



## The Personal Success Plan (PSP)

### Introduction:

Based upon university research, the Renzulli Learning Personal Success Plan (PSP) was designed to help middle and high school students carefully consider their interests, future goals and plans. The PSP is a module within Renzulli Learning and is an extension of the Renzulli Profiler.

The Renzulli Profiler provides a comprehensive learning assessment of student academic strengths, interests, and learning and expression styles.

The PSP leverages the student's Renzulli Profile results to align potential educational and career goals.

### PSP Overview:

Students will complete the following sections of the PSP, after completion of their Renzulli Profile:

- **SECTION ONE: My Interests** - In this section, students will be asked to carefully consider their interests and talents and think about how they connect to careers and future plans.
- **SECTION TWO: My Heroes and Helpers** - Heroes and Helpers are people that students believe inspire them, either the heroes who may be famous and/or helpers in their own lives that they may know personally.
- **SECTION THREE: My Careers** - Students learn about Careers based on their interests and begin thinking about the type of work they might want to pursue as they get older.
- **SECTION FOUR: My Goals** - In the Goals section of the PSP, students identify long and short term academic and social/personal goals to help them set priorities about what they want to accomplish in school, work, and life.
- **SECTION FIVE: My Plans** - Students create plans with concrete steps, activities, and timelines to achieve their future goals.
- **SECTION SIX: My Project** - Finally, students have the opportunity to complete a creative autobiographical project to help them consider interests, role models, and careers. They can work on this project as a part of the time that they spend working on the last section of the PSP or it can be done as they are working on the other sections of the PSP, if they need a break or change of pace.

### GOALS for Using the PSP:

The goal for the PSP is to enable students to carefully consider some realities in their own lives about school, personal, academic and career goals. The PSP enables students to create a plan for the next year, and subsequently, the next ten years. We hope that students will understand, by the PSP that they SHOULD:

have a better grasp of their interests and strengths and the careers and jobs that match their interest areas

identify academic and social goals that will enable them to be successful in school and happier in their personal lives

- Graduate from high school or face a life in which they will struggle economically as well as with finding work in their areas of interest
- Consider postsecondary planning for technical school or college
- Identify some careers that they may want to pursue
- Have a plan for the next decade that will enable them to accomplish their hopes and dreams

### **When, where and how do students complete their PSP?**

The teacher's role in using the Renzulli Learning PSP is critical. We have found that when teachers effectively use the PSP, they can develop the kinds of personal relations with students that make career planning realistic and effective. Personal relations between teachers and students can also be enhanced by the use of this PSP as students are asked to consider social and academic goals and planning. The PSP was developed for use across many different classrooms and situations. It can be assigned as a part of a technology block if the on-line version is being used. If the downloadable paper version is being used, we recommend that the PSP be completed as a part of a content area class such as Language Arts/Reading or Social Studies. It can also be integrated into an advisement or homeroom period.

### **How can the PSP be used?**

We recommend that each PSP section be introduced to students and that students have time to think about each before being asked to complete the section in class. So, for example, if each section is briefly introduced in one class, approximately 25-30 minutes will be required. Subsequently, we suggest that a content area teachers give students time to work on each section and the work can be integrated into both the content area of the class as well as class assessment. So, for example, in a reading/LA class, a discussion can be started about students who have interests in reading/Language Arts, and what those interests might mean about careers as well as future goals and plans.

### **When should the PSP be completed?**

The time required to effectively use the PSP varies depending upon how much exploration students want to pursue. For example, the section on "Heroes and Helpers" is rich with content and students might want to read about some of the heroes mentioned, take time to reflect on some personal heroes, and identify both positive and negative characteristics of heroes based on their reading. This reading might also be integrated into a content area class. The same is true of the section on "Careers", in which many resources can be used to investigate careers. Accordingly, teachers have a choice of spending one or two class periods of time on each section or enabling students to be introduced to each section and spending ten or fifteen minutes per section over the course of a week. The latter option enables students to have more time to learn about and reflect upon their choices.

