

Personal Learning Plans

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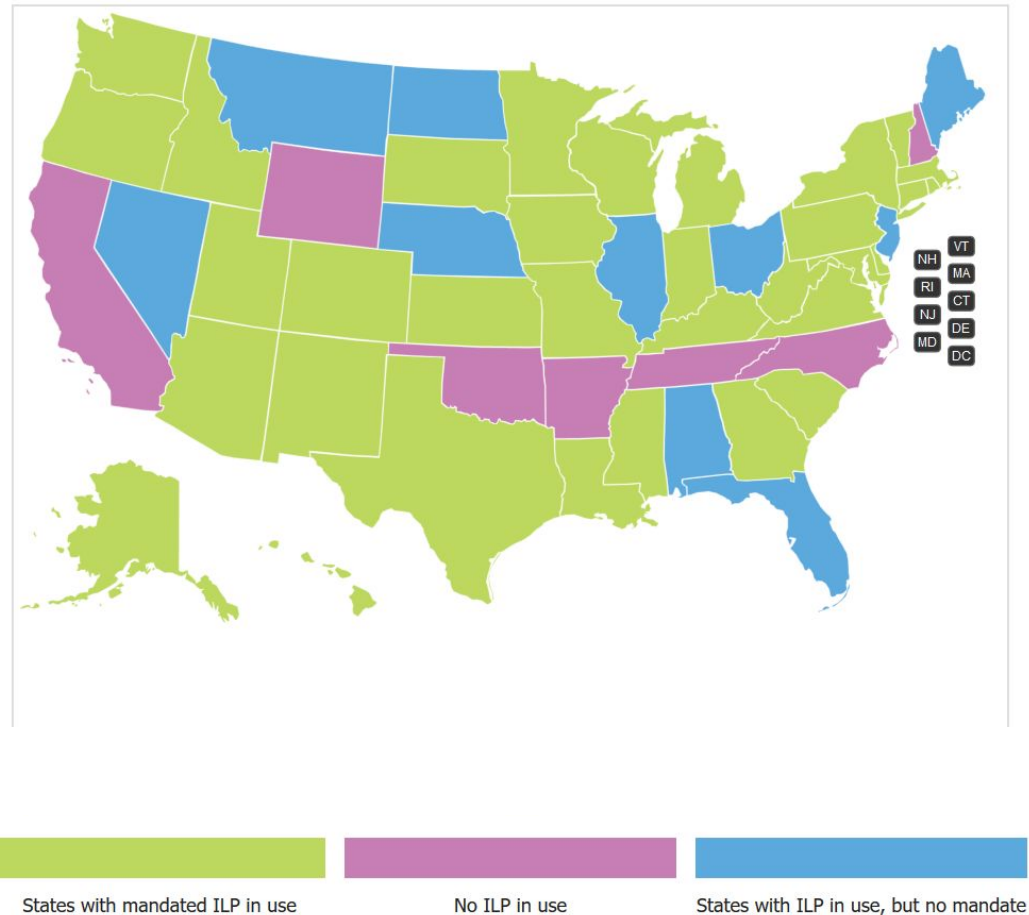


May 2019

Draft Picks



Individual Learning Plans (ILP); Individual Graduation Plans (IGP); Personal Plans of Study (PPS); Personal Learning Plans (PLP); and, Individual Academic and Career Plans (IACP)



Similarities

- Collaborative development
- Comprehensive (academic, career, personal)
- Include assessment of skills and interests
- Connection to career pathways
- Flexibility
- Include portfolio development

The Future of Education in Vermont

High Schools On
the Move

Act 77

2002

2006

2007

2009

2013

Act 176

Act 44

The Heart of the PLP

Student learning plans are student-driven planning and monitoring tools that provide opportunities to:

identify postsecondary goals, explore college and career options, and develop the skills necessary to be autonomous, self-regulated learners.

