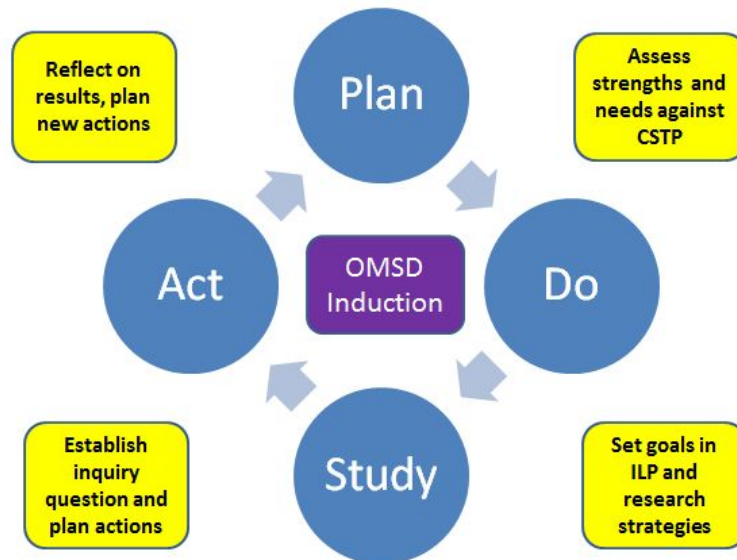


---

# *Induction Candidate Handbook*



## *Ontario-Montclair School District*



## **Contents**

- I. OMSD Induction Vision Statement**
- II. Memorandum of Understanding (MOU)**
- III. Early Completion Option (ECO)**
- IV. Clearing Multiple Credentials During Induction**
- V. Grievance Process**
- VI. Digital Resources**
- VII. Organization of Induction Program
  - A. Flow of Induction**
  - B. Induction Roadmap**
  - C. Candidate Schedule**
- VIII. Candidate Evidence
  - A. CSTP Continuum of Teaching Practice**
  - B. Informal Mentor Observation Form**
  - C. Individualized Learning Plan (ILP)**
  - D. Triad Signature Page- ILP**
  - E. Context of Classroom, Teaching, School**
  - F. Inquiry Cycle Plan**
  - G. Lesson Plan**
  - H. Lesson Observation Form- Inquiry**
  - I. Example ILP Goals**
  - J. Sample ILP**
  - K. Sample ILP- SPED**
  - L. Sample Inquiry Cycle**
  - M. Change of ILP Goal Mid-Year**
  - N. Teaching Channel Self-Guided PD Course**
  - O. IRIS Modules**
  - P. Digital Learning Portfolio (DLP)**
  - Q. Professional Development Log**
- IX. Description of Process for Ensuring Appropriate Recommendation**
- X. Transportability Document**

## OMSD Induction Vision Statement

**“Ontario-Montclair School District (OMSD) is committed to providing a world-class education to all students in safe and respectful school environments that empowers students, staff, and families and cultivates partnerships with community, business, and non-profit agencies.”**

Above is the mission of the Ontario-Montclair School District (OMSD), the third largest elementary district in California, serving a diverse population including 40% English Learners and 89% on free and reduced lunch. With a student population of 22,000, and a teaching force of 1,200, the OMSD Induction program is a highly-valued and essential component positively impacting the effectiveness of our educators and the achievement of our students.

In Ontario-Montclair, our slogan, ***Induction Support for Teachers, by Teachers***, captures our strong commitment to providing our newest teachers with a rigorous, yet supportive program designed to prompt self-reflection and ensure continuous growth, as measured on the California Standards for the Teaching Profession, with a focus on preparing educators through the effective implementation of the California adopted standards and frameworks.

Ontario-Montclair School District's (OMSD) Induction Program, having been in existence for many years, has recently undergone a comprehensive update to align with the new Induction Standards. A committed and passionate team of educators has revamped every element of our program to meet the new philosophy and spirit of individualized support through mentoring for our newest and brightest teachers. Focusing heavily on adult learning theory, the OMSD Induction Program appeals to the candidates' personal quest for professional growth and guides them through a coherent system of supports.

The OMSD Induction Program prides itself in individualized and compassionate support for our participating teachers. Both full-time and part-time teaching mentors support participating teachers through a traditional program which consists of weekly contact, “just in time” mentoring, a vast menu of professional development opportunities, and guidance in personal growth through inquiry and self-reflection. In aligning with the new Induction Standards, our emphasis is on meeting the unique needs of each participating teacher through our Individualized Learning Plan (ILP), which prompts self-assessment, goal-setting, and action research.

At the heart of our program is our mentoring support. All mentors are trained in ***Art of Coaching*** strategies delivered through our monthly Coaching Collaborative meetings, which equip them with a plethora of coaching techniques. Our mentors are supported by a lead mentor and a district level director. Mentors are strategically paired with participating teachers according to needs based on credential, content, grade level and/or school site assignment. Additionally, mentors have access to a vast number of supports including human resources, training and materials, and strategically select these supports to address the participating teachers' needs as detailed in their ILPs.

In the OMSD Induction Program, a philosophy of growth mindset is at the forefront of all that we do. We're committed to supporting our newest teachers so that they in turn, can provide our students with a world class education.



## ONTARIO-MONTCLAIR SCHOOL DISTRICT

### Approved Induction Program Participation-Memorandum of Understanding (MOU)

The Ontario-Montclair School District Induction Program provides support to teachers who qualify to participate in a state accredited induction program. As a candidate for the Induction Program, I agree to fulfill the following responsibilities:

1. **Participate in the Induction Program for no more than 2 years.**
2. **Collaboratively, create an Individualized Learning Plan (ILP) with growth goals that will guide professional growth throughout the program.**
3. **Collaborate and/or meet with your assigned mentor on a weekly basis for 60 minutes (average) with formal and informal meetings which will include informal and formal observations.**
4. **Observe OMSD Spotlight Teachers (or exemplar teacher) and reflect and plan for implementation in my classroom.**
5. **Attend Induction Professional Development Sessions aligned with individual goals, which may include document support, Induction Standards, and OMSD initiatives.**
6. **Participate in online collaboration and learning via Teaching Channel or IRIS Modules and Google Classroom.**
7. **Attend and participate in the end-of-year Colloquium and complete a Digital Learning Portfolio to show growth on the CSTPs.**
8. **Complete all documentation and surveys required.**
9. **Participate in an exit interview (Year 2).**
10. **Conduct myself in a professional manner at all times and embody a growth mindset.**

I understand that discussions, documents, and other components of the OMSD Induction Program are not used as formal teacher evaluation. All responsibilities listed above will be kept by me and will be used as evidence to verify completion of credentialing requirements and the induction process.

Failure to meet any/all of the above stated responsibilities and deadlines will result in removal from the Ontario-Montclair School District Induction Program. If you are removed from OMSD's Induction Program, you will be responsible for locating, paying for, and completing an approved induction program on your own.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*I understand that I have the option to complete an induction program at a state accredited institution other than OMSD, however, I am choosing to complete Induction in OMSD free of charge.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# OMSD Induction Program Early Completion Option Policy

The intent of the Early Completion Option (ECO) is to enable experienced, exceptional candidates, who meet the minimum ECO requirements, to earn their professional clear credential by completing a Commission-approved professional teacher induction program in less than the standard 2-year program. This policy outlines the process through which an approved candidate may qualify for participation in, and completion of this option.

## Eligibility for Participation in the ECO

**The right and responsibility to determine who is and is not eligible to participate in the ECO rests solely with Ontario-Montclair Induction Program personnel.** To be considered for participation in the ECO, minimum standards that reflect desirable professional characteristics will be considered. These characteristics are outlined below.

- Currently possesses a valid Preliminary Multiple, Single Subject or Education Specialist Credential and is employed in a public school within the district.
- Be deemed an experienced teacher, which is defined as a teacher with more than one year experience.
- Be deemed an exceptional teacher, which is defined as a teacher with more than one year experience who can demonstrate, through an annual evaluation, significant progress made towards mastering the California Standards for the Teaching Profession (CSTP).
- Will provide a written recommendation from his/her principal, enumerating the reasons why he/she is a strong candidate for the ECO.
- Must agree to complete all program requirements over the course of one year.

## Participating in the ECO

**Once it has been determined that a candidate is eligible for participation in the ECO he/she is expected to complete the program requirements within ten months.** The same requirements will apply to the ECO as a 2<sup>nd</sup> Year Candidate as outlined in the Induction Roadmap.

**My signature below affirms that I have read and understand the criteria of the Ontario-Montclair Early Completion Option for the OMSD Induction Program. I understand that if I do not meet the eligibility criteria or I fail to meet the expectations, I will be placed in a regular two-year Induction Program.**

---

**Candidate's Name**

---

**Date**

---

**Candidate's Signature**

---

**Date**

---

**Mentor's Signature**

---

**Date**

---

**Director's Signature**

---

**Date**

## **Clearing Multiple Credentials During Induction**

When a candidate enters OMSD's Induction Program with 2 or more Preliminary Credentials, they may clear both by following the described guidelines:

### **Clearing Two Ed. Specialists Preliminary Credentials:**

- Candidate will gain some experience in the other credential that is not in his/her current placement through a variety of options:
  - Spotlight Visit, reflection, and guidance with a mentor
  - Summer school experience with reflection
  - Observations of classrooms with reflection

### **Clearing a Multiple Subject and Single Subject Preliminary Credential:**

- Candidate will gain some experience in the other credential by:
  - Teach a series of lessons in that content area and reflect with guidance of a mentor
  - Teach summer school in that content area
  - Spotlight Visits/Observations in that content area

### **Clearing a Ed. Specialist and Single Subject Preliminary Credential or Clearing a Ed. Specialist and Multiple Subject Preliminary Credential**

- Candidate will gain some experience in the other credential by:
  - Teach a series of lessons and reflect with guidance of a mentor
  - Teach summer school
  - Spotlight Visits/Observations

# Induction Grievance Process

Candidates in the OMSD Induction Program are hereby notified of a process for grievance due to the following situations, including but not limited to:

- dissatisfaction with mentor pairing
- dissatisfaction with the program
- appeal of dismissal from the program

If an OMSD Induction participant is dissatisfied with the mentor pairing, the program elements, or requirements of the program, the person will direct their concern to the program director in writing and the situation will be explored. The program director will contact the person making the request and if necessary, will meet with the involved parties to resolve the conflict and/or concern. Should the conflict and/or concern go unresolved, the director will present the concern to the Joint Panel, consisting of team of Directors and the Assistant Superintendent for resolution. In the case of a mismatch in mentors, after review and recommendation of the Joint Panel, a new mentor will be assigned.

## Induction Digital Resources

OMSD uses **Symbaloo** as it's platform for links within the district. OMSD Induction Program uses **Google Classroom** as its digital platform. All documents relating to Induction will be found here. All required evidence will be submitted through our Google Classroom. Access to this will only be granted once an Induction Candidate has joined the Induction Program.

**Symbaloo:** <https://omsd.symbaloo.com/home>

**Induction Google Classroom:** <https://classroom.google.com/c/MTIwMTI0MDgwNjZa>

**Professional Development Opportunities within OMSD (Gen. Ed. and SPED):**

[https://docs.google.com/document/d/1WvxYbCR29owYN\\_WT5NKJSXJHVLNOqeKsS3sID6KMCOQ/edit?usp=sharing](https://docs.google.com/document/d/1WvxYbCR29owYN_WT5NKJSXJHVLNOqeKsS3sID6KMCOQ/edit?usp=sharing)

**\*\*Please note that some PD opportunities are site specific and require administration approval\*\***

**California Standards for the Teaching Profession (CSTP) Continuum of Teaching Practice:**

[https://drive.google.com/file/d/130fG\\_LjznSEykmL\\_M49xeXEFPLSfeefY/view?usp=sharing](https://drive.google.com/file/d/130fG_LjznSEykmL_M49xeXEFPLSfeefY/view?usp=sharing)

**(A continuum will be given to each candidate so that they may document evidence of growth during their Induction journey at Orientation.)**

**Teaching Channel**

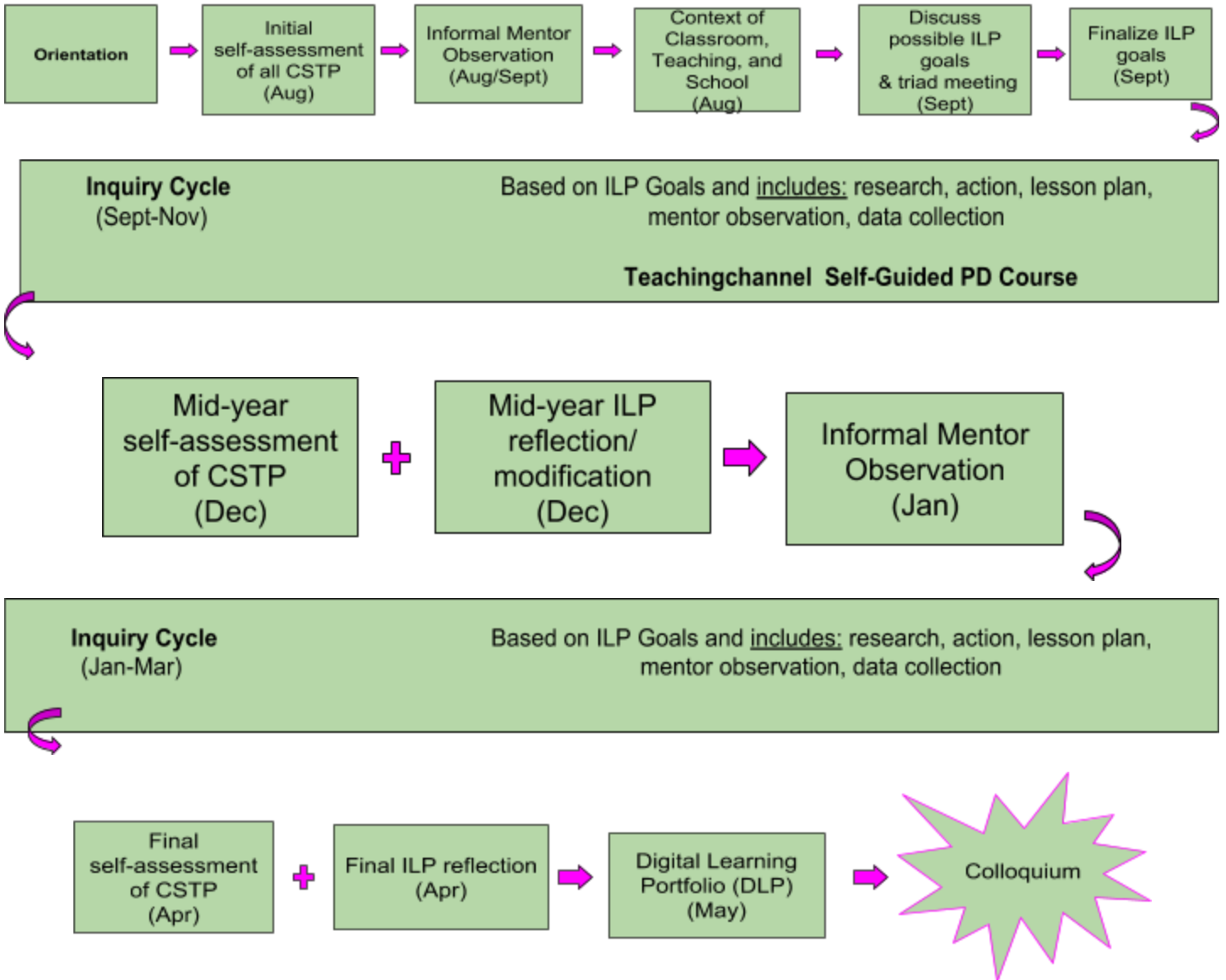
<https://www.teachingchannel.org/home/ontario-montclair-school-district>

Once you create an account using your OMSD email, you will have access to private “teams” where you can find a number of resources (videos, articles, blogs). One particular team that will be especially helpful when looking for additional resources focussed on your ILP goals is titled: **California Standards for the Teaching Profession Playlists V2**. You will only have access to this once you have created an OMSD account.

