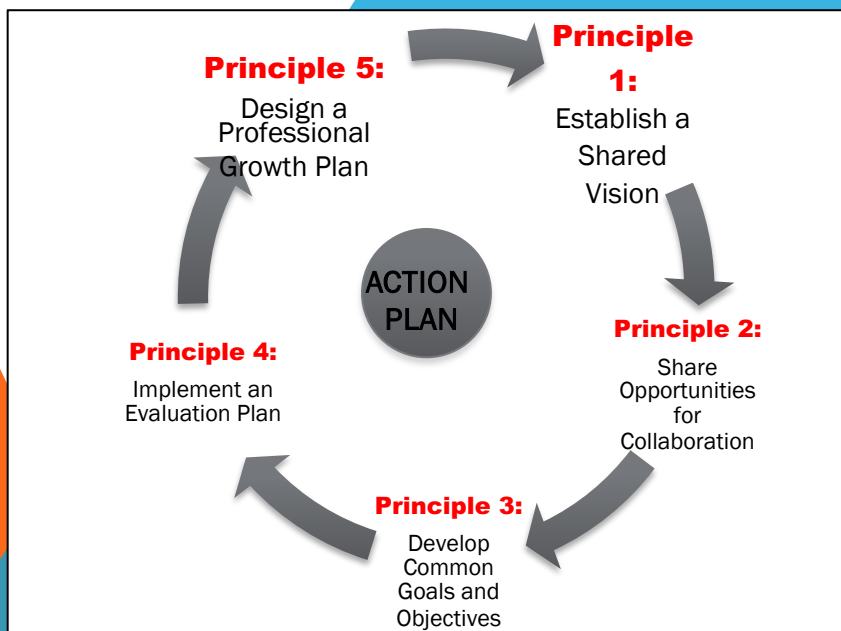# VISION TO ACTION PLAN:
Supporting the School Improvement Plan
Self Study Guide

Name:_____

Date:_____

VISION TO ACTION IS A SUPPORT GUIDE TO DEVELOPING AN EFFECTIVE PLAN BASED ON YOUR SCHOOL VISION.

Principle 5: Design a Professional Growth Plan

Principle 1: Establish a Shared Vision

Principle 2: Share Opportunities for Collaboration

Principle 3: Develop Common Goals and Objectives

Principle 4: Implement an Evaluation Plan

ACTION PLAN

Dr. Theresa Vadala

VISION TO ACTION PLAN:
Supporting the School Improvement Plan
Self Study Guide

NV Registry Approved for 3 Clock Hours

&

0.3 Continuing Education Units (CEUs)

Dr. Theresa Vadala

NOTE: Please read the following material in this study guide. The handouts from the study guide do not need to be turned in. You will have access to a quiz. 2

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Child Care Training Consultants, LLC

Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.

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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

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Thank you for choosing
Child Care Training Consultants, LLC.,
for your CDA Training Needs!

Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434

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Course Objectives

Participants will be able to identify how to engage parents and families in school activities given the tools provided during the current school year. Participants will be able to:

1)Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community.

2)Apply strategies to embrace students, parents, and families from diverse backgrounds.

3)Recognize features of effective communication to keep parents engaged.

Activities/Exercises/Assignments

Readings

Exercise 1.1.

Identify core values that reflect your beliefs.

Exercise 1.2

How to Identify Core Beliefs

To identify core beliefs, answer the questions using "I" statements.

Summarize your core beliefs.

List common themes.

Core beliefs are the guiding principles that dictate your behavior and action. Core beliefs are our internal beliefs.

Exercise 1.3

When writing your vision statement, use core beliefs you have previously identified.

Answer the following questions:

Who is your target group? List your stakeholders.

What are your needs? Your organization needs?

What is your product?

What are your values

What are your desired outcomes?

Exercise 1.4

When writing a mission statement: Answer the following questions:

1. Why do we exist? (Mind Map)

2. What do we serve/provide/create?

3. Who do we serve?

4. What products or service do we offer?

5. What are your desired results/outcomes?

Exercise 2.5

Brainstorm and write your mission statement I the space provided.

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Exercise 2.6

A communication plan includes logistics such as: why, what, when, who, and how.

For example:

Why should changes be made in the current practices?

What should be changed in current practices?

When is the best time to make changes?

Who needs to be involved in the change?

How will the changes be made? Which approach will be used? What support is available during those changes?