The project in the PSP was developed for use as either a short-term project that could be integrated into social studies or reading/LA classes or a capstone project for the completion of eighth or ninth grade. It is designed to help students integrate what they have learned in completing each PSP section about their interests, goals, and future careers into a reflective autobiographical project that is presented artistically, in a written or alternate product format. This project can be completed as part of a week-long assignment that stems from the final class devoted to the PSP or the project can be a more challenging assignment, with opportunities to work in class over the course of a couple of weeks, focusing on the development of a personalized piece of writing, scrapbook, artistic product, video or PowerPoint project that reflects the level of work expected of a capstone project.

Every teacher has the rare opportunity of making an important difference in the lives of young people with whom they work. The PSP was designed to help you make that difference. In the years ahead you could be one of the people that young people will remember as an important "helper" on their road to a more successful and happy future. By investing a few short weeks of time, you can help your students to develop goals and plans for the future as well as a better understanding of how to achieve these goals.

### **Summary:**

- The Renzulli Learning Personal Success Plan (PSP) is an interactive, web-based, goal-setting tool that establishes student ownership of his / her education.
- Supports students in their identification and pursuit of social, academic, and ultimately economic goals, both short & long-term.
- Guides students as they create a living portfolio of both academic and personal goals associated with self-selected interests, role-models and career choices.
- Provides an integrated and stand-alone planning document, for use by *any* student, for creating time-based plans to meet *any* goal.





## Creating a PSP Action Plan:

The teachers role in using the Renzulli Learning PSP is critical. We have found that when teachers effectively use the PSP, they can develop the kinds of personal relations with students that make career planning realistic and effective. Personal relations between teachers and students can also be enhanced by the use of this PSP as students are asked to consider social and academic goals and planning. The PSP was developed for use across many different classrooms and situations.

**Who needs to complete the PSP?** It's up to each school to use this tool as they see fit. The PSP is designed to help students think about their long-term goals, and how those goals relate to their schoolwork. Which students would your school likely target with the PSP (circle all that apply)?

- All students.
- Primarily "struggling" students.
- Any student that works with an enrichment/ curriculum specialist.
- Primarily advanced/gifted students.

**There are a variety of ways schools can implement the Personal Success Plan.** It's important to identify which models might work best for getting the students in your school through the PSP process. NOTE: the students do NOT have to complete the PSP in a single sitting, but can return over time to work on completing each tab. Consider the options below, and circle those that might work best at your school:

- Guidance Counselors take a lead role, and pull students on an individual basis – or in large groups - out of other classes and into the counseling office or computer lab to complete the PSP.
- Students work on the PSP during advisory periods/ with homeroom teachers.
- Students work on the PSP in ELA or Social Studies class, placing particular emphasis on the "Heroes and Helpers" tab.
- Students work on the PSP at home, under the supervision of a core curriculum teacher (ELA, Social Studies, etc.)
- Students work on the PSP through set classes outside the core curriculum (health, computer lab, etc.).
- Students complete the PSP through an afterschool program.
- Other \_\_\_\_\_

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What would be some first steps toward implementing this plan?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What are some obstacles you might face?	How might you overcome that obstacle?

# Renzulli Personal Success Plan

## Art Starters



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**My Interests** tab: direct students to click:

- “See More”, then
- Select “Fine Arts” from the drop-down menu (if Fine Arts is already one of your students’ top interests, they can just click it from their interest menu).

THEN direct students to click:

- o “The Artist’s Toolkit: Visual Elements and Principles”, then
- o “Explore the Toolkit”.

Direct students to explore the various activities here, to learn about lines, depth, colors, and other important art-related concepts and techniques.

OR direct students to click:

- o “Invention at Play”, then
- o “Inventor’s Sketchbook”: “Sketch more”.

Here students can use a virtual pencil to sketch and share ideas for inventions. They can also review the original sketches that gave birth to some important inventions.

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**My Heroes and Helpers** tab: direct students to click:

- “What is a Role Model?”, then
- “Directory of Heroes: My Hero’s Hero”, then
- The “Heroes” button at left, then
- “Artists”.

