

# PITTSFIELD MIDDLE HIGH SCHOOL

## PERSONAL LEARNING PLAN

(PLP)



## STUDENT PACKET

Materials adapted from: IOD at UNH 2009, Alliance for Community Supports August, 2008 and CSSR July, 2009

## PMHS Graduation Requirements (21.25 Credits)

REQUIREMENTS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
<b>COURSES:</b>  *4 ENGLISH CREDITS *3 MATH CREDITS (INCLUDING ALG. I) *3 SCIENCE CREDITS *3 SOCIAL STUDIES CREDITS *1 PE CREDIT *1/2 ARTS EDUCATION CREDIT *1/2 HEALTH CREDIT *1/2 INFO & COMM. TECH. CREDIT	<b>English</b>	<b>English</b>	<b>English</b>	<b>English Electives (2)</b>
	<b>Math</b> Transition to Algebra Algebra I Ind. Math I	<b>Math</b> Algebra I Geometry TP/CP Ind. Math II	<b>Math</b> Geometry TP/CP Algebra II Ind. Math III	Advanced Math CP Statistics Business Math * <b>Alg. Comp.</b>
	<b>Biology</b>	<b>Physical Science</b> TP/CP	<b>Science (1/2)</b> Environmental Science Technical Chemistry Chemistry CP	<b>Science (1/2)</b> Astronomy Physics CP Human Anatomy CP
	<b>GeoPolitical Studies</b>	<b>American Government</b> TP/CP	<b>US History</b> TP/CP	Global Issues TP/CP
	<b>Computer Literacy</b>	<b>Economics</b> TP/CP		
	<b>PE</b>	<b>Fine Arts Art/Music</b>	<b>PE</b>	
	<b>Health 1</b>			
ADVISORIES	Advisory 9	Advisory 10	Advisory 11	Advisory 12
<b>COMMUNITY SERVICE</b>	<b>9 ½ hours</b>	<b>9 ½ hours</b>	<b>9 ½ hours</b>	<b>9 hours</b>
<b>ELECTIVES</b>  * 5.5 OPEN ELECTIVES CREDITS * .25 COMMUNITY SERVICE CREDIT  Suggested Elective Courses	World Language CP	World Lang. II CP	World Lang. III CP	World Lang. IV CP
	Open Elective	Open Elective	Open Elective	Open Elective
	Family & Consumer Science	Driver's Education	Concord Vocational Program - 1 <sup>st</sup> year	Concord Vocational Program - 2 <sup>nd</sup> Year
	Technology Education			
	Business Education			

# PMHS Course Completion Guide

(To be completed at the end of each semester)

	<i>Completion</i>	<i>Credit</i>		<i>Completion</i>	<i>Credit</i>
*Eng. 9	_____	_____	Trans. to Alg.	_____	_____
*Eng. 10	_____	_____	*Alg. I	_____	_____
*Eng. 11	_____	_____	Geom.	_____	_____
*Eng. 12	_____	_____	Alg. II	_____	_____
			Adv. Math	_____	_____
*Bio.	_____	_____	*Geo. Pol.	_____	_____
*Phy. Sci.	_____	_____	*Am. Govt	_____	_____
* _____	_____	_____	*Economics	_____	_____
* _____	_____	_____	*US History	_____	_____
*P.E. I / II	_____ / _____	_____ / _____	*Health I	_____	_____
*Fine Arts					
* _____	_____	_____	*Electives		
			* _____	_____	_____
*Info & Comm. Tech			* _____	_____	_____
* _____	_____	_____	* _____	_____	_____
			* _____	_____	_____
*Advisory	9 _____ / 10 _____	11 _____ / 12 _____	* _____	_____	_____
			* _____	_____	_____
*Comm. Svc.	_____ / _____	_____ / _____	* _____	_____	_____
	(Hours ea. Year)		* _____	_____	_____
			* _____	_____	_____
Concord. Voc.	_____ / _____	_____ / _____	* _____	_____	_____
			* _____	_____	_____
Driver's Ed.	_____				

## PMHS Credit Gap Analysis

(To be completed at the end of each semester)

Academic Area Requirements	Req. Credits Graduation	Classes Taken	# Credits Earned To-Date	# Credits Needed
<b>English</b>	4	1. 2. 3. 4. 5.		
<b>Math</b>	3	1. 2. 3. 4.		
<b>Social Studies</b>	3	1. 2. 3. 4.		
<b>Science</b>	3	1. 2. 3. 4.		
<b>Physical Education</b>	1	1. 2.		
<b>Health</b>	1/2	1.		
<b>Fine Arts</b>	1/2	1.		
<b>Comp. Lit.</b>	1/2	1.		
<b>Electives</b>	6	1. 2. 3. 4. 5. 6.		
<b>Comm. Serv.</b>	.25			
Advisory	1			
<b>Total</b>	21.25			

Analysis (Where is the gap? How will it be filled?): \_\_\_\_\_

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# PMHS Individualized Student Progress Tracker

(To be completed at the end of each semester)

Item Being Tracked	Description or Value (Credit)	First Semester ___ to ___	Second Semester ___ to ___	Comments:
<b>Class:</b> # missed/total possible				
<b>Class:</b> # missed/total possible				
<b>Class:</b> # missed/total possible				
<b>Class:</b> # missed/total possible				
<b>Class:</b> # missed/total possible				
<b>Unexcused Absences from school:</b>				
<b>Office Discipline Referrals:</b>				
<b>Credits Earned:</b>				
<b>Employment:</b>	<b>Employer:</b>  <b>Job Title:</b>  <b>Wages:</b>			
<b>School-related or community activities:</b>				

Problem Items to Address to Ensure Student Success: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PSD Assessment Data Organizer

(To be completed at the end of each semester)

(Retrieve from Power School)

State Assessments:

NECAP

Grade	Proficient Score =	READING		MATH		WRITING		SCIENCE	
		SCORE	GAP	SCORE	GAP	SCORE	Gap	SCORE	GAP
3									
4									
5									
6									
7									
8									
11									

District Assessments:

NWEA - MAP

Grade	Overall Reading RIT		Norm. Average Reading RIT		Overall Math RIT		Norm. Average Math RIT	
	Fall:	Spring:	Fall:	Spring:	Fall:	Spring:	Fall:	Spring:
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

WHOLE-TO-PART:

GRADE	Word ID	Listening	Print	Interventions	Success
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

DISTRICT WRITING ASSESSMENT:

GRADE	FALL	SPRING	Growth
9			
10			
11			
12			

OTHERS:

EXAM	READING	WRITING	MATH
PSAT/NMSQT			
SAT I			
SAT II			
ASVAB			
ACT			



## Stage 1: Exploring Who You Are and What You Want

### 1. LEARNING STYLE/MULTIPLE INTELLIGENCES

#### 1-1-A. Recording My Results

- ❖ The results determine that your strengths are:

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- ❖ Complete the charts below.

