

**Personal
Learning
Profile
Curriculum**

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Personal Learning Profile Project

Instructor Guidelines

The Personal Learning Profile project, supported by the Exceptional Student Services Unit at the Colorado Department of Education, was initiated to develop materials that would support students in their efforts to develop the skills and dispositions associated to self-determination. These skills include expanding students' abilities to understand their learning strengths and needs, name their preferences, generate long and short term goals, and identify resources that they can use to meet their goals. Through the project, a pre-test, 11 lesson plans and a template for building an individual student personal learning profile were developed and field tested. These materials can be used independently, jointly or in conjunction with other curricula. While specific lessons target issues for students with disabilities, these materials can be adapted easily to support all students.

In keeping with recommended practices in curriculum design and implementation, we advocate that the associated pre-test or some other form of pre-assessment be used to determine where to begin instruction. It is imperative to gain insight into what your students know in order to select and implement appropriate lesson plans. Ongoing, formative assessments should also be used in conjunction with each lesson plan to monitor student learning and then drive subsequent instruction. The pre-test included in these materials provides an overview of what a student knows about her/himself across multiple skill areas and life contexts. Results can be used to target which lessons may need to be employed with an individual or group of students.

Each lesson plan is tied to the State of Colorado Content Standards in the areas of literacy and social studies. In addition, the lessons address transition domains identified in the special education literature, such as work/career, social, education, recreation/leisure, and home. Again, these domains are universal and address the needs of all students. Each lesson plan outlines materials needed, a schedule of activities, and often, a homework component. When specific materials were developed in conjunction with a lesson, those materials are included with the plan itself. In some cases, additional or alternative materials and resources are referenced in the lesson plans.

This set of lesson plans can be used as a set, individually or in conjunction with similar curricula such as life skills or self-determination curricula. The lesson plans are intended to be modified to meet the needs of the student or group of students with whom they are used. Materials identified in each lesson plan can be substituted. For example, in one lesson, a video and reading materials referenced to Ghandi were used. These can easily be substituted to meet the age-appropriate or interest needs of students. The plans can be used to conduct an independent course or extra curricular class or supplement an existing course. For example, the plans could be integrated within the context of a class in language arts or social studies. These lesson plans are can be modified easily to address needs for differentiated instruction or individual student accommodations. For example, when field tested, scribes were provided to students who had difficulties in writing or had limited knowledge of the use of a computer keyboard. In some instances students needed directions read to them. In other cases, students were allowed to draw pictures instead of writing to communicate their goals. In summary, the lessons were designed to allow

maximum flexibility in their use – instructors are encouraged to use a free reign in adjusting the plans to meet the needs of students and to fit the context in which the plans are being used.

A variety of individuals can implement this collection of lesson plans within a school or community-based organization. These professionals may include social workers, case managers, paraprofessionals, special education teachers, general education teachers, and school psychologists. No credentials are needed to implement the curriculum.

As a student participates in the lesson plans, he/she is encouraged to initiate and continue to update his/her learning profile. Again, the template can be used as a guide. Students should be encouraged to personalize their plan by adding graphics, additional information, or modifying the presentation format.

The developers of these materials hope that you find them useful and responsive in terms of helping you support students as they strive to become effective self-advocates in the educational, work, home, and community environments!

Legal Rights



- Annual and tri-annual IEP and transition meetings
- Beginning at age 14, planning should focus on long range outcomes (after high school)
- Beginning at age 14 student must be invited to meetings (you can come earlier than that if you'd like)
- Beginning at age 14 student's interests and preferences must be considered.
- Must consider outcomes in these areas: post-secondary education, vocational training, employment, community participation, independent living, adults education, adult services.

IEP Meetings



- Identify post-school outcomes
- Review present levels of performance
- Consider student's interests and preferences
- Set annual and long-term goals
- Create a plan: consider strategies, experiences, courses, supports
- Determine needed transition services
- Agree who will follow up on each part of the plan

Personal Learning Plan Project

Pre-test Student Survey

1. What do you do for fun when you are not in school?
2. What do you want to be doing in ten years?
3. What is your plan to get there?
4. What kinds of things will you need to do in school to be where you want to be in ten years?
5. Describe where and how you do your homework at home.

11. What are your strengths in these areas:

Socially:

Academically:

Physically:

Communicating:

Spiritually:

12. What do you struggle with in these areas:

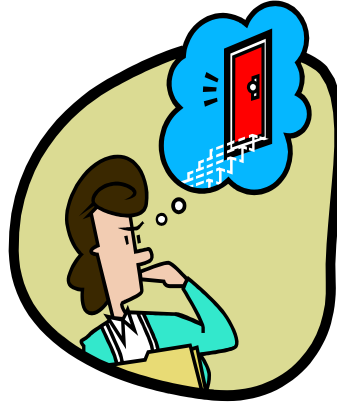
Socially:

Academically:

Physically:

Communicating:

Spiritually:



Personal Learning Profile

Lesson Plan I

Objective: To familiarize students to the process of developing a Personal Learning Profile and to give them a chance to brainstorm how to design a profile and then to ask questions and be able to state their roles and responsibilities.

Transition Standard: Career/Work

Colorado Content Standards: (2) Students will write and speak for a variety of purposes and audiences; (5) Students read to locate, select and make use of relevant information from a variety of media, references and technological resources; and, Visual Arts: (1) Students recognize use of visual arts as a form of communication.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Inter/Intrapersonal;

Materials: - chart paper, pens, snacks, Role Play script, the PLP Powerpoint or Word Template (could also use sample Personal Learning Profiles that have been completed by other students if available.)

Schedule:

3:15 – 3:25 – Students arrive in classroom and get a snack

3:25 – 3:35 – **INTRODUCTIONS:** Given the context in which you are working with students, provide an appropriate introduction to how you plan to work with them in order to complete a Personal Learning Profile. It is suggested that you review the PLP template, either in its Powerpoint or Word form. If available you may want to illustrate PLPs completed prior by other students. Once this has been completed, ask the question – “What might you gain from developing a Personal Learning Profile?”

3:35 – **ROLE PLAY** (can be done by instructors or students): Before a PLP and After a PLP

3:45 – **BRAINSTORMING**: What areas or components do you think would be helpful to have in a Personal Learning Profile?

3:55 – **SUMMARY**: Round Robin: Say one thing that left an impression or that you remember from today.....

4:05 - **HOMEWORK**: What kinds of things do you think teachers need to know about you in order for them to support your learning in school?

4:10 – Review any questions, responsibilities or issues related to the respective context or situation.

Role Play

Before a PLP and After a PLP

Scene One

It's the first day of school and Sally just started 9th grade. She is very anxious about being in such a big school and not knowing very many people. To hide her fears, she creates a persona to mask her true feelings.

Characters: Sally Ms. Persona
Location: High School English Classroom

(Sally shuffles into the room, head hung low, headphones on, and clumsily takes a seat in the back row.)

Ms. P "Hi Sally, I'm Ms. Persona, your English teacher. I am glad you are here!"

Sally (just continues to listen to her music and ignores Ms. P)

Ms. P (reaches to move earphones off Sally's ears). "Let me try again. Hi Sally, I'm Ms. Persona, your English teacher. I am glad you are here!"

Sally (says under her breath) "Whatever...."

Ms. P. "I was wondering how your Summer went?"

Sally "Wish it was still Summer and I wasn't here."

Ms. P "What did you do that was so exciting?"

Sally "nothing"

Ms. P "What did you want to do?"

Sally "nothing. Watch more TV I guess."

Ms. P "What are some of your interests outside of school time?"

Sally "nothing"

Ms. P "Surely you must do something with your free time that you like."