The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



Who	<p>... benefits from this?</p> <p>... is this harmful to?</p> <p>... makes decisions about this?</p> <p>... is most directly affected?</p>	<p>... have you also heard discuss this?</p> <p>... would be the best person to consult?</p> <p>... will be the key people in this?</p> <p>... deserves recognition for this?</p>
What	<p>... are the strengths/weaknesses?</p> <p>... is another perspective?</p> <p>... is another alternative?</p> <p>... would be a counter-argument?</p>	<p>... is the best/worst case scenario?</p> <p>... is most/least important?</p> <p>... can we do to make a positive change?</p> <p>... is getting in the way of our action?</p>
Where	<p>... would we see this in the real world?</p> <p>... are there similar concepts/situations?</p> <p>... is there the most need for this?</p> <p>... in the world would this be a problem?</p>	<p>... can we get more information?</p> <p>... do we go for help with this?</p> <p>... will this idea take us?</p> <p>... are the areas for improvement?</p>
When	<p>... is this acceptable/unacceptable?</p> <p>... would this benefit our society?</p> <p>... would this cause a problem?</p> <p>... is the best time to take action?</p>	<p>... will we know we've succeeded?</p> <p>... has this played a part in our history?</p> <p>... can we expect this to change?</p> <p>... should we ask for help with this?</p>
Why	<p>... is this a problem/challenge?</p> <p>... is it relevant to me/others?</p> <p>... is this the best/worst scenario?</p> <p>... are people influenced by this?</p>	<p>... should people know about this?</p> <p>... has it been this way for so long?</p> <p>... have we allowed this to happen?</p> <p>... is there a need for this today?</p>
How	<p>... is this similar to _____?</p> <p>... does this disrupt things?</p> <p>... do we know the truth about this?</p> <p>... will we approach this safely?</p>	<p>... does this benefit us/others?</p> <p>... does this harm us/others?</p> <p>... do we see this in the future?</p> <p>... can we change this for our good?</p>

Essential Questions to Critical Thinking

- Who?
- What?
- Where?
- When?
- Why?
- How?

Connection

How To Personalize Learning



How can curriculum design address personalized learning?

How?

**Multiple
Options**

Create curriculum with lots of ways to learn the same content.

What?

**Multiple
Content
Density
Levels**

Create curriculum with lots of levels to allow learners to go deeper at their own pace.

When?

**Multiple
Time
Constraint
Options**

Create curriculum that can be consumed at anytime.

Where?

**Multiple
Location
Options**

Create curriculum that can be consumed anywhere.

Why?

**Multiple
Perspectives**

Create curriculum with lots of perspectives to address needs of different learners.