This resource provides a list of heroes, several of whom are identified as classical and modern artists. Direct students to pick an artist who inspires them, and express through a written, oral, or artistic product what they learn about that hero.

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**My Careers** tab: direct students to click:

- “Find Careers”, then
- “Click here if you would like to browse websites that describe the variety of careers available.”, then
- “Kids.gov: Careers”, then
- “Artist”.

Direct students to examine what it takes to be ready to make a career in art. Have a discussion about where and how they can achieve this path. Have them explore this site for specific art-related jobs that might reflect the genre or style of art they prefer.

# Renzulli Personal Success Plan

## Language Arts Starters



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**My Interests** tab: direct students to click:

- “See More”, then
- Select “Reading” from the drop-down menu (if Reading is already one of your students’ top interests, they can just click it from their interest menu), then
  - “Modern-Day Interpretation Projects” to find a variety of project options that differentiate by expression style for any reading assignment you’ve been using in class.
  - “Critical Reading: A Guide” to find tips and advice for advanced readers to help them identify and deconstruct the elements of any poem, novel, or short story.

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**My Heroes and Helpers** tab: Give students access to powerful resources for learning about some of history’s biggest heroes. Direct students to click:

- “Find Your Helpers”

After the students have completed their profiles of various helpers – people they know who can help them work towards achieving their goals – assign the students to write a letter to one of their helpers, in which they tell them about the PSP and their decision to call them a helper. Students should articulate why they chose this person as a helper, and may include a note of thanks to the helper for their support.

On the same tab, direct students to click:

- “Find Your Heroes”, then
- “Click here to browse websites describing people—both famous and maybe not so famous—whose interests and talents span many areas.”
- Then “Academy of Achievement: Find Your Mentor”.

Have students identify heroes that share at least two of their characteristics, and write a biographical essay on that hero, indicating how his or her life mirrors the student’s and how the hero is inspiring to the student.

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**My Goals** tab: direct students to click:

- “FAQs”

Have the students write or perform a scene describing the meeting of two of the characters described in this section of the PSP. Assuming that the characters went to school with one another as children, how would their meeting occur? What would be said between them? What would each character learn through their conversation?



# Renzulli Personal Success Plan

## Mathematics Starters



**My Interests** tab: direct students to click:

- “See More”, then
- Select “Mathematics” from the drop-down menu (if Mathematics is already one of your students’ top interests, they can just click it from their interest menu).
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Direct students to explore the sites “Who Played the Raptors?” and “Were You Born on a Monday?” – both activities ask tough questions involving logic and problem solving using math/patterns.



**My Careers** tab: direct students to click:

- “Find Careers”, then
- “Click here if you would like to browse websites that describe the variety of careers available.”, then
- “Career Voyages”, then
- The button labeled “Where will the demand be?”

Ask them to identify the biggest-growth industries, and explain how they came to that conclusion.

Also on Career Voyages, click the button labeled “Does education pay?”

Ask students to answer questions about the information located in the chart, such as: How much does the average college graduate make in one year? How much do high school graduates make in one year?

On the same tab, direct students to click:

- “Find Careers”, then
- “Click here if you would like to browse websites that describe the variety of careers available.”, then
- “Kids.gov: Careers”.

Find the link that most closely matches your top three career choices – find the average annual earnings associated with that career.



**My Goals** tab: direct students to click:

- “Academic and Personal Goals”, then
- “It’s My Life” (under “For personal goals”), then
- The button labeled “Money”.

Have students explore the area entitled “Making Money” – they can set money goals, and create a budget sheet to plot their progress. They can also play the “Mad Money” game, simulating the choices adults must make in managing their own budgets.

# Renzulli Personal Success Plan

## Music Starters



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**My Interests** tab: direct students to click:

- “See More”, then
- Select “Performing Arts” from the drop-down menu (if Performing Arts is already one of your students’ top interests, they can just click it from their interest menu).

