I appeared to be the only optimistic person on this train, I had no shame in looking strange, seeming to smile at nothing. I was living the dream.

College Essay 101

Even seemingly boring topics can be made into exceptional college admissions essays with an innovative approach. In writing the essay you must bear in mind your two goals: to persuade the admissions officer that you are extremely worthy of admission and to make the admissions officer aware that you are more than a GPA and a standardized score, that you are a real-life, intriguing personality.

Unfortunately, there is no surefire step-by-step method to writing a good essay. However, we have compiled the following list of tips that you should find useful while writing your admissions essay.

- 1. Answer the Question.**
You can follow the next 12 steps, but if you miss the question, you will not be admitted to any institution.
- 2. Be Original.**
Even seemingly boring essay topics can sound interesting if creatively approached. If writing about a gymnastics competition you trained for, do not start your essay: "I worked long hours for many weeks to train for XYZ competition." Consider an opening like, "Every morning I awoke at 5:00 to sweat, tears, and blood as I trained on the uneven bars hoping to bring the state gymnastics trophy to my hometown."
- 3. Be Yourself.**
Admissions officers want to learn about you and your writing ability. Write about something meaningful and describe your feelings, not necessarily your actions. If you do this, your essay will be unique. Many people travel to foreign countries or win competitions, but your feelings during these events are unique to you. Unless a philosophy or societal problem has interested you intensely for years, stay away from grand themes that you have little personal experience with.
- 4. Don't "Thesaurize" your Composition.**
For some reason, students continue to think big words make good essays. Big words are fine, but only if they are used in the appropriate contexts with complex styles. Think Hemingway.
- 5. Use Imagery and Clear, Vivid Prose.**
If you are not adept with imagery, you can write an excellent essay without it, but it's not easy. The application essay lends itself to imagery since the entire essay requires your experiences as supporting details. Appeal to the five senses of the admissions officers.
- 6. Spend the Most Time on your Introduction.**
Expect admissions officers to spend 1-2 minutes reading your essay. You must use your introduction to grab their interest from the beginning. You might even consider completely changing your introduction after writing your body paragraphs. Remember these rules:
 - **Don't Summarize in your Introduction.** Ask yourself why a reader would want to read your entire essay after reading your introduction. If you summarize, the admissions officer need not read the rest of your essay.
 - **Create Mystery or Intrigue in your Introduction.** It is not necessary or recommended that your first sentence give away the subject matter. Raise questions in the minds of the admissions officers to force them to read on. Appeal to their emotions to make them relate to your subject matter.
- 7. Body Paragraphs Must Relate to Introduction.**
Your introduction can be original, but cannot be silly. The paragraphs that follow must relate to your introduction.
- 8. Use Transitions Wisely.**
Applicants continue to ignore transition to their own detriment. You must use transition within paragraphs and especially between paragraphs to preserve the logical flow of your essay. Transition is not limited to phrases like *as a result*, *in addition*, *while ...*, *since ...*, *etc.* but includes repeating key words and progressing the idea. Transition provides the intellectual architecture to argument building.
- 9. Conclusions are Crucial.**
The conclusion is your last chance to persuade the reader or impress upon them your qualifications. In the conclusion, avoid summary since the essay is rather short to begin with; the reader should not need to be reminded of what you wrote 300 words before. Also do not use stock phrases like *in conclusion*, *in summary*, *to conclude*, *etc.* You should consider the following conclusions:
 - Expand upon the broader implications of your discussion.
 - Consider linking your conclusion to your introduction to establish a sense of balance by reiterating introductory phrases.
 - Redefine a term used previously in your body paragraphs.

