

Action planning is a design process that helps you focus your ideas and decide what steps you need to take to achieve your specified goals. Designing an effective action plan can help you as a leader and change maker turn your visions into reality, increase your efficiency and hold yourself accountable. A comprehensive action plan describes the way you will meet objectives through detailed steps that describe how and when these steps will be taken. Literature suggests being time bound (6 months-1 AY) and focusing on no more than one-to-two “big goals” and a few associated sub-goals.

Utilizing a backward design process to develop your action plan allows you to thoughtfully plan with the “end in mind.” First, clarify your desired learning results (Stage 1). Then, identify what evidence to collect that demonstrates you achieved your desired learning (Stage 2). Next, you plan the means to the end; that is, the activities that will help you achieve your goals (Stage 3). In addition, you consider the barriers and incorporate a system of accountability to help keep your plan realistic and achievable (Stage 4).

## ACTION PLANNING PROCESS:

Stage 1 – Desired Results		
What relevant goals(s) will your plan address?  Is this goal feasible in the time frame you have set?	What key knowledge and skills will you construct or develop as a result of this action plan?	At the culmination of this plan, what will you <i>do</i> as a result of your new knowledge and skills? ( <i>what will be different in terms of behaviors/ actions and attitudes?</i> )
Stage 2 – Evidence of Learning		
Through what authentic performance tasks will you demonstrate your desired understandings or learning?	Through what other evidence (self- reflection journal, video recordings, informal/formal observations, documents/forms, establishment of new teams, meetings/events, etc.) will you demonstrate achievement of your desired results?	
Stage 3 – Learning Activities		
What learning experiences and activities will enable you to achieve the desired results? How will the plan: <ul style="list-style-type: none"> <li>○ Keep you actively engaged based on your goals, interests, and time?</li> <li>○ Equip you with the key ideas that will help you explore, inquire, and learn beyond this plan?</li> <li>○ Provide you opportunities to evaluate your work and its implications?</li> <li>○ Address the classroom and instructional needs of individual teachers?</li> <li>○ Incorporate what’s happening on the school-wide and classroom levels?</li> </ul>		
Stage 4 – Accountability and Support		
What are some potential barriers that might occur throughout the implementation of this action plan?	Who can you share this plan with to help hold you accountable in ensuring the tasks are completed?  Who can you go to for support during implementation of this action plan? What role will they play?	

Adapted from: McTighe, J., *Understanding by Design Professional Development Workbook*, 2004.

[www.ascd.org/ASCD/pdf/books/mctighe2004\\_intro.pdf](http://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf)

Informed by the Advisory Board:

<https://www.advisory.com/solutions/survey-solutions/resources/posters/2014/five-principles-for-effective-action-planning>

## SAMPLE ACTION PLAN:

<b>Stage 1 – Desired Results</b>			
Goal	Knowledge and Skills	Actions	Timeline
<p>Competency 2: Ensure Developmentally- Appropriate Teaching Create professional communities of practice (CoP) to empower teachers to learn from each other and improve instruction.</p>	<p><i>I will know how to:</i></p> <ul style="list-style-type: none"> <li>• <i>effectively develop and support a CoP made up of PK, Kgn and 1<sup>st</sup> grade teaching staff.</i></li> <li>• <i>provide three variations of the master schedule that staff may use to organize their in and out-of-classroom time.</i></li> <li>• <i>help novice and experienced teachers to organize and encourage the exchange of ideas and information.</i></li> </ul>	<p><i>Offer to our early learning teaching staff the opportunity and time bi-monthly to engage in a CoP as a model of professional development to connect with colleagues in the spirit of learning, knowledge sharing and collaboration.</i></p> <p><i>Provide teachers with foundational structures for implementing effective CoP meetings(i.e. a template for developing CoP agreements; agenda templates that encourage teachers to take on and share different roles within the CoP implementation; sample protocols for building shared knowledge, discussing data, and sharing best practices)</i></p>	<p><i>Within 4-6 weeks, after engaging in conversation and research (enter dates on calendar and share with trusted colleague for accountability)</i></p> <p><i>Within 4-6 weeks, after research and collecting foundational resources. And, plans to check in quarterly.(enter dates on calendar and share plans with trusted colleague for accountability)</i></p>
<b>Stage 2 – Evidence of Learning</b>			
Performance Tasks	Other Evidence	Date of Completion	
<p><i>Present an overview of the history and development of CoPs in education at next month's grade level teams meeting.</i></p> <p><i>Work with grade level coordinators during our PD day to brainstorm and develop samples of master schedules to offer teachers.</i></p> <p><i>Co-plan the first two meetings with staff to assist them in identifying the purpose, goals and vision of their new CoP. (include an introduction to using an agenda and protocols for knowledge building/ discussing data sharing and sharing best practices)</i></p>	<p><i>Three master schedules that provide flexibility of meeting days and times for the CoP.</i></p> <p><i>Video-recordings of the CoP planning and development meetings to be shared with other staff.</i></p> <p><i>Administer a “satisfaction” survey of CoP participants. (designed to capture the empowerment and perceptions of improved instruction)</i></p>	<p><i>Enter date</i></p> <p><i>Enter date</i></p> <p><i>Enter date</i></p>	

Stage 3 – Learning Activities	
	Date of Completion
<ul style="list-style-type: none"> <li>• <i>Read current literature on CoPs and develop a presentation for staff</i></li> </ul>	<i>Enter date</i>
<ul style="list-style-type: none"> <li>• <i>Work with our evaluation coordinator to identify metrics for CoP effectiveness</i></li> </ul>	<i>Enter date</i>
<ul style="list-style-type: none"> <li>• <i>Develop selection criteria and a process for identifying CoP participants</i></li> </ul>	<i>Enter date</i>
<ul style="list-style-type: none"> <li>• <i>Introduce opportunities during grade level meetings for staff to begin a dialogue about instruction across grade levels.</i></li> </ul>	<i>Enter date</i>
Stage 4-Accountability and Support	
Potential Barriers	Sources of Support
<ul style="list-style-type: none"> <li>• <i>Possible resistance to another” initiative” in the building(another meeting)</i></li> <li>• <i>Coverage for regular CoP meetings</i></li> <li>• <i>Staff might have to forgo or adapt an exisiting commitment to make this manageable</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I will tell my supervisor, a colleague providing leadership at another school, and the grade-level leads and ask for that this be a standing topic in our check-in meetings so that we can plan, brainstorm, and problem-solve together</i></li> </ul>

## ACTION PLAN TEMPLATE

<b>Stage 1 – Desired Results</b>			
Goal	Knowledge and Skills	Actions	Timeline
<b>Stage 2 – Evidence of Learning</b>			
Performance Tasks	Other Evidence	Date of Completion	

<b>Stage 3 – Learning Activities</b>	
	Date of Completion
<b>Stage 4 – Accountability and Support</b>	
Potential Barriers	Sources of Support