



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

VERMONT AGENCY OF EDUCATION CASE STUDY LEARNING PROJECT - ALLISON

Welcome to the Vermont Agency of Education case study learning project. The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs). We are fortunate to have had these developed by Lee Ann Jung, a nationally recognized expert on personalization, disability and proficiency based learning. Through these case studies you will see some examples of how our fictional Happy Valley High School executed the requirements of Act 77, the VT Education Quality Standards, and IDEA. These case scenarios provide potential models that can and should be adapted to fit each school's particular context. These models are not new requirements but rather tangible exemplars of how these plans might be developed to support rather than duplicate each other. Additionally this resource showcases a strategy for making adaptations to the PBGR performance indicators where necessary. Schools can pick and choose any or all of the strategies they feel will fit into the model they have created at their school. Please also see the [crosswalk of plans](#) developed by the Agency for further context.

This resource builds off the original case studies created by the National Technical Assistance Center on Transition. Lee Ann Jung's website is www.LeadInclusion.org and she can be reached at jung@leadinclusion.org.

John Spinney, the Post-Secondary Transition Coordinator at the Vermont Agency of Education, was the Project Coordinator for these resources. He can be reached at john.spinney@vermont.gov.

Allison

By Lee Ann Jung and Nicole DeZarn

Background

Allison is an 18-year-old junior who has an interest in a career in early childhood development and education. Her older sister, Jessie, graduated from college last year and is in her first year of teaching kindergarten at a medium-sized elementary school near their family's house. Allison has been helping her sister prepare for class on the weekends and after school by making materials for the room and for lessons. Through this experience, Allison has determined that she has an interest in working with preschoolers or kindergartners. After seeing the stress her sister has felt in her first year of teaching, though, she is unsure if she wants to be the lead teacher for a classroom.

Allison qualifies for special education services because of a diagnosed specific learning disability. Her disability manifests primarily in reading comprehension and written expression but also in executive function, particularly in organizing materials and time. She has maintained proficiency, with Chemistry being her only area of significant need thus far in 11th grade. She met each of her IEP (Individualized Education Plan) goals last year and has progressed noticeably in her reading comprehension skills, although they still lag behind grade level. She has had difficulty with turning in assignments on time lately, and her parents are worried about how this will affect her in college. Allison realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

Allison has many friends and strong interpersonal skills. She enjoys hanging out with her friends and sisters at the mall and movie theater. She is athletic and plays softball, with a regular workout schedule at a local gym. Allison has told her close friends about her learning disability. She sees her learning disability as a significant life struggle.

Allison's parents want her to focus efforts on finding the right college to meet her career goals. They've expressed frustration that her older brother attended a community college, but many of the courses he took did not then transfer into his degree program at college. They want to avoid Allison's wasting time and money in this way.

Highlighting Inclusive Practice

Knowing how Allison feels about her diagnosis is an important part of creating a successful transition plan. Because Allison sees dyslexia as causing significant struggles in her life, the team should focus on opportunities for Allison to succeed independently and clearly highlight her successes. The team may also see a challenge in bridging the gap between student's goals and parents' goals. Allison's parents are ready for her to decide what college she will attend, but she hasn't made a decision. Teams have to help families make a transition, too, to seeing their children as emerging adults who are driving their own futures.

Developing the Personalized Learning Plan

Chad, Allison's general educator, took time to educate himself on dyslexia and then sat down with Allison to work on her personalized learning plan for the year during first period advisory time. Chad had been Allison's advisor since her freshman year and is her English teacher this year, so Allison thought he was the perfect choice to be her mentor teacher in developing her personalized learning plan. Allison's mom, Tracy, also attended the meeting.

Chad started the meeting off saying, "Your school performance is good this year, Allison. Almost all of your skills have met proficiency standards! How are you enjoying the child development class?"

Allison's face lit up, "That's my favorite class I've ever taken!"

Chad asked, "What makes it your favorite class?"

"I'm interested in it, and I feel like it's easy for me to understand," Allison added quickly. "It doesn't even feel like school when I'm in that class."

Chad smiled responding to Allison's clear enthusiasm, "Allison, this is the most excited I've seen you get about school. Are you thinking you'd like to explore child development or education as a career?"

Allison's mom, Tracy, interjected, "Allison, tell Chad about your time in your sister's classroom."

"I've been helping after school and on the weekends with Jessie's kindergarten class. The idea of being in charge of the class sounds overwhelming, but I really love making materials and helping her," Allison replied excitedly.

Chad asked, "With your enjoyment of the child development class and this experience, would you like to take a serious look at preparing for a career in early childhood education or development?"