Direct students to explore the activities and resources on the “New York Philharmonic Kid Zone” site. Allow students hear the different types of instruments or create their own. Direct them to the site’s virtual field trips behind the scenes of the New York Philharmonic Orchestra to meet musicians, conductors, and soloists. Students can also compose their own music and submit it to be played by the orchestra.

*OR*

Direct students to click “The Hyperinstruments (or Opera of the Future) Group at MIT”. On this site, students can play a variety of web-based musical tools, and learn about all kinds of innovative research going on at MIT about the biology of music.

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**My Heroes and Helpers** tab: direct students to click:

- “What is a Role Model?”, then
- “Directory of Heroes: My Hero’s Hero”, then
- The “Heroes” button at left, then
- “Artists”.

This resource provides a list of heroes, several of whom are identified as classical and modern musicians. Ask students to pick a music hero who inspires them, and express through a written, oral, or artistic product what they learn about that hero.

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**My Careers** tab: direct students to click:

- “Find Careers”, then
- “Click here if you would like to browse websites that describe the variety of careers available.”, then
- “Kids.gov: Careers”, then
- “Musician”.

Direct students to examine what it takes to be ready to make a career in music. Have a discussion about where and how they can achieve this path. Find out if there are other jobs like this that might reflect the style of music they prefer.



# Renzulli Personal Success Plan

## Physical Education Starters



**My Interests** tab: direct students to click:

- “See More”, then
- Select “Athletics” from the drop-down menu (if Athletics is already one of your students’ top interests, they can just click it from their interest menu).
- “Body and Mind”

On this dynamic resource, kids can click “Activity Calendar” to create a virtual calendar to plan their activities and fitness regimen. There’s games, activities and quizzes on the site all geared to help kids plan ahead and make good decisions for their health.



**My Heroes and Helpers** tab: direct students to click:

- “What is a Role Model?”, then
- “Directory of Heroes: My Hero’s Hero”, then
- The “Heroes” button at left, then
- “Sports”

This resource shows famous athletes and explains how they became famous. More importantly, have your students focus on how these individuals took their fame and used it help others. Explore the many philanthropic endeavors these athletes created and how they “give back.”



**My Careers** tab: direct students to click:

- “Find Careers”, then
- Complete profiles of some career options that interest them.

Direct the students to articulate what physical demands might come with each of their chosen career paths. (For instance, a nurse needs to be in great shape to stay on his/her feet all day.) Have them plan out what a typical weekly exercise regimen should look like for someone in that profession, to keep in shape and to accomplish their career goals at the highest level.

**My Goals** tab: direct students to click:

- “Academic and Personal Goals”, then
- “KidsHealth”, then
- “Staying Healthy”, then
- “Kid’s Nutrition & Fitness Center”

Direct the students to explore this site. Ask students about the importance of a healthy diet and how to stay active. Teach them how to take their heart rate, then calculate their target heart rate, and demonstrate what it takes to get your body healthy.

# Renzulli Personal Success Plan

## Science Starters



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**My Interests** tab: direct students to click:

- “See More”, then
- Select “Science” from the drop-down menu (if Science is already one of your students’ top interests, they can just click it from their interest menu).

Direct students to explore the activities and experiments on “The Galileo Games” – these activities re-enact Galileo’s experiments with gravity, and teach about the scientific method.

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**My Heroes and Helpers** tab: direct students to click:

- “What is a Role Model?”, then
- “Heroism in Action”, then
- The “Heroism” button, then
- “Heroes of the 20<sup>th</sup> Century”.

This resource provides a spreadsheet of heroes, several of whom are identified as scientists and environmentalists. Ask students to pick a science-related hero who inspires them, and express through a written, oral, or artistic product what they learn about that hero.

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**My Careers** tab: direct students to click:

- “Find Careers”, then
- “Click here if you would like to browse websites that describe the variety of careers available.”, then
- “Career Voyages”, then
- The button labeled “Top 50 Occupations”.