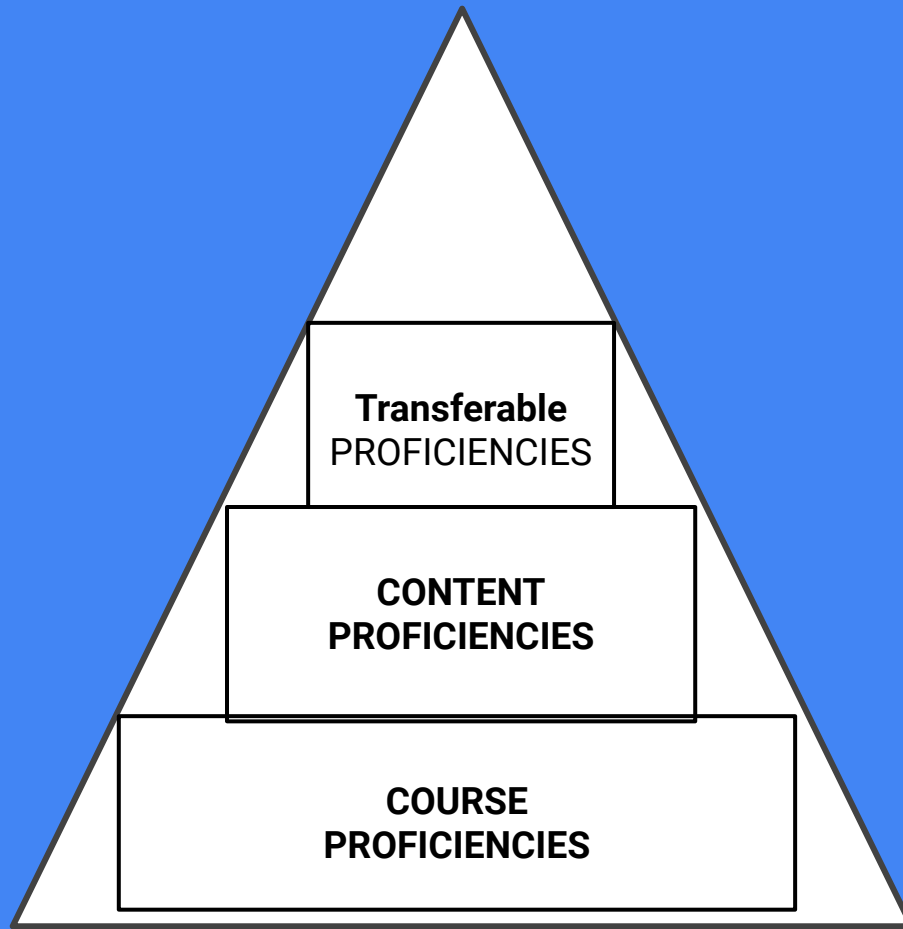
**Clear and Effective
Communication**

**Creative and
Practical
Problem-Solving**

**Informed and
Integrative Thinking**

Self-Direction

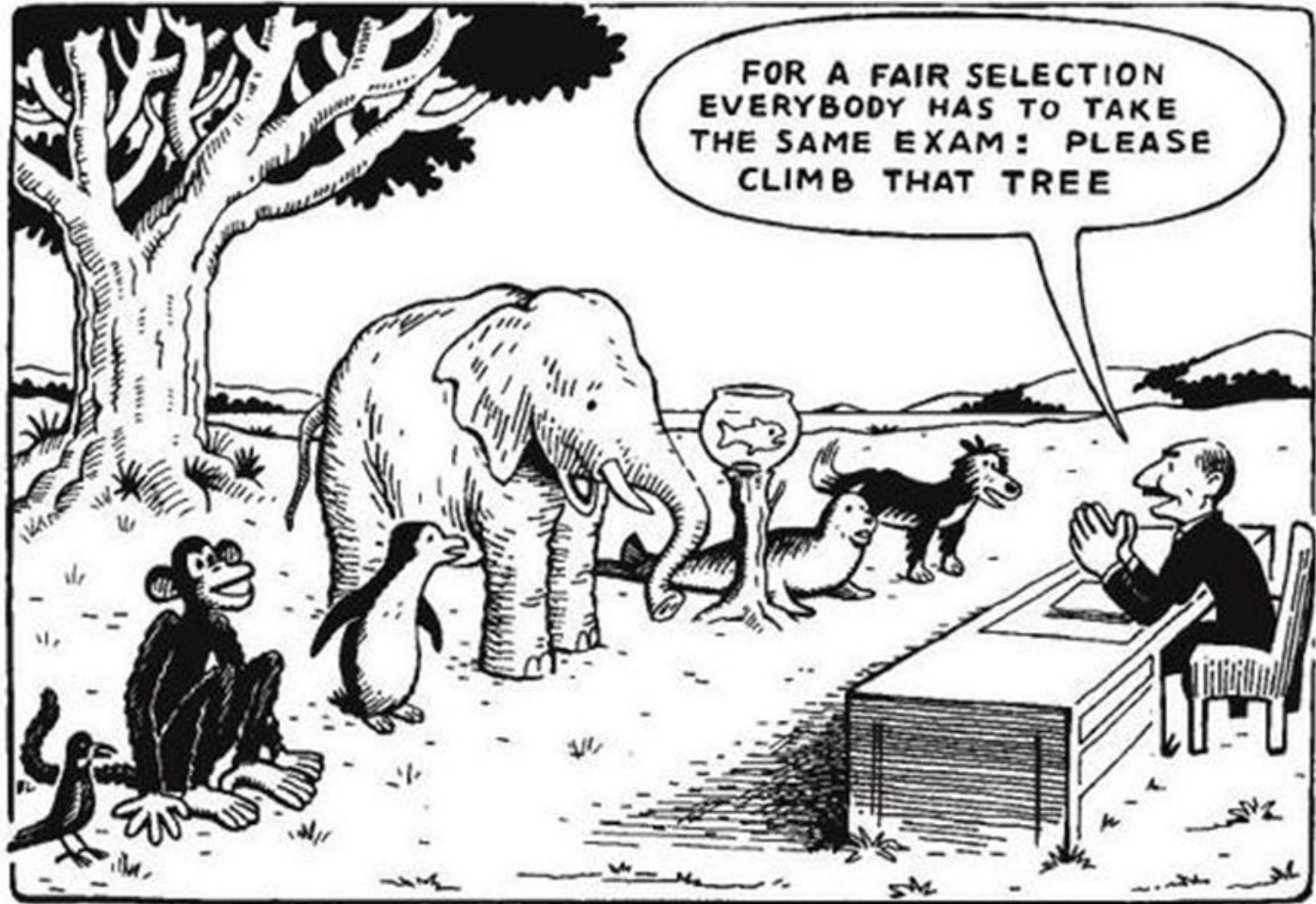
**Responsible and
Involved
Citizenship**