Exercise 3.7

List three (3) goals and answer the questions. What will you do to achieve this goal? Why is this goal important?

Exercise 3.8

Use this template to develop your objectives.

Keep in mind your area of need.

Use list of key words for writing objectives.

Objectives are specific, measurable, attainable, relevant, and have a time frame.

Exercise 3.9 Provide examples of three (3) objectives.

Exercise 4.10 Formative Evaluation Plan

Write a list of additional formative evaluations. Explain how you will use these to evaluate student learning.

Exercise 4.11 Summative Evaluation Plan

Write a list of additional summative evaluations. Explain how you will use these to evaluate student learning.

Exercise 5.12 Professional Growth Plan Template

Think about your leadership skills, strengths and areas for potential growth. Think about the general strategies that you might pursue to fulfill your goal. List the areas you need to develop. Make a list of 3-5 strategies you will follow in pursuit your goals. What resources will you need to implement the activities? What is your target date? What is your preferred date of completion? What are your outcomes? How will you know you have reached your plan?

Exercise 6.2 What are the elements of an action plan? Complete the Action Plan and upload.

QUIZ 10 -25 Questions. May include True/False/Fill in the Gap/Summarize/Write a paragraph (300 words)/Complete a Template.

Reflection:

Evaluation: Complete Evaluation

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Learning Outcomes

Identify core beliefs and develop a vision and mission statement

Develop a communication plan that includes key stakeholders

Write effective goals and objectives

Implement formative /summative evaluation to evaluate student learning

Develop a professional growth plan to monitor progress and achieve individual goals.

Develop an action plan to ensure the school's vision is followed.

Transfer of Learning Strategies

Partake in a team that identifies strong core beliefs to create a vision and mission statement.

Attend monthly meeting with stakeholders regarding topic of need or interests.

Write effective objectives for lesson planning activities.

Monitor student progress

Follow the Professional Growth Plan to ensure goals are met

Follow the action plan to ensure all tasks are being fulfilled

Assessment

Reading

Summarize

Question/Answer

Complete a Template

Assignments

Quiz

Reflection

Evaluation

Research

Vision statements are sometimes confused or used synonymously with mission statements. However, vision statements should offer more of a direction and include a perspective of corporate values. A vision might provide a direction for the company for the next five to 10 years, while also noting a commitment to integrity, transparency, openness and other such values. Research indicates that a vision statement takes your mission and adds an element of human values. It should inspire employees and given them a sense of purpose.

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Vision to Action Plan: Supporting the School Improvement Plan

Clear and concise guiding principles provide individuals a plan of action for future gain. This guidebook includes five main principles:

1) Establish a Shared Vision

2) Share Opportunities for Collaboration

3) Develop Common Goals and Objectives

4) Implement an Evaluation Plan

5) Design a Professional Growth Plan

Establishing a shared vision reflects a vision people commit to that reflects their personal or school vision. Providing opportunities for collaboration is a process in which two or more individuals work together to share their common goals as an integral part of sharing a vision. Developing goals and objectives involves overarching principles that help guide decision-making.   Objectives are specific, measureable steps used to meet specific goals. Designing a professional growth plan offers participants a process of acquiring new knowledge and skills for personal growth in areas of need.

The plan of action is designed to incorporate your personal, or the schools', vision.

This Vision to Action Plan is a user-friendly, quick reference to establish a vision-based action plan for individuals to use for staff development trainings, accreditation, self-care goals, intellectual and creative pursuits, interpersonal feelings, and to stimulate self-awareness.

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Part II: Action Plan

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VISION TO ACTION PLAN

Principle 5:
Design a Professional Growth Plan

Principle 1:
Establish a Shared Vision

ACTION PLAN

Principle 4:
Implement an Evaluation Plan

Principle 2:
Share Opportunities for Collaboration

Principle 3:
Develop Goals and Objectives

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PART 1

VISION TO ACTION PLAN

GOAL/S:

All learners will be able to develop a comprehensive vision-based action plan by the end of the training.

LEARNING OBJECTIVES:

1) Learners will be able to identify core beliefs and develop a vision and mission statement given the tools from the training content within 50 minutes with 0 errors.
2) Learners will be able to develop a communication plan and identify stakeholders.
3) Learners will be able to write goals and objectives using the objective template.
4) Learners will be able to develop a formative and summative evaluation plan to examine their program.
3) Learners will be able to design a professional growth plan to examine their career progression.