<https://www.teachingchannel.org/groups/119401>



# The Flow of Induction



\*Spotlight visit will be set up by Mentor based on needs

# Induction Roadmap

As a candidate for a Clear Credential, the following requirements must be met each year:

## Evidence/Documents:

1. Self-Assessment of CSTPs- Revisit 3x's per year: Initial, Midyear, Final
2. Two Informal Observations of Candidate by Mentor
3. Context of Classroom, Teaching, and School
4. Individualized Learning Plan (ILP)- Revisit 3x's per year: Initial, Midyear, Final
  - a. Triad Meeting with Signature Page
5. One Teachingchannel Self-Guided PD Course OR IRIS Module
  - a. Each course has multiple steps
6. Two Inquiry Cycle Plans
  - a. Data and/or evidence from inquiry cycle required
  - b. Lesson Plan- Detailed lesson plan from inquiry cycle in which Mentor will observe
  - c. Lesson Observation Form (Mentor)
7. Completion of surveys when requested
8. Digital Learning Portfolio

## Professional Development:

All teachers attending Professional Development opportunities offered in OMSD must register on GoSignMeUP: <http://omsd.gosignmeup.com/>

1. With mentor guidance, identify and attend Professional Development sessions which support individual goals based on your ILP goals
2. Attend required Induction PD Sessions
3. Attend Spotlight Classroom visits and/or grade level observations with Mentor based on area of need
4. Complete Professional Development Log
5. Weekly contact with Mentor (in person, Zoom, email, text)
6. Attend end-of-year colloquium
7. Year 2 Candidates: Induction exit interview

**\*\*Each candidate will get 1 sub day to use for Spotlight visits and planning with his/her mentor\*\***

## Induction 2018-2019 Candidate Schedule

| Date                           | Title/Description of Assignments  | Details  |
|--------------------------------|---|--|
| August 20, 2018                | <a href="#">Induction PD Session</a><br><b>-Self-Assessment of CSTPs (Initial self-assessment)</b><br>-Individualized Learning Plan (ILP)<br>-Triad Meeting   | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum of Teaching Practice   |
| August 20-31, 2018             | <b>Informal Observation</b> of Candidate by Mentor  | Mentor observes candidate and completes form; mentor will "share" with candidate via Google; candidate will turn in on <b>Google Classroom</b> |
| August 31, 2018                | <b>DUE:</b> Informal Observation #1 of Candidate by Mentor  | <b>Turn in on Google Classroom</b>   |
| August 8-September 7, 2018     | <b>Context of Classroom, Teaching, and School</b>   | Candidate will discuss document with mentor's support and guidance   |
| September 7, 2018              | <b>DUE:</b> Context of Classroom, Teaching, and School  | <b>Turn in on Google Classroom</b>   |
| September 17, 2018             | <a href="#">Induction PD Session</a><br>-ILP<br>-Inquiry Cycle Plan<br>-Teaching Channel/IRIS Modules   | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |
| September 17-28, 2018          | <b>Individualized Learning Plan (ILP) (Initial) and Triad Meeting</b>   | Goals should be established with input from mentor and administrator   |
| September 28, 2018             | <b>DUE:</b> Individualized Learning Plan (Initial) and ILP Signature Page   | <b>Turn in on Google Classroom</b>   |
| September 17-November 29, 2018 | <b>Inquiry Cycle Plan #1</b><br>Inquiry should take 6-8 weeks of instruction applying strategies and working towards professional goals as listed on the ILP. Includes:<br>-Lesson Plan<br>-Mentor Observation<br>-Data Collection                              | See Inquiry Cycle Plan on Google Classroom for specific details  |
| September 17-February 28, 2018 | <b>Teachingchannel Self-Guided PD Course:</b><br>Based on ILP goals, candidates will choose a digital PD Course via Teaching Channel to complete.<br><p style="text-align: center;">OR</p> <b>IRIS Module:</b><br>Based on ILP goals, candidates will choose an | <a href="http://www.teachingchannel.org">www.teachingchannel.org</a><br><br><b>List provided in Induction</b>                                  |

|                                 |   |  |
|---------------------------------|---|--|
|                                 | IRIS Module that will support them in the Special Education goals   | <b>Handbook</b>  |
| <b>October 22, 2018</b>         | <a href="#"><u>Induction PD Session</u></a><br>-Inquiry Cycle support   | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |
| <b>November 30, 2018</b>        | <b><u>DUE:</u> Inquiry Cycle Plan #1</b>  | <b>Turn in on Google Classroom</b>   |
| <b>December 10, 2018</b>        | <a href="#"><u>Induction PD Session</u></a><br><b>-Self-Assessment of CSTPs (Mid-Year self-assessment)</b><br><b>-Individualized Learning Plan (ILP) (Midyear modifications/reflections)</b><br>-Mid-Year Survey<br>-Inquiry Cycle #2 | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |
| <b>January 7, 2018</b>          | <a href="#"><u>Induction PD Session</u></a><br>-Inquiry Cycle Plan #2<br>-Digital Learning Portfolio<br>-Colleague Collaboration  | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |
| <b>December 14, 2018</b>        | <b><u>DUE:</u> Individualized Learning Plan (ILP) (Midyear modifications/reflections)</b>   | <b>Turn in on Google Classroom</b>   |
| <b>January 7-18, 2019</b>       | <b>Informal Observation</b> of Candidate by Mentor  | Mentor observes candidate and completes form; mentor will “share” with candidate via Google; candidate will turn in on <b>Google Classroom</b> |
| <b>January 18, 2018</b>         | <b><u>DUE:</u> Informal Observation #2</b> of Candidate by Mentor   | <b>Turn in on Google Classroom</b>   |
| <b>January 7-March 15, 2018</b> | <b>Inquiry Cycle Plan #2</b><br>Inquiry should take 6-8 weeks of instruction applying strategies and working towards professional goals as listed on the ILP.<br>Includes:<br>-Lesson Plan<br>-Mentor Observation<br>-Data Collection | See Inquiry Cycle Plan on Google Classroom for specific details  |
| <b>March 18, 2019</b>           | <b><u>DUE:</u> Inquiry Cycle Plan #2</b>  | <b>Turn in on Google Classroom</b>   |
| <b>March 18, 2019</b>           | <a href="#"><u>Induction PD Session</u></a><br>-Digital Learning Portfolio (DLP)<br>-Inquiry Reflection   | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |
| <b>April 15, 2019</b>           | <a href="#"><u>Induction PD Session</u></a><br><b>-Self-Assessment of CSTPs (Final self-assessment)</b><br><b>-Individualized Learning Plan (ILP) (Final modifications/reflections)</b><br>-Digital learning Portfolio (DLP)          | <b>Location:</b> Briggs B1/B2 3:30-5:30<br><b>Bring:</b> laptop and Continuum  |

|                       |   |   |
|-----------------------|---|---|
| <b>April 19, 2019</b> | <b><u>DUE: Individualized Learning Plan (Final modifications/reflections)</u></b><br>document.                          | <b>Turn in on Google Classroom</b>  |
| <b>April 29, 2019</b> | <b><u>DUE: Digital Learning Portfolio (DLP)</u></b>   | <b>Turned in to Lindsey via flash drive or Google Classroom</b>                           |
| <b>May 6, 2019</b>    | <b>Colloquium</b><br>A celebration of your work as an educator and showcase of how you have grown according to the CSTP | <b>Location:</b> Linda Vista MPR,<br>3:30-5:30<br><b>Bring:</b> fully charged laptop, DLP |
| <b>May 10, 2019</b>   | <b>End of Year Survey</b>   | <b>Google Forms sent out via email</b>  |
|                       | <b><u>DUE: Professional Development Log</u></b>   | <b>Turn in on Google Classroom</b>  |
| <b>May 9-15, 2019</b> | <b>Year 2 Candidate Exit Interviews</b>   | <b>Location:</b> L & T Annex  |

## **CSTP Continuum of Teaching Practice**

The Continuum of Teaching Practice will be given to each candidate upon entering the Induction Program. If you would like to access it before, please see the link located on the Digital Resources Page in this handbook.

## Informal Mentor Observation Form

**MENTOR: Make a copy of this document and save in your Google Drive for each participant.**

**Directions:** Mentor will observe candidate teach and document evidence, notes, and wonderings for each of the CSTPs. This document needs to be shared with the candidate via Google when an informal post-observation meeting takes place. The candidate is responsible for turning it in via Google Classroom. **This observation will help determine the candidate's area of need (Aug/Sept) and provide valuable data on the candidate's progress (Jan).**

### Date and Time of Observation:

| <p style="text-align: center;"><b>Standard 1: Engaging and Support All Students in Learning</b></p> <p>1.1 Using knowledge of students to engage them in learning<br/>                     1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. Engaging and Support All Students in Learning<br/>                     1.3 Connecting subject matter to meaningful real-life contexts<br/>                     1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs<br/>                     1.5 Promoting critical thinking through inquiry, problem solving, and reflection<br/>                     1.6 Monitoring student learning and adjusting instruction while teaching</p> | <p style="text-align: center;"><b>Standard 2: Creating and Maintaining Effective Environments for Student Learning</b></p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully<br/>                     2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students<br/>                     Creating and Maintaining Effective Environments for Student Learning<br/>                     2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe<br/>                     2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students<br/>                     2.5 Developing, communicating, and maintaining high standards for individual and group behavior<br/>                     2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn<br/>                     2.7 Using instructional time to optimize learning</p> | <p style="text-align: center;"><b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p>3.1 Demonstrating knowledge subject matter, academic content standards, and curriculum frameworks<br/>                     3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter<br/>                     Understanding and Organizing Subject Matter for Student Learning<br/>                     3.3 Organizing curriculum to facilitate student understanding of the subject matter<br/>                     3.4 Utilizing instructional strategies that are appropriate to subject matter<br/>                     3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students<br/>                     3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p> |
|---|--|--|
| <p><b>Evidence, notes, wonderings:</b></p>  | <p><b>Evidence, notes, wonderings:</b></p>   | <p><b>Evidence, notes, wonderings:</b></p>   |

|  |  |   |
|--|--|---|
|  |  |   |
| <p><b>Standard 4: Planning Instruction and Designing Learning Experiences for All Students</b></p> <p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meeting the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p> | <p><b>Standard 5: Assessing Students for Learning</b></p> <p>5.1 Applying knowledge of purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> | <p><b>Standard 6: Developing as a Professional Educator</b></p> <p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity and ethical conduct</p> |
| <p><b>Evidence, notes, wonderings:</b></p>   | <p><b>Evidence, notes, wonderings:</b></p>   | <p><b>Evidence, notes, wonderings:</b></p>  |



## Individualized Learning Plan (ILP)

This ILP will serve as a working document for the year and will be re-visited several times throughout the year. Based on a triad meeting (administrator, mentor, candidate), self-assessment of CSTPs, observations, and personal reflection, each candidate will create and work towards achieving 2-3 professional goals.

