

Personalized Learning Plans

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Outcomes

Describe the characteristics of a high quality
Personal Learning Plan



Outcomes

Determine the pros and cons of various software/platforms used for PLPs.



Outcomes

Explore how PLPs will connect with and support other structures and priorities within my school / district.

Agenda

Welcome, overview, and introductions

(Re)visit the “why” and context of PLPs

Assess the status of PLPs in your school/district

Share your status with others & gain ideas

Explore software & platforms for PLPs

Time to plan PLP “next steps”

Today's Resources

Find all materials linked in the agenda

(url:)

Start with the “Why?”

What will PLPs accomplish?

1.2 PERSONALIZATION + RELEVANCE

GLOBAL BEST PRACTICES

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<p>1 INITIATING</p> <p>Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most courses and lessons.</p>	<p>3 DEVELOPING</p> <p>The school's vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers report that the time is not being used effectively.</p>	<p>5 PERFORMING</p> <p>The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in designing their own education and planning for future learning. By using personal learning plans, portfolios, rubrics, online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children's academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.</p>
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STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
<p>Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most lessons.</p>	<p>The school's vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use technology to create more personalized learning opportunities for students, but both students and teachers are not yet using technology effectively.</p>	<p>The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, including digital technologies, and multiple learning opportunities both within and outside of the classroom. Students take a proactive role in managing their own education, including planning for future learning. Teachers use portfolios, portfolios, rubrics, or other course-management tools, or other strategies, teachers help students manage their own learning. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children's academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.</p>

Students take a proactive role in designing their own education and planning for future learning.

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<p>The curriculum is a series of classroom-based courses culminating in a high school diploma, and students infrequently engage in learning experiences outside the classroom. Interdisciplinary collaboration is rare, and teachers infrequently use strategies to make content more relevant or to connect students with local issues, leaders, organizations, and opportunities. Student choice is primarily limited to course selection, and most courses do not integrate personalization strategies that address different learning styles and needs. The school has not taken steps to develop partnerships with local businesses or collegiate institutions, and it does not have established internship or dual enrollment programs. Technical education is entirely separate from the academic program. Students are given few opportunities to earn academic credit outside of classroom-based courses.</p>	<p>Multiple course options are available, although course content and sequences are largely predetermined and learning expectations are applied unevenly. Most courses are still taught in traditional classrooms, but teachers are gradually redefining their conceptions of what an effective learning environment can or should be. Online credit-recovery provides students who have failed one or more courses with alternative learning options that allow them to catch up to their peers and graduate on time. The school is responsive when students propose alternative pathways to meeting graduation requirements, but the faculty has not developed a system to encourage innovative, student-designed projects. Teachers in the academic program are beginning to collaborate with educators from the local technical program, and several integrated courses expose students to rigorous academic content while giving them the opportunity to develop applied skills. Partnerships with local business and collegiate institutions have led to the development of new internship and dual enrollment programs, but only a small number of students are taking advantage of these opportunities.</p>	<p>The school and faculty have adopted a general pedagogical philosophy that teaching strategies, learning environments, and time can be variable, but learning standards will remain constant. The school provides a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways—that accommodate different learning styles while applying the same universally high academic expectations. Students are encouraged to take an active role in planning their own education, and opportunities to propose and co-design additional projects or courses of study are provided. Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. The school's career and technical education program is integrated into and aligned with the school's academic program, and students are encouraged to select courses from both programs. Vibrant internship and dual enrollment programs enroll a significant percentage of the student body.</p>

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2.4 TRANSITIONS

GLOBAL BEST PRACTICES

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<p>1 INITIATING</p> <p>Teachers have little information about the learning needs of incoming students, and the school has not developed a strategy for keeping parents informed about and involved in their children's education. Teachers rarely communicate student-learning needs across grade levels, and academic course progressions are not always articulated or aligned from one grade to the next. The school does not receive student data from its sending schools. Although individual teachers take a personal interest in their students' development, there is no systemic strategy for helping teachers identify student needs as they transition into high school or progress from grade to grade. The school has little information on student outcomes following graduation, such as data on college enrollment, remediation, and persistence rates.</p>	<p>3 DEVELOPING</p> <p>Better communication with sending and receiving schools is beginning to occur, but these strategies tend to focus on administrative or logistical issues, not data exchange or student needs. The curriculum in most courses is aligned with collegiate expectations, although some students continue to be enrolled in courses that do not result in true college-ready preparation. The school has created an advisory structure that pairs every incoming student with at least one adult in the school, but the purpose of the program has not been clearly articulated and some advisories tend to be disorganized or unfocused. The school offers a variety of extended learning options, internships, and college-preparation programs to juniors and seniors, but these opportunities are largely being utilized by historically high-performing students from more advantaged households. The school tracks information on graduates, but rarely analyzes it to improve programs and support strategies for current students.</p>	<p>5 PERFORMING</p> <p>School leaders and teachers have established strong connections between sending and receiving schools that focus on both programmatic alignment and student-needs issues. Teachers at different grade levels routinely discuss individual student learning needs—particularly for academically struggling students from disadvantaged backgrounds—and school structures ensure that every student is known well by at least one adult in the school. Courses and curricula have been articulated across grade levels, and with sending middle schools and postsecondary expectations, to mitigate content gaps and ensure a seamless continuum of learning. Teachers are knowledgeable about all content-area expectations and grade-level standards, particularly the specific standards for students transitioning into and out of their grade level. The school gathers and analyzes postsecondary data on their graduates and uses that information to improve postsecondary-planning programs and support systems.</p>
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5 PERFORMING

School leaders and teachers have established strong connections between sending and receiving schools that focus on both programmatic alignment and student-needs issues. Teachers at different grade levels routinely discuss individual student learning needs—particularly for academically struggling students from disadvantaged backgrounds—and school structures

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Our own

Students are encouraged to take an active role in planning their own education

Act 77

The personalization of the educational experience has its most obvious manifestation in the requirement that all students in grades 7 through 12 will have Personalized Learning Plans (PLPs)

Context of PLP Implementation

How will PLPs connect with
and support other structures
and priorities at school?

Context of PLP Implementation

- Advisories
- ELOs (Extended Learning Opportunities)
- guidance
- course selection
- interventions
- community service requirements
- senior exhibitions or capstones
- others?

Turn and Talk

Reflecting upon PLP work to date in your school/SU

1. Is there a shared vision or understanding of the purpose of PLPs amongst staff? students? parents?
2. What structural components are in place (time, PLP platform, required elements, etc.)?
3. Are PLPs the hub or support of personalization efforts?

Characteristics of Quality PLPs

- Read Personal Learning Plans: Design Guide.
- Highlight, underline, or note - where you are in each category, OR...
- Mark elements you believe require additional planning.
- Whole group share out.

Digital Platforms We Can Use

Thinking about the elements of the Design Guide

1. 10 minutes to review websites.
2. Use stickies to post on posters (a) do you use this platform, if so, share contact info, (b) questions you have about the platform, (c) warm feedback, (d) cool feedback.
3. Whole group share out

Structures + Outcomes

- Using the resources provided and discussion from others, write down 5 ideas / structures / reminders about PLPs to bring back to your team.
- Share out an idea you'll bring back to your team to strengthen your work on PLPs.



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THANK YOU

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