



# Personalized Student Learning Plan (PSLP) Workshop

**November 21, 2013**

Somerset County Vocational Technical High School



**Welcome**

# PSLP Pilot Program

- July 1, 2009 – June 30, 2012
- 11 School Districts Participated
  - Five middle grade schools
  - Nine high schools
- Leadership Team
- Focus on Process and Product
- Replication, Portability and Flexibility
- Technical Assistance
- Research



# Introduction of PSLP Mentors



# Abraham Clark High School

Mrs. Diana Lobo

Director of HSTW/Special Programs

# PSLP Mentor Profile – Abraham Clark High School

- Student enrollment: 787(425 Males 362 Females)
- Demographics: 70% Black, 27% Hispanic, 2% Asian, 1% White, Students with Disabilities 19%, Economically Disadvantaged 53.8%, Limited English Proficient 4.6%
- Average class size 15.2
- Graduation rate 74%
- Attendance rate 90.80%
- Ratio of students to teacher 16-1
- Suspension rate 169 students total
- Length of school day: 6 hours & 29 minutes

# PSLP Mentor School: Abraham Clark High School

## HSPA Score in Language Arts

- 77.2% Proficient
- 2.8% Advanced Proficient
- 20.0% Partially Proficient

## HSPA Scores in Mathematics

- 41.7% Proficient
- 1.4% Advanced Proficient
- 56.9% Partially proficient

# PSLP Mentor School: Abraham Clark High School

- Typical student schedule- 10 period A & B day block schedule for most courses
- (Language Arts, Mathematics, Science, History & some CTE) other classes are 42 minutes
- Teacher evaluation model used: Charlotte Danielson has been used for the past 3 years
- ACHS is a Focus school and completed their 3<sup>rd</sup> year as a SIG school last year



# Northern Burlington County Regional HS

Mr. Matthew Konowicz  
Assistant Principal

# PSLP Mentor Profile

Demographic	Percent of total students (1328)
White	70.5%
Black	13.9%
Hispanic	7.3%
Asian	7.3%
Alaskan / Native American / Indian	.5%
Hawaiin Native / Other Pacific Islander	.52%



# PSLP Mentor Profile

<b>2011-2012</b>	<b># of Students</b>	<b>% of Enrollment</b>
Students with Disability	187	15%
Economically Disadvantaged Students	126	10.2%
Limited English Proficient Students	4	.3%



# PSLP Mentor Profile

- Average Class Size: 25
- Graduation Rate

Class of	4 Year Rate	5 Year Rate
2011	93%	95%

- Attendance Rate 2011: 94% monthly average



# PSLP Mentor Profile

	School wide Performance	Peer Rank (percentile)	Statewide Rank (Percentile)	Percent of Targets Met
HSPA LA Proficiency & Above	95.7%	58	52	100%
HSPA Math Proficiency & Above	90.4%	74	64	100%
Summary		66	58	100%



# PSLP Mentor Profile

- AP Participation

2011-12% of Students Taking:	School	Peer Avg	State Avg
One or More course	44.5%	29.1%	29.7%
One or More Test	16.0%	20.0%	24.0%
At least one AP Test in English, Math, Social Studies or Science	13.5%	16.8%	18.7%

Northern Burlington County Regional High School is one of 477 school districts in the U.S. and Canada being honored by the College Board with placement on the 4th Annual AP® District Honor Roll for increasing access to AP® course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.



# PSLP Mentor Profile

- Length of School Day: 7 hours 8 minutes
- Typical Student Day
  - 6 hours 2 minutes of Instruction
  - Includes History, Science, Math, English, World Language, PE/Health and 2 electives
- Student to Staff Ratio: 1:12.3
- Teacher Evaluation Model:
  - Developed by NBC
  - grounded in the works of R. J. Marzano





# What is a Personalized Student Learning Plan?

# What is a Personalized Student Learning Plan?

- “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, counselors and parents.”

**(N.J.A.C. 6A:8 – Standards and Assessment)**

# PSLP & NJCCCS

- **Career Exploration – 9.3.8.B.1**

Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.