Learning Style/MI Strengths	Characteristics

#### 1-1-B. "Three I" Chart

**Directions:** Using the information obtained from your advisor, complete your "Three I" Chart.

I am a student who is strongly:	I Think	I Enjoy	I Require

1-1-C. "Abilities and Skills" Chart

**Directions:** Using the information obtained from your advisor, complete the abilities and skills that you possess in your multiple intelligences strength areas.

Children who are strongly:	Abilities:	Possess Skills In:

1-1-D. "Strategies in the Classroom" Suggestions

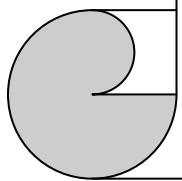
**Directions:** Using the information obtained from your advisor, fill in strategies that may be beneficial to you in the classroom

The form consists of three overlapping rectangular boxes, each with a horizontal line near the top center, intended for writing strategies. The top-left box is the largest and overlaps the top-right and bottom-center boxes. The top-right box overlaps the top-left and bottom-center boxes. The bottom-center box overlaps the top-left and top-right boxes.

**M  
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y**

# 3. Me... Today



#### 4. STRENGTHS/ABILITIES



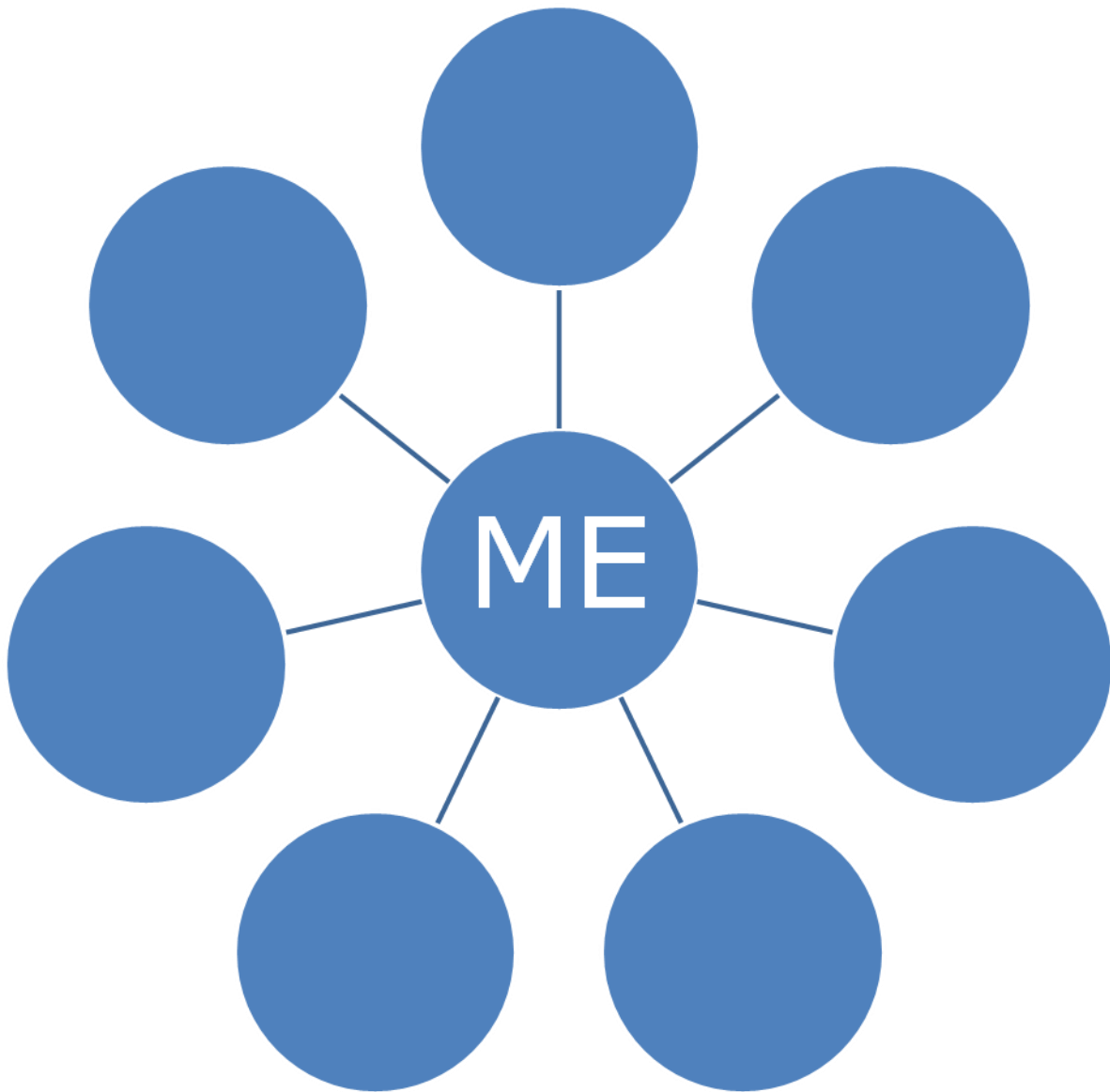
**Directions:** list the areas you feel are your strengths, skills, and unique abilities.



**Directions:** Complete the award banner below with any academic athletic, or social accomplishments, awards, or recognitions you have received during the year.