Direct students to examine the list of fastest-growing occupations. Have the students work in pairs to create a table listing each occupation and naming some specific science skills that relate to each one. Go around the room and compare each pair’s answers in a class discussion.

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**My Goals** tab: direct students to click:

- “Academic and Personal Goals”, then
- “KidsHealth”.

Direct the students to explore the many activities and virtual experiments on the site. Give them questions relating to the human body or life sciences, and leave it to them to find the answers through their own research on the site.

# Renzulli Personal Success Plan

## Social Studies Starters



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**My Interests** tab: direct students to click:

- “See More”, then
- Select “History & Social Studies” from the drop-down menu (if History & Social Studies is already one of your students’ top interests, they can just click it from their interest menu).

Direct students to the “Links to State Historical Societies in the United States”. You can have students explore your home state’s historical society – or assign a different state to each student in order to find out more about the history of different regions of the United States.

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**My Heroes and Helpers** tab: Give students access to powerful resources for learning about some of history’s biggest heroes. Direct students to click:

- “Find Your Heroes”, then
  - “Click here to view a list of famous people who are widely admired as heroes”.
- OR
- “What is a Role Model?”, then
  - “Heroism in Action”, then
  - The “Heroism” button, then
  - “Heroes of the 20<sup>th</sup> Century”.

In either place, students will find a roster of important historical figures, from a variety of cultural and national backgrounds. Use these resources and the PSP “Find Your Heroes” tool to encourage students to find out more about these heroes and how they can inspire kids today. Also consider having the students create biographical projects about their heroes from history. You can narrow their work to heroes from select time periods, or professions, or other traits.

On the same tab, direct students to click:

- “Find Your Heroes”, then
- “Click here to browse websites describing people – both famous and maybe not so famous – whose interests and talents span many areas.”, then
- “Women of the Century”.

Direct students to explore this wonderful resource about important modern women. Have them investigate the “Decade by Decade” activity, and then create their own timelines on posters, plotting the accomplishments of women throughout the past century.

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**My Goals** tab: direct students to click:

- “Academic and Personal Goals”, then
- “Students.gov: Student Gateway to the U.S. Government”, then
- The links under the heading “Your Government, Online”.

Here your students will find links for contacting every government officer and agency. Using the links under “Voting & Democracy”, have students identify their Representative and Senators, write a letter to their congresspersons about an issue related to their goals, and send the letter using the contact information provided.





## The Personal Success Plan (PSP)

### Student Record Example

#### Contents

- Renzulli Profile
- Enrichment Activities based upon Renzulli Profile
- My Personal Success Plan
- My Interests
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## Renzulli Profile for:

### Marisa Smith

Marisa is a tenth grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her **primary interest appears to be in science**. She seems to enjoy learning about scientific subjects such as biology, chemistry, environmental protection, animals, or geology and doing something with this knowledge, such as working on an experiment or a science project, or collecting items such as leaves or insects.

Marisa's **second area of interest appears to be in reading**, as she seems to like reading novels, stories, poetry, and other types of literature.

Marisa's **third area of interest appears to be in technology**, as she seems to like activities that involve technology and computers, multimedia equipment, and communication.

Marisa also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Marisa has very clearly defined learning preferences. Her **preferred instructional style is through independent study** in a topic of choice. Although she does like working independently, Marisa may be interested in sharing some responsibilities for this project with a small group of other interested students. It may be necessary for her teachers or other adults to help her with this independent work, as the final work may result in an advanced product, such as an experiment, a video, a service, a technology product such as a Powerpoint, or an oral presentation. Her **second choice of learning style is technology** that helps her to learn by using various interactive multi-media devices and Internet content. **Marisa also enjoys lecture**, as she likes to listen to interesting information presented to large or small groups of students by her teacher or another adult.

Marisa also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is technological**, as she enjoys photography, using computer technology, and integrating media in a number of different and interesting ways. Her **second choice of product style is audio-visual/display**. She enjoys organizing attractive arrangements of objects, and/or likes to work on displaying information on boards or posters. She also may enjoy organizing materials and designing diagrams to visually display information. Marisa's **third choice of product style is hands-on**, as she enjoys working on things with her hands, and/or likes building, constructing, and designing things.

