

ESTIMATED TIME

2-3 class periods, best after first term interim grades have come out

PREREQUISITES

- It is helpful to fill out a PEP yourself so that you can help to guide the students through creating their own.
- Have on hand examples of goals, strengths and weakness, etc. as examples for those who need an exemplar to fashion their thinking.
- Students should have the following materials to complete the PEP.
 - PEP, narratives, and grades from year 1
 - Grades and narratives from courses during year 2.
 - One PEP packet per student.
- Have a projector to display narrative examples and different parts of the PEP Packet in class.

RESOURCES AVAILABLE

- *Planning Resources*
- *PEP Packet*
 - *PEP Checklist*
 - *PEP Teacher Suggestions*
 - *Self Assessment of Strengths and Weaknesses*
 - *PEP Short Term Goals for Current Semester*
 - *PEP Goals for This Year and Next*
 - *PEP Academic Check in*
- *PEP Rubric*
- *Example Narratives*
- *Example Plans*
- *SMART Goals Overview*

ACROSS THE CURRICULUM

The ability to assess where one is at currently and then identify the next steps is a skill that needs to begin in the classroom where students have support. Students can use the PEP to achieve success in other courses, internships, relationships, extracurricular activities, clubs, and more.

LESSON GOAL

Create a PEP that is specific to the student's goals and desires, with detailed descriptions on current status and plans to reach goals, including the commitment to refer back to the PEP often and confer with teachers and advisor.

Essential Question

What is my educational plan and how do I achieve my goals?

Student Expectations

1. Participate in discussion about why people make plans and set goals.
2. Complete the *PEP Packet* by following the *PEP Checklist*.

LESSON OBJECTIVES

1. Understand the importance of a personal education plan.
2. Reflect and assess current educational situation.
3. Identify and set goals.
4. Implement a plan to make progress towards those goals.

RATIONALE

In any profession, including being a student, one must ascertain what one wants, needs to do, and when to do it. Powerful people use their time and resources effectively by setting goals and timelines. For example, chefs have a plan before they make a recipe, as do architects before they build, explorers before they set foot on a plane, and so on.

Learning how to set goals and make progress on those goals is a skill that takes time and practice. The PEP, personal education plan, is a method of documenting thinking around current educational status, setting goals, and deciding how to reach those goals. The PEP is a document that should be revisited by a student and teachers often, and should function as a working journal in which not only the student records his or her thinking and progress, but also the comments of the student's teachers.

The ability to assess where one is at currently and then identify the next steps is a skill that needs to begin in the classroom where students have support. Students can use the PEP to achieve success in other courses, internships, relationships, extracurricular activities, clubs, and more.



Goal Setting: Personal Education Plan (PEP) Rubric



Planning Resources



PEP Checklist

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *PEP Rubric* to explain how students will be evaluated. Then discuss the following.

ASSIGNMENT 1

 - a. Display the documents from *Planning Resources* (recipe, vacation packing list, financial planners) on a screen.
 - b. Have the students identify what kind of plan is shown on the screen and why it is useful.
 - c. Discuss what might happen without the plan.
 - d. Ask if it is possible to be successful without a plan. (The answer is yes, but this should lead into a discussion of not leaving things up for chance, that it is professional to have a plan, and it is especially important when it is something as important as high school.)
 - e. Explain to the students that you are going to help them create their own Personal Education Plan. Some students might have already experienced this in Year 1, so some discussion may follow on how that process went for them last year. End the discussion with the thought that being good at something takes practice and revision to become more efficient and effective, so this process will be helpful regardless of their experience with a PEP.
 - f. Hand out the PEP packet (*Checklist, Teacher Suggestions, Self Assessment of Strengths and Weaknesses, Short Term Goals for Current Semester, Goals for This Year and Next, and Academic Check In*).
- 2. INDIVIDUAL** Ask the students to put their names on the front of their PEP packets and to glance through the pages. Explain that they will use the *Checklist* to complete the *PEP*. Some of the materials will be completed in class. Others will need to be completed by their other teachers and on their own.
- 3. WHOLE GROUP** Start the PEP project by projecting the *Example Narratives* resource so that all can see.

 - a. Ask the student to choose one entry to focus on and read it out loud while they look on the board.
 - b. Have one student scribe on the board a well thought-out suggestion from the class that can be added to the unnamed student's PEP.
- 4. SMALL GROUP** Have the students pair up, pick another narrative, and come up with another example suggestion and share it with the class.
- 5. INDIVIDUAL** Make sure students have a copy of their grades for the current year and any materials from last year.

 - a. Ask students to look over the grades. This will take some time as students might need to ask for clarification or express their emotions.
 - b. If students have materials from last year, invite them to look through them and to use anything that seems helpful during the PEP process.

Teacher's Suggestions

Self-Assessment of Strengths and Weaknesses

Short Term Goals for Current Semester

- c. Students will review their grades and complete the *PEP Teacher's Suggestions* document for each class they were enrolled in using information derived from the grade report.
- d. During the completion of this document, students and advisors should discuss any themes or commonly occurring comments that teachers have made.
- e. Once complete, have the students check off this section on the PEP checklist.

ASSESSMENT

Teacher Suggestions Write a list of teacher suggestions from your grades.

