



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: