Issue Date: October 1, 2024

Portrait of a Graduate and Personalized Learning Plan Alignment Protocol

Purpose

This protocol can be used to explore the connections between the Portrait of a Graduate (PoG), Personalized Learning Plan (PLP) structures and processes, Education Support Team (EST) structures and processes, and transferable skills. Once teams have built a shared understanding of these structures and processes, action steps to align the different components can be developed.

Goal

To build coherence and align the PoG, the PLP process, the EST process, and transferable skills.

Materials and Setup

- Chart paper
- Markers
- Scissors
- Glue sticks
- Copies of the following (1 each per small group), each document printed on a different color of paper
    - Your district/school's PoG or the [Vermont Portrait of a Graduate](#)
    - Your district/school's PLP structures and processes, and/or the [Personalized Learning Plan Critical Elements](#)
    - Your district/school's Education Support Team referral form
    - Your district/school's Transferable Skills or [Transferable Skills, Agency of Education](#)

Agenda

This protocol will take approximately 60-90 minutes to complete, depending on the size of your group.

Time	Description
5 minutes	**Directions and Introduction** The purpose of this protocol is to develop coherence between related structures and to determine the next steps for alignment.

15-30 minutes	**Poster Session**
	
	Break into small groups of three to six people.
	
	Directions:
	
	1. Familiarize yourselves with the documents provided (see materials listed above).
	
	2. Using scissors, glue sticks, markers, and chart paper, create a poster that shows how the PoG, PLP, and EST work together to inform teaching and learning. Consider the following questions:
	
	    • What do they have in common?
	
	    • How do they inform each other?
	
	    • How do they fit together?
	
	3. Hang your poster on the wall.

10 minutes	**Gallery Walk** Once all of the posters are hung, participants examine them while considering the following questions: • What commonalities do you see? • What is different? Why?
10 minutes	**Discussion Round 1** In small groups or as a whole group: • How does the Portrait of a Graduate inform our PLP process(es) and structures? • What action steps do we need to take to bring them into alignment? Record a*ction steps in the note catcher below.*

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Time	Description
10 minutes	**Discussion Round 2** In small groups or as a whole group: • How does the Portrait of a Graduate inform our EST process and plan development? o What does the EST team need to know? o How might we better support students who need an EST? o How might we better improve core classroom instruction to improve student outcomes? • What action steps do we need to take to bring them into alignment? *Record action steps in the note catcher below.*
5 minutes	**Next Steps** In small groups or as a whole group: • What are we already doing that builds coherence and alignment between the PoG, PLP structures and processes, and the EST process? • What additional steps do we need to take to build coherence and alignment? • What action steps do we need to take to bring them into alignment? • Who else needs to be included in conversations about coherence and alignment? *Record the conversation in the Action Steps Note Catcher below.*
5 Minutes	**Debrief** • What worked well about this process? • What might we do differently the next time we engage in a process like this?

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Action Steps Note Catcher

What: Action Step	Who	When

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