Allison smiled broadly. "Yes, I think I do."

Chad added, "Well, child development is only a one-semester class. You'd been planning to take art for the second semester. Would you like to think instead about doing a community work experience and spending time during the day in Jessie's class?"

"Could I do that?" Allison asked hopefully.

"Absolutely," responded Chad. "That's a perfect option if you're wanting to explore this as a possible fit for you as a future career."

"So, Allison," Chad continued, "what would you say is your long-term goal right now? To be a teacher? Or to have a full-time job in the field of early childhood?"

Allison looked more serious and responded, “I’d like to be a teacher, but I’m not sure that I have what it takes. I mean, I have dyslexia. My spelling is terrible, and I don’t know that someone with dyslexia would be a very good teacher. But I’d like to think I could.”

“Is that why you said you didn’t know if you would want to be a lead teacher?” asked Tracy.

“Uh huh,” responded Allison.

Chad responded optimistically, “First, Allison, there are many teachers who have dyslexia.”

Allison looked puzzled. “Seriously?” she asked.

“Yes,” responded Chad. “Dyslexia is not all that uncommon, and it should have no bearing on your ability to do well in college or as a teacher. But I think we can set some goals this year that will make your path to college and career success even clearer.” Allison agreed this seemed like a good direction.

Chad continued, “I think we have a good start with an idea for a long-term postsecondary goal of having a job as a teacher in an early childhood classroom. You’re already in the child development and psychology classes, which can be a secondary education goal that will help with your long-term goal. And we just decided that having a work experience next semester at the elementary school is something you wanted to do. Completing that experience by successfully teaching a lesson to the students would be a great secondary employment goal to put on your plan. What do you think?”

“That sounds perfect,” responded Allison.

Chad then returned to a concern Allison had expressed. “Allison, you said earlier that you were worried that dyslexia would keep you from being a good teacher. You mentioned writing, particularly spelling. We already have an IEP goal to improve conventions of writing this year. Is there anything else that worries you – that you want to improve to feel more confident in your ability to be a teacher one day?”

“Well,” Allison responded, “I feel like I’m not all that organized. I’m sometimes late with assignments. I get overwhelmed with so many different things to do and just can’t keep up with it all. Then I get behind and it feels hopeless. I see Jessie preparing her lessons, and it’s all so organized. I know dyslexia is part of why I have trouble with being organized.”

Chad asks Allison about the concern to make sure she understood correctly. “So, you’re having trouble remembering to do assignments or to finish them? Where is the break down?”

“I don’t know. I mean, when I only have one thing to remember and do, I manage that fine. But when I have a bunch of assignments due at different times I just forget. I even have nightmares about forgetting homework,” admitted Allison.

Chad added, “Allison, I didn’t realize this was such a struggle for you. But I have talked to your other teachers, and we are all seeing difficulty with on-time assignments. I’m sure we can develop an organization strategy to help with this.”

Tracy offered a suggestion, “You just got the new tablet for school. Is there a way to use that to stay organized? Isn’t there a calendar?”

Allison responded, “There’s a calendar, but I don’t know how that would help.”

Chad jumped in, “That’s a great idea, Tracy. There’s an app I use with several students to keep up with lists of tasks and connect them to the calendar with reminders. We can work to develop a system that works for you and set goals of on-time assignments in school and meeting deadlines at work as a teacher. Is this the main worry you have about being successful in college and in your job?”

“Definitely,” Allison answered.

“I want you to see the absolutely bright future you have ahead of you. There is no reason you can’t reach all of your goals. You seem to really enjoy exploring the teaching field right now, and you need to know that every option is available to you. We will work together to make sure you have the skills you need to be successful in college and ultimately in your teaching career. We sort of jumped ahead in looking at your goals, but let’s take a step back and look at the strengths portion of the personalized learning plan. What do you see are your strengths? I can think of a lot!”

“I was thinking about that while I got ready this morning, especially as I thought about working in Jessie’s class this weekend,” replied Allison. “It seems you have to be willing to spend a lot of time planning and making materials for the classroom. I really enjoy that! It’s not even work to me. So, I think that’s a strength.” “That’s true,” agreed Chad.

Allison continued, “I also think I’m a pretty patient person and get along with people well. I have lots of friends, and some of them don’t like each other. But I get along with everyone. I think that’s important for any job where you’re working with a lot of people. And patience is important in working with little kids.”

“Um. Well, I guess I also like my child development class. I guess it’s good to like the subject if I’m going to spend four more years studying it.” “Absolutely!” agreed Chad. Allison added, “It’s the first class I’ve had that didn’t feel like school.”