## 6. MY SUPPORT NETWORK

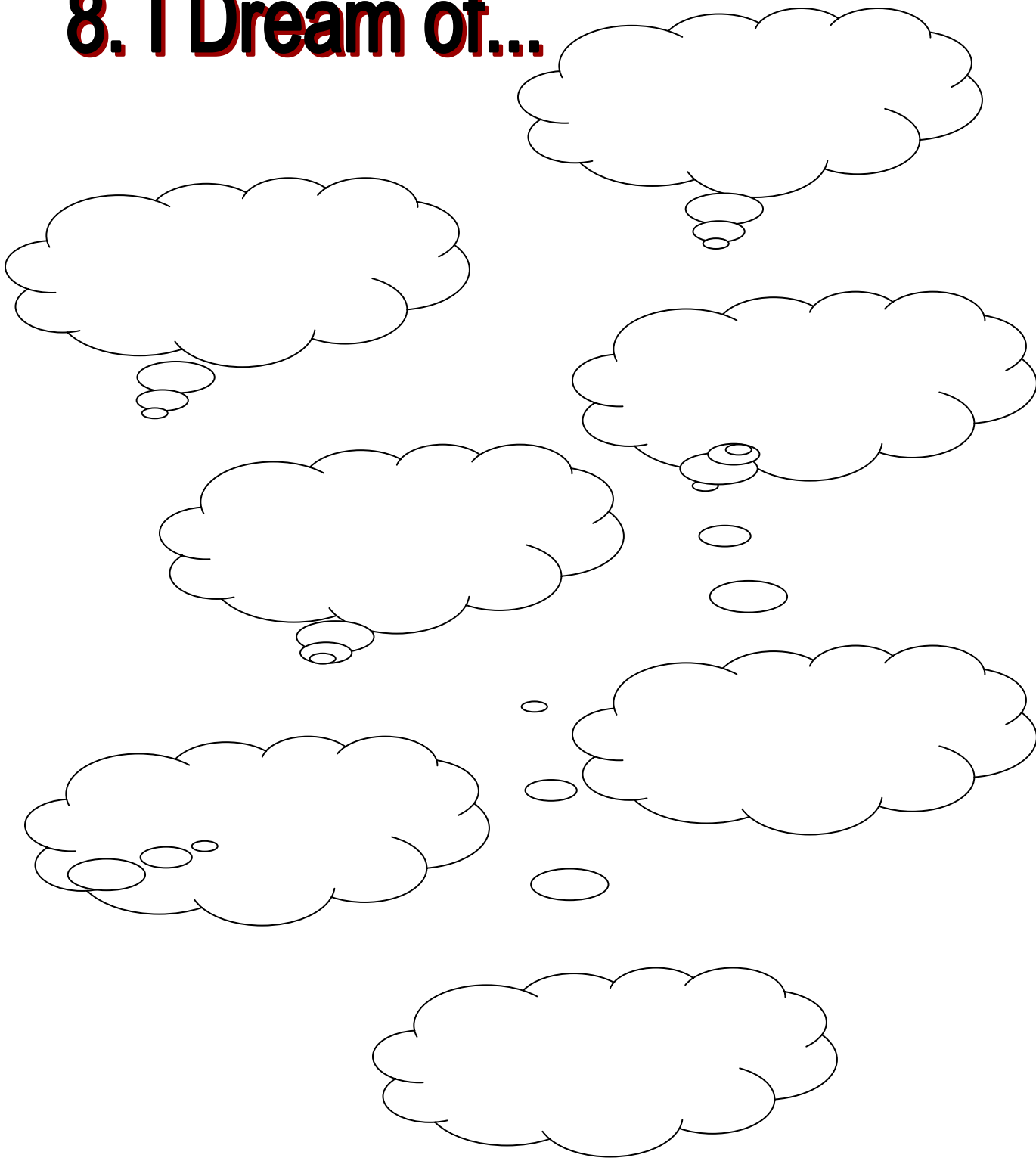
My network is made up of people who are there for me. They include family, friends, teachers, neighbors, and more.



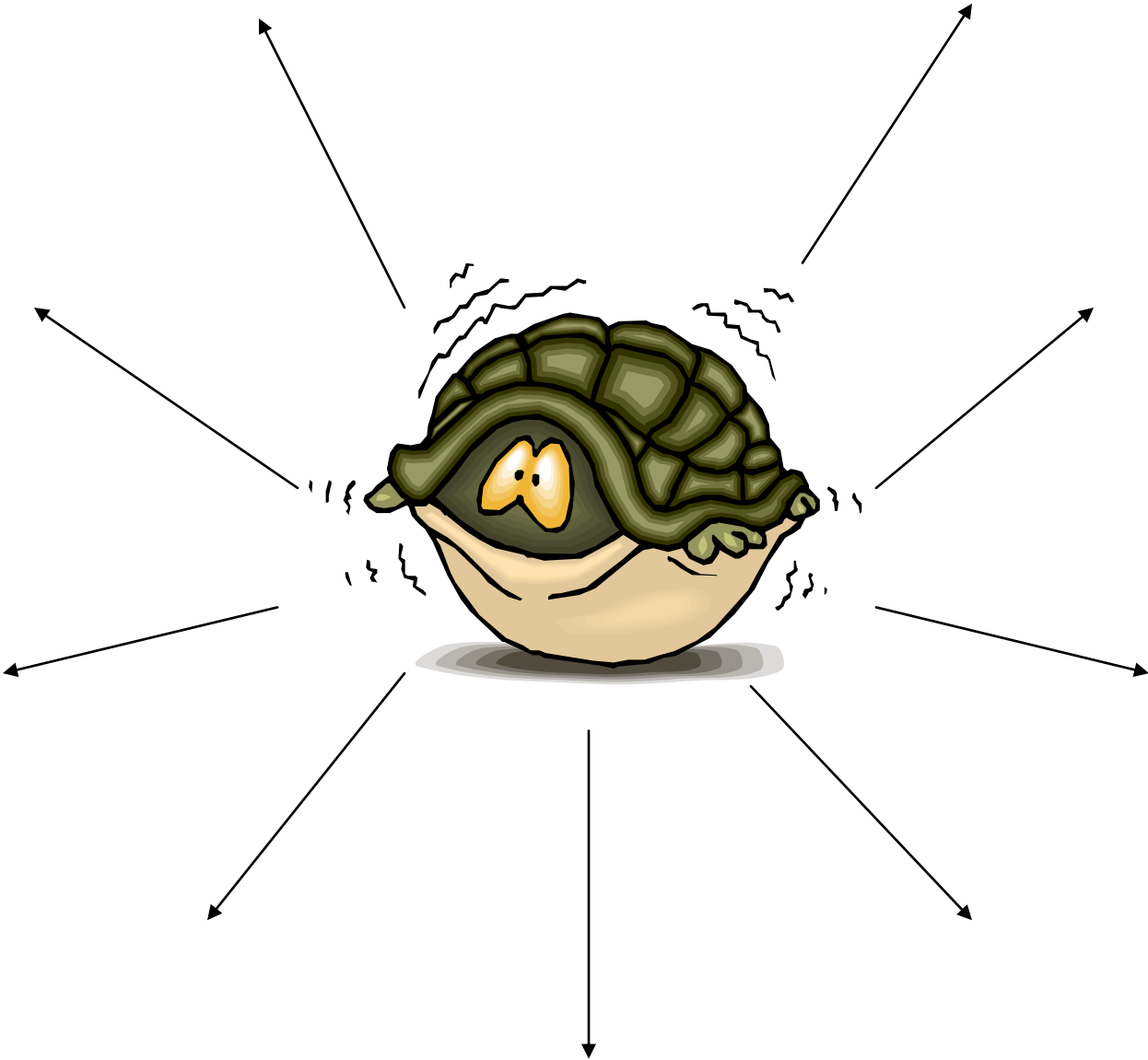
The people I have chosen to support me are people I trust. They respect and listen to me. These individuals attend meetings and provide me many ideas about how to make my goals and dreams come true.