As Marisa has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Marisa to new ideas and experiences and let her explore many possible interests.

Enrichment Activities are aligned to the student's Renzulli Profile and grade level.

The screenshot shows the Renzulli Learning Manager Tools interface in a Mozilla Firefox browser. The page title is "Renzulli Learning" with the tagline "Proven differentiation". The user is logged in as "Managers". The main navigation bar includes "Home", "Manage Users & Accounts", "Reports", "Administrative Tools", "Resources", "Inbox", and "Calendar".

The "Enrichment Activities" section is active, showing a list of activities for a student named Marisa Smith. The activities are displayed in a grid format, each with an icon, a title, and a count of activities available.

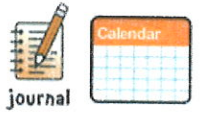
Activity Type	Count
virtual field trips	205 Activities
real field trips	1231 Activities
creativity trainings	67 Activities
critical thinking	620 Activities
projects & independent study	626 Activities
contests & competitions	44 Activities
websites	2522 Activities
fiction (books & e-books)	297 Activities
non-fiction (books & e-books)	81 Activities
how-to (books & e-books)	45 Activities
summer programs	283 Activities
on-line activities & classes	1263 Activities
research sites	3219 Activities
videos & DVDs	70 Activities





## My Personal Success Plan

Prepared by: Marisa Smith



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### Welcome, Marisa!



It is natural and fun to **dream** about your future — where you will live, your future work, the kinds of friends you will have in the future, and how you will spend your time.

Dreams are important to everyone, but it takes work and plans to make them come true—and it is never *too* soon to start!

Right now—**TODAY**—*you* can begin setting goals and making plans that will help you fulfill your dreams. It starts by creating your own:



### Personal Success Plan (PSP)

Please click below to see how each step can help you plan for a fantastic future!

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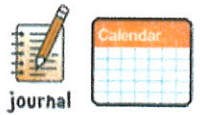
When you have read each description, click the **My Interests** tab at the top of this page to begin your Personal Success Plan.





# My Personal Success Plan

Prepared by: Marisa Smith

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## My Interests



The path to a happy and satisfying future starts with knowing your **interests** — the activities you enjoy doing most. Your **top three** interests from your Renzulli Learning Profile are shown on the right.

Here are three **questions** to consider about your interests. You may click on any of the questions.

- [Why should I care about interests?](#) Better understand why you should *really know* your interests to gain Personal Success.
- [Are interests and talents the same?](#) See how what you *like* and what you do *best* can be the same, how they might be different, and why *each* matters to your future.
- [What if my interests or talents change?](#) Find out why it's OK to change and find *new* interests and do *new* things.

Here are **three tasks** to perform that will help you to know your interests better. **Only the first task is required.**

1. Click **each** of your top three **Interests** below for information and links related to those interest areas. **NOTE: You must click the "Save and Close" button on each page to complete this task.**
  - [Science](#)
  - [Reading](#)
  - [Technology](#)
2. Click the [See More...](#) button on the right to see information and links for *other* areas you may not have considered.
3. If you think your interests have changed recently, click the [Update Interests](#) button to retake the Interest Areas section of the Renzulli Profiler.

SAVE &amp; CONTINUE »

### My interests:

- Science
- Reading
- Technology

[See More](#) | [Update Interests](#)

### My Heroes:

- Teacher/Coach
- Sally Ride
- Albert Einstein

### My Helpers:

- Mom/Dad
- Quest teacher

### My Expression Styles:

- Technological
- Audio-Visual/Display
- Hands-on

[See More](#) | [Update Expression Styles](#)

### My Careers:

- Astronaut
- Air Force/ Navy Pilot
- Chemist

### My Goals:

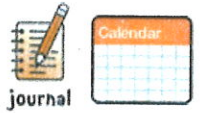
- Maintain my current high grades.
- Read a book.
- Spend more quality time with my family.