“Is it because it’s an easier class?” asked Chad.

“I really don’t think so,” responded Allison. “I mean, it is easier, but I think it just feels easier because I like it. I still have to write papers and everything, but, no offense, it’s just easier to write about that topic than it is to write about literature for me. You’re a great teacher and all, but I just like the topic better.”

Chad chuckled, “I understand. Shakespeare isn’t for everyone, I suppose. I’d like to read what you write for Child Development sometime if you don’t mind. It would give me an idea of how you write when you really love the topic. And let’s think of some opportunities for you to choose topics you enjoy more in my class.”

“That sounds good,” responded Allison.

Next, Chad asked, “What would you say you *value*? What are you passionate about supporting?”

“I feel like helping people is the most important value for me. If everyone in our world focused on helping one another, we would have a much better world. So, helping people I’d say is my biggest value.”

“We have this in common,” added Chad.

Chad then turned to the plan and the block in which Allison was to list her interests. “I think you’ve really found an exciting new direction with your interest in child development and teaching. Would you like to add other interests to your plan?”

“I don’t guess it relates to this, but I still love softball,” Allison answered.

“Allison, this is *your* plan. If it’s an interest, it absolutely can go here,” Chad assured.

Chad moved to the next section of the PLP, “The next section on the plan is a summary of what you’ve learned about yourself from the assessments you’ve taken. You took the career inventory at the beginning of the year. Did you learn anything from this?”

“It suggested teaching as a possible career,” responded Allison. “Between that assessment, my time in Jessie’s class, and everyone saying that I could actually be a teacher even though I have dyslexia, I guess what I learned is that I think it’s possible now.”

Chad introduced the next section of the PLP. “In the next section, we work to set your short and long term goals.

The teaching job is the longest-term goal, and it sounds like you have really settled in with that one.

Allison took a minute to think about each of the goals. “Yeah, I think so.”

Chad prompted Allison to think about the short term – what she needs to accomplish to get the degree and the job. “What about college exploration, Allison? Would you like to add anything to your plan about finding a college, or do you have an idea where you want to apply?”

“I have absolutely no idea. I’ve never thought about it before. I really didn’t think I’d go to college, and I don’t know where to begin,” Allison confessed.

“Let’s add this as a short-term goal for after graduation that you’ll begin school at a college that has a teacher preparation program. I’ll help you with the search and application process. So will Laura, your resource specialist, and your counselor,” Chad reassured.

“Sounds good,” Allison answered.

“So let’s think about your goals for while you’re in high school. This is what I’ve jotted down based on what you’ve said so far:

- Completing assignments on time in all of your classes

- Designing and teaching a small and large group lesson in a preschool or kindergarten classroom.

Do you want these to be on your personalized learning plan?” Chad asked.

Allison answered, “I think those are both perfect.”

“Okay, then let’s work on a more complete plan for both of these,” responded Chad.

Next, Chad and Allison developed action plans for each of her Secondary goals. For each short-term goal they had selected, Chad and Allison created a goal attainment scale. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to the goal. To begin, Allison and Chad describe what Allison is able to do right now with regards to each target skill and put this description on the scale next to the zero. Next, they describe what they want Allison’s performance to be at the end of the year and placed this description next to the 4. Then, they selected three incremental steps between Allison’s current skill level and the final goal as benchmarks of progress and placed these descriptions on the scale next to the 1, 2, and 3. (For more information on Goal Attainment Scaling, see [this article](#).) Finally, they discussed each of the strategies that Allison will use and that her teachers will use to support her in reaching her goals.

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements. This step allows the plans to have meaning within the graduation framework and allows all of the student’s work toward their personalized goals to support their evidence for graduation.

Happy Valley High uses the Vermont Agency of Education recommended performance-based graduation requirements (PBGRs.) After selecting short-term secondary goals, Chad and Allison reviewed each of the performance indicators from the PBGRs to see which ones could connect to the short-term goals. Allison then took the list of PBGRs that connected to her personalized learning plan (PLP) and for each one wrote a rationale for how she would meet each one in the course of completing her PLP. This work is in the table, labeled “Connections to Proficiency-based Graduation Requirements.”

After outlining each of the short-term secondary goals and action plans, Chad and Allison reviewed each of the performance indicators from the PBGRs to see which ones could connect to the short-term learning goals. For each goal, they together connected multiple performance indicators from the PBGR. Allison then took the list of performance indicators for each short-term secondary goal and independently wrote a description of how he would demonstrate proficiency of the each PBGR through meeting the short-term goal. This work is in the tables, labeled “Connections to PBGRs.” In their next meeting, Allison and Chad reflected on progress toward the goals and determined if any revisions to the plan were needed.

