

Directions: The ILP should be completed with Mentor input. Complete blue cells prior to classroom implementation. Complete orange cells after POP Cycle is completed. Cells will expand as needed. When submitting completed ILP to instructor, please include copies/images of pre/post assessments/directions and the Pre/Post Assessment Data Table.

Section 1: New Teacher Information

New Teacher	Email	Subject Area	Grade Level
Megan Mackey	mmackey@vistacharterps.org	Social studies	7
Mentor	Email	School/District	Date
Erin Huff	ehuff@vistacharterps.org	Vista Charter Global Academy/ Vista Public Schools	10/14/2018

Section 2: CSTP Areas of Inquiry

Directions: Identify 2-3 CSTP elements for ILP focus, including at least one as required: Semester 2 - CSTP 1/2/3; Semester 3 - CSTP 4/5/6; Semester 4 -all. Use most recent CSTP Assessment for Initial Rating. Identify both teacher and student rating for CSTP 1 and 2. See example.

CSTP	Element	Initial	Rating Description	Goal	Rating Description
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	T - Applying S - Exploring	T - Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content. S - Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	T - Innovating S - Innovating	T - Facilitates systematic opportunities for students to apply critical thinking by designing structured inquires into complex problems. S - Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	T: Exploring S: Emerging	T: Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while become aware of achievement patterns for individuals and groups of students. S: S: some students ask for teacher support to understand or complete learning tasks.	T: integrating S: integrating	T: integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. S: Students actively use supports and challenges to complete critical reading, writing, and higher order thinking, and problem solving across subject matter.

3.4	Utilizing instructional strategies that are appropriate to the subject matter.	Applying	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that addresses students' diverse learning needs.	Innovating	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students toward a deep knowledge of subject matter.
-----	--	----------	--	------------	---

Section 3: Inquiry Focus and Planning (Attach Pre/Post Assessments to ILP)

Inquiry Focus	Inquiry question	Pre-Assessment	Post-Assessment	Expected Results
Based on your selected CSTP elements, identify a focus of inquiry (e.g., group discussion, differentiation, motivation...)	Pose measurable and observable question in terms of students (e.g., what impact will strategy X have on student performance as measured by Y?)	What will you use as your baseline assessment of student actions/performance?	What will you use as your final assessment of student actions/performance?	How do you expect student performance to change? Use percentages to describe anticipated growth.
Use of data analysis, CLOSE reading activities, and cooperative learning structures, to increase rigor for all students at individual levels	What impact will increased speaking and listening technologies in critical thinking warm-ups and cooperative learning structures promote student dialogue have on the CLOSE Reading performance task projects	<p>Student "one sentence summary" practice and the Illuminated Manuscript performance task that students completed using the structure "statement + evidence" we practiced in warm ups.</p> <p>Students must use Vocaroo Voice Recording to record their statements. Students will also use Google Read and Write to listen to the passages the first time they receive the documents.</p>	<i>Mansa Musa: The Richest Person Ever CLOSE Read</i>	<i>There will be a 20% increase in the average exam score for students used both listening and speaking technologies.</i>
Use of Kagan collaborative learning structures to increase student critical thinking, dialogue, cooperation, and motivation.	Will using tech-based collaborative structures such as blogs, discussion forums, and instant messaging increase rigor for all students and prompt them to thinking critically at their ability level?	Student collaboration on Nearpod; practice for Padlet and formalized blogs.	Student created Blog about big historical ideas such as cultural diffusion and source reliability. This will be an ongoing project as students add to discussion after each new unit of study.	Using collaborative learning structures created 60% more developed answers on written critical thinking assignments ; making student work public and creating authenticity will increase student participation and accuracy by 30%.

Focus Students

Directions: Identify three focus students for your inquiry. Identify special characteristics of the students and include performance data. Explain why you have selected them for this inquiry focus. Do not use actual names of students. (Note: At least one focus student should be an English learner and at least one must have an ILP/504 accommodation. The third is your choice, but please identify someone that poses an instructional challenge.) Identify expected results for each focus student.

