Personal Learning Plans: From Compliance to Agency

December 2, 2016
Vermont In-State Meeting
Personal Learning Plans
From the Great Schools Partnership
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Agenda

8:45-10:00 - Presentation and Activities
10:00-11:15 - Text-Based Discussion
11:15-12:00 - Resource Review
12:00-12:45 - Lunch
12:45-1:00 - Debrief Resources
1:00-2:30 - Problems of Practice
2:30-2:45 - Pause and Reflect in School Teams
2:45-3:00 - Close, Provide Feedback, and Adjourn
Resources

Outcomes

To clarify the elements of effective Personal Learning Plans and identify assets and barriers for realizing those elements.
Outcomes

To identify resources related to PLPs and that could help implement them effectively in our different contexts.
Outcomes

To provide feedback to colleagues for problems of practice related to the implementation of PLPs.
Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement
We Believe

School improvement is context-based, not one-size fits all.
Opening Activity

Global Best Practices

• In school teams, self-assess your school using *Global Best Practices*

• GBP 1.2 Personalization and Relevance (15)

• GBP 2.3 Multiple Pathways (15)
Opening Activity

What should a PLP do?

• Brainstorm, using sticky notes, all of the things that you think a PLP should do (5)

• Share in rounds with your colleagues and note similarities or differences (5)

• Compare your list to the VT Critical Elements. What is there? What is missing? (10)
Opening Activity

Assets and Barriers

- Create a chart of Assets and Barriers
- List your critical elements of PLPs (5-7)
- Brainstorm, share, and list “assets” (5-7)
- Brainstorm, share, and list “barriers” (5-7)
- Save for reflection
Read pp. 8-17 of Scaling Personalized Learning (20)

Break into mixed groups of 4-5 (3)

Share your understanding using the protocol “Save the Last Word for Me” (50)
Save the Last Word...

• Form a group of four

• Silently read and identify a key passage (20)

• Four rounds:
  • Presenter reads passage aloud (1)
  • Each participant responds (3)
  • Presenter responds (3)
  • Repeat until all have had the “last word.”
Review Resources

• Return to school teams

• Follow the resources link in your email

• Assign team members to examine resources (25)
  • Report to your group “what’s there?” (15)

• Consider ways in which resources could help address barriers (5)
Lunch
Debrief Resources

• In school teams, identify helpful resources (5)

• Report out to the room (10)

  • Which resources did you find most useful and why?
PLG Sessions

• Review the purpose of the PLG and the Consultancy Protocol
• Find your PLG, presenter, and facilitator
• Find a space to hold your PLG session
• Return to large group by 1:30
Team Debrief

• In teams, discuss one or two take-aways from the PLGs your team members attended (15)
  • What did you hear that reminded you of your own school context?
  • What did you hear that might help address a barrier for your own PLP work?
Feedback and Closing

• By table, share out:
  • One thing you learned
  • One need that remains

• Reminder: Hosting and date for February VT LIS?

• Follow the link in your email and complete the feedback form
Thank You

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