Sally "Nope"

Ms. P "What is your favorite subject in school?"

Sally “Lunch”

Ms. P “yeah, yeah. Other than lunch?”

Sally “none”

Ms. P “What are you good at?”

Sally “nothing”

(Sally, with a long face, puts her headphones on and tunes out Ms. Persona)

Scene Ends

Scene II

(Sally walks into class at the beginning of the year and takes a seat in the front row. Ms. Persona approaches her. Sally has headphones on and takes them off as the teacher approached her.)

Ms. P “Hi Sally, I’m Ms. Persona, your English teacher. I am glad you are here!”

Sally “Thanks. I hope I have a good year. I am a little scared.”

Ms. P “Oh don’t worry, it is always scary your first day of high school. There are so many new things to learn about the school.”

Sally “Oh, that reminds me, can you help me with my locker, I can’t get it open.”

Ms. P “I have trouble with them too, but let’s give it a try in a minute.” (pause) “How was your summer Sally?”

Sally “Pretty good. A little boring sometimes but I did join a swim team at the rec center.”

Ms. P “What else do you enjoy outside of school time?”

Sally “Actually, last year I created something called a PLP. I have it on CD ROM. I would like you to see it when you have time.”

Ms. P “What’s a PLP?”

Sally “It is information about how I learn, what I like and other things you may need to know about me.”

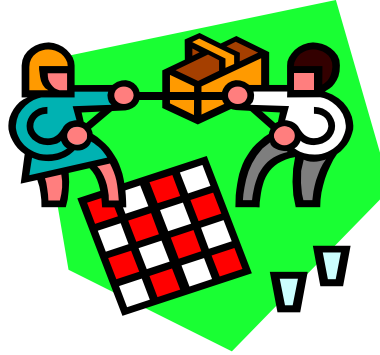
Ms. P “I would love to see it! How about Wednesday during study hall?”

Sally “O.K.”

Ms. P “How about we go and try that locker now?”

(both exit the room together)

Scene Ends



Personal Learning Profile

Lesson Plan II

Objective: Given the Personal Learning Profile pre-test which covers topics such as interests, strengths, needs, and school/home habits, each student will complete the questionnaire by either typing their answers or dictating their answers to a scribe who will then type in his/her answers.

Transition Domains: Career/Work, Home, Community, Post Secondary, Recreation/Leisure

Colorado Content Standard: (4) Students apply thinking skills to their reading, writing, listening and viewing

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Self-Determination; Inter/Intrapersonal; Technology

Materials: Pre-test, Computer disk for each student with pre-test already loaded on to disk. Each instructor to have his/her own disk to use as a model.

Schedule:

3:15 – 3:25 – Students arrive in classroom and get a snack

3:25 – 3:35 – Move to the computer lab and begin instructions.

3:35 – 4:10 - **MODELING/GUIDED PRACTICE:** Use an LCD projector to project up the instructor's sample and systematically read each question – giving students time to complete their own answers.

4:10 – **SUMMARY:** Do a round robin and ask each student to complete the following two stems:
I liked doing this because.....
I think this relates to our profile.....

4:15 - **HOMEWORK:** What do I know about me? How I study? What helps me get through my schoolwork? In what kinds of environments do I like to work?

Lesson II

Personal Learning Profile Pre-test Survey

1. What do you do for fun when you are not in school?
2. What do you want to be doing in ten years?
3. What is your plan to get there?
4. What kinds of things will you need to do in school to be where you want to be in ten years?
5. Describe where and how you do your homework at home.

11. What are your strengths in these areas:

Socially:

Academically:

Physically:

Communicating:

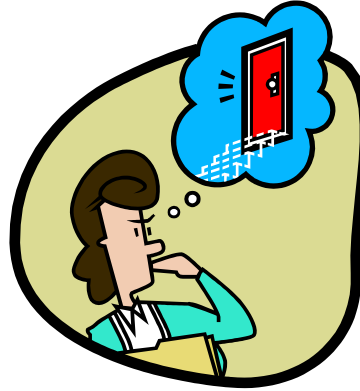
Spiritually:

12. What do you struggle with in these areas:

Socially:

Academically:

Physically:



Personal Learning Profile

Lesson Plan III

Objective: Given a learning styles inventory on the Internet, each student will complete the inventory by either typing his/her own answers or dictating their answers to a scribe who will then type in his/her answers

Note: We went into google.com and did a search on learning style and multiple intelligence inventories – there were several. We chose one from the National Council on Learning Disabilities and used that one. Upon further reflection and reading more current research, we would recommend that you find an inventory that focuses on learning styles as opposed to multiple intelligences. Other resources for learning style inventories include:

www.indstate.edu/ctl/styles/invent.html
<http://7-12educators.about.com/cs/learningstyleassess/>
www.berghuis.co.nz/abiator/lsi/lisiframe.html
www.clat.psu.edu/gems/other/LSI/LSI.htm

Transition Domains: Career/Work, Home, Community, Post Secondary, Recreation/Leisure

Colorado Content Standard: (1) Students apply thinking skills to their reading, writing, listening and viewing

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Physical; Inter/Intrapersonal; Organization; Technology: Career Development

Materials: Computer with access to the Internet, List of instructions on overhead and hard copy for each student, and/or LCD projector to walk students through instructions, computer disk for each student to record results of the inventory. Each instructor will have his/her own disk.

Schedule:

3:15 – 3:20 – Students arrive in classroom and get a snack – move to computer lab

3:20 – 3:35 – **INTRODUCTION:** Introduce students to the notion that they will be taking a survey that will help them understand ways in which they prefer to access information as well as the types of environments/activities in which they prefer to learn. Have each student open the file on their disk containing the pre-test.

3:35 – 4:00 - **MODELING/GUIDED PRACTICE:** Use an LCD projector to project the instructor's sample and systematically read each question – giving students time to complete their inventory.

4:00-4:10- **INDEPENDENT PRACTICE:** Record results on each personal student disc

4:10: **SUMMARY:** Using a round-robin process, each student shares something he/she learned about their individual learning style.

4:15 - **HOMEWORK:** Can you think of some ways that teacher's can make learning easier for you based on what you learned about yourself today?



Personal Learning Profile

Lesson Plan IV

Objectives: (1) Given information in a variety of formats on a similar topic, students will discuss in a large group their awareness of how accessing information can be easier or more challenging, depending on the modality involved.

(2) Using the results of the learning styles inventories from the previous lesson, students will be grouped in like-groups. Each group will begin to brainstorm and create a list of ways in which teachers might be able to present information to them or require information from them that capitalizes on individual strengths.

Transition Domains: Post Secondary, Recreation and Leisure, Career/Work

Colorado Content Standard: (5) Students read to locate, select and make use of relevant information from a variety of media, references and technological resources.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Technology;

Materials: T.V./VCR, video tape of Ghandi, books with varying grade levels on Ghandi, some quotes by Ghandi, chart paper with description of learning styles, blank chart paper (There is nothing magical about Ghandi, we selected a topic about which we thought students might not have been exposed so that as the information was presented in different formats it might be easier for students to more clearly identify which formats made it more easy to remember novel information. In field testing of the materials, teachers have used materials on Martin Luther King, Reptiles as age-appropriate substitutes).

Schedule:

3:15 – 3:25 – Students arrive in classroom and get a snack

3:25 – 3:30 – **INTRODUCTION:** Have student report out on their homework question and use that to frame the objectives and focus of the day's activities.

