



Learning Plan

A Tool for Charting Your Path for Professional Growth

The Learning Plan can help you...

- Identify the competencies that are priorities for your current work and career goals.
- Develop a personal plan for professional learning that includes actions aligned with your priority competencies.
- Build, strengthen, and apply your competencies.

The Learning Plan builds on your responses to the Self-Assessment.

The Self-Assessment provides context, structure, and vocabulary that can inform your Learning Plan. You may find the Learning Plan more useful after exploring this reflection tool.

✦✦ TIP

Developing your *Learning Plan* can take significant time and energy. Consider completing it over several sessions. You may also want to work together with a colleague, or in a group setting such as a workshop or classroom.

Self-Assessment

astc.org/isl-pathways/self-assessment



The Learning Plan steps

- 1 Where Am I Now? →
- 2 Where Do I Want to Go? →
- 3 How Will I Get There? →
- 4 What's Next?



1 Where Am I Now?

Review your ratings and reflections from the Self-Assessment.
Which competencies or larger categories might you want to develop?

CONSIDER...

- Areas that are important to **advancing your career goals** or satisfaction.
- Areas that are **important to your current work**.
- Where you placed yourself lower on the scale, as that may suggest **opportunities for professional development**.
- Where you placed yourself higher on the scale, as that may represent **personal or professional strengths** that you want to continue to develop.
- Areas that meet the **needs of your community or organization**.

My priorities for professional learning	Reflections on the considerations above

2 Where Do I Want To Go?

Consider the competencies and categories you identified in step one. Now decide which ones you want to prioritize. Remember to be practical and realistic in setting priorities and expectations.

Select a **specific competency, a category of competencies**, or an assortment from across different categories and domains.



Think about **why you want to develop that competency or competencies**. Understanding and describing your motivations will increase your chances of success.



Consider the **changes you hope to see** as a result. The descriptors in the Self-Assessment (e.g., "This might look like...") can be useful, or you can come up with your own ideas.



I would like to develop...	Because...	Results of my learning might look like...
Budget-related skills and knowledge. OP.16	<i>I am often asked to support financial tasks, like processing invoices, but I don't have a larger sense of my program's budgets or how they fit into my organization's finances more broadly.</i>	<i>I know what systems my organization uses to manage budgets and I am comfortable using them.</i> <i>I am able to develop and monitor budgets for both new and current programs.</i>
Deeper engagement between my organization and the community. GE.1 & AI.5	<i>As an educator, I help create and deliver all kinds of programs, but I'm not sure if they are meeting community members' actual needs.</i>	<i>I have personal connections with leaders at the schools and community groups we serve.</i> <i>I am comfortable asking questions, listening, and receiving feedback from community members.</i>
My ability to manage programs and teams. OP.2, 3 & 5	<i>I want to move into a management role, but I don't have experience managing people or working with teams outside my department.</i>	<i>Knowing how my organization's departments work and who to contact for different things.</i> <i>Taking on more leadership roles within my team.</i>

EXAMPLES

2 Where Do I Want To Go? cont.

I would like to develop...	Because...	Results of my learning might look like...

3 How Will I Get There?

Now that you've identified priority competencies from the Framework, think about specific steps you can take to develop those competencies. Remember, this is *your* plan—designed by you—for your own professional learning.

Select a specific competency, a category of competencies, or an assortment from across different categories and domains.
(Copy from step two)



Think about how you like to learn. Recognize barriers and how you might address them. Consider timing, as well as the opportunities and resources available to you.



With those considerations in mind, identify some clear, tangible steps you can take towards your learning goals.



I would like to develop...	I should keep in mind...	My next steps are...
<p>Budget-related skills and knowledge. OP.16</p>	<p><i>My department doesn't do in-depth budgeting until summer, so I might want to meet with our project manager in the spring.</i></p> <p><i>Our finance team holds monthly office hours for drop-in questions.</i></p>	<p><i>Check with my manager to see if I can use work time to participate in an online course on budgeting.</i></p> <p><i>Set up a meeting with a finance colleague to walk through my project budgets.</i></p> <p><i>Sign up for the online course. See if colleagues want to join me.</i></p>
<p>Deeper engagement between my organization and the community. GE.1 & AI.5</p>	<p><i>I made connections at a previous conference with colleagues interested in this topic.</i></p> <p><i>At our all-staff meetings, anyone can propose a topic of discussion. This could be a good fit.</i></p>	<p><i>Review recent strategic planning documents.</i></p> <p><i>Talk to marketing colleagues about their strategies for reaching the community.</i></p> <p><i>Set up meetings with community group leaders.</i></p>
<p>My ability to manage programs and teams. OP.2, 3 & 5</p>	<p><i>This is the first job out of college for several members of my team, so they're just learning about workplace culture.</i></p> <p><i>My team has many projects running simultaneously and team members are often stretched very thin.</i></p>	<p><i>Talk with a colleague at a peer organization to compare notes on how they approach working with very early-career team members.</i></p> <p><i>Review our systems for documenting project activities and milestones; consider whether they're adequate to keep team members up to speed.</i></p>

EXAMPLES

3 How Will I Get There? cont.

I would like to develop...	I should keep in mind...	My next steps are...

4

What's Next?

Start your plan today. Now that you have priorities and next steps outlined, you can begin building your competencies. Remember that professional learning is an iterative, ongoing process and every learning path is unique and personal. Your path may look straight or jagged, or it might meander. Your objective is not to come to the end of the path, but to continue the journey.

How will you record your progress?

In addition to making notes on your Learning Plan, you may find it helpful to use a journal, spreadsheet, task management application, or another tool to track and celebrate milestones along your learning path.

Who, if anyone, will you share your progress with?

It may be helpful to share your learning plan with a peer, supervisor, or mentor.

How often will you refer back to the Framework and your Learning Plan?

Consider if you will revisit these tools on a monthly, semiannual, or annual basis.

When you return to your Learning Plan to reflect on your progress, consider:

- What accomplishments can you celebrate?
- Where did you encounter challenges?
- Are there any additions or adjustments you want to make to your plan?