Allison's Personalized Learning Plan follows.

Highlighting Inclusive Practices

Notice how Chad helped Allison see new possibilities for her life. She didn't see herself going to college and thought dyslexia would hold her back. More important than the transition document is the process of engaging in a meaningful transition planning process. Setting goals with students makes their dreams a very real possibility. Notice, too, how much Allison contributed to the meeting relative to her parents'. It's Allison's voice and choice that are the loudest and most important.

Personalized Learning Plan

Happy Valley High is dedicated to ensuring that we personalized learning for every student by ensuring that all students attain the skills, knowledge, and dispositions needed for long-term success. This form is a place to document a student's plan and should be seen as a living document that can be updated at any time.

Plan Information

| | |
|-----------------------------------|-------------------|
| Student's Name: | Allison |
| Student's ID: | 64738 |
| Student's School: | Happy Valley High |
| Student's Grade: | 11 |
| Student's Graduation Date: | 5/30/2020 |
| Date of Initial Plan: | 9/30/2017 |
| Dates of Previous Plan Revisions: | 5/20/2017 |
| Today's Date: | 9/30/2018 |

Team Members Present

| Name | Role |
|---------|--------------------------|
| Allison | Student |
| Chad | Advisor, English Teacher |

Interests and Strengths

| |
|--|
| Summary of my skills, strengths, and abilities: <i>What am I great at doing? What are my best qualities?</i> |
| I enjoy child development class and find my best work in school is in this class and psychology. I enjoy planning lessons and developing materials for the kindergarten class. I get along well with people who have a variety of personalities and make friends easily. I work well on teams. |
| My core values: <i>What do I value? What do I feel strongly about and support? What inspires me? What's important to me? Who influences me?</i> |
| I value helping people. My sister inspires me and influences me through her passion for helping children. |
| My Interests: <i>How do I enjoy spending my time? What can I do for hours and hours and still enjoy?</i> |
| I like playing softball and working out. I love hanging out with my friends. |
| Assessments of my skills: <i>What assessments have informed my thoughts about what I want to accomplish after graduation? What have I learned from these assessments?</i> |
| The career inventory suggests that teaching could be a good career for me. I've spent time in my sister's classroom and learned that I enjoy working with children and like preparing materials and the classroom for the students. |

Postsecondary Goals

| |
|---|
| Long-term goals for after graduation: <i>This is what I want to happen in my life years from now.</i> |
| 1. Within 5 years of graduation, I will graduate with a teaching certificate and have a full-time teaching job. |
| Short-term goals for after graduation: <i>This is what I want to happen right after graduation. These should relate to the long-term goals if possible.</i> |
| 1. After graduating from high school, I will begin school at a college that has a teacher preparation program. |
| Supports I need: <i>What supports do I need to have in place to ensure my success with each of these goals?</i> |
| I'll need the support of an advisor to select colleges and complete applications. |

Personalized Learning Plan: Employment

(For more information on Goal Attainment Scaling, see [this article](#).)

Action Plan for Secondary Goals

| |
|--|
| Goal 1: Employment |
| Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month. |

Goal Attainment Scale

| | |
|---|---|
| 9 | I remembered to write down the assignment by myself, and I completed it and turned it in with no reminders. |
| 8 | |
| 7 | I needed a reminder to write down the assignment, but I did the complete assignment and turned it in on my own. |
| 6 | |
| 5 | I needed a prompt to write down the assignment and get started, but I finished it and turned it in. |
| 4 | |
| 3 | I needed a prompt to write down the assignment, do it, finish it, and turn it in. |
| 2 | |
| 1 | Assignment was late. |

Strategies for Success

I will use Google Keep and make a note for each of my classes. Each day, I will jot down any assignments and the due date and connect a reminder in my calendar.

I will get help setting up the system on my tablet. My teachers will check in the beginning to make sure I remember to use the Google Keep. My parents will check my tablet in the evenings in the beginning to make sure I did what was recorded in my system.

Data Map

| Date | Settings | | | |
|------|---------------|-----------------------------|-----------|------------|
| | Language Arts | Child Development/Coop Work | Chemistry | Psychology |
| | | | | |

Personalized Learning Plan: Independent Living

Action Plan for Secondary Goals

Goal 2: Independent Living

Allison will successfully design and teach a small and large group lesson in a preschool or kindergarten classroom.