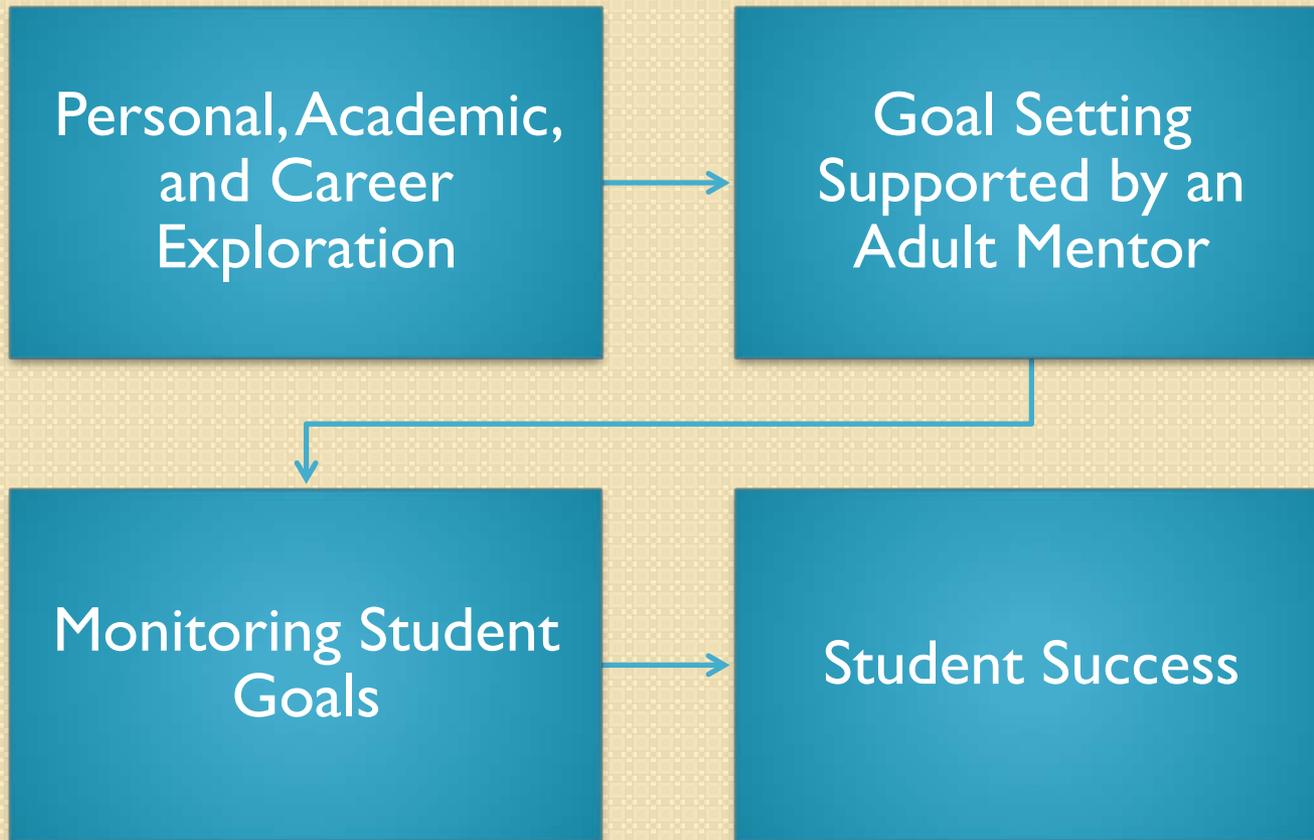
- **Career Preparation – 9.3.12.C.1**

Assess and modify Personalized Student Learning Plans to support declared career goals.

- **CTE Standards – Employability & Career Development**

Develop a Personalized Student Learning Plan to meet career goals and objectives.