Included in this section:

Principle 1: Establish a Shared Vision

Principle 2: Share Opportunities for Collaboration

Principle 3: Develop Goals and Objectives

Principle 4: Implement an Evaluation Plan

Principle 5: Design a Professional Growth Plan

Part 1 Overview

Part 1 Notes

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PRINCIPLE 1:
ESTABLISHING A SHARED VISION

Establishing a Shared Vision

- ◆ What is a Vision Statement
- ◆ Creating a Vision Statement
- ◆ List Core Beliefs
- ◆ Identify Core Values

What is a Vision Statement?
The vision describes the mental picture of what an organization wants to achieve over a period of time. The vision statement is written in an easy, yet inspirational manner. A clear vision is one that employees can repeat at any given time. When a vision is clear and concise, employees are able to adapt to both change in an organization or change with new leaders.

Creating a Vision Statement
The first step to creating a vision is to dream what or how you would like your organization to look like. To create a vision as an individual or organization, first identify core values by answering a few questions.

•What does a success look like to you?
•What does an effective program consist of?
•What does a quality program look like?

Core Beliefs
Core beliefs are the way we see ourselves, other people, the world, and the future. Core beliefs are strong, rigid beliefs often unquestioned – they are truths we believe that are just accepted.

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EXERCISE 1.1 IDENTIFYING CORE BELIEFS

Circle core values that reflect your beliefs.

Types of Core Values

Dependable	Reliable	Loyal	Committed
Open-minded	Consistent	Honest	Efficient
Innovative	Creative	Humorous	Fun-loving
Adventurous	Motivated	Positive	Optimistic
Inspiring	Passionate	Respectful	Athletic
Loving	Courageous	Educated	Respected
Other:			

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

*Self-interest   Other:

_____   _____   _____

*Not good enough   Other:

_____   _____   _____

Negative beliefs

Negative core beliefs can set up a negative pattern that you will bond to and repeat throughout your life.

Self-interest

What's in it for me?

Companies may also have negative core values as well. Companies that are solely motivated by profit, such as tobacco companies may have been driven by core values of self-interest and an overly strong profit motive.

Not good enough –

I don't fit in
I'm afraid
I'm no good
Nobody likes me
I will fail
I can't change

Other:
_____
_____
_____
_____

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EXERCISE 1.3 HOW TO WRITE A VISION STATEMENT

When writing your vision statement, use core beliefs you have previously identified. Answer the following questions:

Vision Statement				
Target Group	**Needs**	**Product**	**Core Beliefs**	**Outcome**
Who is your Target Group? Stakeholders?	What are your needs? Organization needs?	What is your product? What do you offer?	What are your core beliefs about the topic?	What are your desired results/outcomes?

Write your vision statement:
"All Child Care Providers across the nation will have the opportunity to receive quality professional growth development."

NOTE: A vision statement outlines where you want to be, whereas a mission statement is about how you will get to where you want to be.

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COMMUNICATING THE VISION

◆ Expose the vision to co-workers

◆ Clarify and explain the vision

◆ How to communicate the vision
  ◆ Committee work on the vision/collaboration
  ◆ Framed document on wall
  ◆ Plan regularly scheduled meetings and include the vision
  ◆ Over communicate the vision during rapid periods of change

Other:

_____   _____
_____

_____   _____
_____

Communicating the Vision
A vision must be shared with others in order to inspire and clarify the focus of work for your organization/self. Plans to keep stakeholders up to date on the progress of the project include agendas, regularly scheduled meetings, minutes, and follow up meetings.

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WHAT IS A MISSION STATEMENT?

What is a Mission Statement?

◆ Formal summary of the aims and values of a company, organization, or individual

◆ Defines what an organization is, why it exists, and its reason for being

◆ Defines who your primary customers are, identifies the products and services you produce

◆ Describes the geographical location in which you operate

A Mission Statement

A mission statement is a formal summary of the aims and values of a company, organization, or individual. A mission statement defines what an organization is, why it exists, and its reason for being. At a minimum, your mission statement should define who your primary customers are, identify the products and services you produce, and describes the geographical location in which you operate.

A well-developed mission statement is a great tool for understanding, developing, and communicating fundamental business objectives, and should be expressed in just a paragraph or two. If you read it out loud, it should take about 30 seconds. And it should answer questions people have about your business, like:
•How do you provide services?
•Who is your company?
•What does your organization stand for?
•Do you solve a problem for your customers?