6. **WHOLE GROUP** Discuss sample strengths and weakness that students are willing to share.
 - a. Scribe some of these for all to see.
 - b. Share that the next section, *Self-Assessment of Strengths and Weaknesses*, will require some thought on four different areas: Relating, Learning, Self-Awareness, and Technology.
7. **INDIVIDUAL** Direct students to the *Self Assessment of Strengths and Weaknesses* and ask students to complete this activity individually with either an "S" or an "N" assigned to each comment.
 - a. To complete this activity, ask students to volunteer their strengths or areas where they need improvement.
 - b. After completion of this activity, ask students to fill out the *PEP Checklist* document to track their progress throughout this lesson.

ASSESSMENT

Self Assessment Strengths and Weaknesses Create a *Self-assessment of Strengths and Weaknesses*.

8. **INDIVIDUAL** Now students are ready to complete their *PEP Short Term Goals for Current Semester*.
 - a. Before completing this list, teachers should first instruct students on what makes a good goal.
 - b. Use the *SMART Goals Overview* to review the elements of meaningful goals.
 - c. The goals that the students identify for themselves should connect with the previous activity *Self-Assessment of Strengths and Weaknesses*.
 - d. Therefore, have students look over their weaknesses and determine what would be a way that they could improve on that weakness.
 - e. For the strengths, have the students develop a goal that utilizes each strength. For example, if a student had a strength of working well in groups, he or she could have a goal of earning an A on a group assignment.
 - f. If a student had a weakness of organization, his or her goal could be to actively keep a planner for their classes.

The form is titled "Goals for This Year and Next" and includes a header with "21st Century Skills Self Knowledge" and "LESSON 7". It contains a "Name:" field, a "Date:" field, and a "Title:" field. Below these are two main sections: "This Semester Courses" and "Next Semester Courses", each with a "Goal for Course" column and a "Date for Course" column. At the bottom, there is a "Notes on Progress and Achievement" section.

Goals for This Year and Next

The form is titled "Academic Check In" and includes a header with "21st Century Skills Self Knowledge" and "LESSON 7". It contains a "Name:" field, a "Date:" field, and a "Title:" field. Below these are three sections, each with a "Subject" field and a "Teacher" field. Each section has a checklist with columns for "Completed", "In Progress", "Not Started", "Review", "Plan", and "Evaluate".

Academic Check-In

The form is titled "PEP - Example Narratives" and includes a header with "21st Century Skills Self Knowledge" and "LESSON 7". It contains a "Name:" field, a "Date:" field, and a "Title:" field. Below these are several paragraphs of text providing examples of personal education plan narratives.

Example Narratives

9. INDIVIDUAL Have students complete the *Short Term Goals for Current Semester* individually. Circulate to make sure goals are SMART (specific, measurable, attainable, relevant, and time bound). Have students update the checklist.

ASSESSMENT

Short Term Goals Complete *Short-term Goals for Current Semester*.

- 10. WHOLE GROUP** Explain that the next step of this lesson is to complete the *PEP Goals for This Year and Next*. The document is divided into three sections: *academic*, *experiential*, and *personal*.
- Students should begin by listing their current courses for the semester and specific goals for those courses. All goals should follow the S M A R T method.
 - Next, have students list the courses they hope to take next semester and reasonable goals for those courses. Please note that if left without guidance on this section, students may fill goals with tasks instead of goals that are meaningful or achievable. Therefore, prompt them to set specific goals. For example, students may answer, "Earn an A in the course." Ask them to work towards a goal such as, "Turn in all homework."
- 11. INDIVIDUAL** Have students complete *PEP Goals for This Year and Next*.
- Circulate to make sure goals are concrete, attainable, and measurable.
 - Have students mark off checklist when complete.

ASSESSMENT

Goals for This Year and Next Complete *Goals for This Year and Next*.

- 12. WHOLE GROUP** Explain that the *PEP Academic Check in* sheet is next and that students should be expected to periodically take this sheet to all of their teachers for input and then hand it in to their advisors.
- Advisor and student will meet regarding the *Check in* once the form has been filled out by other teachers.
 - Student will write down their classes and complete the collection of information by an agreed upon date.
- 13. INDIVIDUAL** Collect data from each subject teacher on *Check in* sheet.
- Advisor will meet with each student to review this sheet.
 - If necessary, goals will be revised to meet the needs of the data collected.

ASSESSMENT

Academic Check-In Complete *Academic Check-In*.

Goal Setting: Personal Education Plan (PEP)



Student Pages

14. Have students review all parts of the PEP Packet and then use the *Sakai* Assignments Tool to submit it for evaluation.

REFLECTION

Have students reflect on the following prompts and have them use the *Sakai* Assignments Tool to submit their reflection.



- Now that you have completed the PEP, which goal are you most anxious about accomplishing?
- Which goal are you most nervous about?
- How do you think you will do on accomplishing all of your goals?
- Do you feel like you have a plan you can work?
- Do you feel better about your classes now?

ASSESSMENT

Reflection Reflect thoughtfully while completing the PEP and submit a reflection on this process.

ASSESSMENT

Use the *PEP Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

English Language Arts

Grade 10 Writing Processes Drafting, Revising and Editing

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

Grade 10 English Language Arts Research

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.

Grade 10 English Language Arts Communication: Oral and Visual

Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs should be able to fully participate in this activity although they may need assistance with completing the written portions of the lesson. It will be especially helpful for these students to have examples to work from.

GIFTED AND TALENTED

Encourage gifted students to lead discussion and to help other students create goals, identify suggestions, etc.

ADDITIONAL RESOURCES

Students could research the planning that goes into any area of interest (car mechanics/detailing, hair styling, etc.).

Students could interview an adult they admire and find out more about how planning could have played or did play a part in the adult's life/success.