- End with a famous quote that is relevant to your argument. Do not **try** to do this, as this approach is overdone. This should come naturally.
 - Frame your discussion within a larger context or show that your topic has widespread appeal.
 - Remember, your essay need not be so tidy that you can answer why your little sister died or why people starve in Africa; you are not writing a sit-com, but should forge some attempt at closure.
10. **Take a Break from Writing. Do Something Else.**
Spend a week or so away from your draft to decide if you still consider your topic and approach worthwhile.
11. **Give your Draft to Others.**
Ask your editors -- the people you ask to read your essay draft -- to read with these questions in mind:
- What is the essay about?
 - Have I used active voice verbs wherever possible?
 - Is my sentence structure varied or do I use all long or all short sentences?
 - Do you detect any cliches?
 - Do I use transition appropriately?
 - Do I use imagery often and does this make the essay clearer and more vivid?
 - What's the best part of the essay?
 - What about the essay is memorable?
 - What's the worst part of the essay?
 - What parts of the essay need elaboration or are unclear?
 - What parts of the essay do not support your main argument or are immaterial to your case?
 - Is every single sentence crucial to the essay? This **MUST** be the case.
 - What does the essay reveal about your personality?
 - Could anyone else have written this essay?
 - How would you fill in the following blank based on the essay: "I want to accept you to this college because our college needs more _____."
12. **Revise, Revise, Revise -- and Keep Revising.**
You only are allowed so many words; use them wisely. If H.D. Thoreau couldn't write a good essay without revision, neither will you. Delete anything in the essay that does not relate to your main argument. Do you use transition? Are your introduction and conclusions more than summaries? Did you find every single grammatical error? Consider:
- Allow for the evolution of your main topic. Do not assume your subject must remain fixed and that you can only tweak sentences.
 - Editing takes time. Consider reordering your supporting details, delete irrelevant sections, and make clear the broader implications of your experiences. Allow your more important arguments to come to the foreground. Take points that might only be implicit and make them explicit.

Appendix D-5 Online Resources

The following tools and resources can be used to address the personal, academic and career development components of the PSLP.

The New Jersey Department of Education does not endorse any of these curriculum tools and resources.

New Jersey Career Assistance Navigator – www.njcan.org

Kuder – www.kuder.com

Naviance – www.naviance.com

Career Cruising – www.careercruising.com

A Guide to the Family Advocate System –
<http://www.irre.org/publications/guide-family-advocate-system>

This publication serves as an extensive introduction and detailed guide to the specific activities included in IRRE’s approach to advocating for students and their families. Included are two semesters worth of lesson plans for activities to be done in family advocacy groups.

The lesson plans include materials lists, planning lists, suggested times, directions, and handouts. This guide is designed to provide advocates with a highly structured set of activities to build and strengthen their relationships with their students and advocate effectively for their success.

Armed Services Vocational Aptitude Battery (ASVAB) –
www.military.com/ASVAB

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense.

<p>Big Changes, Big Choices (DVD) - www.livewiremedia.com/BigChangesBigChoices</p>	<p>In <i>Big Changes, Big Choices</i> comedian/teen counselor Michael Pritchard helps young adolescents discover that they have the power and the responsibility to make the right choices for themselves. The TV cameras follow him to middle schools in different regions of the U.S. as he thrills his young listeners with unusual humor about growing up, and engages groups of teens in highly productive problem-solving sessions about serious issues that affect their lives.</p>
<p>CampusTours - www.campustours.com</p>	<p>CampusTours was founded in 1997 as a way for students to take virtual tours of colleges and universities. In 2001 CampusTours began building multimedia tours and interactive campus maps for colleges and universities, and has since grown to become the largest provider of virtual and video tour and interactive map services to the academic, non-profit and government markets.</p>
<p>CareerForward – http://nroc.careerforward.org/careerforward/</p>	<p>The <i>CareerForward</i> course is a self-contained online learning course that may be used in companion with a variety of online career planning tools to provide students with the opportunity to assess their career interests, explore career options, and create an educational development plan.</p>
<p>Careers.org - www.careers.org</p>	<p>Use Careers.Org to investigate more than 150,000 pages about online degrees and universities, jobs and occupations, and entrepreneurial opportunities.</p>
<p>Career Choices - www.careerchoices.com</p>	<p><i>Career Choices</i> is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully: examine their own lives; explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future.</p>

<p>Career Equity Resource Center - http://cerc.rutgers.edu</p>	<p>The Career Equity Resource Center (CERC) is a program funded by the New Jersey Department of Education, housed at the Center for Women and Work at Rutgers, the State University of New Jersey. The overarching goal of CERC is to ensure all secondary and post-secondary students have equal access to high quality Career and Technical Education programs to assist them to become successful global citizens and prepared for career opportunities of the 21st century.</p>
<p>Career One Stop – www.careeronestop.org/StudentsandCareerAdvisors/StudentsandCareerAdvisors.aspx</p>	<p>Students, parents, and career advisors can explore career and education options.</p>
<p>Chicago Public Schools Department of College and Career Preparation - http://chooseyourfuture.org/career</p>	<p>Chooseyourfuture.org was developed to provide students with the resources they need to plan a successful path to graduation and post-high school success. It is the web site for the Office of Pathways to College and Career at Chicago Public Schools.</p>
<p>CollegeView - www.collegeview.com</p>	<p>CollegeView contains hundreds of articles pertaining to the college planning process, along with over 4,000 college-specific information pages. Students and families can also use the college search tool, SuperMatch, to search for and find colleges that match their interests and needs.</p>
<p>College Board - www.collegeboard.org</p>	<p>The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity.</p>
<p>College Navigator - http://nces.ed.gov/collegenavigator/</p>	<p>College Navigator consists primarily of the latest data from the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for NCES – the National Center for Education Statistics.</p>

