

Using the Personalized Learning Plan (PLP) is a powerful way to guide student learning on a weekly basis. It can be used as a bell-ringer activity, as a prompt for journal entries, or in other creative ways to help students think about the way they practice these skills at work each week.

Activity Idea:

At the beginning of the term, help your students write a goal for how they will demonstrate or practice each skill in their job or placement. This can be a broad goal you provide for them, or it may be something you ask them to brainstorm together and draft on their own first. *WBL TOOLBOX SUGGESTION – Use the Student Skills Assessment Rubric to help students think about what these skills look like at a high level.*

1. Ask your students to document their goal in the box titled “My Experience” so they can always see it.
2. Beneath each goal, give students time each week to think about where they saw or practiced that skill during that week. Students may document this in the PLP or may use other resources like a handwritten journal or online blog post.
3. As they progress through the term, students begin to document ideas for how they will prove that they practiced these skills in the box titled “My Evidence.” This will help them generate artifacts that demonstrate their skills. *NOTE – Only the strongest artifacts should be included in the portfolio.*
4. Usually, strong artifacts will show evidence of multiple skills, as in the example below. Ask students what other skills are evidenced in these artifacts to help them select the strongest artifacts.

Example:

CREATIVITY AND INNOVATION: Use imagination and insight to develop original ideas for products, including physical products, services, and solutions to problems, among others Example: Document participation in a brain-storming session and the ideas generated related to a new marketing brochure.

My Experience:

My goal: Identify a way to improve an existing process or product or design a new one to improve my workplace.

9/22/15 – This week I noticed when taking orders, customers’ requests are not always documented properly to be relayed to the kitchen. Employees need a list to reference standard abbreviations for consistency to improve communication between wait staff and the kitchen staff.

10/5/2015 – This week I compiled a list of standard abbreviations, and gave it to my boss with a proposal that we create and use a similar list and give it to all servers. I asked for feedback and suggested that we create a checklist of standard abbreviations as a possible solution to address this issue. My boss liked the idea.

10/12/2015 – This week I improved my list of abbreviations by sharing it with other servers and kitchen staff. I typed up the lists and printed out a copy for my boss. She made a couple suggestions to improve it.

10/19/2015 – This week I gave copies of my printed list to our servers and trained them in how to use them. Together we roll played a couple sample orders and everyone did well. Of our 8 servers, two struggled to remember them. After we practiced, they did much better.

My Evidence:

- *Note from my boss thanking me for my idea and making suggested edits to my list.*
- *Pictures of me training the servers in how to use the new checklist with a written description of the activity where we practiced together.*
- *Assignment: Journal entry about my experience leading the training and how I made adjustments to make sure everyone who struggled to learn the abbreviations were successful.*