# 8. I Dream of...

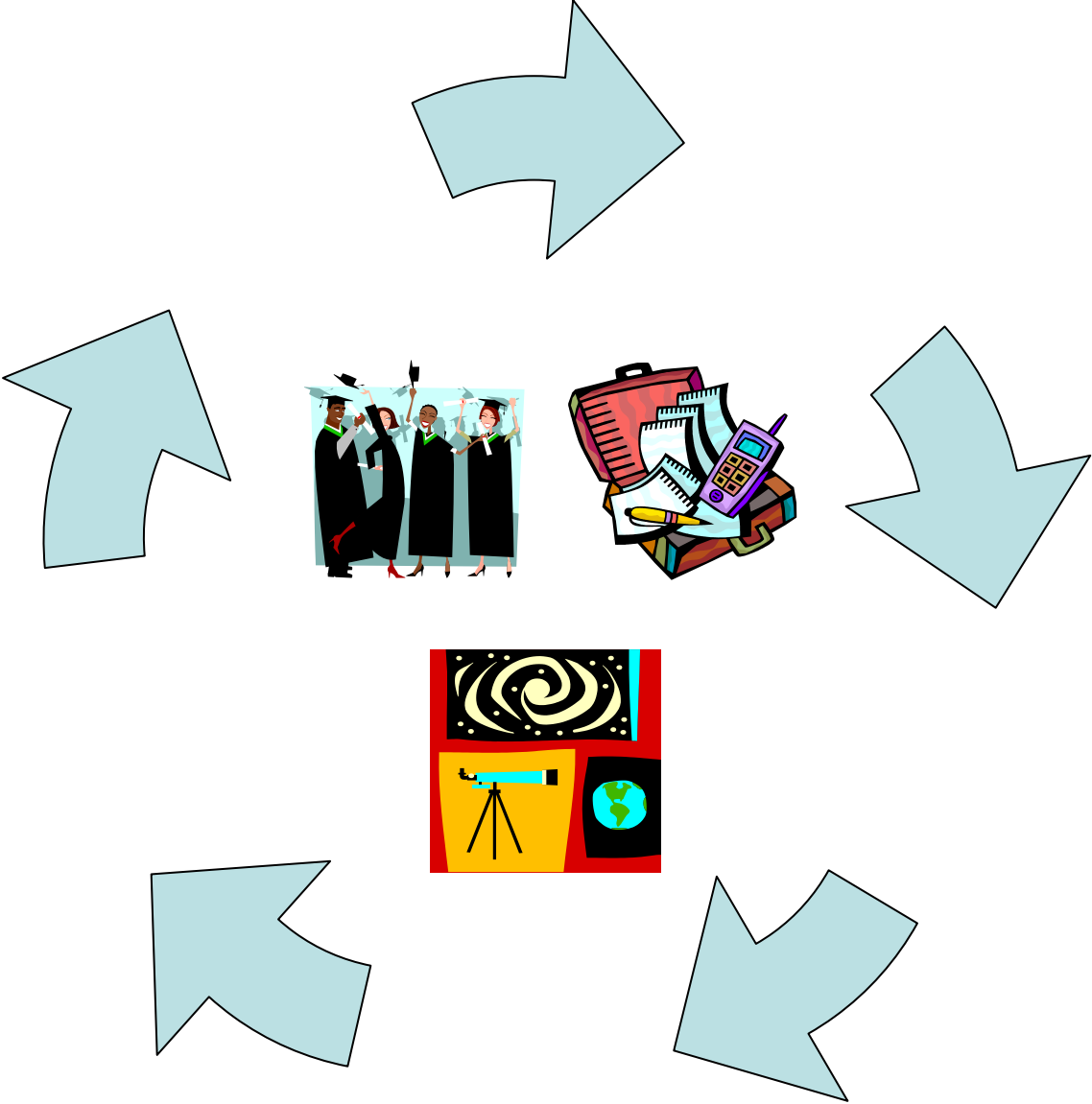


9. NIGHTMARES, OBSTACLES, and BARRIERS



# Stage 2 Building a Dream You Believe in and Making it Happen

## 1. WHAT SHOULD I EXPLORE?



What connections can you see among these options? \_\_\_\_\_

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## 2. QUESTIONS & GOALS (DISCUSSION)

### 3. SEEKING ANSWERS

**Directions:** List your personal investigation questions and goals, then list the academic courses, co-curricular activities, and work experiences that would help you develop your passions and get the experiences and answers you want.

<b>Questions and Goals</b>	<b>Academic Courses</b>	<b>Co-Curricular Activities</b>	<b>Jobs and Volunteer Work</b>
Experiences you want to have:			
Questions you want to answer:			
Passions you want to develop:			

#### 4. CAREER EXPLORATION (CAREER CRUISING)

#### 5. SKILLS INVENTORY

**Directions:** Complete a skills inventory. Indicate which career(s) your skills best match.

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#### 6. FUNCTIONAL/TRANSFERABLE SKILLS

In today's ever-changing job market, possessing transferable skills, skills that you can take with you and would help make you successful in any type of work role, are essential to staying marketable as an employee.

**Directions:** Complete the Functional/Transferable Skills inventory provided by your advisor.

Which 5 categories of skills are your strongest?

- 1.
- 2.
- 3.
- 4.
- 5.

Which 5 categories of skills are your weakest? What can you do to strengthen them?

- 1.
- 2.
- 3.
- 4.
- 5.

**Reflect on how competitive you would be with your current set of transferable skills.**

7. CAREER/COLLEGE EXPLORATION ACTIVITIES

7-A. CAREER CODES

Purpose: To provide an opportunity for you to determine your personality type and what career work environment would best suit you.



**Directions:** Go to <http://www.roquecc.edu/Counseling/HollandCodes/test.asp>

Take the Holland Code Quiz to determine which type you are explore recommended careers.