Goal Attainment Scale

| | |
|---|---|
| 9 | I implemented the lesson successfully. |
| 8 | |
| 7 | I reflected on my plan and developed materials for use in the classroom. |
| 6 | |
| 5 | I worked on refining and planning a lesson I selected for use in the classroom. |
| 4 | |
| 3 | I searched through example lessons and reviewed them for quality on indicators I found. |
| 2 | |
| 1 | I investigated qualities of effective lessons for young children. |

Strategies for Success

I will work with Jessie to learn about her class and about what makes a good lesson in her kindergarten class. I will get resources from her to read online and borrow materials and books from her.

I will observe Jessie and in other classrooms during my cooperative work experience.

I will work with Jessie to pick lessons and revise them to improve them.

I will get feedback from Jessie on my teaching.

Data Map

| Date | Settings | |
|------|--------------------|--------------------|
| | Small Group Lesson | Large Group Lesson |
| | | |
| | | |

Personalized Learning Plan

Connections to Performance-based Graduation Requirements

****For the purposes of this resource and to ensure it is a manageable length, the transferable skills were selected for inclusion. However, the VT AOE suggests that all relevant content areas can be included in a student's PLP and aligned to their short-term and long-term goals.****

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements. This step allows the plans to have meaning within the graduation framework and allows all of the student's work toward their personalized goals to support their body of evidence for graduation.

After outlining each of the short-term secondary goals and action plans, Chad and Allison reviewed each of the performance indicators from the PBGRs for Transferable Skills to see which ones could connect to the short-term learning goals. For each goal, they connected multiple performance indicators from the PBGRs. Then, Allison recorded her answers as to how she would demonstrate those skills in sentences. This work is in the tables, labeled "Connections to PBGRs."

Goal 1: Employment

Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Demonstrate organized and purposeful communication | The system I set up for managing my tasks is something I can use with group work and in my job to organize tasks and communicate that schedule with others. |
| (b) Use technology to further enhance and disseminate communication. | I will be using technology to create my organization system. This is something I can share and use with others to communicate deadlines and manage tasks. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for collaboration. | I will collaborate with my advisor to set up and personalized the organization system to meet my needs. |
| (b) Collaborate effectively and respectfully. | I'll need to communicate respectfully with each of my teachers to express any need for support with my organization system. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Apply knowledge in familiar and new contexts. | I will be able to identify new ways to apply this organization system beyond homework assignments. |
| (b) Demonstrate initiative and responsibility for learning. | By managing my own organization system, I am taking charge of my own responsibilities. |
| (c) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I am showing the ability to learn a new system for managing tasks. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for innovation. | I will be able to identify new ways to apply this organization system beyond homework assignments. |
| (b) Integrate knowledge from a variety of sources to set goals and make informed decisions. | I will be deciding what information and tasks to record in my organization system to meet my goal of having on time work. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Persevere in challenging situations. | It has been incredibly challenging for me to organize my assignments and complete them on time. I'm showing perseverance by investigating a new tool to support my goal and sticking with it to improve my timeliness. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will be taking data on my improvement and analyzing the effects of the new organization system. |
| (b) Identify patterns, trends, and relationships that apply to solutions. | I will analyze the pattern of my improvement to see if there are differences between classes or times of the week. |
| (c) Persist in solving challenging problems and learn from failure. | I will persist in solving the challenge I'm experiencing with completing my assignments on time, learning from mistakes I make. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Practice responsible digital citizenship. | I will practice internet safety as I use the new tool. |
| (b) Use technology to support and enhance the critical thinking process. | I'm investigating a new technology to support my improved success with assignments. |
| (c) Use a range of tools, including technology, to solve problems. | I am using new tools to solve the problem I am experiencing. |
| (d) Use technology and digital media strategically and capably. | I have chosen a new tool because it is compatible with the tablet I have and has worked for other students. I will show the ability to use the new tool capably. |

| Goal 2: Independent Living |
|---|
| Allison will successfully design and teach a small and large group lesson in a preschool or kindergarten classroom. |