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Participating Teacher:</b> | <b>Year:</b>                |
| <b>School:</b>                | <b>Grade Level/Subject:</b> |

**Briefly describe your areas of needs based on triad meeting and self-reflection on CSTPs:**

| <b>Initial Goal #1</b>  | <b>Date:</b> | <b>CSTP Elements and Continuum Placement</b><br>-List the CSTP elements<br>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).   | <b>Description of proposed actions</b><br>Directions:<br>Check the boxes that are appropriate and elaborate.  | <b>Defined and Measurable Outcomes</b><br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral). |
|---|--------------|---|---|---|
|   |              |   | <input type="checkbox"/> Inquiry:<br><input type="checkbox"/> PD:<br><input type="checkbox"/> Teaching Channel Videos:<br><input type="checkbox"/> Research:<br><input type="checkbox"/> PLC:<br><input type="checkbox"/> Other:<br><input type="checkbox"/> Other: | <b>Define:</b><br><br><b>Anticipated Measurable Outcomes:</b>   |
| <b>Mid-year modifications and/or reflection of Goal #1:</b><br><u>Check a box</u> | <b>Date:</b> | <b>CSTP Elements, Continuum Placement and Evidence</b><br>-List the CSTP elements<br>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)<br>-List any evidence that supports the CSTP | <b>Describe learning in which you engaged.</b>  | <u>Reflect on the measurable outcomes or the progress you have</u>  |

|   |                     |   |  |                     |
|---|---------------------|---|--|---------------------|
| <p><u>below. If you have altered or discarded your goal, please write your new goal below.</u></p>  |                     | <p><u>elements if applicable.</u></p>   |  | <p><b>made.</b></p> |
| <p> <input type="checkbox"/> Continue<br/> <input type="checkbox"/> Alter<br/> <input type="checkbox"/> Discard<br/> <input type="checkbox"/> Achieved </p> |                     | <p></p> <p></p> <p></p> <p></p> <p></p>   |  |                     |
| <p><b>Final reflection of Goal #1:</b></p>  | <p><b>Date:</b></p> | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/> <u>-List the CSTP elements</u><br/> <u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u><br/> <u>-List 2-3 pieces of evidence for each CSTP element.</u></p> | <p><b><u>Reflect on your goal and growth in the CSTP elements over the course of the year.</u></b></p> |                     |
|   |                     | <p></p> <p></p> <p></p> <p></p> <p></p>   |  |                     |

| Initial Goal #2  | Date: | <b>CSTP Elements and Continuum Placement</b><br>-List the CSTP elements<br>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).   | <b>Description of proposed actions</b><br><u>Directions:</u><br><b>Check</b> the boxes that are appropriate and <b>elaborate</b> .  | <b>Defined and Measurable Outcomes</b><br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral). |
|--|-------|---|---|---|
|  |       |   | <input type="checkbox"/> Inquiry:<br><input type="checkbox"/> PD:<br><input type="checkbox"/> Teaching Channel Videos:<br><input type="checkbox"/> Research:<br><input type="checkbox"/> PLC:<br><input type="checkbox"/> Other:<br><input type="checkbox"/> Other: | <b>Define:</b><br><br><b>Anticipated Measurable Outcomes:</b>   |
| <b>Mid-year modifications and/or reflection of Goal #2:</b><br><u>Check a box below. If you have altered or discarded your goal, please write your new goal below.</u> | Date: | <b>CSTP Elements, Continuum Placement and Evidence</b><br>-List the CSTP elements<br>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)<br>-List any evidence that supports the CSTP elements if applicable. | <b>Describe learning in which you engaged.</b>  | <u>Reflect on the measurable outcomes or the progress you have made.</u>  |
| <input type="checkbox"/> Continue<br><input type="checkbox"/> Alter<br><input type="checkbox"/> Discard<br><input type="checkbox"/> Achieved                           |       |   |   |   |
| <b>Final reflection of</b>   | Date: | <b>CSTP Elements, Continuum Placement and Evidence</b>  | <u>Reflect on your goal and</u>   |   |

|                 |  |   |   |
|-----------------|--|---|---|
| <b>Goal #2:</b> |  | <p align="center">-List the CSTP elements<br/>         -List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)<br/>         -List 2-3 pieces of evidence for each CSTP element.</p> | <b>growth in the CSTP elements over the course of the year.</b> |
|                 |  |   |   |
|                 |  |   |   |
|                 |  |   |   |
|                 |  |   |   |

|  |              |   |   |   |
|--|--------------|---|---|---|
| <b>(Optional) Initial Goal #3</b>  | <b>Date:</b> | <p align="center"><b>CSTP Elements and Continuum Placement</b><br/>         -List the CSTP elements<br/>         -List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).</p>   | <p align="center"><b>Description of proposed actions</b><br/>         Directions:<br/> <b>Check</b> the boxes that are appropriate and <b>elaborate.</b></p>  | <p align="center"><b>Defined and Measurable Outcomes</b><br/>         Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).</p> |
|  |              |   | <input type="checkbox"/> Inquiry:<br><input type="checkbox"/> PD:<br><input type="checkbox"/> Teaching Channel Videos:<br><input type="checkbox"/> Research:<br><input type="checkbox"/> PLC:<br><input type="checkbox"/> Other:<br><input type="checkbox"/> Other: | <p><b>Define:</b></p> <p><b>Anticipated Measurable Outcomes:</b></p>  |
| <p align="center"><b>Mid-year modifications and/or reflection of Goal #3:</b><br/>         Check a box below. If you</p> | <b>Date:</b> | <p align="center"><b>CSTP Elements, Continuum Placement and Evidence</b><br/>         -List the CSTP elements<br/>         -List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)<br/>         -List any evidence that supports the CSTP elements if applicable.</p> | <b>Describe learning in which you engaged.</b>  | <p align="center"><b>Reflect on the measurable outcomes or the progress you have made.</b></p>  |

|   |                     |   |  |  |
|---|---------------------|---|--|--|
| <p><u>have altered or discarded your goal, please write your new goal below.</u></p>  |                     |   |  |  |
| <p> <input type="checkbox"/> Continue<br/> <input type="checkbox"/> Alter<br/> <input type="checkbox"/> Discard<br/> <input type="checkbox"/> Achieved </p> |                     |   |  |  |
| <p><b>Final reflection of Goal #3:</b></p>  | <p><b>Date:</b></p> | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/> <u>-List the CSTP elements</u><br/> <u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u><br/> <u>-List 2-3 pieces of evidence for each CSTP element.</u></p> | <p><b><u>Reflect on your goal and growth in the CSTP elements over the course of the year.</u></b></p> |  |
|   |                     |   |  |  |

## Individualized Learning Plan (ILP) Signature Page Triad Meeting

The purpose of the ILP is to address the California Standards for the Teaching Profession and provide the roadmap for candidates' Induction work during their time in the program along with guidance from the mentor in providing support. Goals will be implemented throughout the year and may be revised during the course of the year.

The signatures below acknowledge that the candidate, mentor, and administrator have discussed the professional goals of the candidate as documented on the ILP. A copy of goals will be available to the administrator.

**Mentors:** Please schedule a meeting with your candidate and their evaluating administrator to discuss Induction, the candidate's goals and gather input on proposed goals. **This must be done within the first 60 days of Induction enrollment.** Please add notes below. When the meeting is complete, the candidate scans and "turns in" on Google Classroom.

|                |                       |
|----------------|-----------------------|
| <b>Date:</b>   | <b>Administrator:</b> |
| <b>Mentor:</b> | <b>Candidate:</b>     |

Notes:

## Context of Classroom, Teaching, and School

**Discuss the questions within this document with your mentor during a weekly meeting. This document serves as a conversational guide between you and your mentor. Minimal notes are required.**

**Examine and analyze your class roster(s).**

**How many students classified as English Language Learners do you have in your class?**

**How will you design and deliver instruction to meet the diverse needs of your ELLs? What strategies, modifications, and actions you take to make learning accessible to these students.**

### **Special Populations**

**What students of yours have an IEP? 504 plan? Health concern? Specific learning disability? Visual impairment? Diagnosed Autistic?, Classified as Gifted and Talented?**

**Where do you look to find this information?**

**Who do you go to for support with students with various needs?**

**What PD is available to learn more?**

**Discuss your classroom set-up/placement. How do you ensure that your classroom set-up/placement of students meets the needs of ALL (EL, SPED, health) students?**

**What structures/strategies are in place to communicate with families on a regular basis? How will you know if these strategies are effective?**

**How will you communicate with non-English speaking families?**

**My School is a (Check those that apply):**

- Program Improvement
- Title 1 Schoolwide Program
- California Distinguished School
- Distinctive(magnet, AVID, Dual Immersion, etc.):

**Discuss your classroom management strategies/plan. How do you know if your strategies are effective?**

## Inquiry Cycle Plan

### Goals

Complete the information for the goal you are working on during this inquiry cycle. If you are working on both goals, list both.

**Goal:**

**CSTP elements:**

**Inquiry Question:**

**Goal (optional):**

**CSTP Elements:**

### Current Reality

Mentors may change these questions based on candidate's diverse classroom.

**Describe the current needs of your EL students?**

**Describe the current needs of your special population students?**

**Describe the concerns (behavioral, academic, emotional) you may have with your students?**

---

**Describe the pre-assessment you administered.**

**Describe the data you gathered from the pre-assessment and how you will use this data to guide your planning and decision making.**



## Research/New Learning

**Describe the research and learning opportunities you took part in that support your goals. Reflect on these learning opportunities through connections you made or insights you “took away.”**

This could include PD sessions, videos, articles, Teaching Channel Learning Plans, seminars, staff development sessions, collegial conversations, planning days, and other forms of professional learning. **You should have a minimum of 4 types of learning opportunities in which you participated.**

## Action

**Describe the actions you take in your classroom each week to address your goals and inquiry question. This should be done for a minimum of 6 weeks.**

Your mentor will observe you a minimum of once during this cycle. Include this in your weekly actions as well as the post observation conversation. **Lesson plan required (separate assignment). Mentor observation form will also be due as an assignment (separate assignment).**

Discuss with Mentor/Think about:

1. How will you implement your research and new learning?
2. What instructional strategies will you implement?
3. What routines and procedures will you utilize?
4. Consider the series of lessons necessary to impact students.
5. How will you know your actions have been impactful?

**Week 1- Date:**

## Reflection

After you have put your research and new learning into action and have implemented a series of lessons for 5-8 weeks, describe the end result for each goal by responding to the following prompts.

1. Describe the summative assessment you administered.
2. Describe the data gathered and analyzed from the summative assessment.
3. Did your students show negative/positive growth?
4. Did your lessons make a significant impact on student learning? How did you know?
5. What would you do the same? Differently?
6. What factors played a role for students making little to no progress?
7. What factors played a role for students showing significant growth?
8. What strategies supported your ELs and special populations students?
9. Final thoughts/reflection on this inquiry cycle? (any “ah-ha” moments?)

**\*\*Attach your pre-assessment and pre-assessment data AND your summative assessment and summative assessment data when you submit this assignment on Classroom.\*\***

## Lesson Plan

During your inquiry cycle, your mentor will observe at least 1 of your lessons. **Please share this with your Mentor 2 days prior to being observed.** After your Mentor has given you feedback, you may “turn in” on Classroom.

**\*\*LESSON SHOULD BE ALIGNED TO ILP GOALS\*\***

|          |        |       |       |
|----------|--------|-------|-------|
| Subject: | Grade: | Date: | Time: |
|----------|--------|-------|-------|

### Grade Level Standards:

|                                      |
|--------------------------------------|
| Standards addressed:                 |
| Intended Learning Outcome/Objective: |

### Rigor and Relevance

Place the tasks that will demonstrate student understanding in the appropriate Depth of Knowledge (DOK) Levels. See DOK Flipbook or Deconstructed Standards for assistance.

|                                   |                                  |
|-----------------------------------|----------------------------------|
| DOK Level 1 (Recall):             | DOK Level 2 (Skill/Concept):     |
| DOK Level 3 (Strategic Thinking): | DOK Level 4 (Extended Thinking): |

### SPED: Accommodations, modifications, level of support

|  |   |
|--|---|
| What types of visual and communication supports will you use?  | What level of supports (prompts) needed for students to demonstrate mastery of the skill? |
| How will you modify the lesson to fit the needs of your class? | How will you differentiate your centers to expand and support your lesson?                |

### Lesson Description

|                         |
|-------------------------|
| Introduction of Lesson: |
|-------------------------|

**Tasks:**

**Closure:**

**How does this lesson align with the goal(s) on your ILP?**

## Lesson Observation Form-Inquiry

(Mentor completes and shares with Candidate via Google; Candidate “turns in” on Classroom)

**MENTOR: Make a copy of this document and save in your Google Drive for each participant.**

This form is used to observe and document specific evidence that is seen and heard during a lesson as part of the Candidate’s inquiry cycle and referenced during the post-observation meeting.

|                 |                |
|-----------------|----------------|
| Candidate Name: | Grade/Subject: |
| Mentor Name:    | Date/Time:     |

|                 |  |
|-----------------|--|
| ILP Goal Focus: |  |
| CSTP Elements:  |  |

|                         |
|-------------------------|
| Lesson Focus/Objective: |
|-------------------------|

**Mentor: list evidence, as observed, for the CSTPs on which the candidate is focussing.**

| CSTP 1: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING | CSTP 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING | CSTP 3: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING |
|--|--|--|
|  |  |  |

| CSTP 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES | CSTP 5: ASSESSING STUDENT LEARNING | CSTP 6: DEVELOPING AS A PROFESSIONAL EDUCATOR |
|---|------------------------------------|---|
|   |                                    |   |

**Questions? Suggestions? Thoughts? (Planning of post-observation meeting)**

**When the lesson has been observed, choose a time to meet for a post-observation meeting. Discuss the lesson, feedback, and next steps. Record the “gist” of the Candidate’s reflection below.**

**Date and time of post observation meeting:**

**Candidate’s reflection after observation and post observation debrief:**

## Example ILP Goals

### Strong ILP Goals and Outcomes

| ILP Goal  | Possible “Defined and Measurable Outcomes”   |
|---|--|
| <b>Enhance ability to engage students during mathematics by utilizing a variety of instructional methods and resources.</b> | My overall goal is for students to be able to learn and adopt the learned strategies. This will be measured through their topic quizzes, mid modules, and fluency scores for a period of 7 weeks. Exact results will be located in my first Inquiry Cycle Plan.  |
| <b>Maintain and investigate effective classroom strategies to maximize instruction</b>                                      | My mentor will come in to observe me for my pre and post-assessment and will tally the following: number of times students need to be reminded to get on track, number of shout-outs, and number of times I have to stop instruction to redirect students for misbehavior. After 8 weeks, I expect these negative behaviors to decrease by 50% compared to the pre-assessment. |
| <b>Increase math facts so students can quickly think of “partners to 10”</b>  | 5 days per week, I will implement the Eureka fluency for my 1st graders. By December, my class will go from 8% fluent in "partners to 10" to 40% fluent. This will help with their ability to eventually be able to make 10 to create an easier problem.   |

### Unclear ILP Goals and Outcomes

| ILP Goal  | Possible “Defined and Measurable Outcomes”  |
|---|---|
| <b>I would like to make Eureka math more engaging for students so they understand better and so that they feel as though math is “fun” again.</b> | I will learn strategies that will help engage students to keep them interested and excited. I will give a survey in the beginning and at the end asking them some questions about how they feel towards math. |
| <b>Students will engage in collaborative conversations when taught Kagan structures which will increase their reading comprehension.</b>          | Students will be taught several Kagan structures that will allow them to collaborate. This will help with their comprehension as measured by their SRI.   |
| <b>Students will be able to write a constructed response without teacher prompting.</b>   | I will teach students how to write a constructed response. This will be measured by the district writing prompt.  |

## SAMPLE Individualized Learning Plan (ILP)

This ILP will serve as a working document for the year and will be re-visited several times throughout the year. Based on a triad meeting (administrator, mentor, candidate), self-assessment of CSTPs, observations, and personal reflection, each candidate will create and work towards achieving 2-3 professional goals.