# PSLP PROCESS



# Effectiveness of Student Learning Plans

- Improve student motivation and engagement
- Improve students' understanding of postsecondary options and long-term planning
- Improve school-family communication and foster family involvement in academic and career planning
- Increase student awareness of their individual strengths and weaknesses

Source: Rennie Center for Education Research & Policy, June 2011 Policy Brief - *Student Learning Plans: Supporting Every Student's Transition to College and Career*

# Getting Started

- Determine whether your school is PSLP ready
- Develop a timeline for implementation
- Establish a PSLP team

# PSLP Readiness Assessment

- Section A – I I Questions
- Section B – Indicators of PSLP Readiness
- Section C – Next Steps



# Identifying Your School's PSLP Goals

# Timeline – Year One Recommended Tasks

- It is recommended that schools take a full year to plan.
  - Select program coordinator and establish PSLP team
  - Outline roles for stakeholders
  - Select web-based system
  - Schedule staff trainings and program orientation
  - The PSLP team establishes the PSLP curriculum and instructional materials
  - Recruitment of peer mentors (optional)

# Timeline – Year Two Recommended Tasks

- PSLP Implementation
- Ongoing engagement with teachers, parents, and students
- Continuous feedback
- Identify additional needs, e.g. training

# PSLP Team

- Principal
- Program Coordinator
- Teachers
- School Counselors
- Parents
- Community

# Establishing Abraham Clark High School PSLP Team

- Coordinator
- Principal
- Special Education Teacher
- President of Union (was also a parent)
- Board Member
- School Counselor
- Director of Counseling
- Student
- History Teacher

# PSLP Common Model Components





# Selecting and Using a Web-based Guidance System

# PSLP Web-based Guidance System

Schools selected web-based systems based on their needs.

## Beneficial to students:

- Web-based access
- Tools that produce living documents
- Well-designed/“student-friendly” interfaces

## Beneficial to teachers:

- Access to student information
- Updateable pre-packaged presentations/lessons
- Usage data summaries

# Web-Based System at Abraham Clark High School

- Kuder program was chosen to be our web-based program because we had already worked with the company in the past and they were willing to customize our PSLP to meet the specific needs of our school including changing our portal page which you will see on the next slide. The cost was \$6000.00



ACHS\_Mock-up2.pdf

# PSLP Web-based Guidance System

Schools selected web-based systems based on their needs.

The screenshot displays the Northern Burlington County School District website. At the top, the district name is prominently featured in a blue banner, accompanied by the state seal of New Jersey. Below the banner, contact information and the date 'Monday, August 22, 2011' are visible. A navigation bar includes a search box and radio buttons for 'Site' and 'Web'. A vertical menu on the right lists various resources such as 'ALUMNI', 'BOARD AGENDAS AND POLICIES', 'ATHLETIC SCHEDULE', 'DISTRICT CALENDAR', 'EVENING SCHOOL', 'FAMILY CONNECTION', 'FREE AND REDUCED LUNCH', 'FY '12 Budget Committee', 'HIB', and 'NORTHERN TV'. The main content area features a 'Family Connection' login form with fields for 'E-mail' and 'password', a 'remember me' checkbox, and a 'Log In' button. A 'Welcome to Family Connection' message and a 'Nice to see you again! Please log in.' prompt are also present. A yellow callout box highlights the login form with the text 'are you new here?' and a link to 'need to register >'. Below the login form, the school's address and phone number are listed: 'Northern Burlington Regional High School, 160 Mansfield Road East, Columbus NJ 08022-9738, p: (609) 298-3900'. A large 'NB' logo is positioned in the bottom left corner of the overall image.

Staff Resources

NORTHERN BURLINGTON COUNTY SCHOOL DISTRICT

...s, NJ 08022 • Tel: (609) 298-3900 Fax: (609) 298-3154

Monday, August 22, 2011 - CEEB 310-252

NBC High School

Welcome to Family Connection

Nice to see you again! Please log in.

E-mail

password

remember me

[Log In](#)

[forgot your password?](#) [need additional help?](#)

are you new here?

[need to register >](#)

Northern Burlington Regional High School  
160 Mansfield Road East  
Columbus NJ 08022-9738  
p: (609) 298-3900

Wednesday August 24th at

...d like to invite students who  
...us for a brief tour of the  
...00 pm until 3:00 pm.  
...Dr. Andrew Kearns, will be  
...0 minutes in length. Please  
...ensive orientation on

opening day—Tuesday, September 6, 2011. We look forward to meeting you.