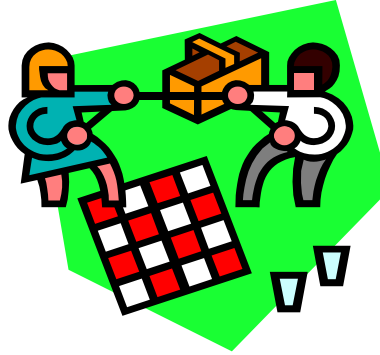
3:30 – 3:45: **MODELING/GUIDED PRACTICE:**

The instructor will provide information on Gandhi to students in three ways: 1) showing a video clip from a movie; 2) reading a passage from a book; and, 3) providing students with text on Gandhi and having them read independently. A discussion will then ensue where students can begin to describe which presentation mode seemed easier for them to follow and comprehend the information. The instructor will relate the discussion to the results of the learning inventory from the previous lesson.

3:45 – 4:05: **INDEPENDENT PRACTICE:** Working in groups assigned by dominant learning styles, students will work in groups, then rotate to next similar learning style on their inventory to see best practices and brainstorm more options.

4:05-4:15: **SUMMARY:** Groups will report out what they learned about themselves and learning.

4:15 - **HOMEWORK:** Continue to think of activities and teaching strategies that match your learning strengths and preferences.



Personal Learning Profile

Lesson Plan V

Objectives:

- (1) Using results from a learning style inventory taken on the computer by each student, students will review a handout with ideas (8 Kinds of Smart) about materials and activities that may fit their profile and using a highlighter, will mark the handout with the types of materials and activities they would prefer to be exposed to in school.
- (2) Using ideas from the brainstorming activity from the previous lesson and using their selections from the '8 Kinds of Smart' handout, students will begin to transfer their information to the PLP template.

Transition Domain: Education

Colorado Content Standards: (2) Students will write and speak for a variety of purposes and audiences; (4) Students apply thinking skills to their reading, writing, listening and viewing; and, (5) Students read to locate, select and make use of relevant information from a variety of media, references and technological resources.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Physical; Inter/Intrapersonal; Organization

Materials: Computer disk for each student with template already loaded on to disk. Each instructor should have his/her own disk to use as a model. Make copies of '8 Kinds of Smart' handouts for each student.

Schedule:

3:15 – 3:25 – Students arrive in classroom and get a snack

3:25 – 3:30 – **INTRODUCTION:** Students will report out ideas they had from their homework question. The instructor will use that information to transition to a description of the handout, '8 Kinds of Smart.'

3:30 – 3:40 - **MODELING/GUIDED PRACTICE:** Using the handout, the instructor will model for students how they will locate and highlight materials and activities that are indicative of their preference. Student will begin with the section of the handout that matches the results from the learning inventory profile. You may encourage students to read through the entire handout and locate other types of materials and activities that they may enjoy; be sensitive to the length and amount of information in which to review.

3:40 – 4:10 - **INDEPENDENT PRACTICE:** Students will use the highlighters to mark their preferences on their individual handout (some students may need an instructor or aid to read and define the sections of the handout). Then, as ready, students will begin to transfer their information to the section of the PLP template that addresses Preferred Materials and Activities.

4:10 – **SUMMARY:** Using a ‘ticket to leave’ process, each student must write out on an index card one new activity or type of material that he/she prefers but may not yet have experienced or experience rarely in school.

4:15 - **HOMEWORK:** What are dreams and goals? Do I have dreams/goals?

Multiple Intelligences

8 Kinds of Smart

1. Linguistics - Word Smart

Materials

Computers
Internet (Email)
World Wide Web
Smithsonian Books
National Geographic Magazines
International Penpals
Construction paper
Laminator
Book binder
Large children's library
Wide variety of board games
Character letters
Cue Cards
Poetry Center
Short Story Center
Non Fiction Writing Center
Rice, Sand, Shaving Cream,
Fingerpaints
Easels, Cookie Cutter
Pie pans, scissors, glue
Chalkboard, Dry erase board
Pipe Cleaners, pencils, pens
Maps, globes, markers
Overhead projectors for
students

Activities

Story contests
Poetry Contests
Dramas, story theatre
Improvisational theatre
Buddy Reading
Silent Reading
Story Boarding
Cartooning
Comic Strips
Pipe Cleaner letters
Drop Everything and Read
(DEAR)
T.V. Scripts
Dialogue Journals
Illustrations
Book Making
Collages

Current Events
Class Newspapers
School Newspapers

Source Unknown

Paper, erasers
Weekly Reader and other
magazines
Great Books/Junior Great Books
Audio Tapes with Books
Hooked On Phonics

2. Visual/Spatial

Materials

Crayons
Drama Stage
Markers
Colored Pencils
VCR and Monitor
Clay
Camcorder
Legos/blocks
Clocks
Maps
Sand/paint
Chalk/puzzles/doll houses
Plaster of Paris/molds
Flashcards
Onion skin paper
Play Clothes
Puppets/Puppet building materials
Scissors/Board games
Paste/class pets
Manipulatives
Learning Centers
Televisions/Cable
Overhead projectors
Tinker toys

Activities

Acting/Drama
Art Projects
Coloring
Collections
Mime
Science Experiments
Physical Education
Tracing and drawing
Making movies
Dance
Watching movies
Musicals
Balloon artists
Building models

Field trips
Constructing projects
Guest speakers
Making dioramas
Relief maps
Working on computers
Sand Play
Picture books
Story Time

Source Unknown

Books
Erector sets
Glitters/paints/brushes
Science Kits
Graphs
Seeds/plants
Posters/globes
Popsickle sticks
Bulletin Boards
Calendars
Colorful rugs
Computers
Murals

Playing Board Games

3. Musical

Materials

Sand blocks
Cymbals
Pianos/Keyboards
Auto Harps
Moraccas
Triangles
Tambourines
Tuning Forks/Recorders
**Drums/Xylophones/Tape
Recorders**
Overhead Projectors
Headphones
Record players
Laser Disc Players
CD Rom players
Computers-Hypercard, slide

Activities

Exploring Sounds
Background Music
During Drill & Practice
Music through Time Periods
Music and Different Cultures
Vocabulary Raps
Dancing/Rhythm
Aerobics
Writing Lyrics
Mathematical Raps
Write and perform music
Explore vibrations

Parades
Bands/Chorus/Handbell Choirs

Source Unknown

shows	
Stereo equipment	Madrigal Dinner
Music Books	Go to the Symphony, musicals, plays
Tape/CD Rom Library	Make video tapes of sound effects
Chimes/Bells	Build a Foley Stage
Encyclopedias on Composers	Cartoon set to music
Microphones/Amplifiers	Go to MGM studio
Classical Music in the Background	Guest Speakers-singers, composers
Sound Effects Equipment-Foley Stage	Bring in guest musicians
Cans, Shakers, hollow coconut	Class Choruses
Video Cameras	
Tripods/Lights	

4. Body-Kinesthetic -High Energy

<u>Materials</u>	<u>Activities</u>
Audio Cassette Tapes	Exercises in Seats
Musical Albums	Hard Hat Worker-Wears the hat and helps the teacher
Large playgrounds-fields	Dramatize Stories
Manipulatives-Mathematics	Interactive Spelling
Manipulatives-Grammar	Story retelling - videotaped
Science Lab Equipment	Videotape commercials
Puppet Stage	Photographic safaris around school
Drama Area	Scavenger Hunts
Props	Trampoline Jumping
Dyna Boards	Marching with instruments
Chalkboards. White Boards	Build graphs with large blocks

Source Unknown

Trampoline	Races
Drums/Whistles	Field Days
Costumes	Treasure Hunts-Bug Hunts
Learning Centers	Nature object lessons
Play Centers	Teaching outdoors
Stopwatches	Caring for pets
Large Relief Maps	Gardening
Classroom Pets	Building interactive playgrounds
Clay	Build math playground
Terrariums, Aquariums	Build outdoor art centers
Rocking Chairs	
Nerf Equipment	
Gymnastic Equipment	
Bean Bags	