|                                       |                                 |
|---------------------------------------|---------------------------------|
| <b>Participating Teacher:</b> Herbert | <b>Year:</b> 2017-2018          |
| <b>School:</b> Sycamore               | <b>Grade Level/Subject:</b> 6th |

**Briefly describe your areas of needs based on triad meeting and self-reflection on CSTPs:**

I need to work on classroom management which may lead to increase student engagement so there are less negative student behaviors. I also need to learn new strategies and structures to put in place so my students can accurately find and use text evidence to answer a question.

| <b>Initial Goal #1</b>                             | <b>Date:</b> | <b>CSTP Elements and Continuum Placement</b><br><small>-List the CSTP elements<br/><u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).</u></small> | <b>Description of proposed actions</b><br><small>Directions: <b>Check</b> the boxes that are appropriate and <b>elaborate</b>.</small>                                  | <b>Defined and Measurable Outcomes</b><br><small>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).</small>  |
|--|--------------|--|---|---|
| Increase effective classroom management techniques | 9/12/16      | <b>1.1 Using knowledge of students to engage them in learning. (EX)</b>  | Inquiry:<br>Explore different techniques for better classroom management<br><br>PD: Rick Morris training<br>Kagan training<br><br>Teaching Channel Videos:<br>Research: | <b>Define:</b> Over the course of the year, I will utilize effective strategies that decrease student outbursts, decrease time off task, and decrease the redirecting of negative behavior.<br><br><b>Anticipated Measurable Outcomes:</b><br>My mentor will come in to observe as a pre-assessment and post-assessment and tally these 3 incidents. My hope is that I will |
|  |              | <b>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. (Em)</b>  |   |   |
|  |              | <b>1.6 Monitoring students learning and adjusting instruction while teaching. (Ex)</b>   |   |   |
|  |              |  |   |   |



|  |  |   |   |   |
|--|--|---|---|---|
|  |  |   | PLC:<br>Other:<br>PBIS<br>training at<br>school<br>Other:   | decrease these<br>negative behaviors by<br>50% by the post<br>assessment.   |
| <b>Mid-year<br/>         modifications<br/>         and/or<br/>         reflection of<br/>         Goal #1:</b><br><u>Check a box<br/>         below. If you<br/>         have altered or<br/>         discarded your<br/>         goal, please<br/>         write your new<br/>         goal below.</u> | <b>Date:</b>   | <b>CSTP Elements, Continuum<br/>         Placement and Evidence</b><br><u>-List the CSTP elements</u><br><u>-List your self-assessment placement on<br/>         the Continuum (Em., Ex., Ap., Int., Inv.)</u><br><u>-List any evidence that supports the<br/>         CSTP elements if applicable.</u> | <b>Describe<br/>         learning<br/>         in which<br/>         you<br/>         engaged.</b>  | <b><u>Reflect on the<br/>         measurable<br/>         outcomes or the<br/>         progress you have<br/>         made.</u></b>   |
| <input checked="" type="checkbox"/> Continue<br><input type="checkbox"/> Alter<br><input type="checkbox"/> Discard<br><input type="checkbox"/> Achieved  | <b>12/05<br/>         /16</b>  | <b>1.1 Using knowledge of students<br/>         to engage them in learning. (EX)</b><br>Evidence: Getting to know students<br>on a personal level; assessment<br>scores   | Rick Morris<br>training:<br>Learned<br>some time<br>management<br>strategies<br>Watched<br>Teachingchannel<br>videos:<br><b>Attention<br/>         Getting<br/>         Signals</b><br>and<br>learned<br>that non<br>verbal<br>signals are<br>the best<br>way to get<br>the<br>attention of<br>students.<br><b>The 3<br/>         B's-managing<br/>         classroom<br/>         centers:</b> I | Throughout the<br>beginning of the year<br>until now I have been<br>implementing a variety of<br>classroom management<br>techniques and<br>strategies. These<br>strategies were meant to<br>make students stay on<br>task, spend less time<br>redirection negative<br>behavior. One strategy<br>that I used that has been<br>working is table points.<br>When students get<br>reminded that other<br>students are being<br>rewarded for being on<br>task they will get on task.<br>This works well and only<br>about 5-10% of students<br>need more redirecting.<br>Negative behavior have<br>decreased because I<br>have implemented<br>"reflection time" for<br>students who are<br>disruptive. They meet<br>me at lunch or after<br>school to talk about<br>choices they made and<br>how their choices could |
|  | <b>1.2 Connecting learning to<br/>         students' prior knowledge,<br/>         backgrounds, life experiences, and<br/>         interests. (Ex)</b><br>Evidence: Changing math problem<br>solving tasks to situations familiar<br>with students, incorporating soccer<br>into lessons |   |   |   |
|  | <b>1.6 Monitoring students learning<br/>         and adjusting instruction while<br/>         teaching. (Ex)</b><br>Evidence: Use of whiteboards during<br>practice problems   |   |   |   |
|  |  |   |   |   |

|                                     |                |   |  |   |
|-------------------------------------|----------------|---|--|---|
|                                     |                |   | <p>need to focus on behavior, and learned some</p> <p>During my inquiry, I focussed on non verbal attention getters, and utilized whiteboards to help keep students accountable. I also put on my teacher voice and got more serious so they knew when I meant business.</p>   | <p>have been different. I use other behavior steps that are provided by the school, such as refocus out of the classroom, or go to PAWS center to talk to an admin. I try to rarely use those and keep the students in the class to learn. I also use some Rick Morris strategies to keep students engaged and focused. I pull name cards in random order and call on students. This helps to keep students engaged and ready to answer questions. I also release students first to leave to lunch and home if they are on task, and following my behavior expectations. This is a free treat that I can give students and they respond well to it.</p> |
| <b>Final reflection of Goal #1:</b> | <b>Date:</b>   | <p><b>CSTP Elements, Continuum Placement and Evidence</b></p> <ul style="list-style-type: none"> <li>-List the CSTP elements</li> <li>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</li> <li>-List 2-3 pieces of evidence for each CSTP element.</li> </ul> | <p><b>Reflect on your goal and growth in the CSTP Elements over the course of the year.</b></p>  |   |
|                                     | <b>4/23/17</b> | <p><b>1.1 Using knowledge of students to engage them in learning. (EX)</b><br/>Evidence: Getting to know students on a personal level; assessment scores</p>  | <p>I made huge growth on this goal. At the beginning of the year, my students were not paying attention and I kept teaching. After video reflections and conversations with my mentor, I knew I needed to change something. It was tough sticking to a plan but after I started incorporating more engaging strategies, student outbursts and issues decreased. I know I still</p> |   |
|                                     |                | <p><b>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. (Ex)</b><br/>Evidence: Changing math problem solving tasks to situations familiar</p>   |  |   |

|  |  |  |  |
|--|--|--|--|
|  |  | with students, incorporating soccer into lessons; I have a better understanding of my students' lives  | have a lot to learn and improve on but coming in next year I will have a much better idea of what I need to do. I made a lot of growth in CSTP 1.6, because I paid such close attention to what my students were doing WHILE I was teaching and focussed on monitoring their learning in a lesson. |
|  |  | <b>1.6 Monitoring students learning and adjusting instruction while teaching. (Ap)</b><br>Evidence: Use of whiteboards during practice problems, I stop when students are not getting it as documents by mentor obs., I walk the room and give one-on-one feedback |  |
|  |  |  |  |

| Initial Goal #2  | Date:   | CSTP Elements and Continuum Placement<br><u>-List the CSTP elements</u><br><u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).</u>                       | Description of proposed actions<br><u>Directions:</u><br><b>Check</b> the boxes that are appropriate and <b>elaborate</b> .   | Defined and Measurable Outcomes<br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).  |
|--|---------|--|---|---|
| Students choose appropriate strategies to find text evidence independently after being taught a variety of strategies. | 9/12/16 | <b>3.1- Demonstrating knowledge of subject matter, academic content standards, and curriculum framework. (Em)</b>  | Inquiry: Choose 2 strategies to teach and master- UNRAAVEL and use of GO. PD: Wonders training, meeting with ELA TOA Teaching Channel Videos: "Play Up Participation" Research: PLC: 2nd grade team meeting | <b>Define:</b> I want my students to correctly use at least 1 strategy to help find text evidence when answering an open ended question.<br><br><b>Anticipated Measurable Outcomes:</b> This will be measured by giving 8 short |
|  |         | <b>3.3- Organizing curriculum to facilitate student understanding of the subject matter (Em)</b>   |   |   |
|  |         | <b>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students (Em.)</b> |   |   |
|  |         | <b>4.5- Adapting instructional and curricular materials to meet the assessed learning needs of all students (Em.)</b>  |   |   |

|  |                 |  |  |   |
|--|-----------------|--|--|---|
|  |                 |  | with school focus on ELA<br>Other:<br>Other:   | constructed response assessments over 8 weeks. I will use the district scoring rubric (0-2). The hope is that by the 8th week, 75% of my students will score a 1 or 2.  |
| <b>Mid-year modifications and/or reflection of Goal #2:</b><br><u>Check a box below. If you have altered or discarded your goal, please write your new goal below.</u> | <b>Date:</b>    | <b>CSTP Elements, Continuum Placement and Evidence</b><br><u>-List the CSTP elements</u><br><u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u><br><u>-List any evidence that supports the CSTP elements if applicable.</u>   | <b>Describe learning in which you engaged.</b>   | <b><u>Reflect on the measurable outcomes or the progress you have made.</u></b>   |
| <input checked="" type="checkbox"/> Continue<br><input type="checkbox"/> Alter<br><input type="checkbox"/> Discard<br><input type="checkbox"/> Achieved                | <b>12/12/16</b> | <b>3.1- Demonstrating knowledge of subject matter, academic content standards, and curriculum framework. (Ex)</b><br>Understand how Wonders works and know all reading and writing standards<br><hr/> <b>3.3- Organizing curriculum to facilitate student understanding of the subject matter (Em)</b><br>Weekly lesson plans showing components broken down<br><hr/> <b>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students (Ex)</b><br>Online Wonders program components used<br><hr/> <b>4.5- Adapting instructional and curricular materials to meet the</b> | Trial and error of instructional materials ; assessing students<br>Components of the new adoption 8/2/2016 and 10/31/16<br>-Kagan Training 1/18/17 and 1/18/17 which helped me learn how to get every kid participating<br>-Grade Level Planning 2x a week to plan | 17 of my students moved from a 0 on their writing prompt to a 1 by using text evidence. 4 students moved from a 1 to a 2 and 2 students earned a 3. Acting as “detectives” seemed to be the most beneficial strategy. |

|                                     |               |   |   |  |
|-------------------------------------|---------------|---|---|--|
|                                     |               | <p><b>assessed learning needs of all students (Ex.)</b><br/>Whiteboards, small homogenous group work</p>  | <p>instruction; backwards planning, looking further into unit tests, and designing instruction around writing.<br/>-Planning day dedicated to Laura Smart where she gave us further insight on the program as a whole, as well as, tutorials on how to navigate the Connected (technology portion) of this program.</p>   |  |
| <b>Final reflection of Goal #2:</b> | <b>Date:</b>  | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/>-List the CSTP elements<br/>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)<br/>-List 2-3 pieces of evidence for each CSTP element.</p> | <p><b>Reflect on your goal and growth in the CSTP Elements over the course of the year.</b></p>   |  |
|                                     | <b>4/5/17</b> | <p><b>3.1- Demonstrating knowledge of subject matter, academic content standards, and curriculum framework. (Ex)</b><br/>Understand how Wonders works and know all reading and writing standards, lesson planning with colleagues</p>   | <p>Students have made huge growth in being able to find text evidence. It took longer than I anticipated and I had to provide many opportunities for students to practice finding text evidence with a variety of text. I really made growth in CSTP 3.3 because I was able to attend a PD session on citing text evidence and then brought that information back to my grade level team so we could plan more specifically for this skill.</p> |  |
|                                     |               | <p><b>3.3- Organizing curriculum to facilitate student understanding of the subject matter (EX)</b><br/>Weekly lesson plans showing components broken down, long term unit plans created for ELA</p>                                    |   |  |
|                                     |               | <p><b>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including</b></p>  |   |  |

|  |  |  |  |
|--|--|--|--|
|  |  | <b>adopted materials, to make subject matter accessible to all students (Ex)</b><br>Online Wonders program components used   |  |
|  |  | <b>4.5- Adapting instructional and curricular materials to meet the assessed learning needs of all students (Ex.)</b><br>Whiteboards, small homogenous group work, seeking out RSP teacher for support with inclusive students |  |
|  |  |  |  |

## SAMPLE SPED Individualized Learning Plan (ILP)

This ILP will serve as a working document for the year and will be re-visited several times throughout the year. Based on a triad meeting (administrator, mentor, candidate), self-assessment of CSTPs, observations, and personal reflection, each candidate will create and work towards achieving 2-3 professional goals.

|   |   |
|---|---|
| <b>Participating Teacher: Sample SPED</b> | <b>Year: 2017-2018</b>  |
| <b>School: Main Street</b>                | <b>Grade Level/Subject: 4th-6th SDC mod/sev (Goal #1)</b><br><b>PK/TK SDC Mod/sev (Goal #2)</b> |

**Briefly describe your areas of needs based on triad meeting and self-reflection on CSTPs:**  
 Goal #1: I would like to increased the amount of independent work my students do while in my DSC class. They have a difficult time completing tasks without 1-1 support.  
  