- **High School New Student/Freshman Orientation: Wednesday August 24th at 4:00 PM**  
On Wednesday, August 24th from 4:00 p.m. to 7:00 p.m., the high school will host the Class of 2015 Freshmen Orientation Program. The Orientation program will help students become familiar with new opportunities and surroundings, while reducing the stress of the 1st day of school. Parents are also invited to the event to tour our

Search

Site Web

ALUMNI

BOARD AGENDAS AND POLICIES

ATHLETIC SCHEDULE

DISTRICT CALENDAR

EVENING SCHOOL

FAMILY CONNECTION

FREE AND REDUCED LUNCH

FY '12 Budget Committee

HIB

NORTHERN TV



# Structuring PSLP Sessions

# PSLP Session Structure

- Small group approach (Most Effective)
  - One to ten students
- Full-size class approach
  - Students work independently
- Hybrid approach
  - Teacher delivers the curriculum to the entire class and then breaks into small groups.

# Hybrid Models

- Full-size class approach with a small group/advisory component
- Full-size class PSLP activities during a period of a specific course with peer mentoring for selected students
- Full-size class approach with peer mentoring for all students in a grade level

# Peer Mentoring

- Provides students with the opportunity to interact in small groups under the guidance of a select group of older students



- PSLP Structure Varied
- 1 hour Advisory Homeroom (class size 15-18)
- 1 hour at the end of the day once per month during Advisory (class size 15)
- Two teams (A team and B team) grade 9 teachers due to lack of computers (class size 15)
- Language Arts teachers implementing it in their classes each year grades 9-12
- Advisory Peer Mentor for grades 9 & 10 to assist teacher with implementation

# Peer Mentoring



CENTER FOR  
SUPPORTIVE  
SCHOOLS

EVERY SCHOOL... SAFE,  
SUPPORTIVE, ENGAGING,  
AND INSPIRING

Search

Formerly known as the Princeton Center for Leadership Training

OUR VENTURE

OUR SOLUTIONS

OUR RESULTS

ABOUT US

JOIN US

OUR SOLUTIONS

PEER GROUP  
CONNECTION (PGC)

TEEN PEP

STUDENT AND FAMILY  
ADVISORY (SFA)

ACHIEVEMENT  
MENTORING (AM)

CAMPAIGN CONNECT

CUSTOMIZED  
SOLUTIONS

## Peer Group Connection (PGC)

Through Peer Group Connection (PGC), CSS trains school faculty to teach leadership courses to select groups of older students, who in turn educate and support younger students. Our goal is to help schools enable and inspire young people to become engaged leaders who positively influence their peers. The CSS peer-to-peer student leadership model taps into schools' most underutilized resources – students – and enlists them in strengthening the educational offerings of a school while simultaneously advancing their own learning, growth, and development.

### Transition to High School

#### High School Juniors and Seniors Supporting Freshmen in Their Transition to High School

**Peer Group Connection (PGC) for High Schools** is an evidence-based program that supports and eases students' successful transition from middle to high school. The program taps into the power of high school juniors and seniors to create a nurturing environment for incoming freshmen. Once per



<http://supportiveschools.org/>

# Peer Mentoring

- Research Based
  - Teamwork & Trust
  - Who Am I
  - Bullying
  - Study Skills
  - Stress Management
  - Violence in Schools
  - Inspire the Desire
  - Communication

<http://supportiveschools.org/>



# Peer Mentoring

- 33-36 Seniors
- Application Process
- Teachers advise one period every day
- Peer Leaders work with freshmen every day

Mon	Tue	Wed	Thu	Fri
Peer Leadership	Peer Leadership	Peer Leadership	Peer Leadership	Peer Leadership
9 <sup>th</sup> grade Health /PE	9 <sup>th</sup> grade Activity			





# Developing a PSLP Curriculum

# PSLP Curriculum Content

- Personal Development
- Career Development
- Academic Development



- Specific curriculum was developed for each grade to be used during Advisory sessions.
- The four main areas for curriculum included:
  - Academics
  - Career Development
  - Personal Development
  - Post Secondary Education

# PSLP Curriculum Development

- Assignments

- Learning Styles Inventory

- Focus:

- How do I learn best?
      - What strategies can I utilize to increase my understanding in class?
      - What goals have I set for myself this year?