<p>CONNECT THE DOTS: How School Skills Become Work Skills - www.hrmvideo.com/items.cfm?action=view&item_id=2867</p>	<p>This program helps answer that question by exploring the connection between what one learns in school and what employees do at work. Looks at a group of five basic school-to-work skills: personal self-management; creative thinking, computer literacy, communications, and reading, writing, arithmetic (basic literacy skills). Explores how school skills contribute to a person's ability to think critically and solve problems, and how mastering these skills in school help make for a successful career.</p>
<p>Connections 101 – www.connections101.com</p>	<p>Connections 101 is a student success company funded by colleges, universities and organizations. They provide free high school assemblies to schools in PA, NJ, NY and CT.</p>
<p>Entrepreneurship Competency Model - www.careeronestop.org/COMPETENCYMODEL/pyramid.aspx?ENTRE=Y</p>	<p>In collaboration with the Consortium for Entrepreneurship Education (CEE), the Employment and Training Administration (ETA) has worked with education, business, and industry leaders to develop a comprehensive competency model for entrepreneurship as it relates to all careers areas. The model is designed to be adaptable along with changing skill requirements. CEE has committed to working with entrepreneurship leaders and partners to keep the model current.</p>
<p>Ferguson Career Biography Series - www.infobasepublishing.com/Series.aspx?SeriesISBN=068348</p>	<p>Ferguson Career Biographies tell the stories of some of the world's most influential and admired people. Each book focuses on the subject's early education and training, the challenges faced on the job, important mentors, and career achievements. Students follow each person's journey along one or more career paths and get a sense of the person's historical importance. Not only can students read about famous people for classroom assignments, but they can also follow the subject's career and refer to specific career information, including job description, advice on starting out, advancement, work environment, earnings, job outlook, and more to enhance their understanding of various fields.</p>
<p>Get a G.R.I.P. on Character - www.rocksolidcharacter.com/get_a_GRIP_curriculum.htm</p>	<p>Rock Solid Character is an adventure-based character education program of Team Synergy, Inc., dedicated to challenging students, parents, and teachers to make positive character choices on a daily basis.</p>

LearnDoEarn – www.learndoearn.org	<p>The Learn More Now, Do More Now, Earn More Later Student Achievement System is a national initiative managed by the New Jersey Chamber of Commerce Foundation.</p>
Learning Connections Inventory (LCI) – www.lcrinfo.com	<p>The Learning Connections Inventory© (LCI) is a statistically valid and reliable instrument that measures the degree to which a person uses four interactive patterns of learning and operation.</p>
Let Me Learn – www.letmelearn.org	<p>Let Me Learn is an Advanced Learning System through which an individual finds out how to recognize and express who she or he is as a learner.</p>
My10yearPlan.com® - www.My10yearplan.com	<p>My10yearPlan.com® enhances the textbook experience, giving the computer a role that reaches beyond that of "tool" to something more akin to that of a coach, counselor, or mentor. The system gently guides, prompts, and, where necessary, prods the learner through an ageless, in-depth decision-making process of developing a quantitative and meaningful 10-year career, education, and life plan and portfolio.</p>
My Road – www.collegeboard.com/student/testing/psat/about/myroad.html	<p>MyRoad is a comprehensive online college and career planning resource that can help students take charge of their future.</p>
National Career Clusters - www.careertech.org/career-clusters/glance/	<p>As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.</p>