 Goal #2: Increase student language goals

| Initial Goal #1                                     | Date:            | CSTP Elements and Continuum Placement<br><u>-List the CSTP elements</u><br><u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).</u> | Description of proposed actions<br><u>Directions:</u><br><b>Check</b> the boxes that are appropriate and <b>elaborate</b> .   | Defined and Measurable Outcomes<br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).  |
|---|------------------|--|---|---|
| <b>Increase student independent work completion</b> | <b>8/21/2017</b> | 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. (EM)   | Inquiry:<br>PD: Executive functioning PD at district.<br>Teaching Channel<br>Videos:<br>Research: IRIS modules<br>PLC:<br>Other:<br>collaboration on LINKS curriculum | <b>Define:</b> By April at least 9 students will be able to complete 5 out of the 7 on task behavior management list with no more 1 verbal reminders<br><br><b>Anticipated Measurable Outcomes:</b> |
|   |                  | 2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn. (EX)                     |   |   |
|   |                  | 4.2 Establishing and articulating goals for student learning. (EX)   |   |   |
|   |                  |  |   |   |
|   |                  |  |   |   |

|   |                 |  |  |   |
|---|-----------------|--|--|---|
|   |                 |  | Other:observe another teacher or demo lesson by mentor   | Data checking using student choice earning board.   |
| <p><b>Mid-year modifications and/or reflection of Goal #1:</b><br/> <u>Check a box below. If you have altered or discarded your goal, please write your new goal below.</u></p> | <b>Date:</b>    | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/> <u>-List the CSTP elements</u><br/> <u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u><br/> <u>-List any evidence that supports the CSTP elements if applicable.</u></p>  | <b>Describe learning in which you engaged.</b>   | <b>Reflect on the measurable outcomes or the progress you have made.</b>  |
| <p><input checked="" type="checkbox"/> Continue<br/> <input type="checkbox"/> Alter<br/> <input type="checkbox"/> Discard<br/> <input type="checkbox"/> Achieved</p>            | <b>12/12/17</b> | <p><b>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. (Exploring)</b></p> <ul style="list-style-type: none"> <li>Students are now more investing in staying on task and voicing the desire to achieve the goals of initiating tasks, remaining on task, and stopping to be checked out at the end of a center.</li> </ul> <p><b>2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn. (EX)</b></p> <ul style="list-style-type: none"> <li>Students are voicing the routine. Those that need prompting, it is very minimal.</li> </ul> <p><b>4.2 Establishing and articulating goals for student learning. (Integrating)</b></p> <ul style="list-style-type: none"> <li>I have updated IEP goals to reflect both new learning on executive functioning and I have set up specific supports for students that require more visual aids.</li> </ul> | <p>Executive functioning PD at district: learned about different strategies and types of executive functioning challenges. IRIS module: learned about the appropriateness of self-monitoring versus teacher monitoring. Mentor observation and collaboration: reviewed video of my classroom and had candid conversation about how my learning looks</p> | <p>Overall, this process was successful. My final results would be at 75% of my students meeting the goal of 5/7 of the on-task management objectives met; thus meeting my goal. Several things that attributed to successes were: 1.) repeat practice of expectations 2.) front-loading students consistently 3.) New activities at centers 4.) Simpler tasks at centers 5.) consistent verbal praise and 6.) more consistent staffing at centers (no center was</p> |



|                                     |               |  |  |   |
|-------------------------------------|---------------|--|--|---|
|                                     |               |  | <p>and goals to refine.</p> <p>Observation at Pomona Unified School District: looked at appropriate on-task skills and reflected on the different curriculum and supports that supported better on-task behaviors.</p>   | <p>ever un-manned). After review of my video footage and my mentor's observations, I can see where specific changes did foster better student learning and executive functioning behaviors. From the IRIS Model I was able to identify students that could self monitor versus rely on teacher monitoring. This helped in developing IEP goals and strategies for students.</p> |
| <b>Final reflection of Goal #1:</b> | <b>Date:</b>  | <p><b>CSTP Elements, Continuum Placement and Evidence</b></p> <p><u>-List the CSTP elements</u></p> <p><u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u></p> <p><u>-List 2-3 pieces of evidence for each CSTP element.</u></p>  | <p><b>Reflect on your goal and growth in the CSTP elements over the course of the year.</b></p>  |   |
|                                     | <b>4/5/18</b> | <p><b>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</b></p> <p><b>(EX)</b> In this area I believe I have improved towards integrating, as I have been working with outside agencies to identify better technology to support student learning (25% of my caseload is currently undergoing AT or AAC device implementation/evaluations). In the areas of "critical thinking and higher order thinking" I have also improved student understanding, as evidenced in goal #2.</p> | <p><b>By the end of the inquiry cycle 9 of 12 of my students can meet 5/7 objectives with no more than one verbal reminder(In other words I was able to maintain the success I had accomplished earlier in the year). Additionally, I now have 4 students are able to meet 7/7 objectives with consistency.</b></p> <p>I feel like my students and I have both met/exceeded the objectives for this goal. I am really proud of the growth of my students in this</p> |   |
|                                     |               | <b>2.6 Employing classroom routines,</b>   |  |   |

|  |   |   |
|--|---|---|
|  | <p><b>procedures, norms and supports for positive behavior to ensure a climate in which all students can learn. (AP)</b> All students are definitely “involved in the assessment and monitoring of routines, procedures, and norm.” They are able to vocalize expectations and they look to the established routines and expectations to guide their behavior (especially as it is how they are able to obtain tangible items on breaks!) Students look to have their material, their token boards, their learning materials, the visual timer, the daily schedule... all these supports are expected. If structures are not in place when students expect them, they definitely speak up! Additional focus on on-task behaviors has also promoted more critical thinking skills with reading comprehension (as evidenced in the next goal).</p>                                    | <p>area. Additionally, I have been able to collaborate with others and share my created resources with my colleagues. It is nice to know that not only has this process be proven to benefit students, but that other classrooms in the district will also benefit from my research and collaboration with my mentor.</p> |
|  | <p><b>4.2 Establishing and articulating goals for student learning. (Applying)</b> For several of my students who were ready, they have been successfully self-monitoring when given visual supports. In addition to the task behavior management checklist, I have also worked to adjust a tally system so that students could evaluate if they were on-task or off-task. Other items that have helped with students being able to evaluate themselves is the notations that I place on the work themselves. I arrow from task number to task number and then to a raised hand drawing directly on the worksheet to continue on with their work and let me know once it is finished. However, there are still some students with greater challenges that will need more practice and time in this skill; therefore it would be inaccurate to move over fully to “integrating.”</p> |   |

| Initial Goal #2  | Date:           | <b>CSTP Elements and Continuum Placement</b><br>-List the CSTP elements<br>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).                       | <b>Description of proposed actions</b><br><b>Directions:</b><br><b>Check</b> the boxes that are appropriate and <b>elaborate.</b>   | <b>Defined and Measurable Outcomes</b><br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).   |
|--|-----------------|---|---|---|
| Increase student receptive language skills, by three skills in one school year. Using discrete trials through the STAR curriculum. | <b>9/1/2017</b> | 3.3 Organizing curriculum to facilitate student understanding of the subject matter (Em).   | Inquiry: Explore different functional skills that could be attainable by the students.<br>Explore different programs and strategies that may work in teaching these functional skills. (functional skills being: look at me, look at this, come here, stop, go, wait, check schedule etc.)<br>PD: On functional skills, or programs/strategies that can be used.<br>Other: Collaborate with educators who have worked on functional skills and find out what they have learned over the years, what | <b>Define:</b> Over the course of one school year, I will increase 3 kindergarten students receptive language skills by three skills. Using a discrete trials through a program and a variety of strategies/techniques.<br><br><b>Anticipated Measurable Outcomes:</b> I will gather a baseline for three students on their receptive language skills, using the STAR curriculum and data. Monitor their progress monthly and adjust strategies/techniques as needed in hopes of increasing each student's' receptive |
|  |                 | 3.4 Utilizing instructional strategies that are appropriate to the subject matter (Em).   |   |   |
|  |                 | 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students (Em). |   |   |
|  |                 | (This cell is currently empty)  |   |   |

|   |                        |  |   |   |
|---|------------------------|--|---|---|
|   |                        |  | worked for them and their students, what didn't work, etc.  | language skills level by 3 skills.  |
| <p><b>Mid-year modifications and/or reflection of Goal #2:</b><br/> <u>Check a box below. If you have altered or discarded your goal, please write your new goal below.</u></p> | <p><b>Date:</b></p>    | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/> <u>-List the CSTP elements</u><br/> <u>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</u><br/> <u>-List any evidence that supports the CSTP elements if applicable.</u></p>  | <p><b>Describe learning in which you engaged.</b></p>   | <p><b>Reflect on the measurable outcomes or the progress you have made.</b></p>   |
| <p> <input checked="" type="checkbox"/> Continue<br/> <input type="checkbox"/> Alter<br/> <input type="checkbox"/> Discard<br/> <input type="checkbox"/> Achieved </p>          | <p><b>12/11/17</b></p> | <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter (Ex).</p> <p>While using the STAR curriculum program I was able to adjust lessons and work on them longer if need be in order to support student understanding and access the subject matter. The nice thing about the STAR is that I can apply those strategies to other classroom instructions.</p> <hr/> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter (Ex).</p> <p>While most of my students are non-verbal in terms of communicating with others some of them will repeat things they are told to say or are echolalic. With that being said they do not typically use academic language unless asked to repeat it. I do apply this CSTP in terms of gathering and using additional instructional strategies in order to increase student comprehension and understanding. In special education you do things repetitively.... I'll do a specific task with a student a thousand times, in hopes that they will be able to do it once independently; and when they do, we praise them, give them their rewards, rejoice in that accomplishment and expect them to continue to do the task independently. So sometimes it takes longer to understand a concept, but once</p> | <p>Inquiry: Explore different functional skills that could be attainable by the students. Explored different strategies that may work in teaching these functional skills. (functional skills being: look at me, look at this, come here, stop, go, wait, check schedule etc.)<br/> PD/ in house<br/> PLC: the STAR program (2 times).<br/> Other:<br/> Collaborated with educators who have worked with students with Autism and</p> | <p>I will gather a baseline for three students on their receptive language skills, using the STAR curriculum and data. Monitor their progress monthly and adjust strategies/ techniques as needed in hopes of increasing each student's' receptive language skills level by 3 skills.</p> <p>Based on the data that I have collected on all three of the kindergarten students that I chose for this ILP goal have increased their receptive language skills level by three</p> |

|                                     |               |   |  |   |
|-------------------------------------|---------------|---|--|---|
|                                     |               | <p>they get it they usually are able to continue to do it.</p>  | <p>have experience using the STAR program. IRIS Model on Differentiated instruction.</p>   | <p>or more skills! I was very surprised as I truly thought only 1 of my students would make progress. I believe that they will continue to be successful and that the STAR curriculum and its strategies work for students with Autism.</p> |
|                                     |               | <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students (Ex).</p> <p>I've been using the smartboard to my advantage, as well as the iPad, token boards, video modeling, songs, ASL videos etc. I would say that in regards to the STAR curriculum program the iPad is the best form of technology to use, because the students can use the communication apps from the iPad and I can apply the STAR lessons to the iPad. For example, if the receptive language lesson is working on identifying a cup. I can take a picture of the cup and put it on the app along with a distractor picture (i.e. a kitten) and I can ask the student "show me cup", and the student can click on the picture of the cup and the iPad will say "Cup". I can then instruct the student to say "cup" as well.</p> |  |   |
|                                     |               |   |  |   |
|                                     |               |   |  |   |
| <b>Final reflection of Goal #2:</b> | <b>Date:</b>  | <p><b>CSTP Elements, Continuum Placement and Evidence</b></p> <ul style="list-style-type: none"> <li>-List the CSTP elements</li> <li>-List your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.)</li> <li>-List 2-3 pieces of evidence for each CSTP element.</li> </ul>   | <p><b>Reflect on your goal and growth in the CSTP elements over the course of the year.</b></p>  |   |
|                                     | <b>4/5/17</b> | <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter (AP).</p> <p>Set up the STAR program, and use it exactly as it is intended to be used. I followed it to a T and it shows in my students success.</p>   | <p>I like the STAR program because it uses discrete trials in a systematic way. I feel like this is the reason why my students have done so well in the inquiry cycle. I am glad to see it working so well and to see their progress.</p> <p>I feel like this CSTP is the definition of Special Education. If something is too hard for a student then I need to adapt it and the materials to a level that the student can understand. Just</p> |   |
|                                     |               | <p>3.4 Utilizing instructional strategies that are</p>  |  |   |

|  |   |  |
|--|---|--|
|  | <p>appropriate to the subject matter (Int).</p> <p>With the STAR Discrete Trials (DT) and Positive reinforcements are the only strategies used in the program. Therefore, you must utilize the tokenboards, DT, and PBIS strategies in order for the program to work. Which it was because that is what I did.</p>  | <p>as if something is too easy for a student I have to adapt it and the materials to make it more challenging and meaningful for them.</p> |
|  | <p>3.5 Using and adapting resources and standards aligned instructional materials, including adopted materials to make subject matter accessible to all students (Int.).</p> <p>When students are not able to comprehend how to use a material, or are not physically able to use an instructional material. Then special education teachers get to do what we do best and adopt the materials to meet the students needs. Thankfully, with the STAR program that is already done for you. So all I have to do is follow the instructions word for word, which is what I did.</p> |  |

## SAMPLE Inquiry Cycle Plan

### Goals

Complete the information for the goal you are working on during this inquiry cycle. If you are working on both goals, list both.

**Goal:**

Students will orally explain their mathematical reasoning using mathematical vocabulary.

**CSTP elements:**

1.5 Promoting critical thinking through inquiry, problem solving, and reflection. (Ex.)

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. (Ex.)

2.2 Creating physical or virtual learning environment that promote student learning, reflect diversity, and encourage constructive and productive interactions among students (Em.)

**Inquiry Question:**

How can I get my students to solve a math problem by explaining their reasoning using key vocabulary.

Goal (optional):

CSTP Elements:

### Current Reality

Mentors may change these questions based on candidate's diverse classroom.

**Describe the current needs of your EL students?**

I have 5 students who are ELs. I'm providing them with visuals of sentence frames and key vocabulary words. The students sit next to an EO student. I recently got a new student from Honduras who speaks no English. This student is partnered up with a spanish speaker student. During math he seems high advanced, therefore I have him do what we do. I translate the word problems for him. Emotionally he is adjusting just fine and is eager to learn.

**Describe the currents needs of your special population students?**

I have two students who have an IEP. Both students meet with the RSP teacher once a week, and both go to Speech once a week. I have two other students who have asthma and one student who has severe allergies to peanuts.

**Describe the concerns (behavioral, academic, emotional) you may have with your students?**

I have a few students who are not reading at grade level. These are the same students who struggle with word problems. Not only that, my low students have a hard time solving math problems and do not know their math facts, therefore they are not sure how to explain the process. I have one student who is unmotivated and needs

one on one guidance.

---

**Describe the pre-assessment.**

The results of the pre-assessment show that only 26% of my class was able to explain their mathematical reasoning.

**1/8 /18**

I had students solve an application problem and then share their mathematical reasoning used to solve the problem using Round Robin structure in their table groups

I went to one table group a day and graded their oral explanations. The rubric is as follows:

4 strong

discusses activity at all times

Uses target vocabulary

Give multiple reasons for answer including strategies used

3 capable

discusses activity the majority of the time

Uses some target vocabulary

Gives reason (s) for answers including strategies used

2 developing

Discusses activity some of the time

Uses little target vocabulary

Gives answers without reason or strategies

1 emergent

does not discuss activity

Uses no target vocabulary

Gives answer without reasons or strategies

**Describe the data that will guide your planning and decision making actions**

During the pre assessment I monitored students during a Round Robin. I had students solve an application problem using their graphic organizer. Then they had to share their mathematical reasoning they used to solve the problem to their table. I listened to one table group a day and graded their oral explanations. The scale was from 1-4 on their ability to reason and explain their word problem. 4-being able to use target vocabulary and give multiple reasons for answers. 3- Use some target vocabulary. 2- Gives answers without reason or strategy. 1- gives answers without reason or strategy. After listening to them I noticed that 75% of my students were still struggling.

During my pre-assessment my data shows:

12 students received 1's

9 received 2's

5 received 3's

0 received 4's



**Describe the research and learning opportunities you took part in that support your goals. Reflect on these learning opportunities through connections you made or insights you “took away.”**

**This could include PD sessions, videos, articles, Teaching Channel Learning Plans, seminars, staff development sessions, collegial conversations, planning days, and other forms of professional learning. You should have a minimum of 4 types of learning opportunities in which you participated.**

#### Formal Observation with Principal

My principal and I discussed my lesson before the observation and then I taught 3-digit addition with regrouping. Afterwards we met and she gave me valuable feedback.

She mentioned to me about a strategy called “My favorite zero.” I thought it was beneficial in our application problem because I was able to show my favorite mistake from a student. We were able to talk about it and see what we could do to make it better.

#### Teaching Channel

The teaching channel activity that I completed was called Working with CCSS and content areas. Completing it was very valuable, especially because of my math goal. There were a few videos that demonstrated how to incorporate math talk into your lesson. One that stood out to me was dot talk. The teacher provided sentence frames to help students with their reasoning. The videos that I chose were helpful because they taught me how to organize my lesson and encourage group discussion. Students were involved in academic discussion by talking and thinking about math. When I used it in my class students were able to show evidence of their thinking by giving an equation for each dot talk activity. What I did first was scatter 15 dots on a chart paper. Then, I had students circle and organize the dots by the way they felt was easier to solve. I was coaching and the students were doing the facilitating.

#### Kagan Professional development

In this training I learned how to have collaboration. I learned structures that I implement in my lessons that will help me reach my goal. This helped me because they were struggling to explain their reasoning. I'm applying it in my classroom with the hope of generating collaboration among the students. Some of those being: Quiz quiz trade, rally coach, round robin, rally robin

#### Spotlight visit

Most recently on 2/8 I attended a spotlight visit to watch math rotations. What I took away from it is that you need structure, good classroom management, and Kagan structures. Students were able to coach each other and also they were accountable of explaining their reasoning to their partners during rally robin. This is helping me support my goal because students are able to communicate and explain their thinking to their classmates. Throughout the observation I witnessed Engagement and student collaboration.

2/23 I attended a spotlight visit and what I connected with was number talk. Teacher began with a number talk and students were able to explain their reasoning. During this carpet time, 4 students were picked to explain the strategy of their choice. I will bring this back to my classroom because I believe it was a good opportunity for students to hear each other and to practice explaining the process of their strategy. That same day I visit a 1st grade ELA lesson, and what I connected with is her kagan structures, positive reinforcements, and positive classroom environment.. I think those 3 components really make an impact on successful student collaboration.

#### Action

**Describe the actions you take in your classroom each week to address your goals and inquiry question. This should be done for a minimum of 6 weeks.**

**Your mentor will observe you a minimum of once during this cycle. Include this in your weekly actions as well as the post observation conversation. *Lesson plan required (separate assignment). Mentor observation form will also be due as an assignment (separate assignment).***

Discuss with Mentor/Think about:

1. How will you implement your research and new learning?
2. What instructional strategies will you implement?
3. What routines and procedures will you utilize?
4. Consider the series of lessons necessary to impact students.
5. How will you know your actions have been impactful?

**Week 1- Date: 1/10**

1/10: Observation with the principal.

During my post observation, Mrs. Berry gave good ideas for me to add into my lesson. Students work on a word problem that I hand out to them twice a week. On the paper it has the steps of RDW already organized for them. They have show the process in boxes that I provided. The other days they use white boards to solve. Mrs. Berry enjoyed watching the Kagan strategy "Stand up, hand up, pair up". Students were able to explain their reasoning and agree or disagree with their partner regarding the word problem. However, she thought that the word problem was a bit confusing. I didn't think about the confusion that second graders might have during the problem solving. The students handled it really well and were eager to persevere through the problem. The principal recommended that I added "My favorite No". It's a great idea because I am able to to point out a students work and ask students what was wrong and what strategy we can use to make it better. "What could have been different?" It's an opportunity to share mistakes that can be made and hopefully students can learn from it. During this week students worked with their shoulder partner to work on the problem set. They were to coach each other and not leave each other behind. Students worked together on the application problem as well. In my class I use Kagan seating. L/HM LM/H.

**Week 2- Date: 1/17**

Everyday I had students glue their application problem to their spiral notebook. I use to have students complete the application problem on white boards. I feel it's more powerful if they have the word problem in front of them and learn how to organize their thought using RDW. Students were to work independently for 6 minutes. When completed they were to discuss with their partner the answer. I continued to use "My favorite No" and it has made an impact by providing students with mistakes that are common and how to fix them. Students struggled with giving explicit information about the process that they used. They were able to give me the strategy, but failed to tell me if they started in the ones place and they didn't use any vocabulary math terms. This week I administered the district benchmark, therefore I didn't teach much math.

**Week 3- Date 1/24**

I need to get them to the point where they can naturally use math vocabulary instead of just using the words "I added". This week I had students using manipulatives with base ten blocks. Students worked with a partner and they had to share the blocks. Even and odds would alternate answering questions. I would generate conversation and ask them what might happen next. It was their first time having to decompose from the hundreds place. Students had to share their response to their partner. The manipulatives were effective because it gave them a visual and they were able to talk to each other about how to decompose a hundred to make 10 tens. This week I implemented dot talk on the carpet using an anchor chart. This exercise I learned from the teaching channel called Dot Talks in first grade. I placed random dots on the chart and I had students think of ways to making a number sentence. I called on a few students to have them come up and explain their thinking. This activity generated a lot of discussion between the students. I used this same routine throughout the week. Students are getting better at their application problem. They know they have to Read, then Draw a number bond/ tape diagram plus one strategy, and Write a number sentence plus the written sentence. Having students work on their application problem in their spiral notebook has really helped all students. This routine is

becoming automatic for them, and they no longer have to think about what goes in each box, they only have to worry about the problem.

The results of their Pink benchmark assessment showed that 52% of my class mastered it. I had 4 students who had a 4 and four students with a 1. I will continue to do my best to assist students with a 1 and 2 using strategies that will generate collaboration and with the use of small group.

#### **Week 4- Date 1/31**

During whole group instruction and concept development, I asked questions that had students interacting with each other. For example, when I talked about more and less. I had sentence frames on the board. Then I had students use a sentence frame to describe adding 10 to 157. They looked at the board and told their partner, "10 more than 157 is 167. Throughout the slides and mathematical practices students had to collaborate and explain what process went next, and why that was important. It benefited them because even my students who are struggling were able to hear their partner and also practice using the sentence frame. Students continued the application problem with the use of Round Robin at their table. Each student took a turn to talk about their answer and strategy that they used. As I walked around I guided some of them since they are still struggling. I heard a few say, "I added and this is my answer". I asked them why did they add, also to explain the strategy that they used and what was the first step in the process. The problem set, students worked with their shoulder partner for 15 minutes.

#### **Week 5- Date 2/7**

Eureka Test (2 days)

We started with application problem then went on to whole group instruction or 15 minutes and students did problem set individually. After 20 minutes working on problem set they paired up (stand up hand up pair up) and went over the answers. Students coached each other to fix the answer. They were able to agree or disagree and explain their reasoning. They were with that partner for 5 minutes. Students needed more practice with this because sometimes there would be a high paired with a low and I noticed that the high student did not coach very well. The students who are low in math did not fix their answers and were not able to explain their reasoning. What I would do differently is work with my students who are struggling and make sure they have a couple of problems completed before I let them free. The next day, during problem set I pulled a small group to the back to work with me. The rest of the class was paired up and worked together. 60% of the students mastered the exit ticket with 3 digit subtraction with regrouping. The majority of my students favor place value chart strategy. They are struggling with vertical. I hope to help them discover the relationship between both strategies. I went on a spotlight visit this week and came back with rotation techniques that will better help my struggling students with reasoning. I hope to start math rotations next week and work with those students who are struggling with 3 digit addition with regrouping. Helping them understand the process will help them explain their reasoning.

#### **Week 6- Date 2/14**

This week we began module 5 in our curriculum. I wanted to start a new routine with my students, using more kagan structures, and more small group. I'm hoping that students who are struggling will benefit from this and also those who are high will also benefit in the sense that they will be better at explaining the process of mathematical reasoning and using mathematical vocabulary. I started off with a warm up, then went on to quiz quiz trade. Next, I had students working on one column of the sprint for 3 minutes, and on the other column they must rally coach with their teammate and coach along the way if needed. My struggling students are able to hear their coach explain an easier strategy one on one that will help them. Next, I had students do application problem using number heads. They had to come to a consensus as a table then tell me the answer. I thought number heads was really helpful because my low students were holding themselves accountable to solve the problem. The group members were coaching without even knowing it. Next I went on to Direct teaching, with student collaboration and answering to my why questions. Once this week I tried math rotations. I thought it was a success because I was able to work with every group individually to look at their strengths and weakness. In 2 of the rotations the students must work together and support each other. I have 4 rotations and they go as follows:

1- Teacher time -problem set. I have students take turn answering the problem using vocabulary terms.

2- small group (paired) problem set

3- Computers (zearn)

4- Word problem frames (student led) These frames make an impact because on the frame, students need to write down the details about the word problem, then they must use a tape diagram to check if it is addition or subtraction. We have been talking a lot about whole part part. If we have a part and a part then we add. If there's a whole and part then we subtract. We go over those steps daily. On the next frame there is a section to draw as many strategies as they'd like. The other frame they need to write mathematical vocabulary that they used to solve the word problem. The last frame is to explain the process. This entire time there is a leader/ coaches guiding the interaction.

### **Week 7 - Date 2/21**

During application problem I had my 1's come up and share to the front of the class, and the next day I chose 2's, etc. This routine allows for my students to get a chance to explain their word problem. If a student was wrong, it was a good time to talk about the problem and make some corrections. I had the students give feedback and ask questions to the student who is sharing. We also talked about what we like and what can be better (glow and grow). Some students forgot the tape diagram, or maybe forgot their written sentence and we were able to remind them. Throughout the week I continued to model how to share answers using vocabulary words. I went on a spotlight visit and what I brought back to my classroom was number talks. The next day I began using it as a warm up. The first thing we did once math started was number talks. I put up an equation and I had students at the carpet thinking about their strategy they would use to solve. I chose 4 students to tell her their strategy and explain the process of solving. I felt that students were really engaged and eager to share their response. This was a great time where I was able to hear them use their vocabulary and to assist them if they didn't know the correct wording or vocabulary term. In my classroom I added a math vocabulary wall that lists words that we use often. I used math rotations for 1 day this week. During our math frames in rotations there is a section to add vocabulary words that were used in the word problem and its becoming effective because students now know to look at the wall if they forget a term.. Beforehand I mentioned the words I should here while explaining their answer. Students are working better and are better able to explain their answers to their group members. In the rotations I notice that all students understand how to subtract 3 digit numbers with regrouping using place value chart. They still struggle with vertical.

### **Week 8- Date 2/28**

I used number talk, quiz quiz trade, math rotations, and I started using timed pair share during application problem. After my valuable feedback from my mentor, I added a new routine to my application problem. I had students work on their application problem for 4 minutes. Then I used a timing tool that timed each student for 30 seconds talking about how they solved their problem and they had to switch (Timed pair share). After each had their time to share, they had to come together and share which answer was correct (1min). During my post-assessment this week, 69% mastered the ability to explain their math reasoning.

## **Reflection**

**After you have put your research and new learning into action and have implemented a series of lessons for 5-8 weeks, describe the end result for each goal by responding to the following prompts.**

- 1. Describe the summative assessment**
- 2. Describe the data gathered and analyzed from the summative assessment.**

### **Numbers of data**

3. Did your students show negative/positive growth?
4. Did your lessons make a significant impact on student learning? How did you know?
5. What would you do the same? Differently?

6. What factors played a role for students making little to no progress?
7. What factors played a role for students showing significant growth?
8. What strategies supported your ELs and special populations students?
9. Final thoughts/reflection on this inquiry cycle? (any “ah-ha” moments?)