5. Math Logic Problem-Solving

Materials

Manipulatives
 Counters
 Abacus
 Lego Blocks
 Calculators
 Geo boards
 String Art
 Cuisenaire Rods
 Blocks
 Tangrams
 Computers
 Metric and English rulers
 Graph paper
 Puzzles, play money

Activities

Cross-age tutoring
 Math Mall - Build team stores
 Measure parts of the body
 Measure parts of the room
 Cut out geometric shapes
 Use string to lay out dinosaur shapes
 Use maps for directions
 Set up compass courses
 Set up treasure maps using measurement
 Build compasses
 Graphing activities
 Build clocks
 Math Olympics Day
 Timed relay races

Flashcards, workbooks	Kitchen Math - Learn fractions by cutting vegetables
Rubberbands, Dice	Garage Math - Learn measurement by working around the house
Playing cards	Brain teasers
Links, Maps, Construction paper	
Scissors	Sorting/Classifying manipulatives
Marbles, beans	Building models
Base Ten Blocks	
Geometric shapes	
Straws, compasses	
Protractors	
Stopwatches, clocks	
Pattern Blocks	
T square	

6. Interpersonal-People Smart

Materials

Board Games
Team Games
Art Supplies, construction paper
Internet software
Sports equipment
Musical instruments
Play scripts
Puppet scripts
Puppet stage
Big books
Puppets
Science Lab materials
Video recorders

Activities

Jeopardy
Scavenger Hunt Teams
Classroom government
Simulations
Group Projects
Peer Tutoring
Cross-Age Tutoring
Readers Theatre
Puppet Shows
Dramas
Musicals
Sports
Create original group stories

Source Unknown

Kitchen supplies
Seeds, gardening tools
Stamps, legos
Computers
Video equipment
TV studio
Recording studio

Use the internet
Connect with world wide web
Debate teams
Make a movie
Build a city
Cook a Meal together
Pen pals
Video letters to other countries
Plant a class garden
Make a class book

7. Intrapersonal-Self Smart

Materials

Computers
CD Rom Research Tools
Modem
Computer programs
Audio Equipment
Study Booths
Lockers
VCR Cameras
Book shelves
Reading Centers
Puzzles
Odyssey of the Mind
Materials
Video games
Painting and Drawing
supplies
Laser Disk Equipment
Satellite hookups
Microscopes

Activities

E mail accounts
Pen pals
Research teams
Drop Everything and Read
Dialogue Journals
Design own models
Design own cities of the future
Make personal books
Decorate study booths
Individualized Instruction
Cross-age tutoring with younger
children
Listening Centers
Multi-media projects
Tape recorders for listening and
recording
Hyper-studio projects
Educational TV
Movies, filmstrips

Source Unknown

Telescopes
Televisions
**Reading Materials and
References**
Large Classroom libraries
School post office

Reading activities
Individual musical activities

8. Naturalistic

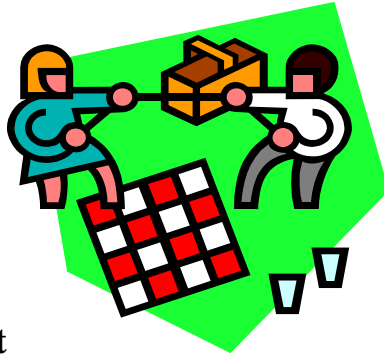
Materials

VCR
Television
Terrarium
Ant Farm
Magnifying glasses
Butterfly Net
Microscope
Grow lamps
Insect collections
Animals
Gardening tools
Weather Station
Telescope
Seeds
Soil
Bird feeders
Snake tank
Bird guides
Binoculars

Activities

Book reading under a tree
Creative cloud watching
Leaf collecting
Building habitats
Identifying insects
Identifying plants
Dissection
Create your own animal
Nature walk
Build a garden
Listen to the rain
Tree rubbings
Spider web art
Bird watching
Rock collection
Trip to the zoo
Camping trip with parents
Pond ecology

Source Unknown



Personal Learning Project

Lesson Plan VI

Objective:

- (1) After reviewing a clip from the movie, “Cool Runnings”, as a large group, students will identify and categorize examples of dreams and examples of goals reflected in the movie.
- (2) In smaller groups, students will use the discussion from the movie to begin to generate the concepts behind the terms “goals” and “dreams” and then use those definitions to sort a set of index cards that reflect sample goals and related dreams.

Transition Domains: All

Colorado Content Standard: (5) Students read to Locate relevant information, from a variety of media, reference and technological resources

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Technology; Career Development

Materials: Rent the movie, “Cool Runnings”; Create or use the set of sample ideas for index cards that have pairs of ‘dreams’ and related ‘goal’ statements on the various cards. Number of cards will depend on the number of students with whom you are working. Chart Paper and markers.

Schedule:

3:15-3:20: Snacks

3:20-3:30: **INTRODUCTION:** On chart paper, students will be asked to silently go to the chart paper and write what they know about “dreams” and what they know about “goals”.

3:30-3:40: **INTRODUCTION:** Students will be asked to watch specific clips from the movie, “Cool Runnings”. These clips focus on the dreams and goals of the team (due to variances in video machines, it was not useful to try and communicate where the ‘clips’ might occur – we honed in on the portion where it was evident that the team had a dream of going to the Olympics and then discussed all of the steps (goals) that would be required to accomplish that dream. Again, you may find a movie that is more age appropriate – in the field test, a teacher used the movie, “Field of Dreams.”

3:50-4:00 **MODEL:** Using ideas generated from the students, the teacher will elicit from the students and record on a T-chart the dreams and goals of the team that were reflected in the movie. After writing examples, the teacher will ask students to think about the differences between goals and dreams. “What makes a dream different from a goal?”

GUIDED PRACTICE: The teacher will guide students and will write their definitions of dreams and goals on the chart as well as their examples (Generally, the notion here is to constitute that dreams are big ideas that are broad and that goals are more specific and are the different things you have to do across your life to accomplish your dreams).

4:00-4:05: Students will move into groups of four. Students will pick their own groups.

4:05-4:15: **INDEPENDENT PRACTICE:** Students will be given index cards with examples of dreams and examples of related goals which have been completed by the teacher. The student groups will categorize the index cards as dreams or goals based on the movie and the guided practice.

4:15-4:20: **SUMMARY:** Student teams will share their charts and examples of “dreams” and “goals”. The teacher will review the meaning of dreams and goals, and will ask students to use the next week to think about one of their dreams, and then generate related goals.

HOMEWORK: Think about one of your dreams. Write your dream on a piece of paper. Then create a goal that would help you reach your dream using information you learned today.

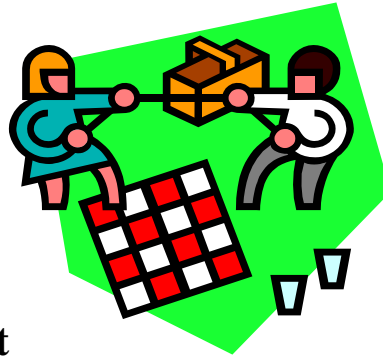
Each statement under the dreams and goals examples should be placed
on an independent index card:

Examples of Dreams

1. I want to be a good mother
2. I want to work outdoors.
3. I want to work with children
4. I want to be a singer.
5. I want to be independent

Examples of Goals

1. I want to read books and take parenting classes so I can be a good mom.
2. I want to work as a Park Ranger because you work outside.
3. I want to go to college to get my teaching degree so I can work with children.
4. I want to take singing lessons and move to New York City to become a singer on Broadway.
5. I want to have a good job so that I can buy my own home, my own car, and live on my own.