My scores reflect from highest to lowest:

\_\_\_\_\_

My recommended job environment is: \_\_\_\_\_.

My Holland Code(s) are \_\_\_\_\_

\*Be sure to explore your job description for interesting facts about your recommended career(s).

## 7-B. JOB SHADOWING

Purpose: To assist you in building relationships with and understanding of expectations in the working community.

Step 1. Obtain permission for off-campus travel.

Step 2. Choose a career or community service organization that interests you.

Step 3. Write a letter to the owner or manager of a business in your career field asking to visit the worksite for one to five days to learn more about the career. Explain what you want to discover. Offer to volunteer your time to help out while you are there. Be sure to explain the work skills you possess that would benefit the company. Request a personal or phone interview. (Letters must be approved prior to distribution.)

Step 4. Meet or speak with the appropriate person and schedule the time you will visit and volunteer.

Step 5. Complete your observation sheet.

Step 6. Write thank you letters to the owner and/or manager and/or employees you spent time with.

Step 7. Using a multimedia format, present about your experience.

<b>Job Shadowing Observation Sheet</b>	
<b>Date of observation:</b>	<b>Location of observation:</b>
<b>Staff encountered:</b>	<b>Job shadowed:</b>
<b>Record observations here:</b>	
<b>Comments by student:</b>	
<b>Comments by Shadowed employee:</b>	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

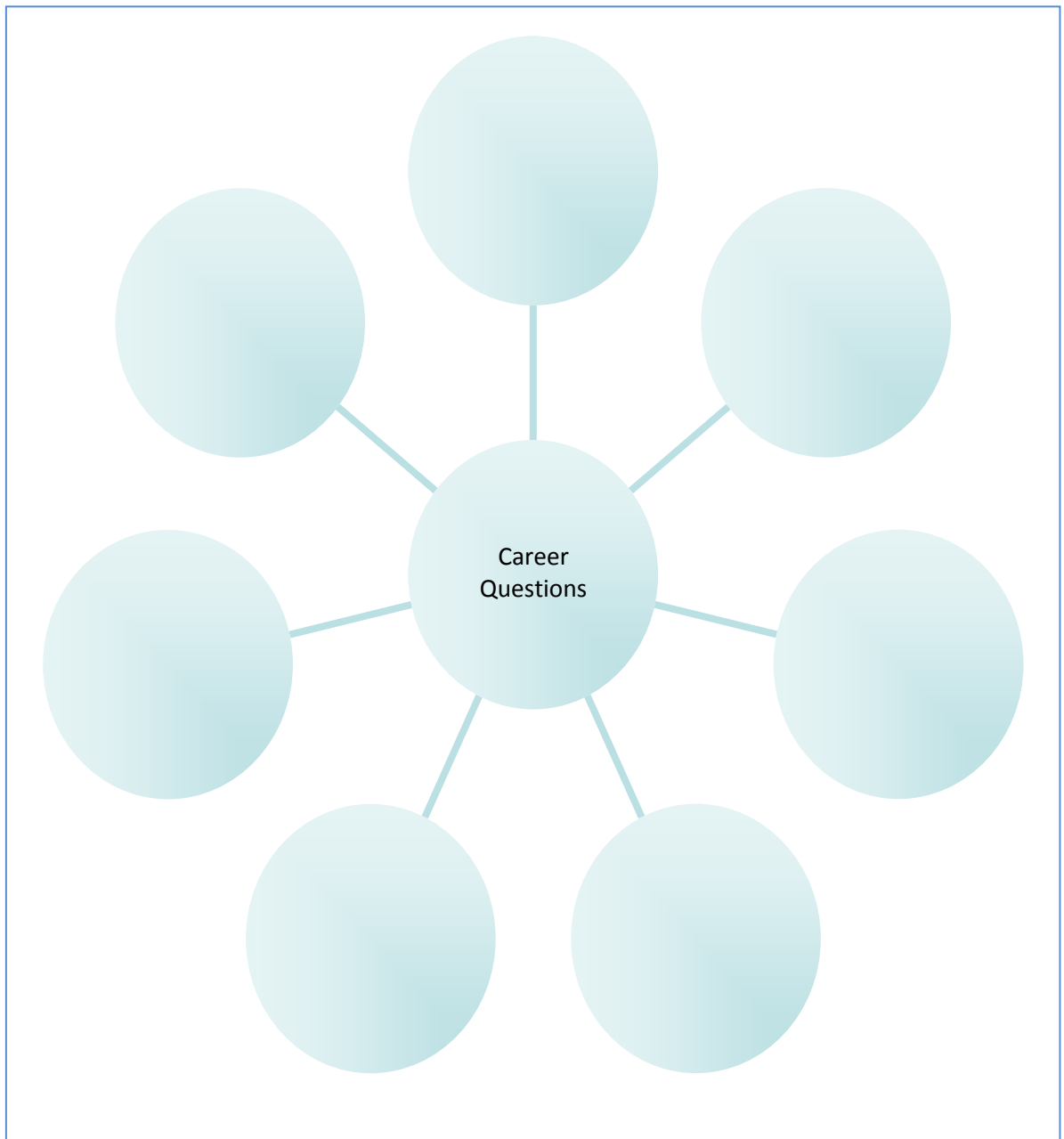
\_\_\_\_\_  
Business employee

\_\_\_\_\_  
Date

## 7-C. CAREER DAY

**Purpose:** To increase your awareness of career possibilities and provide opportunities for personal discussions around particular careers/fields.

**Directions:** Brainstorm questions and prioritize. Add a question to each circle. If questions are specific to particular career, please note.



## 7-D. HOT JOBS NEWSPAPER

Purpose: To have a better understanding of college entrance and job requirements.

**Directions:** Divide into teams and choose a general job category: health professions, technical jobs, or sales. Look through the Classified sections from multiple newspapers and on-line and answer the following questions on your job category.

Part I: What's out there?