**\*\*Attach your pre-assessment and pre-assessment data AND your summative assessment and summative assessment data when you submit this assignment on Classroom.\*\***

1. For the summative I used the same 4 point rubric as the pre-assessment. I observed a table a day and I listened to each student explain how they solved the application problem of the day.
2. Five students scored 4 points. 13 students scored 3 points (including one newcomer who explained his solution in Spanish). Seven students scored 2 points and one student scored 1 point.
3. My students showed positive growth. 69% of the students are now able to use mathematical vocabulary and explain reasons for their answers including the strategies they used. On the pre-assessment only 26% were able to. Additionally, five students are now able to give multiple reasons for answers.
4. Yes, my lessons made a significant impact on student learning as my post-assessment shows.
5. I will continue to keep my routine using Kagan structures during application daily. I will continue to facilitate number talks twice a week. Also, I will keep utilizing rotations during math once a week. If I were to teach 2nd grade again I would use Kagan structures from the beginning including Quiz Quiz Trade and Timed Round Robin. I also would use additional Kagan structures like Showdown. I would also use Number Talks from the beginning of the year.
6. After completing the post-assessment and reviewing the strengths and weaknesses, I noticed that the students that receive a 1 are struggling with decomposing and unbundling within the tens place and hundreds place. They are able to do it with a place value chart but they forget to unbundle and make a new ten. With these multiple step problems they just need extra time and extra practice. One on one support in the classroom and at home. I have the steps written on the board, and the subtraction poem as well.
7. All of the strategies from quiz quiz trade, to application problems (timed pair share), math frames, number talk, rally coach, collaboration, and small group rotations has all made an impact on the success of my students. Collaboration and engagement was key because they enjoyed using their own strategy, choice, collaborating, rotations, zearn, and quiz quiz trade.
8. Strategies that supported my ELs and special populations students was the use of sentence frames, math vocabulary wall, and kagan structure and peer collaboration. They had peer coaching, and small group with me. Computer activity (zearn) was also meaningful.
9. This inquiry cycle allowed me to really focus on the importance of engagement and collaboration. Not only that but how to really dig deep and find ways that help out all of my students. I found myself reflecting on the choices that I made each day and tried to find new ways that can support my high achieving and my low achieving. Its okay to try new things and experiment with something in order to find what helps your students. With that process of finding what works with my students and being open minded I became a better teacher because I wasn't afraid to take risks. It was a lot of prep, but it was all work it in the end. If I were to be a second grade teacher again, I can use these tools from the very beginning. Not only in math did I have students explaining their reasoning but it made an impact in the way I teach in all other content areas.

**This is the Math rubric that I used for each student. The data is shown below this.**

|   |                  |
|---|------------------|
| <p>4 strong<br/>discusses activity at all times<br/>Uses target vocabulary<br/>Give multiple reasons for answer including strategies used</p>               | <p>comments:</p> |
| <p>3 capable<br/>discusses activity the majority of the time<br/>Uses some target vocabulary<br/>Gives reason (s) for answers including strategies used</p> | <p>Comments:</p> |
| <p>2 developing<br/>Discusses activity some of the time<br/>Uses little target vocabulary<br/>Gives answers without reason or strategies</p>                | <p>Comments:</p> |
| <p>1 emergent<br/>does not discuss activity<br/>Uses no target vocabulary<br/>Gives answer without reasons or strategies</p>                                | <p>Comments:</p> |

Name: \_\_\_\_\_ # \_\_\_\_\_

|   |                  |
|---|------------------|
| <p>4 strong<br/>discusses activity at all times<br/>Uses target vocabulary<br/>Give multiple reasons for answer including strategies used</p>               | <p>comments:</p> |
| <p>3 capable<br/>discusses activity the majority of the time<br/>Uses some target vocabulary<br/>Gives reason (s) for answers including strategies used</p> | <p>Comments:</p> |
| <p>2 developing<br/>Discusses activity some of the time<br/>Uses little target vocabulary<br/>Gives answers without reason or strategies</p>                | <p>Comments:</p> |
| <p>1 emergent<br/>does not discuss activity<br/>Uses no target vocabulary<br/>Gives answer without reasons or strategies</p>                                | <p>Comments:</p> |



# Checklist Roster as of 2/15/2018

Ordered by Student  
Edison Elementary

Class: 2ND-1 - Second Grade  
Period: 1

Teacher: ~~Ramirez, Deyana (17601)~~

Room: 9

Math Reasoning  
Rubric

Goal # 2

| Student Name                                    | Gndr | Grd | 1/22 | 2/28 |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|------|-----|------|------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Contreras, <del>Ava M (251240)</del>            | 1    | F   | 2    | 2    | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Davis, <del>Daniel (249928)</del>               | 2    | M   | 2    | 1    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diaz, <del>Juliana J (249331)</del>             | 2    | F   | 2    | 2    | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dunn, <del>Kimberly M (243880)</del>            | 3    | F   | 2    | 3    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Duran, <del>Vanessa (244789)</del>              | 24   | F   | 2    | 2    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Flores, <del>Alyssa H (249896)</del>            | 4    | F   | 2    | 2    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gonzales Chavez, <del>Dixon J (269301)</del>    | 12   | M   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hathaway, <del>Sophia C (251000)</del>          | 7    | F   | 2    | 1    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hernandez, <del>Valerie N (249474)</del>        | 8    | F   | 2    | 3    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ibarra, <del>Myla (258105)</del>                | 9    | F   | 2    | 1    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Joaquin Gomez, <del>Yamilet (248126)</del>      | 10   | F   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lara, <del>Genevieve F (249448)</del>           | 11   | F   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lopez, <del>Victoria R (249336)</del>           | 13   | F   | 2    | 2    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lopez Aispuro, <del>Lizzette A (249443)</del>   | 5    | F   | 2    | 1    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Madrigal, <del>Anthony (257900)</del>           | 6    | M   | 2    | 1    | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Magana, <del>Rose L (249409)</del>              | 14   | F   | 2    | 2    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Matheny, <del>Mariah (249483)</del>             | 15   | F   | 2    | 1    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Muy, <del>En (251797)</del>                     | 16   | M   | 2    | 2    | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peralta, <del>Angel U (246614)</del>            | 17   | M   | 2    | 3    | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Quintero Solis, <del>Christopher (243692)</del> | 18   | M   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Richardson Rojas, <del>Jacob A (255897)</del>   | 19   | M   | 2    | 3    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ruiz, <del>Nelson (259264)</del>                | 20   | M   | 2    | 3    | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sheppard, <del>Milee (249610)</del>             | 21   | F   | 2    | 2    | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Solano, <del>Anthony (249513)</del>             | 22   | M   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Soto, <del>Selene Y (249946)</del>              | 23   | F   | 2    | 2    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vasquez, <del>Isabella (250934)</del>           | 25   | F   | 2    | 1    | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |

Total Students: 26

12/1's    1/2's    0/1's mastered  
5/3's    0/4's

**Change of ILP Goal Mid-Year- IF YOU DISCARDED AND CHANGED AN ILP GOAL during the middle of the school year**

| Initial Goal #2   | Date:          | <b>CSTP Elements and Continuum Placement</b><br><u>List the CSTP elements and your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.).</u>   | <b>Description of proposed actions</b><br><u>Directions:</u><br><b>Check</b> the boxes that are appropriate and <b>elaborate</b> .  | <b>Defined and Measurable Outcomes</b><br>Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).  |
|---|----------------|--|---|--|
| <p><b>Using data to measure student growth and determine the effectiveness of intervention</b></p> <p>12/13/17: I am switching this goal because it is no longer relevant to the intervention program. I can not track student data over a long a period of time.</p> | <p>9/18/17</p> | <p><b>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments (EM)</b></p> <hr/> <p><b>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction (EM)</b></p> <hr/> <p><b>5.3 Reviewing data, both individually and with colleagues, to monitor student learning (EM)</b></p> <hr/> | <ul style="list-style-type: none"> <li>✓ Inquiry:</li> <li><input type="checkbox"/> PD:</li> <li><input type="checkbox"/> Teaching Channel Videos:</li> <li><input type="checkbox"/> Research:</li> <li>✓ PLC: Discuss formal and informal assessments with 8th grade team weekly.</li> <li><input type="checkbox"/> Other:</li> <li><input type="checkbox"/> Other:</li> </ul> | <p><b>Define: Data will be used to determine whether students need to stay in intervention or can return to their previous classes as well track the growth of student knowledge to determine whether intervention is having a positive effect on student achievement in mathematics. Using weekly informal/formal assessments will allow me to modify instruction</b></p> |



|   |                        |  |   |   |
|---|------------------------|--|---|---|
|   |                        |  |   | <p><b>Anticipated Measurable Outcomes:</b><br/> During a four to six week period of an eighth grade intervention class<br/> <b>50% of students will show growth on three or more mathematical concepts or skills. At the end of the period 25% of students will be able to rotate out of intervention. The following will be measured by examining assessments throughout the period.</b></p> |
| <p><b>Mid-year modifications and/or reflection of Goal #2:</b><br/> <u>Check a box below. If you have altered or discarded your goal, please write your new goal below.</u></p> | <p><b>Date:</b></p>    | <p><b>CSTP Elements, Continuum Placement and Evidence</b><br/> <u>List the CSTP elements and your self-assessment placement on the Continuum (Em., Ex., Ap., Int., Inv.) with evidence for the CSTP elements.</u><br/> <b>You may not have any evidence if this is a new goal.</b></p> | <p><b>Description of proposed actions</b><br/> <u>Directions: Check the boxes that are appropriate and elaborate.</u></p> | <p><b>Defined and Measurable Outcomes</b><br/> Define your anticipated outcomes expected and explain how they will be measured (academic or behavioral).</p>  |
| <p><input type="checkbox"/> Continue<br/> <input type="checkbox"/> Alter<br/> <input checked="" type="checkbox"/> Discard</p>   | <p><b>12/13/17</b></p> | <p><b>1.4 - Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. (EX)</b></p>  | <p><input checked="" type="checkbox"/> Inquiry:<br/> <input checked="" type="checkbox"/> PD:<br/> Look for</p>            | <p><b>Define:</b> Plan sixth grade intervention lessons that</p>  |

|  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Achieved<br><b>New Goal:</b><br>Create lesson plans that incorporate student collaboration such that all students are held accountable for sixth grade math intervention. |  | Evidence: Kagan structures   | relevant PD (To be determined)<br><input type="checkbox"/> Teaching Channel Videos:<br><input checked="" type="checkbox"/> Research: Find effective math collaborative activities that I can use in my own classroom.<br><input type="checkbox"/> PLC:<br><input type="checkbox"/> Other:<br><input type="checkbox"/> Other: | incorporate at least 2 collaborative opportunities per period.<br><br><b>Anticipated Measurable Outcomes:</b> I will track my lesson plans by incorporating and highlighting collaborative tasks. I will also collect and analyze daily exit tickets to measure student learning over the course of 8 weeks. |
|  |  | <b>4.3 - Developing and sequencing long-term and short-term instructional plan to support student learning. (EM)</b>   |  |  |
|  |  | <b>4.4 - Planning Instruction that incorporates appropriate strategies to meet the learning needs of all students. (EM)</b><br>Evidence: PPT presentations daily |  |  |
|  |  | <b>4.5 - Adapting instructional plan and curricular materials to meet the assessed learning needs of all students. (EM)</b>                                      |  |  |

## TeachingChannel Self-Guided PD Courses

[www.teachingchannel.org](http://www.teachingchannel.org) is a VERY valuable resource for educators worldwide! There are thousands of videos that show actual teachers, teaching real students! Videos cover a wide range of topics, from writing to classroom management. As part of the Induction process, each Candidate will choose one PD Course to complete in a professional area of their choosing based on the goals set forth in their ILP. \*\*If you cannot find a PD course that fits your goals, please ask about an alternative assignment.\*\*

A PD Course is an online, collaborative process that focuses on one topic or area of interest. In each PD Course, there are a series of steps that include videos, articles, reflection opportunities, and collaboration among peers. The last step in each PD Course is devoted to the participant putting their new learning into place in the classroom and videotaping a portion of the pedagogy. Video analysis and reflection takes place after the video has been uploaded with feedback from your Mentor. Below is a list of all PD Courses available for each CSTP they most closely support.

To log onto TeachingChannel, visit: [www.teachingchannel.org](http://www.teachingchannel.org) and use your OMSD email and password. You will get an invite email to join the OMSD Teachingchannel platform (if you have not joined already), which will allow you to see all the private OMSD Teams.

**Hint:** When searching for any team related to Induction, go to the Search Bar and type in the name of the PD course (list below). Then, click on “Teams” on the left hand side. It will pull up every group (Team) with the name you searched for. I have added screenshots to support you.

On the following page is a list of all PD Courses available for each CSTP they most closely support. Each PD Course starts with the word “**Induction**” for your convenience in searching.

All Candidates should join the following Team: **California Standards for the Teaching Profession Playlists V2**. Here you will find a wealth of resources to support all CSTPs.

The screenshot shows the TeachingChannel website interface. At the top, there is a navigation bar with the TeachingChannel logo, 'Our Mission', and links for 'Facilitator Dashboard', 'My Messages', 'My Spaces', and 'Sign Out'. Below this is a secondary navigation bar with categories: 'VIDEOS', 'TEACHERS', 'Q&A', 'TEAMS', 'RESOURCES', 'DEEP DIVES', and 'BLOG'. A search bar on the right contains the text 'Inductio'.

The main content area is titled 'Search Results for "Induction: play"'. On the left, there is a 'Narrow your results:' sidebar with a table:

|              |           |
|--------------|-----------|
| Videos       | 54        |
| Deep Dives   | 0         |
| Blog Posts   | 157       |
| Teachers     | 34        |
| Q&A          | 195       |
| <b>Teams</b> | <b>65</b> |
| Resources    | 19        |

The 'Teams' row is circled in red. The main search results area shows 'Showing 3 of (54)' videos. The first video is titled 'Participation with Playing Cards' by Teaching Practice, with a duration of 1 min, 76 likes, and 28 comments. The second video is 'The Work of Play' by Tch Special, with a duration of Pre-K-1 / All Subjects / Play.

Browse Teams

Clear selected filters.

Recently Active | Newest | A-Z

65 Teams

Teams Clear

My Teams 37

Featured by OMSD 0

OMSD Teams 65

Subjects Clear

Grades Clear

Topics Clear

OMSD Tags Clear

**Induction - Amp Up Attention 2017**

The group is constructed to offer teachers a chance to see attention getting moves and then put them into practice.


1 3

Started 7/20/17  
Last Activity 10/10/17

Other / 1 Gather & Focus / 2 Watch, Read & Analyze / 3 Translate & Adapt / 4 Practice & Gather Evidence / 5 Self & Peer Analysis / ...

OMSD Team Faculty

Lindsey Whitcomb



**Induction - Futz with Formative Assessment 2017**

This group will explore formative and summative assessments from a number of angles.


1 2

Started 7/20/17  
Last Activity 10/9/17

Assessment / 1 Gather & Focus / 2 Watch, Read & Analyze / 3 Translate & Adapt / 4 Practice & Gather Evidence / 5 Self & Peer...