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will need to develop organized plans for teaching lessons in Jessie's class and communicate this with her and my teachers. |
| (b) Use evidence and logic appropriately in communication. | I will need to use evidence on good teaching and child development to create lessons for Jessie's class. |
| (c) Adjust communication based on the audience, context, and purpose. | I will need to adjust my communication daily between communicating with children in Jessie's class, adults in her school, and adults and friends at my school. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will need to communicate in all of these ways as I plan lessons for Jessie's class. |
| (e) Use technology to further enhance and disseminate communication. | I will use technology to communicate with Jessie and my teachers in planning lessons. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I will seek new opportunities for collaboration at Jessie's school with other teachers. |
| (b) Collaborate effectively and respectfully. | I will need to communicate very professionally at Jessie's school. |
| (c) Collaborate as needed to advance learning. | I will need to ask questions and communicate with Jessie and my teachers to learn more about designing lessons for young children. |
| (d) Participate in and contribute to the enhancement of community life. | By designing lessons that teach young children in the community, I am contributing to the advancement of my community. |
| (e) Demonstrate commitment to personal and community health and wellness. | By designing lessons that teach young children in the community, I am contributing to the health and wellness of my community. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Identify, manage, and assess new opportunities related to learning goals. | I will seek new opportunities to learn about teaching as a career and will apply to colleges to open these opportunities. |
| (b) Demonstrate initiative and responsibility for learning. | I will be initiating my own learning about education that extends beyond my child development course. |
| (c) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I will have to be very flexible as I learn, unlearn, and relearn about child development and teaching. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Use evidence and reasoning to justify claims. | I will need to use sources that have evidence to choose lessons and improve them and support my opinions. |
| (b) Observe and evaluate situations in order to define problems. | I will need to observe the children in Jessie's class to evaluate what the children already know and need to learn. |
| (c) Analyze the accuracy, bias, and usefulness of information. | I will need to make judgments about the information on teaching I gain from other teachers, Jessie, and written sources and make decisions. |
| (d) Persevere in challenging situations. | Teaching will be new and challenging for me, and I will have to persist even when it feels really difficult. |
| (e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | I will need to understand about the whole system of what the children in Jessie's class is teaching and how my lessons fit into the bigger picture. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will need to develop questions about what children need to learn, make predictions about how my lessons will work, and analyze how well they worked. |
| (b) Identify patterns, trends, and relationships that apply to solutions. | I will need to analyze patterns of how children in the class are learning and what kinds of teaching are working for them. |
| (c) Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. | After I deliver or help with a lesson, I will have to evaluate how it went and generate ideas for how to make it better and try those ideas. |
| (d) Persist in solving challenging problems and learn from failure. | Teaching will be new and challenging for me, and I will have to persist in learning when I make mistakes. |
| (e) Apply knowledge from various disciplines and contexts to real life situations. | Teaching will be new and challenging for me, and I will have to persist in learning when I make mistakes. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Practice responsible digital citizenship. | I will need to be responsible with my social media and professional with email in order to be prepared for college applications and a teaching career. |
| (b) Use technology to support and enhance the critical thinking process. | I will use online library searches to find information to help me design lessons. |
| (c) Use a range of tools, including technology, to solve problems. | I will need to use a variety of technology tools to do research for teaching lessons and for delivering lessons. |
| (d) Use technology and digital media strategically and capably. | I will need to use a variety of technology tools to do research for teaching lessons and for delivering lessons. |

Personalized Learning Plan

Reflections

| |
|--|
| <p>Student Reflection</p> <p><i>Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?</i></p> <p>Last year, I was not sure I wanted to go to college at all. But then I decided to take a child development class. I completed that class and got an A. I'm now in my work experience class in my sister's classroom, and I am making great progress in developing lessons with my sister. I look forward to delivering a lesson independently next month. The main barrier I felt in meeting my goals was that I didn't believe in myself. Now with the experience I've had, I believe I can do well in college and be a successful teacher.</p> |
| <p>Family Reflection</p> <p>Jessie: Allison has shown that she has the patience and passion for teaching. She has a real knack for seeing which students need a little extra help and finding creative ways to help each one. I have no doubt she will succeed at her goal of being an excellent teacher!</p> |
| <p>Faculty Reflection</p> <p>Chad: Allison has put into place her new organization system using Notability and her calendar. It's working so well for her! She hasn't had a late assignment in weeks and seems more comfortable with managing multiple assignments and tasks. She's demonstrated a real maturity, and I know she is going to meet success with all of her goals!</p> |

The IEP Transition Planning Meeting

Allison's case manager, Laura, convened Allison's transition meeting. Allison, Laura, Allison's parents, and Allison's language arts teacher and advisor, Chad, attended the meeting. Maisie, a transition counselor from Vocational Rehabilitation, attended the meeting by phone.

Laura opens the meeting by thanking everyone for coming and asking Allison how the year is going. Allison replied smiling, "Well, Chemistry is the bane of my existence, but overall okay."

Laura responded, "That's a tough class, and a lot of kids have trouble first semester."

"I guess," responded Allison. "I'm doing well in all the other classes."

Chad asked Allison, "Have you had a chance to think more about this big goal of becoming a teacher? This was a big change from last year when you didn't really see yourself going to college and couldn't identify with any career possibilities."