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STATEMENT ON DIVERSITY, INCLUSION AND EQUITY

Statement on Diversity, Inclusion and Equity

When creating your mission statement keep in mind diversity, inclusion and equality.

All training subjects from CCTC contain diversity, inclusion and equity to ensure every student has an equal opportunity to participate and thrive in academic programs. From its founding, diversity and access have been integral to the mission of the CCTC Educational Training Program. We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for lives in a multicultural society. The best education occurs in a school comprised of students, teachers, and families drawn from diverse socio-economic backgrounds, cultures, races, religions, and sexual orientations. The Urban School has a larger public purpose to matriculate, educate, and graduate students who have been historically under-represented in independent schools.

A diverse school community alone is not enough. While the work of diversity and community always has been a part of the CCTC's mission, we seek to build on this commitment by striving to create a truly inclusive school: one where students and adults are welcomed and supported, and where their faces, voices, and experiences are reflected and valued. We believe that the work of inclusion is a responsibility held by all and done for all, person to person.

EXERCISE 1.4 WRITING A MISSION STATEMENT

Answer the following questions when writing a mission statement.

1. Why do we exist?

2. What do we serve/provide/create?

3. Who do we serve?

4. What products or service do we offer?

5. What are your desired results/outcomes?

In the example below:

1) Circle "Why the organization exists"

2) Draw a rectangle on "Who the organization serves"

3) Underline "What the organization serves"

4) Draw 2 lines under "The product or services the organization offers"

5) Draw 3 lines under "What the organization's desired outcomes are"

Mission Statement Example

"ABC's Preschool's mission is to provide a safe, developmentally appropriate

environment for our preschool children (0-5) through a caring, high quality

learning environment that offers cultural values and supports children developing

at their own pace, in order to meet the social/emotional, physical and cognitive

developmental needs of every child."

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EXERCISE 1.5 MISSION STATEMENT TEMPLATE

Write your mission statement by completing the mission statement template.

_____

(Name of Organization)

mission is to

_____

(What do you want to serve/provide/create?)

_____

(Who do we serve/customers/families/students/self?)

with our/through/which

_____

(What products or service do you provide?)

in order to …. or ….. that will

_____

(What are your desired results/outcomes?)

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PRINCIPLE 2:
SHARE OPPORTUNITIES FOR COLLABORATION

Who are the Stakeholders?

◆ Identifying Key Stakeholders

◆ Who are the Stakeholders

◆ Stakeholder Involvement

◆ Communication Plan

Identifying Key Stakeholders

Every project has stakeholders. Stakeholders are people of interests who are involved with a specific program or project.

Stakeholder Involvement

Stakeholder involvement begins with the leader, specialist, or facilitator who form a committee. The primary task of the committee is to identify issues and trends in the project development process. Issues and trends help the committee determine how students' needs are met, understanding how students learn, students' current experience, and availability of resources. Committee members also identify scheduling issues, methods of assessments, and professional development. Although committee members play a crucial role in the project management process, the selection of members is equally important.

Communication Plan

Communication plans aim to convey simple messages based on the why, what, when, who, and how principles. Once the stakeholders are in place, the leader's next step is to define an effective communication plan. Some questions to think about are:
•How is the information going to be disseminated?
•What will help move the project forward?
•What information will be discussed with stakeholders?

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STAKEHOLDER REPORTING STRATEGIES

◆ Determine what information needs to be reported to stakeholders, by what method and how frequently

◆ Regularly update your commitments and material changes to commitments or implementation actions

◆ Make monitoring results available, especially reports of any external monitors (i.e. licensing).

◆ Regularly report on the process of stakeholder engagement as a whole, both to those stakeholders who are directly engaged, and to other interested parties.

◆ Translate information reported to stakeholders into local languages and easily understandable formats

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EXERCISE 2.6 COMMUNICATION PLAN

A communication plan includes logistics such as: why, what, when, who, and how. Answer the following questions to develop a communication plan.

Who are the stakeholders?	
Why should changes be made?	
When is the best time to make changes?	
Who will be involved in the change?	
How will the changes be made?	
Which approach will be used?	
What support is available during those changes?	

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PRINCIPLE 3:
DEVELOPING COMMON GOALS AND OBJECTIVES

◆ What are Goals?