	Focus Student 1: English Learner	Focus Student 2: Student with ILP/504	Focus Student 3: Your Choice
--	---	--	-------------------------------------

<p>Performance Data</p>	<p>G.V Student is an English Learner who is very fluent verbally, but has low comprehension and writing skills. G tends to become frustrated with challenging assignments and gives up before completing them, especially when it comes to critical thinking assignments. G is most successful when he is moving around the room talking with his peers with CLOZE support.</p>	<p>A.D.R A is an English learner and part of our inclusive special education program. At our school we have a fully inclusive special education program in which instructional aides are pushed into the classroom, rather than pulling students out. A is not very confident when it comes to writing, though his area of need is math, not ELA. He struggles to put his thoughts into structured sentences while maintaining his point. A is also very literal and struggles to understand abstract concepts.</p>	<p>E.P. E is neither an English learner or part of our special education program. At the beginning of the year I thought that E has very low reading and writing skills based on her work in class. After parent teacher conferences and consulting with her ELA teacher, I discovered that is is much more capable than she was letting on. She is reading and writing at a 5th/6th grade level, but was letting her social life dictate her grades. She spent the majority of the first quarter not doing her work and socializing with the students around her. I have since moved her seat and reviewed classroom expectations with her. We are working to clarify her writing skills and hone her reading comprehension to be able to answer questions posed by an instructor.</p>
-------------------------	---	---	---

Expected Results	If G decides to ask for help in class and accept that he needs to participate in cooperative learning structures and practice critical thinking he will earn between a 70%-80% on the CLOSE read.	I will make accommodations for A based on his IEP to make the information in the CLOSE read more accessible to him. If he completes what is required using the “statement + evidence” strategy we have in place he should earn between a 70%-85% on the CLOSE Read	If E uses her time in class to ask questions and allow me to edit her work as she goes rather than completing the assignment last minute she should earn between a 75%-90% on her CLOSE read.
------------------	---	--	---

Inquiry Lesson Implementation Plan

Identify dates for activities.	Administer Pre-Assessment	Deliver Lesson(s)	Administer Post-Assessment	Analyze Results	Discuss Results with Mentor
	10/11	10/15-10/19	10/22	10/23-10/25	10/26
Provide 1-2 sentence summary of your lesson plan.	Students will be analyzing 1 secondary and 2 primary sources about the Mansa Musa, the king of Ghana for content, source, and validity. Students will use the CLOSE reading strategies we learned on 10/11 and the writing skills (specifically the patter “statement + evidence”) they practiced during the last unit when they created an Illuminated Manuscript about medieval Islam.				

Summarize process for administering and analyzing pre- and post-assessments.

Pre Assessment: Students have already practiced writing structures in class and are have informal been trained in finding evidence to back up a statement. My intervention students have completed the CLOSE reading process already, which I did to help them answer test questions and to front-load them for the upcoming lesson, which I knew would be challenging.

On 10/11 students completed a 1-sentence summary warm up. On Google Classroom I posted a 4 sentence paragraph about narwhals, taken from National Geographic Kids. I also included a photo of a narwhal. Students were assigned to read the small paragraph and write a 1 sentence summary of what it said.

After they had time to write they participated in a timed pair share with their shoulder partner. Partner A shared their 1 sentence summary and person B shared one more fact they learned about narwhals that supports their partner's summary.

Students were then required to go to vocaroo.com (posted to Google Classroom) and record their one-sentence summary. This was the true assessment, writing was to to make sure they had think-time.

After the warm up I walked students through the CLOSE reading process using classroom notes. Students glued these notes into the front of their notebook to refer to as we complete the CLOSE Read.

Friday 10/12 and Monday 10/15 are fields trip days. Half of the class will be gone on Friday and the other will be gone on Monday. Rather than starting the CLOSE reading lesson on those days, I created a supplemental CLOSE reading about Oprah Winfrey so the students can practice their CLOSE reading skills with an ungraded and easier read. I will review these results to determine who will need extra attention during the lesson.

CLOSE Reading: Students will spend 10/16-10/19 participating in the Mansa Musca CLOSE read both whole class and in small groups.