Personal Learning Profile Project

Lesson Plan VII (Two week lesson)

Objectives:

- 1) Students will take notes on a prepared advanced organizer as an instructor models these concepts about dreams and goals: 1) You can hold dreams and goals across many parts of your life, 2) You can create different types (paths) of goals to accomplish your dreams; 3) Dreams and goals can change along the way for lots of reasons; 4) You may have to set both short and long term goals to achieve your dreams. The modeling will span the following areas: a) Social/Relationships, b) School, c) Work, d) Spiritual, e) Recreation/Physical, f) Communication, g) Living, and, h) Community
- 2) Students will then classify dreams and goals that they have generated across these same areas.
- 3) Using strips of paper that provide stems for creating long and short-term goals across the various transition domain areas in groups of 3-4, students will generate examples of long and short term goals.

Transition Domains: Recreation/Leisure, Career/Work, School, Community, Living

Colorado Content Standard: (1) Students read and understand a variety of materials

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Career Development

Materials: Transparency (or use of LCD projector) of Dreams and Goals grid that has been prepared by the instructor and copies of blank goals and dreams grid that students can use for taking notes, Goal Statement Stems document

(cut these stems up into long strips and present to groups in a random order), Overhead transparency

Schedule:

3:15-3:20: Snacks

3:20-3:40: **MODEL:** Instructor illustrates his/her dreams and goals grid discussing how/why these dreams and goals are important to his/her life. Instructor is sure to incorporate the points described above in Objective 1.

3:40-3:55: **INDEPENDENT PRACTICE:** Students individually classify the dreams and goals they generated through their homework according to the various transition domain areas and share one example with the entire class.

3:55-4:15: **INDEPENDENT PRACTICE:** In groups of 3-4, students complete the goal stem statements provided, generating examples of long and short term goals.

4:15-4:20: **SUMMARY:** Student teams will share their sample long and short-term goal statements. The group will summarize again by defining dreams and goals.

HOMEWORK: Bring to class samples of 3 dreams and their associated goals across 3 different life areas.

Lesson Plan VII - WEEK TWO – Continuation:

Objective:

1. Using student-generated dreams and goals, and given the option of either using a modified PATH model or concept web organizer, each student will begin to identify 1) various steps (goals) that he/she will need to accomplish in order to achieve his/her dreams, 2) resources (human, financial, agency-based, etc.) in which he/she may turn for support; 3) personal steps of which each individual student must take on his/her own

Transition Domains: Recreation/Leisure, Career/Work, School, Community, Living

Colorado Content Standards: (1) Students read and understand a variety of materials; (2) Students will write and speak for a variety of purposes and audiences; and, Visual Arts: (1) Students recognize and use visual arts as a form of communication.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-

Determination; Inter/Intrapersonal; Organization; Career Development

Materials: Overhead projector, transparency of sample concept web organizer that has been completed by teacher showing how to take a dream and begin to break it out into goals, resources, etc.; copies of blank concept webs for students to use, a sample “PATH” model illustrating a different way to “backwards map” from a dream to goals, resources, etc. Construction paper for students to build their own PATH arrow

Schedule:

3:15-3:20: Snacks

3:20-3:30: **MODEL:** Instructor uses transparency provided of concept web with a dream in the middle and then associated goals, resources tied to that dream and discusses how he/she thought about the needed steps and resources required to achieve the dream.

3:30-4:15: **INDEPENDENT PRACTICE:** Students take the dreams and goals they brought in from their homework and begin to break out the goals, resources and tasks that are required to achieve their dreams. Students can have a variety of options as to how they want to illustrate their work . They can use a blank advanced organizer, or use a modified personal futures planning tool....

4:15-4:20: **SUMMARY:** Students individually share their work with the group.

HOMEWORK: None.

Sample Model for Generating Dreams and Goals

	DREAMS	GOALS	Long or Short Term	How will I accomplish my Goals?	Will my goals change over time?
Relationships (Social)	Talk to my grandmother	Contact my Grandmother 2x a month	Short/Long	Call on the phone or write a letter	If my grandmother is not doing well
School	Have a job as a principal	Get my Master's Degree completed.	Short	Do all my work this semester and finish my portfolio.	No
Work	Advocate for students in the governance of the school.	Get my doctorate	<i>Long</i>	Go to school again beginning in 2006	Probably
Spiritual (Beliefs)	Be a calmer person	Take a yoga class	Short/Long	Go to yoga class 1x a week	Go more in the summer
Physical (Recreation)	Be as physically fit as I can be	Ride cross country by age 40	Long	Train 4 times per week.	No
Communication	Contact people I have neglected	Have better relationships with friends	Long	Write 2 emails, 2x a week	More emails
Living	Eat healthily	Have energy to ride bike 120 miles in one day	Long	Eat 5 servings of fruit and veggies every day	Yes, depending on training
Community	Make Denver more beautiful	Plant trees on Arbor Day	Short	Get info from Denver Parks and Recreation Department	Yes

Lesson VII

Goal Stem Statements

A recreation goal that I could accomplish in one month.....

A school goal that I could accomplish in one month.....

A social or relationship goal that I could accomplish in one month.....

A work or career goal that I could accomplish in one month.....

A spiritual/belief goal that I could accomplish in one month.....

A communication goal that I could accomplish in one month...

A living goal that I could accomplish in one month.....

A community goal that I could accomplish in one month....

A recreation goal that I could accomplish this summer.....

A school goal that I could accomplish this summer.....

A social or relationship goal that I could accomplish this summer.....

A work or career goal that I could accomplish this summer.....

A spiritual/belief goal that I could accomplish this summer.....

A communication goal that I could accomplish this summer.....

A living goal that I could accomplish this summer.....

A community goal that I could accomplish this summer.....

A recreation goal that I could accomplish in high school.....

A school goal that I could accomplish in high school

A social or relationship goal that I could accomplish in high school...

A work or career goal that I could accomplish in high school...

A spiritual/belief goal that I could accomplish in high school..

A communication goal that I could accomplish in high school...

A living goal that I could accomplish in high school...

A community goal that I could accomplish in high school...

A recreation goal that I could accomplish after graduation....

A school goal that I could accomplish after graduation....

A social or relationship goal that I could accomplish after graduation....

A work or career goal that I could accomplish after graduation....

A spiritual/belief goal that I could accomplish after graduation....