Allison responded, "Yeah, I have. After we talked about that I saw things differently when I was helping Jessie this weekend. I tried to see myself in that position with the classroom being mine."

"How did that feel?" asked Chad. Allison smiled, saying, "It was a really exciting thought! That I could actually be the teacher."

Laura responded, "It is an exciting thought! I think you'd be great as a teacher for a lot of reasons."

Chad chimed in, "Allison, I've been so pleased at your growth in language arts so far this year. With the new annotation strategy we've put into place, I've really seen a lot of growth in your writing. This seems to be helping your comprehension of the reading material and has enriched your writing. Don't you think?"

"Oh yeah," responded Allison. "The annotations and highlighting keep me focused on the reading, and when I go back and read the annotations before going to the next section, it really helps me think about it deeper. It takes a lot longer, but it works."

Laura asked, "Are you using the strategy in your other classes, too, Allison?"

"I use it in Psychology, too."

Laura added, "You and Chad discussed how you would like to have a community work experience in your sister's class instead of art next semester. Does this still sound like what you want to do?"

"Yes!" Allison responded.

Lucy's dad, Carter, remarked, "I wish we had practical options like that when I was in school." Tracy turned to Allison, "That sounds really great, doesn't it?" Allison smiled and nodded yes.

Maisie added, "We could set up job coaching for you during the work experience in your sister's classroom."

Allison paused and then said, "I really don't think I want to do that. Jessie provides me with the help I need to do well."

Laura jumped in, "Allison, we can keep this as an option, and if you change your mind, we can add the service later. In the meantime, I can set up a meeting so we can learn more about what kinds of services that Maisie and her team can offer. Sound okay?"

"Alright," responded Allison.

Laura continued, "Allison, you and Chad set goals at your personalized learning plan (PLP) meeting. We can go from there and see what we want to pick for your PLP and if you want to add anything else. This is what I have for postsecondary goals from last week:

- Allison will complete a bachelor's degree program in teacher education within 5 years of high school graduation.

- Allison will have a full-time teaching job within 5 years of graduation.

And this is what you have for secondary goals on your PLP:

- Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month.
- Allison will successfully design and teach a small and large group lesson in a preschool or kindergarten classroom.

Laura added, “And we have also talked about the coursework you want to take, switching from art to the work experience in your sister’s classroom and completing the child development class. Is there anything else about your courses you’d like to discuss?”

“No, I don’t think so,” responded Allison.

“Okay,” said Laura. “Then this is the list of goals we have for the transition plan.”

Education and Training

Postsecondary Goals

- Allison will complete a bachelor’s degree program in teacher education within 4 years of high school graduation.

Secondary Goals

- Allison will successfully complete courses in child development and psychology in high school, mastering all of the course competencies for each course.

Employment

Postsecondary Goals

- Allison will have a full-time teaching job within 5 years of graduation.

Secondary Goals

- Allison will successfully design and teach a small and large group lesson in a preschool or kindergarten classroom.

Independent Living

Postsecondary Goals

- Allison will develop a system for organizing her work tasks, use the system, and will meet each of her deadlines in college and at work.

Secondary Goals

- Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month.

Course of Study

1. Psychology
2. English
3. Algebra II
4. Physical Education
5. Child Development
6. Chemistry

- 7. Cooperative Work Experience
- 8. Government

The team continues the discussion and thinks through the accommodations and modifications Allison needs in each of her courses to be successful at demonstrating proficiency. Additionally, the team discussed adaptations and modifications as they apply to the proficiency-based graduation requirements.

Allison’s Transition Plan follows.

| Individualized Education Program - Post-Secondary Transition Plan |
|---|
| <p>Student Name: <u>Allison</u> IEP Meeting Date: <u>9 /08/2018</u> Current Grade Level: <u>11th</u> Expected Date of Graduation: <u>5/30/2020</u></p> |
| <p>Evidence of involving student and related agencies: Laura asked Allison who she would like to include in her transition meeting. She invited her parents and her language arts teachers, Chad, who is also her advisor. Maisie, from Vocational Rehabilitation, was also invited and attended by phone.</p> |
| <p>Age Appropriate Transition Assessments Performed (State the assessment and date, then identify the student’s preferences, interests, strengths and needs, then link that information to post-secondary goals): WAIS-R – 5/16, Woodcock Johnson- 5/16, Career Planning Survey- 8/18, Work adjustment Inventory- 8/18</p> <p>The results of these tests and surveys suggest Allison has the potential of meeting her postsecondary goals of being a classroom teacher. The findings suggest that Allison may benefit from accommodations in college, particularly in the form of writing support and extended time on timed assessments.</p> |
| <p>Definitions: Measurable Post-Secondary Goals - <i>A post-secondary goal is a statement of the desired outcome for the student after leaving high school.</i></p> <p>Measurable Annual Transition Goals - <i>Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post-secondary goals.</i></p> |
| <p>Education and Training (Required)</p> <p>Post-Secondary Goal(s) for Education and Training (Required): Allison will complete a bachelor’s degree program in teacher education within 4 years of high school graduation.</p> |