◆ What are Objectives?

◆ Key Words to use when Writing Objectives

◆ Sample List

◆ Goals vs. Objectives

◆ Writing Objectives Template

It's not
the goal
you set...

?

It's what you need
to achieve it

What are Goals?
A goal is defined as the purpose toward which an endeavor or effort is directed or aimed. Goals are generalized and broader than objectives. Goals may be intangible and directed at achieving non-measurable things. The time-frame for goals also takes longer to achieve. Goals are not necessarily measurable.

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WHAT ARE GOALS?

- **Efforts that are directed or aimed**

- **Generalized, broader than objectives**

- **May be intangible/cannot be perceived by the senses**
  - Accountability
  - Job satisfaction
  - Team effectiveness
  - Sustainability
  - Leadership

- **Non-measurable**

- **Long time frame**

- **Other**

_____ _____ _____

_____ _____ _____

Examples of Goals:

Restructure your priorities	Enhance your quality of life
Hang out with friends more often	Stay away from negativity
Visit your family more	Stay away from stress stressful situations
Volunteer your time	Work on communication
Have a better outlook on life	Avoid conflict
Identify your values and stick to them	Go to the doctor
Learn how to do more things	Eat better

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EXERCISE 3.7 WRITING GOALS

Complete the following chart and write three goals in your topic of interest. What will you do to achieve this goal? Why is this goal important?

Name_____ Date _____

Topic of Interests _____

Write 3 goals in area of wellness:

1.

2.

3.

What will I do to achieve this goal?

Why this goal is important to me?

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WHAT ARE OBJECTIVES?

Objectives are:

- ◆ **Specific**
  - ◆ Clearly defined
- ◆ **Measurable**
  - ◆ Able to be measured
- ◆ **Attainable**
  - ◆ Achievable
- ◆ **Relevant**
  - ◆ Closely connected or appropriate to matter
- ◆ **Time-frame**
  - ◆ A period of time

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Objectives are specific, measurable steps that can be taken to meet the goal.

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Bloom's Taxonomy Revised

Bloom's Taxonomy	
Original (1956)	Revised (2001)
Evaluation Synthesis Analysis Application Comprehension Knowledge	Creating Evaluating Analyzing Applying Understanding Remembering
Noun	**Verb**

Thinking is an active process and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with **Remembering**. Comprehension and synthesis were retitled to **Understanding** and **Creating**, respectively, to better reflect the nature of thinking for each category.

One can be critical without being creative (i.e., judge an idea and justify choices) but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).

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Bloom's Taxonomy Revised

The Knowledge Dimension
- Factual
- Conceptual
- Procedural
- Metacognitive

Bloom's Taxonomy

Level 1: Remembering: Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

Level 2: Demonstrate: Show an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Level 3: Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Level 4: Analyzing: Examine and break information into parts by identifying motives and causes. Make inferences and find evidence to support generalizations.

Level 5: Evaluating: Present and defend opinions by making judgments about information, validity or ideas, or quality of work based on a set of criteria.

Level 6: Creating: Compile information together in a different way by combing elements in a new pattern or proposing alternative solutions.

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ACTION VERBS FOR WRITING OBJECTIVES

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Choose	Apply	Analyze	Appraise	Arrange
Identify	Cite examples	Demonstrate	Appraise	Assess	Assemble
List	Demonstrate	Dramatize	Calculate	Choose	Collect
Name	use of	Employ	Categorize	Compare	Compose
Recall	Describe	Generalize	Compare	Critique	Construct
Recognize	Determine	Illustrate	Conclude	Estimate	Create
Record	Differentiate	Interpret	Contrast	Evaluate	Design
Relate	between	Operate	Correlate	Judge	Develop
Repeat	Discriminate	Operationalize	Criticize	Measure	Formulate
Underline	Discuss	Practice	Deduce	Rate	Manage
	Explain	Relate	Debate	Revise	Modify
	Express	Schedule	Detect	Score	Organize
	Give in own	Shop	Determine	Select	Plan
	words	Use	Develop	Validate	Prepare
	Identify	Utilize	Diagram	Value	Produce
	Interpret	Initiate	Differentiate	Test	Propose
	Locate		Distinguish		Predict
	Pick		Draw		Reconstruct
	Report		conclusions		Set-up
	Restate		Estimate		Synthesize
	Review		Evaluate		Systematize
	Recognize		Examine		Devise
	Select		Experiment		
	Tell		Identify		
	Translate		Infer		
	Respond		Inspect		
	Practice		Inventory		
	Simulates		Predict		
			Question		
			Relate		
			Solve		
			Test		
			Diagnose		

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3.8 WRITING OBJECTIVES TEMPLATE

Use this template to write your objectives.
1. Keep in mind your topic of interest.
2. Use list of key words from Bloom's Taxonomy for writing objectives.
3. Objectives are specific, measurable, attainable, relevant, and have a time-frame.