WHY?

- Improve motivation and engagement
- Improve students' understanding of postsecondary options and long-term planning
- Encourage family involvement in academic and career planning
- Develop student awareness of strengths and weaknesses
- Support students' relevant course selection

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



ACT 77 - FLEXIBLE PATHWAY INITIATIVE

creativity of school districts

support students

includes
participation by
families and other
engaged adults

expand high-quality educational experiences

virtual learning and blended learning

applied or
work-based
learning
opportunities

promote opportunities for Vermont students

achieve postsecondary readiness through high-quality educational experiences

identifies the student's emerging abilities, aptitude, and disposition

documentation through a Personal Learning Plan (PLP)

PLP Platforms in Vermont

This data is from the [Annual Technology Survey Results 2018](#).

Survey Question: What technology platform is your school using to support your work with Personalized Learning Plans?

Breakdown	
Blogger	3
GoalView	1
GoEnnounce	3
Google Sites	106
LiFT	13
Naviance	23
Powerschool	14
Protean	20
Schoology	3
Other	12



DISCUSSION

THORNS

ROSES

BUDS

Burlington School District PLP Information

- Grades 6 - 12 are creating personal learning plans
- Two MS and the HS are using the same format
- All 3 schools have a similar google site template to build
- PLP components are consistent within the 3 schools; however, schools may choose to add their own school-based components
- Whole-School Approach

INCLUSION

- All Students
- Tiered Supports
- IEPs, Transition Plans, Goals
- Focus: Celebration



Engineering water drop project

The Water Drop Project was to see if you could create a contraption that would keep water in a cup that is not a lid. Me and two other partners drew a idea as individuals and then combined them, and removed minor differences. Without the water our contraction did great landing in the right spot. I was taking the lead in building and ideas, but made sure that everyone got a voice and had as much building time as possible. Our idea was to make the mechanism have as much surface area as possible with a minor parachute that had structure. When we got up to drop the teacher accidentally broke the holder, so we were forced to quit. Nothing was extremely wrong with the design besides the fragile holder. If I could go back and change something I would make the holder have more inciseive.

Canada Travels



#Kwazzawazzakkwaquikkwaiaquaz?*"Zzabolazza

By Tobey

Canada Travels

Click to read this book, made with Book Creator

<https://read.bookcreator.com>

12/18/18

I picked Canada Travels Book Creator for Cultural Awareness.

I learned about the history and culture of Canada. 1 thing I learned was that in Quebec people wanted to become their own country because people started speaking english but they also wanted to stay because they need protection from the government.

