



Focusing on 7 Elements

LEARNING PLAN

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The development of a plan to create and support opportunities for learner to practice, imagine, and critique to work toward goals/desired results.

LEARNING PLAN

Teacher Generated

Teacher designs a learning plan that is typically a blend of independent assignments, small group, and whole class instruction.

Teacher HOM: *Creating, imagining, and innovating*

Teacher: I plan targeted lessons/ activities based on the learning goals and the identified needs of learners. Often the nature of the learning requires the learner to struggle with accomplishing the assignment while, at the same time, thinking flexibly about new approaches, ideas, and perspectives.

Learner HOM: *Persisting; thinking flexibly*

Learner: I participate actively in the learning environment by sticking with the challenge at hand and remaining open to considering alternatives.

Learner & Teacher Co-Created

Learner and teacher collaborate to create a learning plan considering sequence, pace, and content based on learner interest and need.

Teacher HOM: *Creating, imagining, and innovating; thinking flexibly*

Teacher: I work with learner(s) to develop activities and an instructional plan to meet their needs aligned to the demands of curricular content.

Learner HOM: *Applying past knowledge; persisting*

Learner: I reflect on what I already know (and what I want to know) about the topic and what I know about myself as a learner. I voice any concerns or challenges that might get in the way of my learning.

Learner Generated

Learner works at their own pace based on a plan of action that may be designed by them. Teacher regularly checks in (e.g., conferences, formative assessments) to monitor impact and coach based on interest and need.

Teacher HOM: *Taking responsible risks; Managing impulsivity*

Teacher: I check in with learners to make certain they are on track, pay attention to skill building needs, and provide tools or resources when appropriate. I restrain from taking over the process and instead provide opportunities for learners to step back in order to self-evaluate and make necessary adjustments.

Learner HOM: *Thinking about your thinking; Taking responsible risks*

Learner: I develop an instructional plan based on my area of focus and key deadlines. I monitor my progress and seek feedback when I have questions about the work. I actively seek expertise both within and beyond the classroom walls.

Questions to reflect on for personalizing:

Looking Back...

- 1 When have learners had to be more self-directed in the exploration or creation of the topic?
- 2 How did you support self-direction in learning?
- 3 How did that impact achievement?
- 4 How did that impact the culture of the learning environment?

Looking Forward...

- 1 How might I be more explicit about the choices and actions learners might take?
- 2 How do I support every learner?
- 3 How might I continue to work with learners to determine what they need and how they might work interdependently?