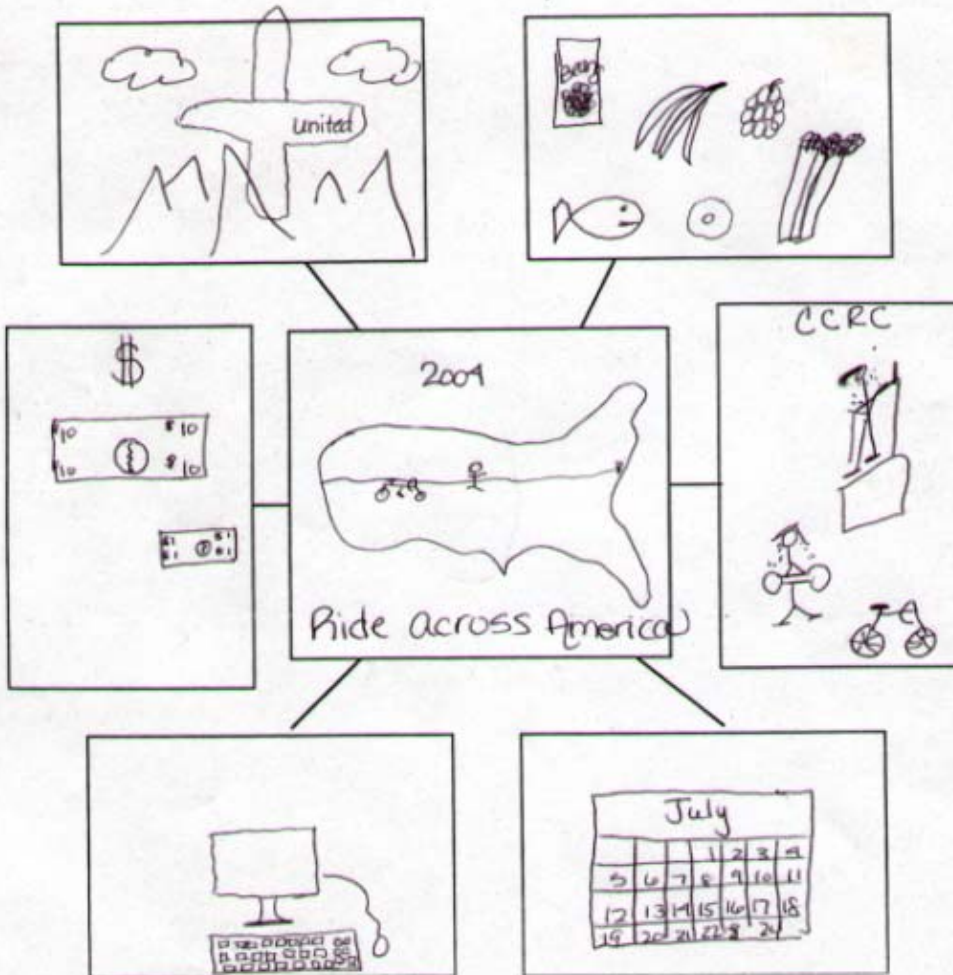
A communication goal that I could accomplish after graduation....

A living goal that I could accomplish after graduation....

A community goal that I could accomplish after graduation....

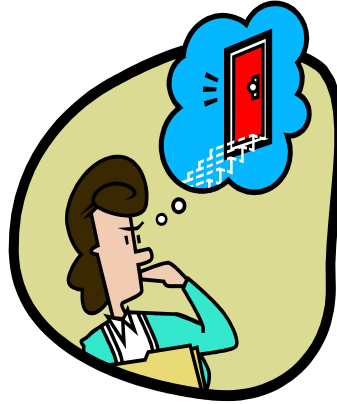
Lesson VII – Week Two
 Sample Organizer for Dreams to Goals Activity

Web the Concept



L. Schultz

Possible uses: To summarize concepts in nonfiction and fiction texts, character analysis, organize information in pre-writing, story retell and supporting details.



Personal Learning Profile

Lesson VIII

Objective: Using a CSAP report generated from Alpine Achievement Systems, Inc.* which illustrates student results by reading, writing and math (for the middle school) content areas and which depicts specific sub-scale scores for each subject area and provides a graph of where a student's scores place him/her along the unsatisfactory, partially proficient, proficient, and advanced proficient continuum, individual students will identify from their individual graphs at least three areas of strength and three areas of need and place those on his/her personal template.

Transition Domain: School

Colorado Content Standard: (1) Students read and understand a variety of materials

Materials: Transparency of sample CSAP summary graphs, overhead projector, copies of individual student CSAP graphs

Schedule:

3:15-3:20: Snacks

3:20-3:40: **INTRODUCTION/MODELING:** The instructor will open this session asking students to recall the state assessment tests that they take each spring – CSAPs. The purpose of these tests will be reviewed and then put into the context of the personal learning profile as a way of understanding an individual's strengths and weaknesses. Then using an overhead of a sample student, the instructor will begin to teach students how to read and interpret their own CSAP results. The following points will be made: a) helping students to assess those areas in which they are close to moving from one proficiency level to another; b) pointing out to students that within any one subject area, they may be strong in some subscores and weaker in others, and that this distinction is important to make; and, c) being able to identify what areas are strong and which areas are weaker.

3:40-4:15: **INDEPENDENT PRACTICE:** Students work independently to interpret their own results and begin to identify strengths and weaknesses that can be listed on their template.

4:15-4:20: **SUMMARY:** Students discuss how this activity helped them to better understand what they do well in school and for what areas they may need more help and assistance.

HOMEWORK: Think about the following question: What is a disability?

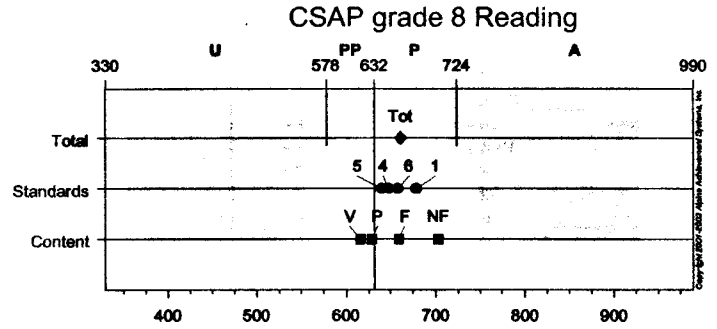
*Note: not all school districts contract with Alpine Achievement to display their CSAP results. For this lesson, it is important for teachers to present to students some form of their disaggregated results in a way that a student can identify his/her relative strengths/needs within and across each of the respective content areas.

Maria

Grade: 8

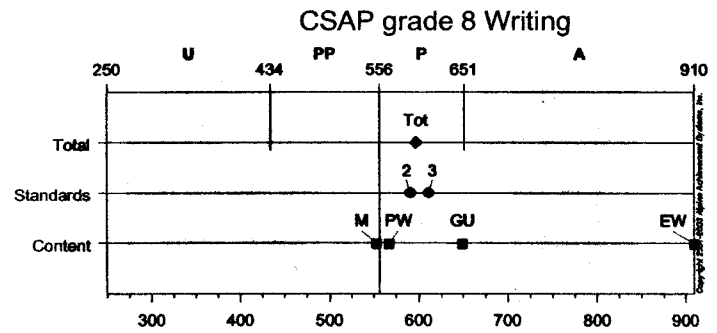
CSAP grade 8 Reading

Total and Subscores		Score	Prof. Level
Total		661	P
By Standard	Std1	679	P+
	Std4	648	P+
	Std5	640	P+
	Std6	658	P+
By Content	Fic	659	P+
	NonFic	703	P+
	Voc	616	BP
	Poe	629	BP



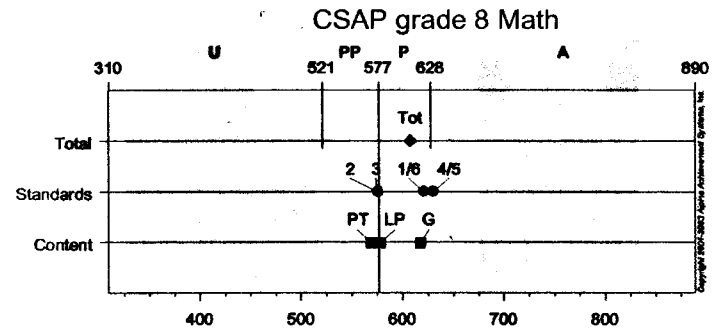
CSAP grade 8 Writing

Total and Subscores		Score	Prof. Level
Total		597	P
By Standard	Std2	591	P+
	Std3	611	P+
By Content	ParWr	567	P+
	ExtWr	910	P+
	GramUse	649	P+
	Mech	553	BP