Writing Objectives		
Performance	What the learner will be doing	The _____ will be able to Who/Name/The Learner _____ What will the learner be doing?
Condition	What the learner /individual will use and how	given _____ What will the learner use? /Tools to _____ Explain how the learner will use
Measure	Provide a time limit and range	Within/by _____ with Time limit _____ Range

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EXERCISE 3.9 WRITING OBJECTIVES

The _____ will be able to _____

given _____ to _____

within/by _____ within _____

The _____ will be able to _____

given _____ to _____

within/by _____ within _____

The _____ will be able to _____

given _____ to _____

within/by _____ within _____

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PRINCIPLE 4:
IMPLEMENT AN EVALUATION PLAN

Every proposal should have an evaluation section that varies with the complexity of the project. At minimum, the evaluation section must address the following two types: Formative and Summative

Formative	Summative
Formative evaluation To gain direction for improving projects as they are developing • Include implementation and process components • May lead to changes in the way the project is structured and carried out	**Summative evaluation** To determine project effectiveness after sufficient time to produce results • Also called outcome or impact evaluation • Determine what the project has actually accomplished in terms of its stated goals

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about programs, activities, characteristics, and outcomes. The purpose of an evaluation is to make judgments, to improve it effectiveness, and to inform program stakeholders. Evaluation falls into two broad categories: formative and summative.

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FIVE STEPS TO DEVELOP AN EVALUATION PLAN

The following five steps can help you develop an effective evaluation section for your project.

Step 1: Determine what is to be evaluated

Identify evaluation activities related to each project objective.

Step 2: Determine what type of evaluation is appropriate

Identify the type of evaluation: Formative or summative

Step 3: Determine who will conduct the evaluation

The project staff or an external evaluator.

Step 4: Establish an evaluation budget

As a general rule, small projects devote 3 – 5%; large, multi-year, complex projects devote up to 10%.

Step 5: Describe the products of the evaluation:

At a minimum, it is part of the final project report.

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EXERCISE 4.10 FORMATIVE EVALUATION PLAN

Formative evaluations are conducted during the program development and implementation. Formative evaluations are used to check students progress and help teachers and students consider additional learning opportunities. Types of formative assessment include informal observation, worksheets, pop quizzes, journals and diagnostic tests that enable the teacher to assess how students are performing and how well the particular lesson plan is working.

Write a list of additional formative evaluations.

Types of Formative Evaluations	
• Observations • Anecdotal Records • Questioning • Discussion • Journals • Graphic Organizers • Individual White Boards • Presentations • Self-assessments • Observations During in Class Activities • Short Test and Quizzes • Homework Exercises • Skills Assessments • Observation of Performance • Assignments • Projects • Review • Games	Other _____ _____ _____ _____ _____ _____ _____ _____ _____

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EXERCISE 4.11 SUMMATIVE EVALUATION PLAN

Summative assessments are to evaluate student learning at the end of an instructional unit. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Write a list of additional summative evaluations.

Types of Summative Evaluations	
• State-mandated assessments • District benchmark or interim assessments • End-of-unit or -chapter tests • End-of-term or -semester exams • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics • Grades • Portfolios • Observations • Project-Based learning • Student work	Other _____ _____ _____ _____ _____ _____ _____ _____ _____

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THE IMPORTANCE OF EVALUATIONS

- Evaluations help to draw conclusions about five main aspects of an intervention
- Evaluation is making a judgment amount, number, or value or something
- Evaluations help to draw conclusions about five main aspects of the intervention

◆ **Relevance** - Is it important to the matter at hand

◆ **Effectiveness** - The degree to which something is successful

◆ **Efficiency** - The state of being efficient

◆ **Impact** - To have a strong effect on someone or something

◆ **Sustainability** - Endurance of systems or processes

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis.

