

## Appendix A: CSWS Student Learning Plan Learning Plan

1. Identify your objectives according to the following categories.

### What is a learning plan?

A written document that helps you articulate, prioritize, and gain support for what you want to learn and accomplish during your CSWS placement.

### Why do I need a learning plan?

Discussing your learning plan at the beginning of your placement and revisiting it throughout your placement will help you recognize and respond thoughtfully to changes and opportunities in your work environment.

A learning plan gives you, your supervisor, and others involved a means to better understand and articulate each other's expectations and goals.

### Creating the learning plan

Draft your learning plan before arriving at your work site.

Speculate about how the activities in your current job description might help you accomplish your objectives.

Start an ongoing conversation with your supervisor about your goals and the contributions you are prepared to make.

Get a better sense of the organization and opportunities available to you in order to revise your objectives and finish your plan.

Add, reprioritize, and revise objectives as you gain a clearer sense of the opportunities and resources available to you and your supervisor gains a clearer sense of your interests and abilities.

#### Knowledge objectives

What you hope to learn (facts, concepts, theories, ideas) about the community, focus of your work, etc.

#### Skills Objectives

Skills you hope to acquire and/or strengthen through training, practice, observation of others, etc.

#### Attitudes & Values Objectives

Personal values, commitments, or assumptions you will explore, question, deepen or clarify. (Consider what values and commitments that you are bringing to this placement.

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2. This process can help you organize your thoughts as you create your learning plan.

### **BRAINSTORM**

Based on what you know so far about the parameters of your placement experience, list any and all learning objectives that come to mind for the 3 categories above.

### **PRIORITIZE**

Sort through and assign priority levels to each objective based on its importance to you and practicality for your summer work.

- **A** to those of highest priority (“I will not be satisfied unless this objective is met”)
- **B** to those important to you (“I expect and hope to make some progress here”)
- **C** to desirable objectives (“It’s perhaps unrealistic, or less important than others”)

### **REWRITE AND CLARIFY**

Reexamine A and B priority objectives, and be sure they are concrete, clear, and measurable.

Use language like: “To develop/acquire/increase my [knowledge, skill, attitude] about [content, skill, subject, etc.]...”

### **LIST MEANS TO ACCOMPLISHING OBJECTIVES**

For each of your objectives, identify and articulate the activities you think will help you meet them.

Consider both on-the-job and off-the-job activities.

Talk with your community partner/supervisor about how the activities you undertake with them can allow you to contribute to their work, while also enabling you to learn.

### **PLAN FOR ASSESSING PROGRESS**

This is not a final step, but rather a continual process during your fellowship.

Create checkpoints throughout your experience to discuss your contributions to the organization and progress toward specific learning objectives.

Write down some possible methods and indicators to identify whether you’re working toward each objective.

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3. Your final learning plan may look something like this.

<b>Type</b> (Knowledge, Skill, Attitude & Values)	<b>Priority</b> (A, B, C)	<b>Objective</b> (Each objective clearly stated)	<b>Means to Accomplish</b> (Both “on” and “off the job”)	<b>Assessment</b> (When, how, with whom)
Knowledge	A	Make commitments I can keep.	Take 1-2 days to weigh my interest and ability before taking on additional commitments.	Feel happy and excited about the activities I am involved in and not overwhelmed and negative about the work.
Skill	B	Increase my awareness and knowledge of current events.	Skip through a newspaper every day. Ask friends and family who may be off campus for the current events they're aware of.	Be able to hold a conversation or inform others about current events. Form my own opinion as well.
Attitudes & Values	C	Question and address my tendency to judge the intentions and decisions of community partners.	Get to know the staff in the community better over meetings, coffee, other outreach opportunities. Question my own humility and respect for diversity.	Get to know at least 3-5 community members well during summer internship.

To discuss your learning plan (either in progress or completed) with me or an Outreach coordinator at the Haas Center, contact Yvette Zepeda ([cswsprogram@stanford.edu](mailto:cswsprogram@stanford.edu)) for an appointment.

On the next page is a template for your final learning plan.

