

Traits of Personal Learning Plans	Weaker PLPs	Stronger PLPs
Are teachers, advisors, parents, and any other members of a student's personal learning team <b>actively involved</b> in the development and updating of the PLP?	A student creates the PLP alone, or with the help of one teacher. Parents are considered to be observers, rather than co-creators. <b>The student completes the PLP, but content is adult-directed, rather than co-designed.</b>	Students, advisors, family members, community mentors, and others who know the student well and support his/her learning help craft and/or revisit the plan. Parents report feeling more engaged and involved in their children's learning. Student has authentic voice and ownership of the process.
Is the PLP <b>easily accessible</b> to students, teachers, parents and other members of the personal learning team?	Students complete an annual PLP and rarely or sporadically revisit it. Parents see PLP at annual conference, after completion.	PLPs are easily accessible on-line to the learning team. There is a formal process in place to ensure that PLPs are revised and adjusted frequently, and formally revisited at least quarterly.
Is the PLP designed to help achieve <b>student and school goals via flexible pathways</b> ?	Students and teachers report a lack of connection between the PLP and classroom learning experiences, ELOs or other pathways. Students use PLPs to set goals, identify strengths and weaknesses, and reflect on their learning within the structure of traditional classwork. PLP reflects student's individual goals and interests, although these are not connected to school goals or graduation requirements.	PLPs are an integral part of each learning experience, driving student ownership of their learning. The team considers various strategies to support academic, personal, and career goals including dual enrollment opportunities, service learning, internships, extra-curricular work and more. Teachers dedicate collaborative planning time to revise instruction and assessment based on individual PLPs and PLP trends amongst their students.

## Personal Learning Plans: Design Guide

May 2015

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Is the PLP a vehicle for <b>meaningful reflection</b> ?	Reflection only happens annually. Students engage in interest inventories, career or college exploration activities, etc. for post-secondary planning purposes.	Students use PLPs to explore and reflect on academic progress, personal goals, career exploration, and interests. In addition to goals, PLP includes plans and action steps as a road map towards achievement of these goals. Students, teachers, parents, and other members of the learning team reflect on growth and progress. Students use their PLPs to advocate for themselves as learners and to ensure that their time in school is used purposefully.
Is the PLP a thoughtful, inclusive <b>student profile</b> ?	Information about the student on the PLP is mostly demographic in nature.	Information is included about student strengths, abilities, skills and values, in the academic sphere as well as relating to student's personal interests and learning styles. Teachers routinely look at student PLPs to tap into students' interests, skills, learning styles, and goals to teach more effectively.
Are all <b>critical elements</b> included, to assure compliance with Act 77?	Student identifying information is present, but dates of revision, team member involvement, or other details are missing. Sensitive or personal student data is searchable or unprotected.	Electronic format is embedded within or compatible with other, frequently used software. Plans are regularly saved or backed up in a secure manner. The format of the PLP makes it easy to see the history of the document. Advisory or guidance curricula provide clear PLP outcomes.