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Principle 5:
DESIGN A PROFESSIONAL GROWTH PLAN

A professional development plan generally applies to skills and knowledge attained for both individual growth and career progression. Whether you're looking to advance in a particular position or focus in on your goal for a new one, creating a development plan will help you reach your goal.

Conduct a Self- Assessment - Decide what you want to change or improve.

Identify Support - Make a list of resources that will help you to make those changes: Books, online courses, continued education, informational interviews and people.

Create Goals and Action Steps - Schedule a specific amount of time each day towards using those resources to achieve your individual development goals.

Monitor Your Progress - Track your progress by taking notes or journaling. This will keep you focused and encouraged. Take time to celebrate all successes, big and small.

Training – If there are areas that require improvement, training is a great option. Some employers may offer tuition assistance and/or paid time off to pursue learning opportunities.

Change in Job Design – Aspects of your job are reviewed and suggestions are made as to how the job might be redesigned to increase efficiency

Delegation of Special Projects - Assigning a critical task to an employee is a definite sign of respect and value. The more important a project is deemed, the greater the implied confidence, because of its impact if it succeeds or fails.

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EXERCISE 5.12 PROFESSIONAL GROWTH PLAN TEMPLATE

Think about your leadership skills, strengths and areas for potential growth. Think about the general strategies that you might pursue to fulfill your goal. List the areas you need to develop. Make a list of 3-5 strategies you will follow in pursuit your goals.
What resources will you need to implement the activities? What is your target date?
What is your preferred date of completion? What are your outcomes? How will you know you have reached your plan.

Name:

Teacher/Mentor:

Educational Goals:
1.

2.

3.

Professional Goals:
1.

2.

3.

Strategies to achieve goals:
1.

2.

3.

Timeline for Completion:

Action Steps:

1.

2.

3.

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PART 1: VISION TO ACTION PLAN

OVERVIEW

1) The vision is the _____ your organization is going.

2) The mission is the _____ your organization will get there.

3) When a vision is clear and concise _____ are able to adapt to change easier.

4) Core beliefs are the way we see ourselves, _____, the world, and the future.

5) Core values can be positive or negative. List 3 positive core values and 5 negative core values.

6) Positive   Negative

   _____   _____

   _____   _____

   _____   _____

                                                   _____

                                                   _____

7) List 3 ways in which you can communicate the vision.

_____   _____   _____

8) A mission statement is a formal summary of the aims and values of a company. True or false

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PART 2: VISION TO ACTION PLAN

OVERVIEW

9) People who are involved with program projects are called

_____.

10) _____ may be intangible and generalized..

11) Objectives are:

S _____

M_____

A_____

R_____

T_____

12) List Bloom's Taxonomy Revised 6 levels

_____   _____

_____   _____

_____   _____

13)_____ are measureable and tangible.

14) An example of a formative evaluation is _____.

15) An example of a summative evaluation is _____.

PART 2

ACTION PLAN

Learning Objectives:

1)Learners will be able to describe five components of the action plan and use strategies to complete the action plan.

2)Learners will be able to determine why it is important to develop an action plan.

3)Learners will be able to communicate the action plan to include all stakeholders.

4)Learners will be able to complete the action plan to ensure the organization's vision is made concrete.

Included in this section:

What is an Action Plan?

Why Should you Develop an Action Plan?

How to Communicate the Action Plan

Action Plan Template

Part III Overview

Part III Notes

An action plan is a way to make sure your organization's vision is made concrete. It describes the way your group will use its strategies to meet its objectives. An action plan consists of a number of action steps or changes to be brought about in your community.

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WHAT IS AN ACTION PLAN?

What is an action plan?

Each action step or change to be sought should include the following information:

◆ What actions or changes will occur

◆ Who will carry out these changes

◆ By when they will take place, and for how long

◆ What resources (i.e., money, staff) are needed to carry out these changes

◆ Communication (who should know what?)

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WHY SHOULD YOU DEVELOP AN ACTION PLAN?

There are many reasons to work out the details of an organization's work in an action plan, including:

◆ To lend credibility to your organization.

◆ An action plan shows members of the community (including grant-makers) that your organization is well ordered and dedicated to getting things done.

◆ To understand what is and isn't possible for your organization to do

◆ For efficiency: To save time, energy, and resources in the long run

◆ For accountability: To increase the chances that people will do what needs to be done

There is an inspirational adage that says, "People don't plan to fail. Instead they fail to plan." Because you certainly don't want to fail, it makes sense to take all of the steps necessary to ensure success, including developing an action plan.