This is different from my culture because we eat very different foods and we speak a different language. This is similar to my experience because I had to get used to the cold and I had to learn a different language and this was very difficult for me because I was still very young. I was only 5 years old. For example in kindergarten they were asking me how many brothers and sisters I had and I said one brother and 1 sister because I thought sister meant older brother.

my favorite subject is history/social studies

I have traveled to Washington DC and San Diego and some other places

I have a big family from in Vermont and a small family in the south

I have a dog that I love

I try to be as nice as I can with people

also you have probably noticed I am not the best at spelling

here's a link to a writing that I have been working on my own time

<https://docs.google.com/document/d/18CrKnuCN-ooeThpVlb1yV9k>

SAMPLE ABOUT ME

6th Grade Student
HMS

Tell us the three most important things to know about you as a person represents you.

I am shy when I first meet people

I try my very best in everything I do

I prefer not to share in big classes

Who in your world do you have to support you throughout this year?

My parents

Teachers

And friends

These are a few things I really enjoy doing in my free time: (name 4)

- Learning
- Watching documentaries
- Watching movies
- Hanging out with my dog

Annabelle L. PLP

About Me

Exploratory Classes

Humanities

Math

Other Learning

Reading and Writing

Science



Humanities

What was the assignment?

I chose the assignment called Code Switch Cube. In this assignment I was asked to make a cube with all the sides different parts of my life that are important to me and make symbols that represent each part of my life. It is called codeswitching.

Explain why you chose this piece to share

I chose this assignment because I am really proud of how it looks and turned out. And it was really fun to make.

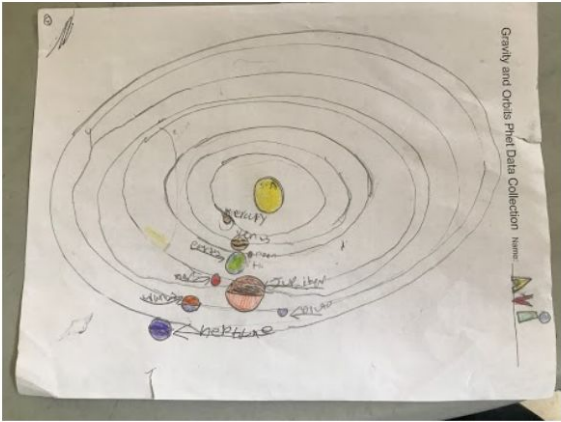
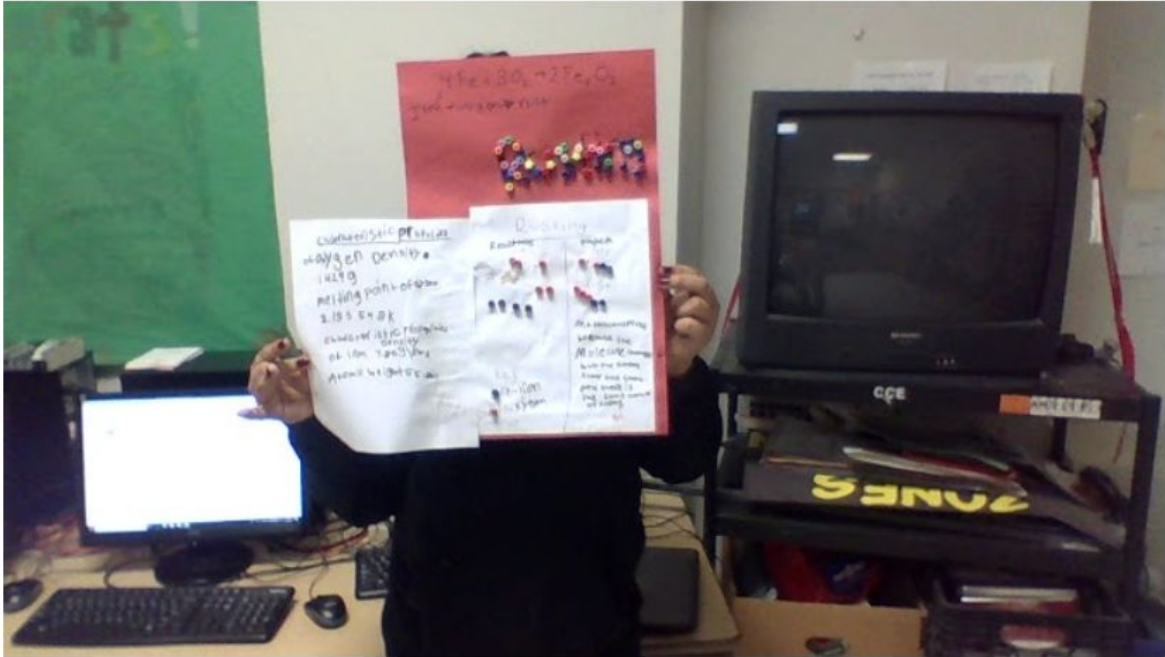
Explain what you learned while completing this piece.