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| Annual Transition Goal(s) for Education and Training (Required): Allison will successfully complete courses in child development and psychology in high school, mastering all of the course competencies for each course. | | | | |

List Transition Services related to Education and Training:
 Monitoring with her advisor to ensure she is staying on track within each class. Specially-designed instruction to support writing development.

Individualized Education Program - Post-Secondary Transition Plan

Employment (Required):

Post-Secondary Goal(s) for Employment (Required) -

Allison will have a full-time teaching job within 5 years of graduation.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| Annual Transition Goal(s) Employment (Required): Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month. | | | | |

List Transition Services related to Employment:
 Community based instructional experiences related to planning and delivering lessons in a preschool or kindergarten classroom. Allison's sister, Jessie, can provide support and instruction. Maisie will provide Allison with options for support from Vocational Rehabilitation.

Independent Living (as appropriate):

Post-Secondary Goal(s) for Independent Living (as appropriate): After graduation, Allison will develop a system for organizing her work tasks, use the system, and will meet each of her deadlines in college and at work.

Progress Review Dates

| | 2/15/2019 | 4/15/2019 | 8/15/2019 | 10/15/2019 |
|---|-----------|-----------|-----------|------------|
| Annual Transition Goal(s) for Independent Living (Required): Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month. | | | | |

List Transition Services related to Independent Living:

Coaching to develop an organizational system to support planning and completing of on-time assignments.

Individualized Education Program - Post-Secondary Transition Plan

Course(s) of Study: *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.*

1. Psychology
2. English
3. Algebra II
4. Physical Education
5. Child Development
6. Chemistry
7. Cooperative Work Experience
8. Government

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Vocational Rehabilitation will provide options of services that Allison may choose to receive. This form will be updated in the event that she chooses to accept a VR service.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18. n/a

- Yes
 If not completed in writing, please specify how they were notified: _____
 n/a

Adaptations to Graduation Requirements

Happy Valley High uses the Vermont Agency of Education Graduation Proficiencies, EQS Transferable Skills, and Recommended Performance Indicators. After outlining each of the short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Within each of his courses, if he meets the performance indicator with the accommodation or modification, he will have met the PBGR within that course. Although Happy Valley High uses all of the Agency of Education Content Graduation Proficiencies, they choose to use only Language Arts and Mathematics with Transferrable Skills on the transition plan to focus on cross-cutting skills for long term success.

Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Communication

| Performance Indicator | Adaptation Needed |
|---|---|
| (a) Use evidence and reasoning to justify claims. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (b) Observe and evaluate situations in order to define problems. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (c) Analyze the accuracy, bias, and usefulness of information. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (d) Persevere in challenging situations. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | Special education will provide Allison assistance in developing a system for organizing and managing her time. Allison will be given assistance to divide challenging tasks into smaller parts and supported to use her organization system to persist with the tasks to completion. |
| Description of Modifications | None |

Adaptations to Proficiency-based Graduation Proficiencies for Content Areas

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Language Arts

| Graduation Proficiency | Adaptation Needed |
|--|--|
| 1. READING Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 2. WRITING Produce clear and coherent writing for a range of tasks, purposes, and audiences. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 3. WRITING Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 6. LANGUAGE Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | Timeliness will not be counted as part of Allison's grade. |
| Description of Modifications | For language arts, conventions of writing will not be a part of Allison's grade. |

Mathematics

| Graduation Proficiency | Adaptation Needed |
|---|---|
| 1. MODELING Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationships between the variables, interpret results, and validate and report conclusions and the reasoning behind them. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 2. NUMBER AND QUANTITY Reason, describe, and analyze quantitatively, using units and number systems to solve problems. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 3. ALGEBRA Create, interpret, use, and analyze expressions, equations and inequalities. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 4. FUNCTIONS Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 5. GEOMETRY Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|---|---|
| 6. STATISTICS AND PROBABILITY Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
|---|---|

| | |
|--------------------------------------|--|
| Description of Accommodations | Timeliness will not be counted as part of Allison's grade. |
| Description of Modifications | None |