

Personalized Learning Plans

Presentation Audio Transcript

Slide 1: Personalized Learning Plans, as a general concept, are a widely accepted way for students -- in conversation with parents and teachers -- to plan and organize their learning through their school career. The Vermont AOE has developed a particular set of definitions around PLPs that can guide our work.

Slide 2: According to the Vermont AOE, Personalized Learning Plans are "A plan created by the student, parents/guardians, and teachers that defines the scope and rigor of academic and experiential opportunities that support the student in secondary school completion, postsecondary readiness and civic engagement. The planning process, updated at least annually, includes goal setting and reflection to ensure the student's emerging abilities, aspirations, dispositions and interests chart the student's path toward proficiency."

Slide 3: Let's keep those criteria at the forefront as you work with PLPs. But ask yourself, are there other criteria that you think would be important for the students in your classroom? What are your criteria?

Slide 4: The process of developing the PLP with the students is as important as the PLP itself. Students must have a voice in this plan if it's to have any engaging power at all. Over the course of time, the development of a PLP is an extended PDCA process -- Plan Do Check Adjust.

You begin with an inventory of the student herself. What are her strengths, challenges, and context? What goals does she choose? Remember, goals are centered around academic and career goals, and personal interests. All of these are reflected in the plan. Once the goals are chosen, create the plan. How will she access resources? How will she receive instruction? How will she demonstrate learning? Then, as indicated in the framework here, carry out the plan, check progress, reflect, and then adjust the plan and go through the cycle again. This is what continuous improvement looks like, and it reflects the reality that no plan survives first contact with the classroom. Revision and rethinking is built into the process. A student could start a PLP at the beginning their



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career and keep that same PLP -- with continuous and thoughtful revision -- until they graduate.

Slide 5: We've looked at what PLPs are, and how to develop them, but we should take a moment to explicitly talk about why you would do this. Often we feel this is self-evident, but for your students and many members of your community, that is not so. They will want to know what the value is in PLPs. Listed here are what we think of as the three big reasons to do PLPs. Can you think of others?

Slide 6: Thank you for watching. The resources and activities on this page will help you explore further aspects of personalized learning plans. If you have any questions or want to share additional resources you think might help others, please contact the Center for Collaborative Education at vtclg@ccebos.org.

