

Protocol #3

Using NASSP *Breaking Ranks*[™] Recommendations to Reflect and Revise

After your team has come to some agreement on the general purpose of personalized learning in your school, it may be useful to check your ideas against an external framework.

The ranked lists of priorities that resulted from your dialogue are probably too numerous or difficult to take on all at once. How can you begin to organize the purposes you are exploring so they begin to shed some light on the process you will have to develop to engage your school community in personalizing learning?

Protocol #3 asks you and your team to separately assess the seven recommendations from *Breaking Ranks*[™] (NASSP, 1996) that began this workshop, using the worksheet on the next page. In light of the discussion so far:

- 1) How important does each recommendation seem to your personalization initiative?
- 2) How far has current practice at your school taken you toward meeting the recommendation?

School development goals are often most powerful when the recommended change is seen by a team to be highly important, but seldom achieved in current practice. Goals that are important but already actively developing should be maintained at current levels of effort. Goals that are not too important but receive lots of attention in current practice can be considered for reallocation to new projects.

When your team has compared results, a few high priority goals may stand out among others. You can use these recommendations to identify specific goals for developing personalized learning at your school.

Worksheet: Protocol #3

Rate the importance and current practice of each NASSP recommendation to your school.

Personal Learning Plans		Importance?	Current Practice
		Low High	Low High
		1 2 3 4	1 2 3 4
01 06	Each student will have a Personal Plan for Progress to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.		
06 02	The school will review each student's Personal Progress Plan continually and indicate the extent of progress toward graduation and post secondary transition plans.		
Portfolios		Importance?	Current Practice
		Low High	Low High
		1 2 3 4	1 2 3 4
06 01	The high school will assess the academic progress of students in a variety of ways so that a clear and valid picture emerges of what they know and are able to do.		
03 02	Experiences in high school will acknowledge multiple talents and ways of learning to help students achieve the meaningful success that leads		
Student Presentations		Importance?	Current Practice
		Low High	Low High
		1 2 3 4	1 2 3 4
02 03	Teachers will be adept at acting as coaches and facilitators to promote more active student involvement of students in their own learning.		
02 07	Teachers will integrate assessment into instruction so that assessment does not merely measure students, but becomes part of the learning process.		
03 04	The school will accord meaningful roles in the decision-making process to students, parents, and members of the staff to promote an atmosphere of participation, responsibility, and ownership.		

High Importance/Low Practice: A school change priority is often *highly important* but *hard to detect* in current practice. Select the recommendations with the greatest gap so you can explain their importance to your team.