<p>Navigation 101 - http://www.envictus.com/navigation-101/overview/</p>	<p>Navigation 101 is a self-management curriculum that equips middle and high school students with the knowledge and skills necessary to ignite their potential: self-assessment, study skills, course selection, college admissions, financial aid, and career planning through online- and classroom-based lessons, portfolios, plans, and career and college planning tools.</p>
<p>New Jersey Business and Industry Association (NJBIA), <i>Teaching Tomorrow's Entrepreneurs Today</i> - www.njprofoundation.org/pages/overview.htm</p>	<p><i>Teaching Tomorrow's Entrepreneurs Today</i>, NJPRO's Small Business Curriculum, is designed to promote business and entrepreneurial literacy among middle school students by providing them with real-world examples from the workplace and our free-market system. Topics include business planning, finance, marketing, technology, innovation, the hiring process, and communication.</p>
<p>New Jersey Career Assistance Navigator (NJCAN) – www.njcan.org</p>	<p>The New Jersey Career Assistance Navigator (NJCAN) is the state's free web-based career guidance system. NJCAN is designed to support lifelong career exploration and career planning through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components.</p>
<p>New Jersey Next Stop - www.njnextstop.org</p>	<p>New Jersey Next Stop is a state sponsored site to help NJ teens, parents, and counselors learn more about career interests, career options, and the world of work. It also provides information about industries, occupations and skills that are in demand in New Jersey.</p>
<p>New Jersey School Counselor Association (NJSCA) The New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program - http://njzca.org/content/publications/fall-conference-powerpoints</p>	<p>As part of a school counseling initiative, this framework highlights goals, activities and outcomes for effective practices related to school counseling programs. Ideas and strategies to assist students in their personal, academic and career development were submitted by various New Jersey schools.</p>

<p>North Carolina Career Clusters Guide – http://www.ncpublicschools.org/docs/cte/curriculum/clusters/nc-career-clusters-guide.pdf</p>	<p>(“Discover Your Career Personality” pages 4-7) The North Carolina Career Clusters Guide is a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS) to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement.</p>
<p>Occupational Outlook Handbook - http://www.bls.gov/ooh/</p>	<p>A career guidance publication for adults and upper-level high school students that describes the job duties, working conditions, training requirements, earnings levels, and employment prospects of hundreds of occupations.</p>
<p>One-Stop Career Centers - http://jobs4jersey.com/jobs4jersey/jobseekers/oscc/</p>	<p>One-Stop Career Centers can help you develop your career. Perform a skills assessment, choose a college or technical institute, or search for Financial Aid.</p>
<p>QuestGarden Search Page – http://questgarden.com/search</p>	<p>QuestGarden is useful for pre-service teachers, working teachers, and the professional developers and teacher educators who work with them. The lessons created on this site are available for use by educators everywhere.</p>
<p>Real Jobs in Demand - http://lwd.dol.state.nj.us/labor/lpa/content/RealTimeJobsinDemand.html</p>	<p>Real Time Jobs in Demand has the latest information available on New Jersey's labor market -- information you need to make smart career decisions.</p>
<p>Sloan Career Cornerstone Center - www.careercornerstone.org/fields.htm</p>	<p>The Sloan Career Cornerstone Center offers vast resources on over 185 degree fields. Within each area you'll find a profile of the field, and links to profiles of professionals working in each area. There are downloadable lists of employers and degree granting universities, salary data, links to professional associations, and descriptions of different types of academic degrees.</p>
<p>Student Success Skills – www.studentsuccessskills.com</p>	<p>Student Success Skills is a K-12 evidence-based model that helps students develop key cognitive, social and self-management skills.</p>
<p><i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov http://teachlikeachampion.wiley.com/</p>	<p>Offers teaching techniques and strategies for teachers.</p>

<p>The Brain Show – www.thebrainshow.com</p>	<p>The Brain Showsm is an authentic educational trivia game show with the unique look and feel of a real live T.V. game show.</p>
<p>The West Windsor-Plainsboro 21st Century Competencies – www.wwp.org/departments/Curriculum/21st_century_competencies/</p>	<p>An overview of West Windsor-Plainsboro Regional School District's 21st Century Competencies.</p>
<p>United States Department of Labor, Bureau of Labor Statistics - www.bls.gov/k12</p>	<p>The Bureau of Labor Statistics' Web site for kids provides introductory career information for students in Grades 4-8.</p>
<p>WorkKeys - www.act.org/workkeys</p>	<p>WorkKeys helps ensure that individuals are ready for work—and for life. If students are going to be adequately prepared for the workforce, they need to understand the requirements for jobs they are considering. WorkKeys helps students determine the skill levels required for various jobs.</p>
<p>Resources for Teacher Advisory Programs</p>	
<p>Louisiana Department of Education, Teachers as Educational Advisors and Mentors (TEAM) Technical Assistance Manual - http://www.louisianaschools.net/ide/uploads/4879.pdf</p>	
<p>Oklahoma Department of Career and Technology Education, Teachers As Advisors & Instructors As Mentors - http://www.okcareertech.org/cac/Pages/guidance/TAA_IAM.htm</p>	