Post Assessment: After completing the CLOSE read (students required to use Google Read and Write to listen to Document A and option to listen to Document C) and analyzing all 3 documents students will determine individually which source they think is most reliable. They will then decided on a method to decide as a team of 4 which they think is most reliable and share with the rest of the class. They can either open a Padlet and weigh their reasons in discussion, use Nearpod to create poll and vote, or create a Google Form to create a survey. Once their team has decided, students will share their results with the class on Nearod Collaborate. Students will then answer the final question of the CLOSE read, which summarizes the lessons and has them reflect on their CLOSE Reading skills and writing skills by creating statements backed up by evidence they found in the CLOSE read. When they finish their statements, they will record their argument on vocaroo.com an email me their results. Students will then participate in a Talking Chips structure based on the final question to practice their debate skills (everyone must participate, but cannot speak until they put one of their two "chips" in. This requires that everyone takes a turn, but keeps high achievers from taking over the conversations) in a low pressure setting. After they have had a chance to speak their argument, students will post their opinions to the class blog.

Section 4: Inquiry Research and Exploration

Research/Professional Learning (Identify two articles that have informed inquiry focus. Provide title, URL or citation, and statement of what was learned.)

Source 1: Assessment as Learning: Using Classroom Assessment to Maximize Student Learning; Second Edition.

By Lorna M. Earl

Source: [Assessment as Learning](#)

Main Idea: Classroom assessment is key to understanding student learning, but not all assessments are created equal. Teachers should use formative assessments done daily in the classroom to assess learning. The focus is on what teachers and students do, and what they think, in order to create a more adaptive classroom. Assessment should be viewed as more than a check for understanding, but rather an integral part of the learning process. Students are taught assessments for learning, with hints that allow them to reflect and go back to previous work on their own to fully understand a topic.

Source 2: The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession

By Trish Hatch

[The Use of Data in School Counseling](#)

Main Idea: Regular, individualized data should be shared with teachers, counselors, administrators, and parents with prompt interventions. Data should not be isolated to academic needs, but rather use data to fully understand psychological needs to predict future problems, drop out rates, and retentions, with a specific focus on the site school counselor.

Colleagues (Summarize how two colleagues have addressed this issue in their classroom. Identify grade level, subject, and summary of ideas.)

<p>Customizing Rigor with technology: Brown, 8th Grade ELA: Mrs. Brown has been doing a lot of research about using tech programs to customize student learning. She has piloted mastery learning in the middle school, using technology as her vehicle. Each student learns at his or her own pace and most students are at a variety of reading and writing levels. She suggests using programs that ask students a series of questions to understand their reading and writing needs, then have students work through the program that they are suited for with teacher guidance. She says that to increase rigor she does not put a lot of emphasis on collaborative structures, but rather individual strengths and weaknesses.</p>	<p>Mastery Learning to increase growth: Day 5th grade math: Ms. Day has started to use mastery learning in math in the last 3 weeks of school. She tracks student growth and needs very closely and creates assessments based on their individual needs. She noticed a trend with her 25 students that learning in math slowed dramatically around the 2nd grade level and has been exploring why this may be. She and I have been tracking a focus student who entered the 5 grade at a kindergarten math level. Reading through his previous report cards it was clear that the student was in need of serious intervention, but was described as a problem student in many ways. He was on an unsuccessful track. With the introduction of mastery math, however, the student was able to access learning at his level and has grown 2 grade levels in about 3 weeks.</p>
---	---

Special Emphasis: Instructional Strategy, ISTE Standards, NBPTS Core Propositions

Special Emphasis Focus	How Special Emphasis will be Incorporated
<p>ISTE Standards: Our school has been developing new ways to incorporate the ISTE standards into our curriculum and I am on a focus group based around a new technology curriculum for our school. Our school has a one-to-one technology policy and would like to integrate more innovating tech into the classroom. We would like to use tech transformatively rather than to replace paper and pencil activities.</p>	<p>In my class we already use technology as a substitution, but I would like to move into augmentation and creation during this series of lessons and beyond. Part of having students think independently and critically will be using tech to discuss broad questions, such as having students participate in a blog or practice blog collaboration using programs such as Nearpod.</p>

Section 5: Results and Reflection

Directions: Record Pre- and post- assessment data into Pre/Post Assessment Data Table (see end of document). Include copies/images of pre/post assessments/directions and the Pre/Post Assessment Data Table with submission.