## My Personal Success Plan

Prepared by: Marisa Smith



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### My Heroes and Helpers



Most people who get what they want from life have **role models** to inspire them. In this PSP section, you will **discover and list** two kinds of role models:

- Heroes to look up to, and
- Helpers to rely on.

Please explore the following information and complete these exciting activities.

- [What is a Role Model?](#) — Learn more about heroes and helpers.
- [Heroes vs. Idols](#) — Examine how great role models are admired for more than just being famous.
- [Find Your Heroes](#) — Create a list of people whom you admire.

Sequence	Hero	Selection Status
1	<a href="#">Teacher/Coach</a>	Complete
2	<a href="#">Sally Ride</a>	Complete
3	<a href="#">Albert Einstein</a>	Complete

- [Find Your Helpers](#) — Make a list of people who can assist you.

Sequence	Helper	Selection Status
1	<a href="#">Mom/Dad</a>	Complete
2	<a href="#">Quest teacher</a>	Complete

- [Select Your Top Choices](#) — Pick your favorites!
- [Reach Out](#) — Ask a teacher at your school to be your PSP Mentor.

Mentor

Mrs. Pascon

Mrs. Pascon

Mrs. Pascon

Mrs. Pascon

Mrs. Pascon

Mrs. Pascon

**My Interests:**

- Science
- Reading
- Technology

[See More](#) | [Update Interests](#)

---

**My Heroes:**

- Teacher/Coach
- Sally Ride
- Albert Einstein

---

**My Helpers:**

- Mom/Dad
- Quest teacher

---

**My Expression Styles:**

- Technological
- Audio-Visual/Display
- Hands-on

[See More](#) | [Update Expression Styles](#)

---

**My Careers:**

- Astronaut
- Air Force/ Navy Pilot
- Chemist

---

**My Goals:**

- Maintain my current high grades.
- Read a book.
- Spend more quality time with my family.

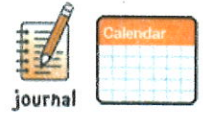
SAVE & CONTINUE »





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## My Careers



Most adults must do **work** to support themselves in life. Right now, your parents or guardians work to support themselves (*and you*), while *your* full-time job is to learn and do well in school.

Some work is boring, like doing the same thing every day. Some work can be exciting—even if it is difficult. In this section, you will have a chance to start thinking about the kinds of work you might want to do—now or in the future.

Here are several starting points for planning your career:

- [Why Should I Think About Careers NOW?](#) — Learn why it's never too soon to begin exploring career choices.
- [A Job or a Career?](#) — Examine the differences between these two futures.
- Your top three **Expression Styles** from your Renzulli Learning Profile are shown on the right. These are the kinds of **products** you like to create and the ways you enjoy creating them.
  - Click **each** of those **Expression Styles** for related information and links.
  - Click the [See More...](#) button on the right to view information and links for *other Expression Styles* you may not have considered.
  - If you think your Expression Styles may have changed recently, click the [Update Expression Styles](#) button to retake that portion of the Renzulli Profiler.
- [Work Preferences Profile](#) — Complete a "What Working Conditions Appeal to ME?" questionnaire.
- [Find Careers](#) — Begin creating a list of career choices that suit you.

Sequence	Career	Selection Status
1	<a href="#">Astronaut</a>	Complete
2	<a href="#">Air Force/ Navy Pilot</a>	Complete
3	<a href="#">Chemist</a>	Complete
4	<a href="#">Forensic Anthropologist</a>	Complete

- [Select Your Top Careers](#)— Select the careers that seem most promising to you right now.

[SAVE & CONTINUE »](#)

### My Interests:

- Science
- Reading
- Technology

[See More](#) | [Update Interests](#)

### My Heroes:

- Teacher/Coach
- Sally Ride
- Albert Einstein

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[See More](#) | [Update Expression Styles](#)

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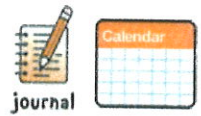
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# My Personal Success Plan

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## My Goals



Thus far you have done some great work linking your interests, heroes, helpers and career ideas to your dreams through the Personal Success Plan.