I learned that people act different when we are in different places and environments. Its called code switching.

Explain how this piece of work could be improved.

I think I could use more abstract symbols to challenge myself to think deeper.

it was easy to do and it was a little bit difficult to do and get done . I used a lot of beads to make my molecules and it was also hard to keep the beads on because the glue kept it together and i had a lot of fun making the project.



Provide a picture or a link to your product or provide a description of the learning.

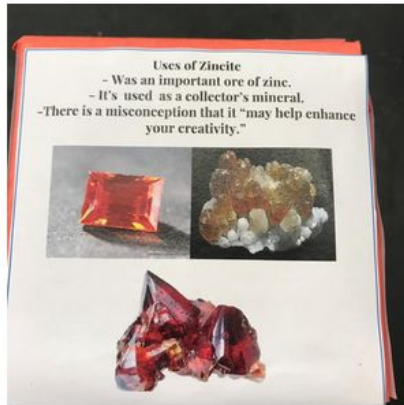
Why are you proud of this? I'm proud of this because it was a lot of fun.

Why was this difficult/challenging? wasn't difficult .

How would you improve the product or process the next time? nothing

Mineral Box Project

Curiosity and creativity - I chose a mineral that I know nothing about. I was curious about it, because it was new to me. It was the colors was interesting to look at. I have never made a cube. It was very different than the past.



This side shows what will Zincite will look like when polished or other occurrence.



This side shows you the description about what will Zincite look like.



This side shows what Zincite looks like in a rock formation.

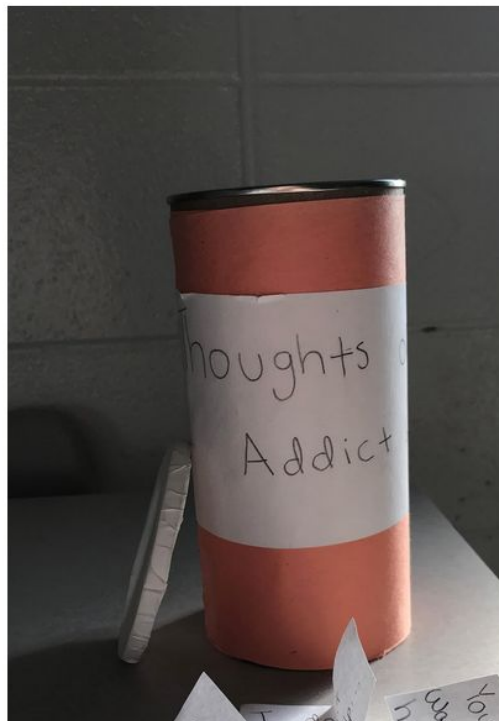


This side shows what Zincite looks like as a crystal.

Mental Health Project: Addiction

Fact Sheet: <https://docs.google.com/document/d/1rnWwXwxOiEPNYw1SWivjB-8rVXO4f4kp2zRhvlTTskY/edit?usp=sharing>