1. How many jobs in this category are listed? \_\_\_\_\_
2. Which jobs are listed most often? \_\_\_\_\_  
\_\_\_\_\_
3. Find an advertisement that includes the following information:
  - Name of career: \_\_\_\_\_
  - Requirements for hiring: \_\_\_\_\_
  - Type of facility: \_\_\_\_\_
  - Benefits: \_\_\_\_\_
  - Salary: \_\_\_\_\_
4. Using the salary listed in the advertisement, calculate:
  - Hourly wage \_\_\_\_\_
  - Weekly salary \_\_\_\_\_
  - Monthly salary \_\_\_\_\_
  - Yearly salary \_\_\_\_\_
5. Find out the current minimum wage. Calculate the weekly, monthly, and yearly salary you would earn if your job paid minimum wage.
  - Weekly salary \_\_\_\_\_
  - Monthly salary \_\_\_\_\_
  - Yearly salary \_\_\_\_\_
6. Using the highest salary listed in any of the classified ads in your category, how much money would you make in:
  - One year \_\_\_\_\_
  - Two years \_\_\_\_\_
  - Five years \_\_\_\_\_

## 7-E. CAREER REPERTOIRE (The Interview)

Purpose: To begin to explore various vocational opportunities in and around the area.

**Directions:** Perform the following interview with family members, friends, friends' parents, teachers, coaches, neighbors, religious leaders, boss, and other significant adults.

### Part I: All About You

1. Brainstorm and list all the possible "careers" you are currently considering.

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2. What are your earliest memories as a small child of what you wanted to be "when you grew up"?

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3. Think back over elementary, middle school, and high school so far. Which careers have you found interesting?

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4. SEPARATELY – ask your mom what she thinks you should be. Then ask your dad. Ask your grandparents.

Part II: About Those Important to You

1. List all the jobs your parents have held (\* the one they now hold)

Mom	Dad	Grandmother	Grandfather

2. What are the current occupations of your

Siblings	
Aunts, uncles, and other relatives	
Neighbors	
Friends	
Friends' parents	
Other significant adults	

3. Without coaching them, find out from the following people what careers they think fit your talents and personality. "What do you see me doing?" "What do you think I'd be good at?" "What do you suggest I do?"

	What do you see me doing?	What do you think I'd be good at?	What do you suggest I do?
Teacher			
Teacher			
Coach/club advisor			
Friend			
Friend			
Church leader/work supervisor			
Neighbor			
Sibling			

**Reflect on how well do the people close to you have insight into your aptitudes and interests?**

**Reflect on what is your "belief" in your own capabilities and a positive future?**

## 7-F. Career Choices – Informational Interviews

Purpose: to explore local businesses to discover what skills and education are needed to be marketable and successful.

**Directions:** Interview various local business owners, managers, and supervisors to discover what skills, education, and/or experience is necessary to be qualified for the position.

Job	Skills Needed	Recommended Education	Experience required

Once interviews are completed, determine which, if any, career(s) appeal to you. Search <http://www.usajobs.gov/> to discover the careers available throughout the United States or <http://www.jobsinnh.com/seek/jobcriteria.aspx> to search within New Hampshire.

## 7-G. COLLEGE CHOICES – THINKING AHEAD

Purpose: To explore which post secondary institutions offer a degree in your career field area.

**Directions:** Search various post secondary institutions for their programs

College	Location	Degree Program	Time Commitment

## 7-H. COLLEGE LETTERS

Objective: Students will take action and receive periodic information from a variety of post-secondary institutions.

**Directions:** Create letters that will request information on various colleges from admissions officers. A template such as the letter below or self-created letter can be used (be sure to have it reviewed before sending) if you wish to send it through the US postal service or you may choose to email your letter. Create and update an address file of multiple community colleges, universities, and technical schools in order to have on hand in case future correspondence is required.

Your name  
Address  
City, State, Zip Code

Date

Office of Admissions  
Name of School  
Address  
City, State, Zip Code

Dear Sir or Madam,

I am currently a (year of school) in high school but I would like to begin investigating where I want to go for more education after high school. I am very interested in (name of school).

I am writing to request a brochure or video that would tell me more about your school. I would also like any information about (name of possible major and career interests), and schedules of any campus visitation opportunities. If you could send me copies of your application, I can begin to analyze what it will take to get into your school.

Thank you for your time and consideration. I look forward to learning more about (name of school) and hope you will add me to your mailing list.

Sincerely,

Your Signature

Your typed name  
Name of your high school  
Class of 20(\_\_\_\_)

### 7-I. COLLEGE CONTACT LIST

College/ University	Admissions/ Advisor Contact	Phone Number	Email Address	Date Contacted	Material Received

## 7-J. COLLEGE COMPARISON CHART

Objective: To students narrow down college choices using information gained at college fairs and other information gathering activities.

**Directions:** Using information gained at college fairs and visits, post secondary education catalogues, course handbooks, websites such as College Prowler, ect. Complete the following comparison grid. Data cells should include such topics as:

- Exact name of major
- First class title in major
- Exact hours for corresponding degree
- Cost per credit hour
- Yearly tuition cost
- Cost per degree (tuition only)
- Name of preferred housing arrangement/dorm
- Meal plan option available/selected
- Room & board costs per year
- Average ACT/SAT score
- Freshman acceptance rate
- Early admission date
- Application fee
- Essay required?
- Essay prompt #1
- Essay prompt #2
- Best course in major
- Wildest course on campus
- Best P.E. selection
- Extracurricular campus activities
- Academic assistance opportunities
- Nontraditional academic opportunities
- Other

### College Comparison Chart

<b>Name of School</b>				


## 8. PERSONAL ACTION PLAN – Creating SMART Goals



**S = Specific** - Write down one **large, long-term goal**:

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A long-term goal is accomplished by taking specific short-term steps. A specific step would be, "I want to lose 2 pounds by next Thursday".

Write down three **SPECIFIC, SHORT-TERM STEPS** that you could take to achieve your goal, potential barriers that could get in your way, supports you feel you may need to help you achieve your goal, and a target date for completion:

Specific Step	Potential Barriers	Required Supports	Target Date
#1			
#2			
#3			

**M = Measurable** - A goal is more rewarding when you are sure that it has been accomplished. How can you measure the progress that you have made? Think NUMBERS! How much? How many? How often? **In the chart above, write down an amount (measurement) that you can try to achieve.**

**A = Attainable** - Choose a goal that you can really achieve in a reasonable timeframe. Don't set yourself an impossible task! Small steps put together can go a great distance, but you can't walk on water! **In the chart above, write down a deadline by which you hope to complete your step.**

**R = Relevant** - This goal needs to be important to your life now, or you probably won't make the consistent effort needed to reach it.

**Reflect on how will achieving this goal improve your life in the short term? In the long term?**

**T = Time table/trackable** - By keeping track of the effort and progress that you make towards completing your goal, you will be able to see yourself gain and avoid becoming discouraged or unfocused.