CSAP grade 8 Math

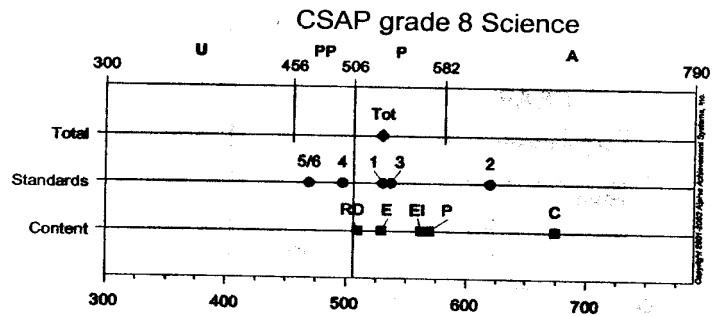
Total and Subscores		Score	Prof. Level
Total		608	P
By Standard	Std1Std6	621	P+
	Std2	576	BP
	Std3	576	BP
	Std4Std5	630	P+
	LinPatrn	579	P+
By Content	PropThnk	569	BP
	Geom	618	P+



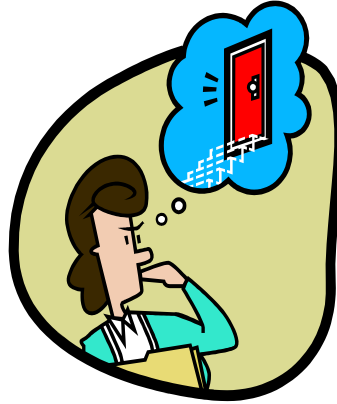
Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; PA=Proficient + Advanced; NS=No Score
Subscore Legend: BP=Below Proficient; P+=Proficient or Above

CSAP grade 8 Science

Total and Subscores	Score	Prof. Level
Total	530	P
By Standard	Std1	P+
	Std2	P+
	Std3	P+
	Std4	BP
	Std5Std6	BP
By Content	Explnv	P+
	RstData	P+
	Phys	P+
	Chem	P+
	Earth	P+



Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; PA=Proficient + Advanced; NS=No Score
Subscore Legend: BP=Below Proficient; P+=Proficient or Above



Personal Learning Profile

Lesson Plan IX

Objective: After an introduction to the concept of “disability” and a discussion on differences and how those require support in school, each student will complete the “About Me” worksheet by identifying his/her disability, formulate a personal definition that can be shared on their template, list accommodations that support his/her disability and then think about, given their disability, other things that he/she wants their teachers to know about them. This information will then be transferred to individual templates.

Transition Domains: Personal, Communication

Colorado Content Standards: (1) Students read and understand a variety of materials; (2) Students will write and speak for a variety of purposes and audiences; and, (5) Students read to locate, select and make use of relevant information from a variety media, references and technological resources.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Physical; Inter/Intrapersonal; Organization;

Materials: Book by Norma Simon - "Why am I Different?", Copies of the worksheet “What is a Learning Disability?” for each student (found on LDOnline.com) (Again, the information found about learning disabilities may not apply to the students with whom you work- it will be important to find information that is at a level students can understand to have discussions that will help them to understand the meaning of their particular disability). Copies of individual student IEPs, particularly the sections that address eligibility, strengths, needs, accommodations. Sample of an IEP on an overhead transparency. Blank copies of the “About Me” worksheet for each student, highlighters.

Schedule:

3:15-3:20- Snacks

3:20-3:30- **INPUT:** Introduction to disabilities. Read “Why Am I Different?” by Norma Simon (1993).

3:30-3:40- **DISCUSSION:** Conduct a group discussion on the points raised in the book about differences and how some differences are categorized as 'disabilities.' Discuss the importance of understanding that while each of us share many traits and characteristics, all of us have things that are strengths as well as challenges or things that are difficult for us. Lead into a discussion about why it is important for students with disabilities to be able to understand their strengths and needs and be able to request the supports they need from teachers in order to do their best in school.

3:40-4:55- **INPUT:** The instructor will provide a global review of different disability categories and will answer student questions regarding each. The instructor then reviews and discuss, “What is a Learning Disability?” worksheet (found on LDOnline.com).

3:55 - 4:05 - **GUIDED PRACTICE:** The teacher will provide an example of an IEP on an overhead projector and point out the various components of the IEP as well as the types of words used to describe students' disability categories, strengths, needs, accommodations, etc. Students will use their own IEP to follow along with the instructor.

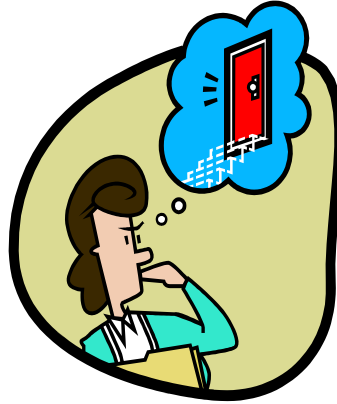
4:05-4:25: **INDEPENDENT PRACTICE:** Students will look at their IEP's. Under the “Current Functioning” section, each student will highlight information that helps him/her understand areas that are a strength, and areas that are difficult. Under the Accommodations and Needs section, the students will highlight information that they want teachers to know about them. Students should also add anything or make any changes during this time. Students can use the “About Me” worksheet to track and take notes on the information they find in the IEPs. Students can then use these notes to add to the respective slides on their personal template.

4:25– 4:30: **SUMMARY:** In a round-robin fashion, each student will share one thing that he/she learned about him/herself from reading his/her IEP.

HOMEWORK: Students will be asked to think about the term “legal rights” and bring in an example of at least one legal right they hold.

About Me Worksheet

Question to think about:	Notes/Response
My Disability is:	
Having this disability means that:	
Here are some accommodations that will help be more successful in my classrooms:	
Here are some additional things that I would like my teachers to know about me:	



Personal Learning Profile

Lesson Plan X

Objective: After a group discussion and an overview of their legal rights according to IDEA, each student will describe in his/her own words why it is important that he/she exercise their rights within the transition planning process.

Transition Domains: All

Colorado Content Standard: (1) Students read and understand a variety of materials;

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Physical; Inter/Intrapersonal; Organization; Technology; Career Development

Materials: Transparencies (or use of LCD projector) of PowerPoint file: Legal Rights.ppt. Chart paper and markers.

Schedule:

3:15 – 3:20– Students arrive in classroom and get a snack

3:20 – 3:30 – **INTRODUCTION:** Check on Homework question, in a round robin fashion, have each student talk about one of their legal rights and capture this list on chart paper.

3:30 – 4:10 - **INPUT/DISCUSSION:** Instructor poses the question, “What can happen if people have rights but they ignore or don’t take advantage of those rights?” Instructor will then proceed through the legal rights power point which focuses on students’ rights through IDEA, specifically regarding the IEP and transition planning process. As the instructor addresses each major point, students should be encouraged to discuss ways in

which they have experienced each right or procedure. In the event that students are unfamiliar with these rights or procedures, the instructor should help students understand why it is important for them to participate in these important life-planning events.

4:10-4:15- **SUMMARY:** In a round robin fashion, each student should report out one thing they learned that day regarding educational and transition planning services and their rights to participate.

4:15 - **HOMEWORK:** Think of a teacher that you will present your PLP to in the next two weeks.



Personal Learning Profile

Lesson Plan XI

Objectives: (1) Given examples of various forms of communication and engaging in role play situations, students will identify how they prefer to communicate with their teachers and family members and enter that information on the respective slides of their personal learning profile.

(2) In pairs, students will practice presenting their profile and having their partner give them feedback using the presentation rubric.

Transition Domains: Home, Community, Post-Secondary Education

Colorado Content Standards: (2) Students write and speak for a variety of purposes and audiences; and, Visual Arts: (3) Students know and apply visual art materials, tools, techniques and processes.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Physical; Inter/Intrapersonal; Organization; Technology; Career Development

Materials: PLP template hard copy, samples of communication forms including a formal letter, email, note, and telephone illustrated on overheads, overhead projector, chart paper, markers, ideas for role playing various communication encounters, and copies of the presentation rubric on overhead transparencies as well as individual copies for each student.

