**The Workplan: Project Description**

One of the goals of the iSTEP Institute is to provide you an opportunity to explore principles of powerful teacher education, to investigate the ways those principles are enacted in STEP, and to translate those principles into an actionable plan for your work in your home institution.

Throughout the week, we invite you to consider the principles in light of your specific home and institutional contexts. In addition to informal and ongoing reflection, we built in time for you to consider the implications and applicability of the principles to your own work.

The end product will be a **draft workplan** outlining long-term and short-term goals, specific actions and actors, supportive forces and potential challenges, a projected timeline, and lingering questions. It will be helpful to connect your institutional priorities articulated in the workplan to the principles of powerful teacher education.

On Friday, each team will share an **8 – 10 min** presentation of its workplan with the whole group and will have the opportunity to receive feedback. A template for the presentation is labeled **Workplan Presentation**. The **Preparing a Workplan** tool will help you organize and consolidate your thoughts and discussions as you prepare your presentation.

STEP’s clinical staff will also be available throughout the week to answer questions and support your work.

These resources are meant to guide and support your work, not constrain them. Teams should shape and create what they need to move their work forward.

Preparing a Workplan

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| --- | --- | --- | --- | --- | --- |
|   | Scholarship and Practice | Joint work | Equity and Excellence | Coherence | Notes |
| GoalsLong-term (3-5 y)Short-term (1-2 y) |  |  |  |  |  |
| Activities |  |  |  |  |  |
| Actors |  |  |  |  |  |
| Supportive forcesResources/Partners/Allies |  |  |  |  |  |
| Challenges/ Barriers |  |  |  |  |  |
| TimelineLong-term (3-5y)Short-term (1-2y) |  |  |  |  |  |
| DocumentedEvidence |  |  |  |  |  |
| Quandaries |  |  |  |  |  |
| Other |  |  |  |  |  |