



Sample Action Plans Drafted by CALPRO Learner Persistence Study Circles

Project 1 Draft Institute Teacher Self-Reflective Practices

<i>Action Step</i>	<i>Individuals Responsible</i>	<i>Timeline</i>	<i>Required Resources</i>	<i>Evaluation Criteria</i>
1. Develop committee to identify sources of information and research on successful practice; Develop mission statement for process	Facilitator; Faculty from various disciplines	ASAP (first semester)	Online discussion groups; NCSALL; Personal contacts; Local CALPRO library/resource center	Development of detailed mission statement and plan
2. Develop materials for teacher self-reflection and training and awareness	Subcommittee of teachers from each discipline	First semester	Money for substitute teachers; Room/facilities; Preexisting materials to adapt	Completed materials
3. Field test instruments	Committee members	ASAP (second semester)	To be determined or reflective practice training and awareness materials developed by subcommittee	Complete evaluations and revisions, if necessary
4. Identify ways to recognize and document successful teachers and strategies	Subcommittee of initial committee	Begin in first semester (planning stage requires 6 months)		
5. Develop pilot plan for recognizing successes	Initial committee	Beginning of Year 2; add new cohorts yearly	Input from teachers about ways to recognize and reward teachers; Meal for staff who participated in the project	Successful implementation; Five percent increase in learner persistence
6. Longitudinal correlation study with reflection results and classroom persistence rate	Researcher	Beginning of Year 2	Collected data on persistence and reflections from both participating and nonparticipating teachers	

Project 2 Draft

Improve Learner Goal Setting by Involving Students in an Ongoing Process

<i>Action Step</i>	<i>Individuals Responsible</i>	<i>Timeline</i>	<i>Required Resources</i>	<i>Evaluation Criteria</i>
1. Develop a rubric or needs assessment questionnaire; Distribute at own and other agencies	Teachers; Curriculum specialist	1 week	Questionnaire or survey (with or without narrative)	
2. Compile and distribute results of questionnaire	Curriculum specialist; Committee or team	2–3 weeks	Collected questionnaires; Narrative summary form	Consensus of need; Possible list of tools, materials, and/or resources
3. Research and choose several goal-setting tools	Goal-setting subcommittee or team	3 weeks	Copies of all proposed tools and materials	Feedback from teachers and students
4. Train teachers to implement goal setting in the classroom	Trainers (can be skilled teachers)	3 weeks	New tools and materials; Time; A trainer	Evaluation of training
5. Reassess processes to evaluate success	Curriculum specialist	3 weeks	Observation	Observation of goal-setting practices in classrooms, orientation, intake, and other settings; Determination that follow-up is occurring

Project 3 Draft

Examine the Intersection between Learner Persistence and Quality Teaching

Action Step	Individuals Responsible	Timeline	Required Resources	Evaluation Criteria
1. Establish criteria for a. Scope of project and delivery system b. Selection of materials c. Mentoring	Change team; Administrator and teacher, or Program leader and teacher	1–2 weeks	Computer with Internet access; CALPRO Assistance	Collection of information gathered on which to base the criteria; List of criteria
2. Gather materials on effective instruction and learner persistence; Decide which to use in study circle design.	Change team	1 week	Same as above	Collection of sufficient materials from which to select
3. Review articles based on chosen criteria (using study circle format); Collate materials.	Change team	1 week	Articles previously gathered	Consensus on which articles to use
4. Develop study circle construct, including an action plan	Change team (and staff developer if applicable)	1 month	Models for effective study circles	Can the change team; Develop a study circle and related presentation
5. Identify mentors and make them a part of the change team.	Change team	Depends on size of agency	Teacher schedules and adequate time	List of mentors who are willing to participate
6. Clarify roles of mentors through pre-training	Change team or mentor trainer	2 hours	Mentoring resources; Study circle materials	Participant evaluations of pre-training
7. Present study circle	Change team or staff developer	3 hours	Study circle materials	Participant evaluations of training
8. Mentor study circle participants	Mentors	6 weeks	Mentor observation forms; Mentor coaching forms	Mentors' evaluations of process; Participants' self-evaluations
9. Debrief mentors Discuss next steps	Change team; Mentors	2 hours	Mentor observation forms; Mentor coaching forms	Mentors' evaluations of process; Participants' self-evaluations