Pre/Post Assessment Data Analysis Findings for Whole Class	Pre/Post Assessment Data Analysis Findings for Three Focus Students

CSTP	Element	Initial Rating	Revised Rating	Evidence/Rational for Rating (Summarize from POP Section 3)	Suggestions for Moving Forward
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	T - Applying S - Exploring	T - Integrating S - Integrating	Teacher asked questions of analysis and evaluation. Students answered questions that included all levels of Bloom's. Students created their own math problems.	To move to INNOVATING level: Consider how to increase complexity of task beyond a single lesson so that there are continuing opportunities for students to engage in inquiry in complex problem. How could you extend lesson into PBL?

2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	T: Exploring S: Emerging	T: Integrating S: Exploring	NT opened lesson by asking students to recall their personal experiences with value (in their culture/family). NT then related these cultural values to those of the time period in which they were studying (in regards to visual arts). NT designed the main activity to allow students to become an expert in one area of West African art.	I would like to help my students take responsibility for their own education, remove some of the external motivation and creating and intrinsic learning environment.
-----	--	-----------------------------	--------------------------------	--	---

3.4	Utilizing instructional strategies that are appropriate to the subject matter.	Applying	Applying	<p>NT had a variety of class activities within her lesson. Quick write (individual), Fan-n-Pick (partner with flexible seating), one stray (individual assigned, whole group share and collaboration). The one stray activity included text, artwork, and video to meet the varying needs of her students. NT provided structured notes for SpEd students with a fill in the blank template. NT circulated within the class as students were working to check on their individual progress, as well as check for class misconceptions.</p>	<p>I am still working to use technology in a way that adds to my classroom, rather than substituting for paper and pencil. I feel confident when with my routines, but am still struggling to create tech based routines.</p>
Special Emphasis (Skills, Themes, ISTE Standards·Teachers, NBPTS Core Propositions (if applicable))					
Results of Incorporation into Lesson				Key Learnings and New Skills/Knowledge Developed by Teacher	

Action Items	
For curriculum design, lesson planning, assessment planning	I am starting to re-create my lessons for the spring semester with the goal of integrant PBL (project based learning) and Global Education. This is a process as it means re-vamping my entire curriculum and flipping it on its head. Rather than students completing project at the end of a unit, they will create the project as a means of learning the unit.
For classroom practice	I will be working to integrate tech in my day-to day activities, which will help manage behaviors as the rigor increases.
For teaching English learners, students with special needs, and students with other instructional challenges	My biggest struggle this year is helping EL students and students with IEPs. Creating scaffolded notes and helpful hints is not enough. I am going to work closely with my SPED coordinator to create a new system based on mastery so that students are working rigorously on tasks at their own level.
For future professional development	I am working to be a leader in global education and a new student when it comes to mastery.
For future inquiry/ILP	
For next POP cycle	
Other	
Other Notes	
<p>Pre-/Post- Assessment Data Table follows this document. Include copies/images of pre-/post- assessments/directions and the Pre/Post Assessment Data Table with submission.</p>	



Directions: Record student pre and post scores in this table. Do not use student's actual names.

New Teacher	Email	Subject Area	Grade Level
Pre-Assessment Data Range and Average		Post-Assessment Data Range and Average	

PRE-/POST- ASSESSMENT DATA TABLE

Student	Pre-Assessment Score	Post-Assessment Score	Comments
1. Focus Student: EL	G scored an 70% on the pre-assessment. This was due to additional behavior issues and a lack of focus. The task was rigorous, but we did not have the routines in place to help him succeed.	80%	After helping the student understand routines and treating reading and writing like a “formula” to follow (he is strong in math; this helped him understand the process of reading and writing) G was able to apply the skills he already had to be successful .
2. Focus Student: 504/IEP	60%	75%	Student started this process low. After working with him to manage some routines we talked about making the material understandable for himself (he does not like receiving support from the teacher). He was successful for a period of time, but became frustrated as the DOK level increased. Helping him manage expectations and creating rigorous material at his reading level will be the next steps.
3. Focus Student: Teacher Choice	70%	90%	E and I developed a relationship in which she received direct feedback from me on a regular basis. All my students receive feedback, but E was not using the feedback to influence her work. After a discussion, we started to use Google Classroom comments to work collaboratively on her writing as she was working to help her work through roadblocks. This also motivated her to complete tasks as I could not help her if she did not have any work done.