Appendix E

Monitoring Our PSLP Process Assessment

Purpose

The purpose of this assessment is to help schools reflect on and identify the strengths and weaknesses of their current personalized student learning program (PSLP) implementation processes. The Heldrich Center designed this tool to encourage users to use a multi-dimensional approach to monitoring their PSLP processes. As a result, this tool guides users in reviewing several key common components of the PSLP implementation process. Throughout the year, schools should regularly review the results of this assessment and the contents of the “How-to-Guide” to update their action plans and address weaknesses in the components of their school’s program.

Background

In July of 2009, the New Jersey Department of Education launched the Personalized Student Learning Plan Pilot project. NJDOE’s purpose in initiating the pilot program was to identify the model or models of PSLP programs that would be most effective in school districts across the state and have the greatest potential for yielding positive outcomes for New Jersey students in the future.

The New Jersey Administrative Code defines a personalized student learning plan as “a formalized plan and process that involves students setting learning goals based on personal, academic and career interests, beginning in the middle school grades and continuing throughout high school with the support of adult mentors that include teachers, counselors and parents” (N.J.A.C. 6A:8). PSLP programs are grounded on the notion that students perform better and achieve more under a smaller, more personalized approach to learning.

To help identify promising PSLP models, the NJDOE contracted with the John J. Heldrich Center for Workforce Development to evaluate the pilot schools’ implementation of PSLP programs throughout the pilot from July 2009 – June 2012. In the course of evaluation, the Heldrich Center identified key implementation components that were common across the pilot schools. Each component was critical and needed to be strategically implemented at each school. The key program components include a web-based guidance system, PSLP session structure, PSLP curriculum, adult mentor roles, staff training and scheduling decisions. In its final report, the Heldrich Center recommended that PSLP teams strategically assess the key components of their PSLP processes.

Directions

This assessment tool was developed to help schools monitor their PSLP implementation processes over time. Within this assessment, users respond to several different items related to each of the common components of the PSLP implementation process. This assessment can be completed by an individual or a team. If completed by a team, each member should complete

the scale independently. The team's average response to each item should be recorded and discussed.

Read each item and reflect on your schools implementation process. Below each question write the most appropriate number for each item using the response key provided. After responding to all of the items calculate the average score for each section.

Component 1: Motivation to Implement PSLP's

Successful PSLP implementation in every school relies on the motivation of school staff members to implement every aspect of the PSLP program. Motivation to implement the PSLP program strongly influences the degree to which staff members engage in activities associated with each of the PSLP components. Staff and administrative buy-in are contributing factors to staff motivation and the quality of the PSLP implementation.

- 1. Teachers and school faculty understand how the PSLP program relates to the academic mission of the school and the students' everyday lives.**

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

- 2. The school has a good process by which teachers and school faculty can offer suggestions throughout PSLP implementation.**

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

- 3. Our teachers are motivated to make personalized student learning plans work in their classrooms.**

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

- 4. Our staff is convinced that PSLPs are a top priority for the administration at our school.**

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

5. Teachers and school faculty are exposed to and prepared for the PSLP program prior to implementation.

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by five (the number of questions in this section) to yield the average score.

Average Score for Motivation to Implement: _____

Component 2: Staff Training

PSLP programs provide training to introduce staff to the PSLP process, the web-based guidance system, and to teach them how to facilitate the PSLP sessions. Staff training is an important element of the PSLP program because it supports the quality of facilitation and promotes teacher buy-in.

6. The school gathers feedback from teachers and school faculty to ensure that training opportunities are meeting the staff's needs.

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

7. Teachers are given opportunities to plan together and share teaching techniques.

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

8. Teachers and school faculty feel prepared to answer/resolve technical problems that emerge in class while using the web-based career guidance system.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

9. Teachers and school faculty are provided with training to prepare them for the non-technical aspects of facilitating PSLP sessions.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

10. Teachers and school faculty are provided with training throughout the school year, as needed.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

11. The school principal provides resources and flexibility related to training.

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by six (the number of questions in this section) to yield the average score.