- Career Search

- Personality Type + Career Interest Profiler

- Résumé Building



# PSLP Curriculum Development

## Cross-Curriculum Impact

Course	Grade Level
Peer Leadership	12
Health/PE	9, 12
English	9, 10, 11, 12
Personal Economics	11, 12
World History	9
US History II	11





# Identifying Roles for Adult Stakeholders

# Adult Stakeholder Roles and Responsibilities

- Principals
  - Demonstrates enthusiasm and commitment to the program
  - Sets priorities and commitment
- Teachers
  - Teaching PSLP sessions
  - Providing input and feedback to team on curriculum
  - Providing referrals to counselors
  - Utilize strategies to integrate PSLP into core curriculum classes
- School Counselors
  - Leading the counseling efforts to incorporate PSLP information and resources in counseling sessions
  - Deliver PSLP curriculum and distribute related activities to students

# Adult Stakeholder Roles and Responsibilities

- **Parents**
  - Help influence student perspectives of work and postsecondary education experiences
  - Encourage and influence students' aptitudes, interests, and abilities
- **Community**
  - Provide resources and occupational information
  - Participate in career fairs and volunteer as guest speakers



# Training School Staff

# Staff Training

- Explain how the PSLP program relates to the school mission and student success
- Conducted in advance of PSLP rollout
- Include substantial time for interacting with the system and practice
- Elicit regular teacher input and plan training based on identified needs



- Staff Training at Abraham Clark High was done at the first staff meeting in September.
- It was also provided by both a webinar with Kuder Company and during district Professional Development in October.
- All new staff members are trained when they start and a description of PSLP is included in our staff manual.



# Scheduling Decisions

# Scheduling Decisions

## Period Types:

- Homework or special activity period
- A class period in which the school substituted the PSLP curriculum for the traditional lesson
- A custom period of time that was created to accommodate the implementation of PSLP

# Implementation of PSLP at Abraham Clark High School

Three different strategies were used for implementation of PSLP.

1. Through the use of Homeroom Advisory Program once a month
2. Through the use of a monthly 1 hour Advisory period
3. Through the use of the Language Arts classes in every grade

# Scheduling at Abraham Clark

- Due to the lack of computers the first year the students in grade 9 were broken down into two different teams. Each month the teams would switch using the web-based program & meet for 1 hour during Advisory.
- 1 hour at end of school day once per month.
- 1 hour during an extended Homeroom skipping a period each month.
- 6 minutes were taken from each period so that each class could still meet.



# Motivating Students and Staff to Embrace PSLP Programs



# Motivation to Implement PSLPs

**Most important factor in a program's success**

- Principal's actions determine if PSLP is a priority for the school
- Must show that program activities will have a positive impact on important student outcomes

# Strategies to Encourage Motivation to Implement PSLPs

- Giving staff a role and voice in planning the PSLP program
- Providing adequate and ongoing training
- Ensuring sufficient time to prepare for and conduct sessions with students
- Reiterating the importance of the PSLP program as procedures and policies change



# Ongoing Assessment of PSLP Processes

# Improvement and Evaluation

- Allot time in school year for stakeholders and participants to reflect on program strengths and weaknesses
- Engage in continuous evaluation to ensure student, staff, and administrative needs are being met
- Self-assessment tool



# Using NJCAN to Implement PSLPs

Laurie Harrington, Project Manager

John J. Heldrich Center For Workforce  
Development

Rutgers, The State University of New Jersey



# PSLP Connections to Student Growth Objectives

Carl Blanchard, Policy Manager  
New Jersey Department of Education  
Office of Evaluation



# Questions & Next Steps

# Resources

- PSLP Mentor Schools
- PSLP Website
- Guide for Implementing PSLP

# PSLP Mentor Schools 2013-14 School Year

- Abraham Clark High School
- Delsea Regional High School
- North Brunswick Township High School
- Northern Burlington County Regional HS
- Thomas Grover Middle School

# **NJDOE Contacts**

## **Office of Career and Technical Education**

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Education Program Development Specialist  
609-777-2170

[www.state.nj.us/education/ser/pslp/](http://www.state.nj.us/education/ser/pslp/)

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