**Today, what is the measurement that best "describes" your current success with this goal (For example, "80%" or "once a week for 10 min.")?**

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In the space below, enter the date, the action taken to accomplish the goal, and the measurement of your current progress:

<b>Steps I will take</b>		<b>Assessment</b>	<b>Amount</b>	<b>New Measurement</b>
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		

<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		

### Personal Goal

<b>Week/Month of</b>	
<b>Your goal and ways to prove it...</b>	
<b>Specific</b> <b>Measurable</b> <b>Action-Oriented by</b> <b>Realistic</b> <b>Timetable</b>	
<b>This is what I will add:</b>	<b>This is what I will give up:</b>
<b>This is my support system:</b>	<b>This is my reward:</b>
<b>Motivational Quote:</b>	

Areas of Concern

Academic	Social/ Emotional	Career	Post-secondary

Long Term Goals – End of Grade 9

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 10

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 11

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 12

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – After College graduation

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

See SMART Goal Recording Template for Portfolio at end of this document.

## 9. THE FUTURE

**Objective:** To have students gain additional insights and information into potential post graduation opportunities.

**Directions:** Look over the following tables and the questions outlined in each. Taking into consideration your preferences, choose at least two to complete.

### 9-A. MILITARY EXPERIENCE (OPTIONAL)

*You can call any recruiting office to get the answers.*

QUESTIONS	ANSWERS
Name the branch of the service you would like to enter:	
List 3 programs offered by this branch of the military:	
Which program is most likely related to your goals?	
How many college credits could you obtain while in the military?	
What certifications could you obtain while in the military?	
What places would you like to visit?	
What would you be doing at the end of two years?	
Other	
Other	

## 9-B. TECHNICAL CERTIFICATION

*You can call or email the school to get the answers.*

<b>QUESTIONS</b>	<b>ANSWERS</b>
Name the certification you want to get:	
How long does it take to get this certification?	
How much does it cost to get this certification?	
What are the qualifications to get into this program?	
What are the names of the courses you will be taking the FIRST year?	
What are the names of the courses you will be taking the SECOND year? When would you be expected to finish?	
Will you have to take a test to receive certification?	
What is the school's accreditation? Will the courses transfer to a two-year or four-year school?	
Is this program offered evening hours as well as day hours?	
Other	
Other	

## 9-C. COMMUNITY COLLEGE

*You can call or look in a catalog to get the answers.*

<b>QUESTIONS</b>	<b>ANSWERS</b>
Name the school you are interested in:	
Name two certifications offered by this school:	
Name two degrees (by major) offered at this school that relate to your interests and goals:	
What are the qualifications to get into this school?	
What is the cost per credit hour at this school?	
What are the names of the courses you will be taking the FIRST year?	
What are the names of the courses you will be taking the SECOND year? Will you get any certification or degree at the end of your second year?	
Will you have to take a test to receive certification?	
Will the courses transfer to a two-year or four-year school?	
Is this program offered evening hours as well as day hours?	
Other	
Other	

### 9-D. FOUR-YEAR COLLEGE

*You can call or look in catalog to get the answers. Look at degree plan.*

<b>QUESTIONS</b>	<b>ANSWERS</b>
Name the school you are interested in:	
Name two certifications offered by this school:	
Name two degrees (by major) offered at this school that relate to your goals:	
What are the qualifications to get into this school?	
What is the cost per credit hour at this school?	
What are the names of the courses you will be taking the FIRST year?	
What are the names of the courses you will be taking the SECOND year?	
Other	
Other	
Other	



11. MY FOUR YEAR PLAN

**Directions** – Compare your schedule to your graduation plan. Look for courses that help you meet your interests and your goals. See what you can do in the summer that relates to your goals or helps you get ahead academically. Talk with your parents, your counselor, and your advisory teacher about plans, courses, and ideas. Get information through e-mail, phone interviews, and personal interviews.

**Reflect on changes or adjustments to your schedule that you may need to make with your counselor for this year.**

What did you take and pass first semester	What are you taking, or want to re-take and PASS this semester?

**Reflect on summer possibilities. Could you shadow, volunteer, or work this summer? Are there any academic summer programs you could attend? Describe your summer.**

## Stage 3 Making it All Come Together, Planning the Road to Your Success

### 1. THE PROFESSIONAL PORTFOLIO

#### 1-A. RESUME

Purpose: The resume is to a means for you to provide a summary of your skills, abilities and accomplishments. It is a quick advertisement of who you are. It is a "snapshot" of you with the intent of capturing and emphasizing interests and secure you an interview.

**Directions:** Review the Resume Outline, Sample Resume, and Resume Template for a better understand of a resume and its components. Either in Career Cruising or using the template, create a resume specific to your career interest and goals. If using Career Cruising your resume will be saved electronically. If creating your own, save it to your H: drive in your PLP folder.

## Resume Template

### **Personal Information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

### **Employment Objective**

\_\_\_\_\_

### **Education**

\_\_\_\_\_

\_\_\_\_\_

### **Work Experience**

\_\_\_\_\_

\_\_\_\_\_

### **Other Experience (include volunteer)**

\_\_\_\_\_

\_\_\_\_\_

### **Specific Skills**

\_\_\_\_\_

\_\_\_\_\_

### **Extra-Curricular Activities**

\_\_\_\_\_

\_\_\_\_\_

### **Awards, Accomplishments, Certificates, Recognitions, etc.**

\_\_\_\_\_

\_\_\_\_\_

## References

1. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

2. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

3. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

## 1-B. COVER LETTER

**Purpose:** A cover letter should complement, not duplicate your resume. Its purpose is to interpret the data-oriented, factual resume and add a personal touch. A cover letter is often your earliest written contact with a potential employer, creating a critical first impression.

**Directions:** Research various examples of a cover letter. Using the Cover Letter Outline or a format of your choice, create a cover letter specific to your career interest or goals. This document should be saved to your H: drive in your PLP folder.

## Cover Letter Outline

My name \_\_\_\_\_

Street address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Phone number \_\_\_\_\_

E-mail \_\_\_\_\_

Date \_\_\_\_\_

Employer's name \_\_\_\_\_

Employer's job title, company name \_\_\_\_\_

Street address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

**Dear** employer's title and last name \_\_\_\_\_

*Paragraph stating what I know about the company or industry provide a general statement of what you know about the position and your educational qualifications. Provide the name of a referral if you have one.*

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*Paragraph stating your experience, why you are well suited for the position and specific description of the skills, abilities, and strengths you bring to the position.*

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*Concluding paragraph that states when and how I will follow up, requests an interview, and says thank you.*

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**Sincerely,**

Signature

Printed name

## 1-C. INTERVIEWING

**Purpose:** To begin to investigate and explore the interview process and learn how to communicate skills and abilities to a potential employer.