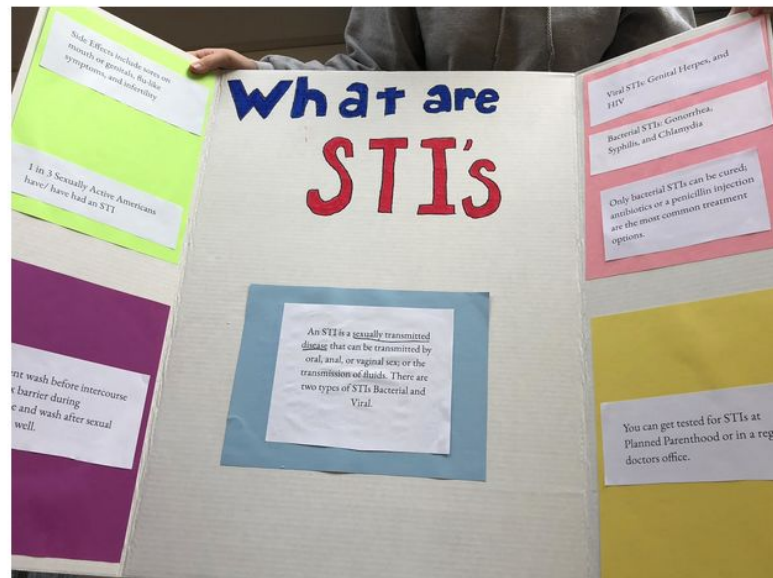
Project:



Mental Health Project STIs:

Fact Sheet: https://docs.google.com/document/d/14DFtq4r-6CdoFR6APMRfmr9MWX7aqc_WHFtgE5YDhqQ/edit?usp=sharing

Projects:

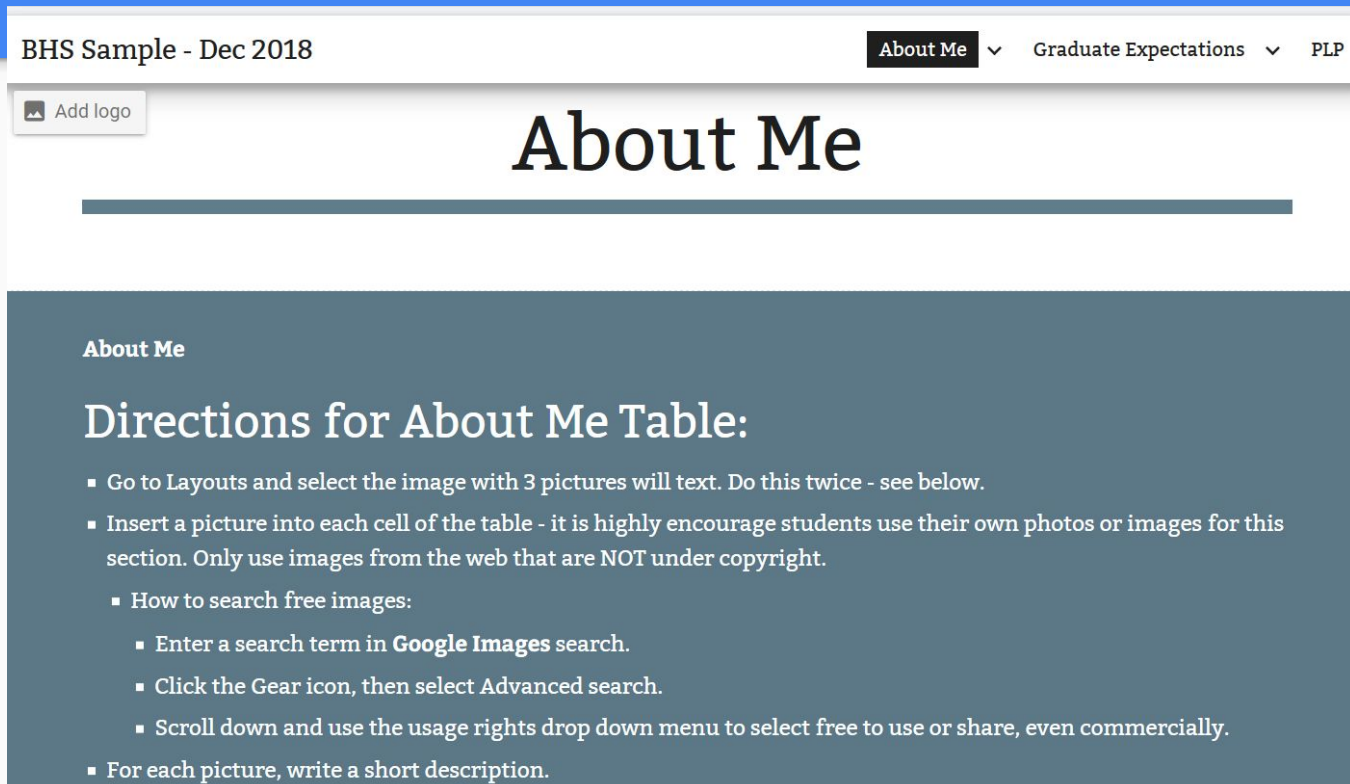


Community Service

Last Saturday, 12/9 I volunteered for 5 hours at the polar express. This demonstrates this graduate expectation because I engaged in a community event by helping make the holidays great for children. I also was able to notice that the people that were on the train were primarily white and most likely well off. The polar express is a lottery. I am able to infer that most likely parents put a good amount of money into getting these tickets.



SAMPLE PLP GOOGLE SITE TEMPLATE



HELP?

FIRST 3 STEPS TO CREATE A PLP

STEP 1:

GET A PLP

- Please create one [using these steps](#).
- THEN you will convert it to a NEW GOOGLE SITE [using these instructions](#)
- **Fine Print:** basically you are copying the template in classic sites and then to new sites. Extra steps, yes. Doable, yes.

STEP 2:

CHECK SHARE SETTINGS

1. **Double Check!!** Select the **Share** option on the top right (person with a +) **ANYONE with the link can VIEW**. **No editing access please.**



BHS ADVISORY

Personal Learning Plans

Grades: 9, 10 & 11

Jan/Feb 2019

Goals:

1. Adding Evidence - STEPS 1-5

INTRODUCTION

What do I add in the Graduation Expectation (GX) Pages?

Student learning is captured in the Graduation Expectation Pages. Learning can happen anywhere. Students should consider their classes as a primary source of evidence, but students should also consider after school activities, athletics, community service, programs, internships, etc. for material to include in the Graduation Expectations Pages. There are five Graduate Expectations and ideally a student has 2-3 examples of learning in each area for each grade: 9th, 10th, and 11th grade.

Remember 4 things are required when adding evidence:

- **The Product** (doc, video, picture, presentation) - Double check share settings - anyone with the link can view
- **Name/Title**
- **Date**
- **Reflection**



SAMPLE LESSON

Personality Test and Strength Finder

Exploring Personality and Emotional Assets
Follow along with these slides @Class Link:

tinyurl.com/bhs102618

ORGANIZATION

- Who Am I?
- Where Am I Going?
- How Do I Get There?

REPETITION & ROUTINE

OCTOBER

MONDAY

1

ALL GRADES:

[PLP in new google sites](#)

8 Photo retake/make-up day

PLP: [9th](#), [10th](#), [11th](#)

9th Grade Advisory [Supports](#)

15 Blitz

PLP: [9th](#), [10th](#), [11th](#)

11th Grade Advisory Support List

Advisors: Add PLP links [here](#)

22

[Discussion and Brainstorm](#)

[GX: Curiosity and Creativity](#)

-share w/ Advisory-they can work
indp. this week on adding
evidence via this overview

--[GX: CC - Evidence](#)

focus on

☐ problems

☒ solutions

PBL and PLP Resources

- Vermont Learning for the Future Resource ([LINK](#))
- Vermont Flexible Pathways Collaborative ([LINK](#))
- VT AOE ([LINK](#))
- CTE Career Clusters ([LINK](#))
- NYS Career Zone ([LINK](#))
- NYS Career and Technology Plans ([LINK](#))
- ME Career and Education Development Resources ([LINK](#))
- US Department Of Labor Outlook ([LINK](#))
- PA Standards for Career Education and Work ([LINK](#))

Change

OFSTED WARS

By Andrew D. Lee, Editor

It is a time of data-obsessed madness, where under-appreciated teachers are disillusioned by excessive workloads, lack of funding and constantly changing goalposts.

At Death Star C of E Primary School, the news has just arrived that OFSTED will be paying a visit tomorrow...