

Protocol #2

Ranking Priorities in Program Development

In light of the vision you have assembled for your school, what role might personalization play in realizing the shared vision of your team? As you can see in the list below, Personal Learning Plans, portfolios, and presentations are being used to serve a wide variety of specific purposes. No personalization strategy can serve all the possible purposes. To make a program work, each team needs to identify purposes that are consistent with its shared vision, then link them to a strategy that fits: PLPs, portfolios, or presentations.

Protocol #2 asks each team member to sift and sort 25 different purposes for personalized learning to identify those that are most consistent with the vision statement the team has developed. Then, the team can assemble a list of the priorities it wants to serve as it begins to personalize learning. Personal Learning Plans, portfolios, and presentations might all be central to the vision. On the other hand, the purposes your team selects may require only one strategy, adapted to fit your own needs.

The box below contains a variety of purposes that personalized learning has served in different high schools.

Purposes for Personalized Learning

- | | |
|---|---|
| To increase student motivation | To banish anonymity from school life |
| To guide course selection | To clarify graduation requirements |
| To help students imagine their future | To plan a path after high school |
| To connect families to student learning | To connect academic and applied learning |
| To celebrate student achievement | To prepare for college applications |
| To connect each student with a caring adult | To promote reflection and reevaluation |
| To relate student work to standards | To assess basic skills (speaking and writing) |
| To explore non-curricular options | To explore career choices |
| To support identity formation | To demonstrate personal talents |
| To initiate lifelong learning | To extend range of academic choice |
| To increase self-awareness | To evaluate content acquisition |
| To emphasize applications of knowledge | To legitimate non-school achievements |
| To assess progress toward standards | |

Using the following steps, put the purposes in a category that seems to fit best: PLPs, portfolios, or presentations. Select 10 priorities individually, and then compile a team list consisting of shared priorities.

Step 1: Selecting essential purposes

Each team member should select fewer than 10 purposes that are essential to realizing the vision your team has developed.

Step 2: Identifying team priorities

Working from one team member to the next, team members should explain their highest priorities. As purposes are proposed, a facilitator should develop a list, noting the priorities that are proposed by more than one individual.

Step 3: Selecting 10 or fewer

When all priorities have been explained, the team should work for a final list of not more than 10 priorities, rank ordered if possible. Haggling is inevitable. Work again for consensus.

Step 4: Fitting priorities to personalization options

Working as a group, assign each priority to one of the personalization options on the following page.

When your team's list of priorities is complete, place each team priority in one of the three categories in the following Personalized Learning Options chart, and rank order the purposes in each list so the lists reflect your own priorities.

Personalized Learning Options for Team Priorities

Personal Learning Plans	Portfolios	Student Presentations

Then, with the rest of your team, write a statement that expresses an agreed-upon purpose for designing a personalized learning project in your school.

Statement