**Directions:** Review the Interviewing Tips handout to become familiar with tips to use when preparing for an interview. Complete the Practice Interviewing worksheet to develop a list of interview questions. When finished, you will practice being the employer and the applicant.

### Interviewing Tips

You must be able to communicate your skills and abilities to an employer. If you can't, you probably will not get the job. Practice can help. Many employers ask standard questions in an interview. The questions generally fall into a few categories such as:

- Work history and experience
- Strengths and weaknesses
- Goals
- Education or training history
- How you fit the job and the organization

Here are some additional tips to remember:

- Arrive at the interview early.
- Know what is in your resume and bring an extra copy
- Think about how you can benefit the company.
- Go into the interview with a positive attitude.
- Give complete but concise answers to questions.
- Do not make negative comments about previous employers.
- Keep your remarks focused on the job.
- Leave personal concerns at home.
- Let the employer bring up salary and compensation

When in doubt, PRACTICE, PRACTICE, PRACTICE!!!

## Practice Interviewing

1. Tell me something about yourself.

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2. Why are you interested in this job?

---

3. What kind of work have you done before?

---

4. What would previous employers say about you?

---

5. What are your strongest skills and how have you used them?

---

6. What are your weaknesses and what would you like to improve about yourself?

---

7. What have you learned from previous jobs?

---

8. What is your most significant work experience?

---

9. Why should I hire you for this job?

---

10. Other

11. Other

## 2. ACCESSING PERSONAL, SCHOOL, AND COMMUNITY RESOURCES

### 2-A.



- Relationships—Developing healthy, positive relationships.
- Jobs & Careers—Considering what you want to do for work and how to go about it.
- Living On Your Own—Learning ways to actively participate in making a home.
- Education—Pursuing schooling or skill building after high school.

People First of NH. NH Young Adult Self Advocacy Conference (2008).

## 2-B. DISABILITIES SERVICES

All throughout high school your rights have been protected under the Individuals with Disabilities Education Act (IDEA). Once you graduate high school your rights will be covered under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1991. Although both these laws protect the rights of students with disabilities, they do differ. You should make yourself familiar with these differences prior to entering college.

All colleges have a Disabilities Services Department and can be easily located through the college services directory. Contact the Disabilities Services office to make an appointment. Documentation of your disability will be requested and reviewed. If it is determined that you qualify for services, you may then be asked to collaborate with the Coordinator of Disabilities Services in creating an accommodation plan that best suits your individual needs. There are a variety of services that may also be available to you.

You must be aware that the Disabilities Services Department WILL NOT initiate contact. It will be up to you to make the initial contact and engage in follow up sessions.

## 2-C. IMPORTANT DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

<b>High School</b>	<b>College</b>
Special Education	Disabilities Services
IDEA & Section 504	American with Disabilities Act Section 504 of the Rehabilitation Act
IEP or 504 Plan	Accommodation Plan
Services are provided	Services must be requested. Laws protect only those students who are deemed "otherwise qualified"
Curriculum can be modified	Students need to meet course objectives. There are NO course modifications
Specialists inform teacher of students' needs through IEP	Students are responsible for informing their professors of their needs using their accommodation plan. Students disclose a disability through the Coordinator of Disabilities Services.
Testing is provided	Students need to provide documentation. If re-evaluation is necessary, it is the student's responsibility to arrange and pay for it.
Students' strengths & challenges are determined by the specialist	Students are expected to develop self-advocacy skills

Excerpted from NHTI Disabilities Services. Important Differences Between High School & College. NHTI Disabilities Services (2008).

2-D. DISABILITIES SERVICES CONTACT INFORMATION/LOG

College/ University	Director of Disabilities Services	Phone Number	Email Address	Date Contacted

2-E. SUMMARY OF STUDENT PERFORMANCE

DISTRICT: Pittsfield

SCHOOL: Pittsfield Middle High School TELEPHONE: 435-6701

The following guide can be used to assist districts in meetings IDEA 2004 requirements for students whose special education eligibility terminates due to graduation or exceeding the age of eligibility requirements. Under these new provisions, *the district shall provide the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting her/his desired postsecondary outcomes.*

**Student** \_\_\_\_\_ **DOB** \_\_\_\_\_

**Attending School** Pittsfield Middle High School

**Reason for termination of eligibility** (circle one)

Anticipated Regular High School Diploma Graduation Date: \_\_\_\_\_

Exceeds Age Limit

Date: \_\_\_\_\_

**Provide a written summary of the following:**

- Student's academic achievement:
- Student's functional performance:
- Recommendations on how to assist the student in meeting her/his desired postsecondary outcomes. (Include information on postsecondary courses of study, employment, community experiences, and daily living skills and needs):

Completed by Name \_\_\_\_\_ Role \_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_

## Summary of Performance: Student Perspective

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?
- B. In the past, what supports have been tried by teachers or by you to help succeed in school (aids, adaptive equipment, physical accommodations, other services)?
- C. Which of these accommodations and supports has worked best for you?
- D. Which of these accommodations and supports have not worked?
- E. What strengths and needs should paraprofessionals know about you as you enter the postsecondary education or work environment?

Completed by Name \_\_\_\_\_ Role \_\_\_\_\_ Self \_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_

SMART Goal Recording Template for Portfolio

**Long-term goal:**

---

Specific Step	Potential Barriers	Required Supports	Target Date
#1			
#2			
#3			
#4			
#5			

<b>Steps I will take</b>		<b>Assessment</b>	<b>Amount</b>	<b>New Measurement</b>
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		
<u>Action</u>	Date:	Date:		
1.	_____	1.		
2.	_____	2.		
3.	_____	3		

## Personal Goal

<b>Week/Month of</b>	
<b>Your goal and ways to prove it...</b>	
<b>Specific</b> <b>Measurable</b> <b>Action-Oriented by</b> <b>Realistic</b> <b>Timetable</b>	
<b>This is what I will add:</b>	<b>This is what I will give up:</b>
<b>This is my support system:</b>	<b>This is my reward:</b>
<b>Motivational Quote:</b>	

## Areas of Concern

Academic	Social/ Emotional	Career	Post-secondary

\*Add additional goals as needed

Long Term Goals – End of Grade 9

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 10

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 11

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – End of Grade 12

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>

Long Term Goals – After College graduation

<b>Goal (academic, personal, social):</b>	<b>Barriers</b>	<b>Supports</b>