OMSD Team Faculty

Lindsey Whitcomb



**Standard 1: Engaging and Support All Students in Learning**

Induction: Gesture Like You Mean It 2017  
 Induction: Amp Up Attention 2017  
 Induction: Project Based Learning 2017  
 Induction: Deep Dive into Classroom Discourse (All grades) 2017

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

Induction: Craft Classroom Culture 2017  
 Induction: Social Emotional Learning (All grades) 2017  
 Induction: Play Up Participation 2017  
 Induction: Try Out Transitions 2017

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**  
**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

Induction: Physical Education (PE Teachers) 2017  
 Induction: Tech and Differentiation 2017  
 Induction: Standing with STEM in the Early Grades (PreK-2nd) 2017  
 Induction: Dimensions of Math Instruction for Early Grades (PreK-2nd) 2017  
 Induction: Engaging Students with Writing: Various Approaches (4th-8th) 2017  
 Induction: Writing Across Content Areas (All grade levels) 2017  
 Induction: Argument Reading, Writing, and Speaking Arcade (5th-8th) 2017  
 Induction: Pre-Writing Promenade (3rd-8th) 2017  
 Induction: Revising Rucksack 2017  
 Induction: Working with CCSS and Content Areas 2017  
 Induction: Grapple with Groups and Centers 2017  
 Induction: NGSS Kick-Start 2017

**Standard 5: Assessing Students for Learning**

Induction: Student Learning and Assessment 2017  
 Induction: Futz with Formative Assessment 2017  
 Induction: Excursions into Exits 2017

**Standard 6: Developing as a Professional Educator**

Induction: Culturally Responsive and Student Centered Teaching 2017

## IRIS Modules

**These modules are designed for teachers of Special Education students (mild/moderate and moderate/severe) in self-contained classrooms, RSP, inclusion, and small groups.**

**\*Please choose one of the following modules that pertains to your special education placement. Some of the modules have multiple parts. Each title serves as a link to the IRIS modules. Once you click on the link, the directions on how to navigate each module is at the bottom of the page.**

**\*\*If you cannot find an IRIS Module that fits your goals, please ask about a alternative assignment.**

| IRIS RESOURCE TOPICS              | LINKS TO MODULES  |
|-----------------------------------|---|
| ACCOMMODATIONS                    | <a href="#">Accommodations: Instructional and Testing Supports for Students with Disabilities</a><br><a href="#">Content Standards: Connecting Standards-Based Curriculum to Instructional Planning</a><br><a href="#">Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities</a><br><a href="#">Assistive Technology: An Overview</a>   |
| ASSESSMENT                        | <a href="#">Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</a><br><a href="#">Classroom Assessment (Part 2): Evaluating Reading Progress</a><br><a href="#">Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity</a><br><a href="#">Accountability: High-Stakes testing for Students with Disabilities</a>   |
| BEHAVIOR AND CLASSROOM MANAGEMENT | <a href="#">Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle</a><br><a href="#">Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions</a><br><a href="#">Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan</a><br><a href="#">Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan</a><br><a href="#">Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</a><br><a href="#">SOS: Helping Students Become Independent Learners</a> |
| CONTENT INSTRUCTION               | <a href="#">Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</a>   |

|                            |  |   |
|----------------------------|--|---|
|                            |  | <a href="#">CSR: A Reading Comprehension Strategy</a>   |
|                            |  | <a href="#">Providing Instructional Supports: Facilitating Mastery of New Skills</a>                                    |
|                            |  | <a href="#">SRSD: Using Learning Strategies To Enhance Student Learning</a>   |
|                            |  | <a href="#">High-Quality Mathematics Instruction: What Teachers Should Know</a>   |
|                            |  |   |
| COLLABORATION              |  | <a href="#">Collaborating with Families</a>   |
|                            |  | <a href="#">Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement</a>       |
|                            |  |   |
| DIFFERENTIATED INSTRUCTION |  | <a href="#">Differentiated Instruction: Maximizing the Learning of All Students</a>                                     |
|                            |  | <a href="#">PALS: A Reading Strategy for Grades K–1</a>   |
|                            |  | <a href="#">PALS: A Reading Strategy for Grades 2–6</a>   |
|                            |  | <a href="#">Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</a> |
|                            |  |   |
| LEARNING STRATEGIES        |  | <a href="#">Teaching English Language Learners: Effective Instructional Practices</a>                                   |
|                            |  | <a href="#">Providing Instructional Supports: Facilitating Mastery of New Skills</a>                                    |
|                            |  | <a href="#">Improving Writing Performance: A Strategy for Writing Persuasive Essays</a>                                 |

# Induction Digital Learning Portfolio (DLP)

As part of the Induction requirements, each participating teacher is required to create a Digital learning Portfolio (DLP) which reflects the learning and growth that has taken place in each of the 6 California Standards for the Teaching Profession (CSTPs).



This portfolio is a collection of your work/learning/growth as a professional educator. You have been collecting evidence all year long, so there should not be any need to create a piece of evidence. Candidates will be presenting their DLP to a small group of their peers, administration, and mentors at the Colloquium. Therefore it is important to stay clear from a product of too many words. You will be using your laptop to present your DLP so keep it focused on the evidence and not the words, as you will be presenting the information verbally.

## Requirements:

1. Six pieces of evidence minimum that shows growth and progress toward mastery for the CSTPs. This evidence may represent the 6 CSTPs or the ones you chose to focus on as stated on your ILP.
2. One required piece of evidence **must be a video** (no longer than 2 minutes in length) showing student learning.
3. Pieces of evidence may include, but are not limited to: videos, student work, unit plans, lesson plans, reflections, inquiry documents, observation forms, photos, etc.
4. For each CSTP and the accompanied artifact(s) please include a written description and reflection which explains how that artifact shows growth/mastery for that specific CSTP with regards to the elements (1.1, 3.4, 4.2) *This may be done in the notes section of PowerPoint, or as a separate document, but **WILL NOT be shown at the Colloquium. You will be verbally sharing (describing and reflecting) your evidence and will be submitting the written description and reflection to Lindsey with your DLP.***
  - a. Your DLP should be mostly artifacts/evidence instead of words (you're doing the talking about the evidence- you don't want your audience to have to read a lot).
  - b. During the Colloquium, you will be sharing in groups of 4. Each candidate will have 10 minutes to present (time yourself ahead of time) and a timer will be used to signal the next presentation. If you finish presenting before the 10 minutes is up, be prepared to answer some questions from your audience.
5. The DLP must be done in digital format: (PowerPoint, Prezi, Keynote, video or other platform)
6. All pieces of evidence, including videos, much be embedded in the presentation; DO NOT rely on Internet connection- save it on a zip drive.
7. Your Mentor **must approve** your DLP prior to the Colloquium.
8. The DLP is due on **May 1, 2019**. It must be given to me via a zip drive (which will be returned to you) or shared via Google (if it is not too large of a file) with the written description and reflection. **We keep the DLP as evidence for "final recommendation" for the Clear Credential.**
9. The colloquium is on **May 6th, 2019** at Linda Vista in the MPR.



\*\*\*See examples of DLPs posted on Google Classroom under *About*.\*\*\*

**Example of Description and Reflection**

| <b>CSTP</b>   | <b>Description</b>   | <b>Reflection</b>  |
|---|--|--|
| <b>1.2 - Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</b>                                  | <p>I connected to students' prior knowledge through daily warm-ups. I used pictures of the warm-ups projected onto my board as evidence. These warm-ups helped students connect their previous knowledge to new material. The warm-ups were also a formative assessment that allowed me to see what my students know and helped set the pace of the lesson.</p>  | <p>Measuring and accessing prior knowledge is a key aspect to an effective lesson. By measuring prior knowledge the teacher gains a better understanding of what their students truly know. I am able to quickly see whether we need to review a concept. By accessing prior knowledge you help students make connections in your content area. Students can see how previous lessons are connected to the lesson that day. This gives students a purpose to learning and retaining the previous material. One way I was able to connect learning to prior knowledge was through my daily warm-ups. I was evident that students had an easier time processing new information if we connected the lesson to their prior knowledge.</p> |
| <b>2.2 - Creating physical or virtual learning, reflect diversity, and encourage constructive and productive interactions among students.</b> | <p>The first piece of evidence is a picture of the table layout in my classroom. By having the tables in groups of four I am able to easily incorporate collaborative activities. The other piece of evidence I used was a collaborative activity I often used in my classes to show how this table layout was helpful in a creating a learning environment that encouraged interactions among students.</p> | <p>The seating arrangement of my classroom allows me to quickly enter in and out of collaborative activities. I am also able to easily listen to student conversations and can visually see which students are being effective collaborators. If I have enough space I will have a similar seating arrangement in my future classrooms. Collaborative activities are perfect way for students to learn the material and have productive interactions among each other.</p>   |



|   |   |   |
|---|---|---|
| <p><b>1.4 - Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</b></p>                       | <p><b>For evidence I put pictures of several instructional strategies I used. I broke it up into three parts. Error Analysis, Kagan structures, and activities that get students moving around the room. There are examples of Kagan structure activities, error analysis, stations, a closing activity. Some strategies were implemented to help struggling students and some were implemented to challenge students further. All strategies looked to help all students' process the information discussed in our lesson.</b></p> | <p><b>I implemented a variety of instructional strategies throughout the school year. When I was lesson planning I often thought about new activities/strategies I could implement in my classroom. I also found ideas online when I was researching classroom management and collaboration. Whether I created them myself or found the information online I would test whether it would work in my classroom. I was able to continue use the strategies that worked well for my students and add them to my teaching toolbox. I was also able to discard or modify strategies that I found ineffective in my classroom. I started the school year with a few strategies in my mind but by trying out new things I was able to expand my knowledge and find new ways to manage my classroom and engage my students.</b></p> |
| <p><b>2.6 - Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</b></p> | <p><b>The first piece of evidence is a picture of instructions projected for students as they enter the classroom. I projected instructions every day so it became a routine in my classroom. The second piece of evidence is a picture of the X on the floor in my classroom that I used daily as an attention getter. The last piece of evidence is a video showing the effectiveness of the attention getter.</b></p>  | <p><b>My students came to my class from different teachers so they would enter at slightly different times. Therefore it was important that these students had a task to complete as soon as they entered the classroom. Most students got into the routine by the third week, but there was the occasional student that had to be reminded that they needed to follow the instruction. The attention getter was effective within the second week. I was able to easily use it whenever I wanted student attention. It was perfect for transitioning from collaborative activities to discussion. I will be implementing both of these procedures into my classroom next year.</b></p>  |

|   |   |  |
|---|---|--|
| <p><b>1.5 - Promoting critical thinking through inquiry, problem solving, and reflection</b></p>                                | <p><b>Two ways I promoted critical thinking was through discussion questions and collaborative activities. For evidence I used pictures to show examples of discussion questions and collaborative activities. The discussion questions came from a sixth grade lesson on absolute value. The collaborative activity came from a sixth grade lesson on volume/surface area.</b></p> | <p><b>Sometimes after giving students some basic information such a definition or a math example I would project questions that students would answer together. Using critically thinking is most likely needed to answer them correctly. For my lesson on absolute value I told students the definition and completed two quick examples. I then gave them three questions. Students had to show that they truly understood the definition, could deduce that absolute value can't be negative. For the collaborative activity students only the definition of volume and surface area. However, the activity required them to read word problems and differentiate when to solve for volume, and when to solve for surface area.</b></p>   |
| <p><b>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</b></p> | <p><b>For evidence I posted pictures of handouts I received from Eureka Trainings, Kagan Training, and Spotlight visits. I was able to collaborate with colleagues at each of these events and discovered techniques I could use in my own classroom to support student learning.</b></p>   | <p><b>I attended two Eureka trainings and they introduced me to a variety of methods to tackle a problem. If students don't understand the first approach I show them I am able to teach these other methods to them. In the end, hopefully they can process one of the approaches and use it to become proficient at that mathematical concept. The trainings also just helped me understand the layout of Eureka so I could better utilize it into my lessons. Kagan training introduced strategies I could use to have my students collaborate and helped me make collaboration an everyday process in my classroom. Spotlight visits gave me an opportunity to see how others teach mathematics. One teacher mastered Kagan and collaboration was a norm for all students. The other teacher showed that it is possible to have students get into the routine and procedures without having to be told to do so. Two key ideas that could be beneficial for any teacher's classroom.</b></p> |



## **Description of Process for Ensuring Appropriate Recommendation**

In aligning with our vision to provide a world class education to our students, the Ontario-Montclair Induction Program prides itself on a culture of high expectations for all its educators. In determining candidate competency, multiple measures, both qualitative and quantitative, are utilized. Mentors are trained to guide candidates in creating impactful ILP's based on their individual goals. The lead mentor and program director meet regularly to review the ILPs and supporting documents (inquiry cycles, etc.) to ensure candidates are advancing in their goals. Additionally, candidates self-reflect on the CSTP three times per year using the Continuum of Teaching Practice and mentors collect data on improvement using a tracking form. The lead mentor also tracks the candidates' progress on the tasks developed through their ILPs), and provides support to both mentors and candidates in need. In spring, all candidates participate in the Colloquium and showcase their growth related to the CSTP through a Digital Learning Portfolio in front of peers and administrators. This showcase is a grand event and is truly inspiring! After the Colloquium, the program director reviews all of the aforementioned evidence and ensures that all requirements are met and in a quality fashion prior to final recommendation for a Clear Credential for those that have completed the 2-year Induction program. For those that have completed their first year in Induction, a Transportability Document is generated once the evidence has been reviewed and the all requirements are met.

# Ontario Montclair School District Teacher Induction Program Transportability Document

950 W. D Street, Ontario, CA 91748

909-418-6408

Jennifer Clark, Director; Curriculum and Instruction

Jennifer.Clark@omsd.net

The following candidate has completed the requirements for YEAR One and/or YEAR Two of Ontario Montclair School District's Teacher Induction Program during the 2017-2018 school year. The program includes the development of an Individualized Learning Plan (ILP) aligned to the California Standards for the Teaching Profession and the Induction Standards, cycles of inquiry, data collection, reflection, and professional development opportunities. The teacher has all evidence as it pertains to the completion of the Induction Program.

**Name of Candidate:**

**School:**

**Completion of:**    **Year 1**            **Year 2**            **ECO**

**Mentor:**

**Credential:**

*As the authorized designee of the OMSD Teacher Induction program, which is a Commission-approved Induction Program, I have reviewed and verified his/her full participation and completion of the OMSD Teacher Induction Program.*

DATE: May 14, 2018

Signature: \_\_\_\_\_

Jennifer Clark  
Director, Curriculum and Instruction  
Ontario Montclair School District