Average Score for Staff Training: _____

Component 3: Scheduling

Each school has several varying factors that impact scheduling. Accommodating PSLP sessions into a school's existing schedule requires strong school leadership and commitment. Constraints in time and space are critical factors when developing a school's approach to scheduling.

12. School leaders are committed and willing to implement changes to the school's existing schedule to accommodate the PSLP program.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number _____

13. The school's current schedule accommodates the PSLP sessions well.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

14. PSLP sessions are delivered during periods that do not conflict with other programs.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by three (the number of questions in this section) to yield the average score.

Average Score for Scheduling: _____

Component 4: PSLP Session Structure

PSLP session structures should foster the personalization that PSLPs are intended to achieve. While small group settings are desirable when delivering PSLP content, schools can use alternative approaches (e.g. hybrid or large group) that encourage relationship building between students and staff and hold students accountable for participatory learning to address constraints in scheduling, time, and space.

15. PSLP sessions are conducted in the approach (e.g. small/large/hybrid) that most benefits students and teachers at our school.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

16. Teachers and school faculty feel comfortable with the school's PSLP session approach.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

17. Students are provided with opportunities to develop relationships with faculty/peer mentors.

1. Never 2. Not Often 3. Occasionally 4. Often 5. Very Often

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by three (the number of questions in this section) to yield the average score.

Average Score for the PSLP Session Structure: _____

Component 5: Curriculum

Developing a strong PSLP curriculum that focuses on academic, career, and development requires time, resources, and staff development. Components of the PSLP curriculum should systematically align with the school's existing curriculum and processes to make connections between the PSLP program, the core curriculum, and the course selections process in the future.

18. The school identified concepts that could be sequentially introduced and built upon as students progressed from grade to grade.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

19. The PSLP curriculum provides teachers and students with opportunities to delve deeper into certain topic areas.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

20. The PSLP curriculum is prepared according to grade level.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

21. Resources are provided to assist teachers/program coordinators develop new and relevant PSLP lesson plans.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

22. Teachers are provided with sufficient time to familiarize themselves with PSLP lesson plans prior to delivering them.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

23. Students express and demonstrate interest in their class work.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by six (the number of questions in this section) to yield the average score.

Average Score for the Curriculum: _____

Component 6: Web-based Tool

The PSLP web-based guidance system can serve as the center of a school's PSLP implementation. A web-based guidance system should reflect the needs of the school community and should include features that teachers and counselors anticipate using to support students.

24. The web-based guidance system is easy to navigate for teachers and school faculty.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

25. The web-based guidance system is easy to navigate for students.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

26. The web-based guidance system includes tools that produce living documents (i.e. resumes, planning guides, work portfolios).

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

27. The web-based guidance system allows teachers to access student information and usage data summaries.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

28. The web-based guidance system can be utilized by parents who do not speak English.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by five (the number of questions in this section) to yield the average score.

Average Score for the Web-based Tool: _____

Component 7: Adult Stakeholders

Adult stakeholders in the PSLP program include teachers, counselors, administrators and parents. To support the comprehensive implementation of PSLP programs, schools should clearly define and communicate the roles of various adults in the school community, including parents and other members of the community.

29. The role of the program coordinator in the PSLP implementation process is clearly defined.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

30. The role of the teachers in the PSLP implementation process is clearly defined.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

31. The role of the school counselors in the PSLP implementation process is clearly defined.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

32. The role of the parents in the PSLP implementation process is clearly defined.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

33. Each group (i.e. teachers, school counselors, parents) fully understands the roles of all the other groups in the PSLP implementation process.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

34. The currently defined roles and associated tasks are appropriate for each group.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Number: _____

Section Scoring: To calculate your average section score first, add the number associated with each response to yield a section total score. Then divide the section total by six (the number of questions in this section) to yield the average score.

Average Score for the Adult Stakeholders: _____

Team Scoring Sheet

In order to calculate an average score for your team, enter the individual average scores of each team member. Then, calculate the average of the team member scores to yield a team average score for each dimension.

Average Scores	Motivation to Implement PSLPs	Staff Training	Scheduling	PSLP Session Structure	Curriculum	Web-based Tool	Adult Stakeholders
Team Member 1							
Team Member 2							
Team Member 3							
Team Member 4							
Team Member 5							
Team Member 6							
Team							

