

Honoring voice and choice

Purpose	Although not required by all school systems, individual growth plans can be an important part of an improvement process. The opportunity to complete such a plan can be leveraged to honor voice and choice of the individual staff member. Use these resources to provide staff members a framework for developing a personal professional learning plan that aligns to the key ideas presented in this book.
Recommended time	1–2 hours
Materials	Tool 4.5 <ul style="list-style-type: none"> • Developing Individual Learning Goals, page 22 • Individual Learning Plan Template, page 23
Process	<ol style="list-style-type: none"> 1. Review Developing Individual Learning Goals, page 22. 2. Lead discussion on the aspects relevant to your context. 3. Introduce Individual Learning Plan Template, page 23. 4. Ask staff members how voice and choice can be represented in the template. 5. Seek improvements to the template (if open to changes). 6. Determine timetable for implementing the process.

Honoring voice and choice, continued

Developing Individual Learning Plan

INDIVIDUAL GOALS FOR PROFESSIONAL LEARNING	
<p>Teachers can develop their own individual learning plans that are tied to both school and districtwide student learning goals. This tool will assist you in thinking about questions that you could pose to educators to encourage them to set personal goals for professional growth and tie those goals to student learning needs.</p>	
GOAL	<ul style="list-style-type: none"> • I will _____ • In what area _____ • And then _____
BASIS FOR YOUR GOAL	<ul style="list-style-type: none"> • How does your goal link to your individual needs? What data did you use to identify your needs? _____ • How does your goal link to your building goals? _____ • How does your goal link to the district's improvement plan? _____ • How does your goal link to student achievement? _____
EVIDENCE OF ACCOMPLISHMENT	<ul style="list-style-type: none"> • What evidence will you submit to show what you have accomplished? _____ _____ • When will you review your plan and make adjustments? _____

EXAMPLES OF LEARNING GOALS

I WILL:

- Know and apply strategies for extending student thinking
- Become knowledgeable about diverse cultures and apply new learning to the classroom
- Deepen my understanding of quality work attributes; design and implement quality work for students
- Read widely in the area of collegial learning; create opportunities for collegial learning among the staff
- Research school reform and leadership literature related to the role of the principal in school improvement; design strategies related to administrative work

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Individual Learning Plan Template

REFLECTION QUESTIONS

- How will I change as a result of participating in this activity?
- Will this activity foster collegiality?
- How can I link this activity to the work of colleagues?
- How can my learning activity benefit my colleagues?
- Who can I call upon for feedback?
- What evidence of my learning will I produce?
- What will I observe, count, or measure to determine whether the changes in practice stemming from this activity have improved student learning?
- What will be the first indication of student learning that I can expect to see?
- How long will it be before improvement can be measured?

INDIVIDUAL LEARNING PLAN	
<p>Your plan will consist of several goals. Use this sheet to create a plan for a single goal that is part of your larger plan.</p>	
<p>1 GOALS. What is your goal and how does it relate to student needs and building or district goals?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Improve student performance on science proficiency tests, based on the number of students who must take the test more than once and the district goal that 90% of students should pass the test the first time they take it.</p>
<p>2 OBJECTIVES. What specific objectives do you expect to accomplish?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Within the next two years, my classroom practice will enable 90% of my students to pass the science proficiency test the first time they take it.</p>
<p>3 POTENTIAL ACTIVITIES. What specific activities will you undertake that are directly related to these objectives?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Take classes and/or workshops to improve my ability to implement inquiry-based learning in my classroom; collaborate with or seek mentoring from other teachers who use inquiry learning.</p>
<p>4 RELEVANCE. How is the scope of the plan relevant to the subject area you teach, your students, your building/district goals, and quality educational practice?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: Inquiry is an important and widely acknowledged method for effectively teaching science and will enable me to increase my students' performance on proficiency tests.</p>
<p>5 EVALUATION CRITERIA. What are the criteria for determining the success of your objectives? When and how will you adjust your plan if needed?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Example: In two years, 90% of my students will pass the science proficiency test; if after one year, they are not making progress, I will review and adjust my strategy.</p>

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