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HOW TO COMMUNICATE THE ACTION PLAN?

◆ Regular phone calls from staff members or dedicated volunteers asking others how they are doing with their tasks.

◆ This should be a supportive call, not a "are you doing what you're supposed to" call.

◆ A friendly call gives the member the sense that he is a very important part of the group.

◆ Distribute the action plan in writing to all members, with names attached to specific tasks.

◆ Ensure timelines (with due dates) are complete, clear and current.

◆ At regular group meetings, such as committee meetings or board meetings, ask members to report on accomplishing the tasks they have set out to do. Consider making this a regular part of the meeting.

◆ Celebrate the accomplishment of tasks. It's important that getting something done means something and is recognized by the group.

EXERCISE 6.1 ACTION PLAN

Name: _____ Date: _____

Date of Completion: _____

Vision Statement:

Mission Statement:

Action Required	Collaboration (Who are your stakeholders?)

Goals:

1.

2.

3.

Objectives #1:	Objective #2:	Objective #3:
1.	1.	1.
2.	2.	2.
3.	3.	3.

Evaluation Method	
Formative	**Summative**

Recommendations:

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PART 2 ACTION PLAN

OVERVIEW

1) An action plan is a way to ensure your organization's vision is made by

_____.

2) Steps to an action plan include actions or change, who will carry out the

changes, the timeframe, and _____.

3) What does an action plan show about your organization?

_____

_____

_____

_____

4) List 3 methods to communicate the action plan:

_____

_____

_____

5) When do you plan to start an action plan for your organization?

Date: _____ Signature: _____

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Glossary of Terms

Action Plan - An action plan is a document that lists what steps must be taken in order to achieve a specific goal.

ADDIE Process - The ADDIE model is the generic **process** traditionally used by instructional designers and training developers. The five phases-Analysis, Design, Development, Implementation, and Evaluation-represent a dynamic, flexible guideline for building effective training and performance support tools.

Anecdotal Records - An anecdotal record is an observational method used frequently in classroom or learning settings in which the observer summarizes a single developmental incident after the event has occurred. Written from memory, the anecdotal record documents a student's growth and trends. Such records are intended to be brief, factual accountings.

Core beliefs - A core belief is a belief you hold deep inside. Much like a moral, core beliefs are your centrifuge and lead the direction you take in your life. If you don't know what your core beliefs are, and your life seems in total disarray right now, that could be why.

Core Values - Core values are the fundamental beliefs of a person or organization. The **core** values are the guiding principles that dictate behavior and action.

Evaluation - the making of a judgment about the amount, number, or value of something; assessment:

Formative Evaluation - A formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress). They can be conducted during any phase of the ADDIE process.

Goals - A goal is a desired result that a person or a system envisions, plans and commits to achieve: a personal or organizational desired end-point in some sort of assumed development. Many people endeavor to reach goals within a finite time by setting deadlines.

Learning objectives- An instructional **objective** is an explanation of what the learner should be able to do at the end of instruction. A performance **objective** is a statement which identifies specific knowledge, skill, or attitude that the learner should gain and display as a result of the training or instructional activity.

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Glossary of Terms

Mission Statement - A mission statement is a statement of the purpose of a company, organization or person; its reason for existing; a written declaration of an organization's core purpose and focus that normally remains unchanged over time.

Professional Growth Plan (PGP) - A professional growth plan is a document that outlines a professional's goals, strengths, weaknesses, and an action plan for achieving career objectives.

Stakeholders - A person, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization's actions, objectives and policies.

Summative Evaluation - Summative assessment (or summative evaluation) refers to the assessment of participants where the focus is on the outcome of a program. This contrasts with formative assessment, which summarizes the participants development at a particular time.

Vision Statement - A formal statement that expresses the aspirations and goals of a company or organization.

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Resources

Bloom's Taxonomy Revised Action Verbs

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0ahUKEwjAm NCcwNfXAhXowFQKHdgzAAgQFgg2MAU&url=https%3A%2F%2Fwww.apu.edu%2Flive_data% 2Ffiles%2F333%2Fblooms_taxonomy_action_verbs.pdf&usg=AOvVaw2iqZ-XV5jJWBkm76SGYcd1

Examples of Vision Statements

https://topnonprofits.com/examples/vision-statements/