Schedule:

3:15 – 3:20 – Students arrive in classroom and get a snack

3:25 – 3:30 – Check on Homework question - begin to create a schedule for students to ultimately present their profiles to one or more of their teachers.

3:30– 4:20 - **INTRODUCTION:** Begin the lesson with an overview of the types of communication that we use on a daily basis. List these

forms on the chart paper. Introduce the notion that we use different forms of communication depending on the nature of the contexts in which we find ourselves and what is most comfortable to each of us.

MODELING: Begin to display the sample forms of communication on each overhead. Have students generate a list of advantages and disadvantages of each form of communication and the circumstances under which one might use one over another.

GUIDED PRACTICE: Put students into groups of 2-3 and assign each group a form of communication. Ask them to role play a scenario in which they might use that form of communication with their family members or teachers. Conduct the role-plays in front of entire class.

INDEPENDENT PRACTICE: Have students work individually with their profile to begin to fill out the respective slides on how they prefer to communicate with their families and their teachers.

- 2) Put the presentation rubric on the overhead and remind students that when they present their profiles to their families and teachers and that they will be filling out the rubric on the student's presentation skills and the content of their profile. In partners, have the students practice sharing their profile with one another and have the partners give feedback to one another regarding their eye contact, pacing, voice, etc.

SUMMARY:

NOTE: After this final lesson several activities took place. First, we had to meet individually with some students in order to provide them support to finish their templates. Students were allowed to personalize their presentation formats and in some instances, added information not included on the general template.

Second, we sponsored an evening where families were invited to come to the school and have their student present his/her profile to them. We provided a light supper and gave them an opportunity to share their feedback about students' work. There is a generic presentation rubric provided below for instances where students present their profiles to individuals other than teachers that can be used.

Third, each student presented their profile to at least one of their current teachers. The teachers were asked to fill out the teacher presentation rubric below and to provide feedback to each student regarding his/her presentation skills as well as the usefulness of the information contained on his/her profile.

Fourth, we had a group of students who were transitioning to the high school the following year. In preparation for this transition, we had those students meet with

the high school special education coordinator, present their profiles and ask to be a part of their next IEP meeting when goals and objectives would be created for their freshman year.

Finally, once all templates were completed, we provided each student with a copy of their template on a CD as well as a disk and encouraged them to continue to use and update their profiles over time.

Student-Led Personal Learning Profile Presentation Rubric

Student _____ Name of Person to Whom Presentation is Conducted _____ Date: _____

Directions: For each component, please circle the level of proficiency demonstrated by the student and include explanatory comments: .

Topic	Advanced	Proficient	Partially Proficient	Comments
Eye Contact	Student kept eye contact greater than 90% of time	Student kept eye contact 60% to 90% the time	Student kept eye contact 30% to 60% of time	
Volume	Student spoke at a volume without prompts that was easy to hear	Student required prompts to speak at a volume that was easy to hear	With prompts student did not speak at a volume that was easy to hear	
Tone of Voice	Student used inflection and enthusiasm in his/her tone of voice greater than 90% of time	Student used inflection and enthusiasm in his/her tone of voice 60% to 90% of time	Student used inflection and enthusiasm in his/her tone of voice 30% to 60% of time	

Topic	Advanced	Proficient	Partially Proficient	Comments
Tone of Voice	Student used inflection and enthusiasm in his/her tone of voice greater than 90% of time	Student used inflection and enthusiasm in his/her tone of voice 60% to 90% of time	Student used inflection and enthusiasm in his/her tone of voice 30% to 60% of time	
Ability to Present Content on PLP	Student described all the content under each major heading of the PLP	Student described 60-99% of the content under each major heading of the PLP	Student described 50% or less of the content under each major heading of the PLP	
Ability to Clarify Questions	Student clarified every question presented	Student was able to clarify 75% of questions presented	Student was able to clarify 50% to 75% of questions presented	
Comfort with Technology	Student was able to present entire PLP without assistance	Student was able to present the PLP with assistance two times or less	Student was familiar with technology but required assistance to begin PLP and required help three times or more	

Comments from Presentation:

**Student-Led
Personal Learning Profile
Teacher Presentation Rubric**

Student Name _____ Teacher _____ Date: _____

Directions: For each component, please circle the proficiency to which the PLP addresses and include explanatory comments:

Topic	Advanced	Proficient	Partially Proficient	Comments
Learning Style	PLP gave teacher a variety of techniques to help differentiate instruction for the student	PLP gave teacher an adequate amount of techniques to help differentiate instruction for the student	PLP gave teacher a few techniques to help differentiate instruction for the student	
Goals and Dreams	PLP gave teacher a comprehensive understanding of the student's goals and self-assessed strengths and needs	PLP gave teacher some understanding of the student's goals and self-assessed strengths and needs	PLP gave teacher little to no understanding of the student's goals and self-assessed strengths and needs	

Topic	Advanced	Proficient	Partially Proficient	Comments
Interests/hobbies personal	PLP gave an excellent view on student's interest/hobbies	PLP gave an adequate view on student's interest/hobbies	PLP gave a minimal view on student's interest/hobbies	
Disability	PLP gave an excellent explanation of student's view of his/her disability	PLP gave an adequate explanation of student's view on his/her disability	PLP gave minimal explanation of student's view on his/her disability	
Use of PLP	Teacher is able to think of multiple ways in which information on the PLP could be applied in his/her design and implementation of instruction	Teacher is able to think of a few ways in which information on the PLP could be applied in his/her design and implementation of instruction	Teacher can not think of any ways in which information on the PLP could be applied to his/her design and implementation of instruction.	

Comments:

Appendix

My Personal Learning Profile

By <Your Name>

What do I do for fun when I
am not in school?

How I Best Learn

My Preferred Materials/Activities

Materials

Activities

Additional things that I would like my
teachers to know about me

Things that make it harder for
me to learn:

Dreams/Goals and Other Related Tasks/Resources



Dreams/Goals, cont.:

What I Want To Learn In School :

Things that I do well in
school:

Things that are difficult for me
in school:

Best ways for me to do my homework:



Things I do well socially:

Things that are difficult for me
socially:

Things I do well physically:



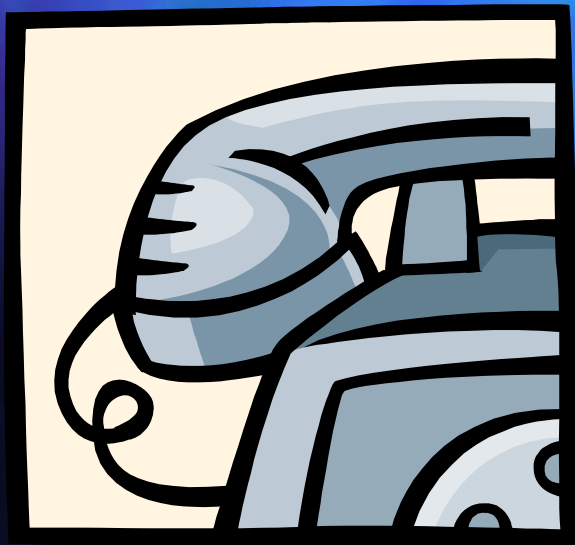
Things that are difficult for me
physically:

My health or nutrition needs:



Ways I can Help Others

How do I prefer to communicate with my teachers?



How do I prefer to communicate with
my family?

My disability is:

What my disability means:

My next IEP meeting is:



The End