### Now it is time to set some goals to help make those dreams come true!

In this PSP section, you will explore the whole idea of goals, and then set some short- and long-term academic and personal ones for yourself.

- [Why Do Goals Matter?](#)—Learn why setting goals is very useful to you.
- [What Makes a Good Goal?](#)—See what goes into a useful goal.
- [FAQs](#)—See the importance of academic goals.
- [Academic and Personal Goals](#)—View websites that will help you learn how to set your goals.
- [Set Your Goals](#)—Complete a series of "What Are My Goals?" questionnaires.

Seq	Goal	Goal Type	Selection Status
1	<a href="#">Maintain my current high grades.</a>	L-T Academic Goal	Complete
2	<a href="#">Read a book.</a>	S-T Academic Goal	Incomplete
3	<a href="#">Spend more quality time with my family.</a>	L-T Personal Goal	Complete

- [Pick Your Top Goals](#)—Select your top goals.

[SAVE & CONTINUE »](#)

### My Interests:

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[See More](#) | [Update Interests](#)

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[See More](#) | [Update Expression Styles](#)

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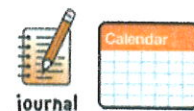
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**My Plans**   [My Projects](#)

## My Plans



Goals are the milestone markers along the road to your careers. **Plans** are the actual **steps** you take to reach those milestones.

In this section, you will make plans to achieve some of your academic and personal goals.

- [Plans vs. Goals](#) — Compare and contrast plans and goals.
- [How do I Create a Plan?](#) — Learn about creating plans.
- [Walk-Through a Sample Plan](#) — View an example of the planning process.
- [Create/Edit Plan\(s\)](#) — Complete the "What Is My Plan?" wizard.

Due Date	Plan	Status
5/18/2018	<a href="#">AP Biology</a>	Not Started

SAVE & CONTINUE »

**My Interests:**

- Science
- Reading
- Technology

See More | Update Interests

---

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See More | Update Expression Styles

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**My Goals:**

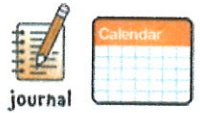
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---

**My Plans:**

- AP Biology



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## My Projects

100%



A Renzulli **project** is an opportunity to work creatively—just as if you are already a junior professional in some occupation. This means you get to try out one of your career choices.

In this PSP section, you will develop a project that pursues one of your interests and goals, along with a specific career and, perhaps, one of your heroes.

- **PSP Tab Projects**— Were any parts of the PSP challenging for you? Click the links below to see projects designed to help you understand and better use these specific PSP tabs.

- **Interests**

[PSP I Believe: Write a Personal Essay](#) Preview Add to your Project List  
[PSP Who Do You Think You Are?](#) Preview Add to your Project List

- **Heroes and Helpers**

[PSP Interview People and Learn About History](#) Preview Add to your Project List  
[PSP Learn About Turning Points in People's Lives](#) Preview Add to your Project List

- **Careers**

[PSP Career Choices](#) Preview Add to your Project List

- **Goals and Plans**

[PSP Learn About the Science of Happiness](#) Preview Add to your Project List

- **Your PSP Projects** — Click the link(s) below to Preview or Add a Project to your List.

- PSP Super-Starter Projects - Click the link(s) below to Preview or Add a Project to your List.

[PSP Explore a Career](#) Preview Add to your Project List  
[PSP Learn About People Who Have Made a Difference](#) Preview Add to your Project List

- [General Super-Starter Projects](#) - Review Super-Starter projects related to your interests.

- Create Your Own Project - Design, build and complete your own project.

Enter a name for this project (you can change it later): \_\_\_\_\_

Click here to save and get started on your project with the Wizard Project Maker.

[SAVE & GO TO WIZARD »](#)

### Current Projects:

[PSP Explore a Career](#) Work On Project

### My Interests:

- Science
- Reading
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[See More](#) | [Update Interests](#)

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