

*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 of all instructional resources, including Google Survey used for assessment of audience satisfaction.*

**Section 1: New Teacher Information**

New Teacher	Email	Subject Area	Grade Level
Megan Mackey	<a href="mailto:mmackey@vistacharterps.org">mmackey@vistacharterps.org</a>	Social science	7
Mentor	Email	School/District	Date
Erin Huff	<a href="mailto:ehuff@vistacharterps.org">ehuff@vistacharterps.org</a>	Vista Charter Public Schools	3/1/2019

**Section 2: CSTP Areas of Inquiry**

*Directions: Identify 2-3 CSTP elements for ILP focus. 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 supports.	T: exploring S: Emerging	T: strives for rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while being aware of achievement patterns for individuals and groups of students. S: some students ask for teacher support to understand or complete learning tasks.	T: integrating S: integrating	T: Integrates right 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, metacognitive abilities, and support and challenge the full range of students toward a deep knowledge of subject matter.
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**Section 3: Teacher Leader Inquiry Focus and Planning**

Project Title	Inquiry Question	Project Objective(s)
<i>Engagement: Balancing Critical Thinking and Fun</i>	<i>What impact does movement, collaboration, and discussion have on instructional success?</i>	<i>To increase engagement, movement, and discussion in the classroom, without taking away from instruction.</i>
Audience for Project (Who Participates/Who Benefits)	How Project Fits into Professional Goals and/or Department/School/ District Needs	How Audience Satisfaction will be Assessed
<i>I will be participating in this project, along with the 4th grade teacher at my school. Additional participants will be teachers who attend my unconference session in April/ May. All Students at Vista will benefit from increased movement and engagement</i>	<i>All teachers have received some level of the Kagan Cooperative learning training, but not all understand how to implement regularly. Kagan is a cornerstone practice at our school and administration is looking to see how we can enhance structures in the classroom. Additionally, both the 7th and 4th grade classes have higher educational needs that I think could be solved by increased movement and discussion in the classroom.</i>	<i>I will be using a modified mastery scale to grade student performance post-engagement based structures in order to see their true understanding. I will also follow up with teachers interested in increasing structures to measure their goals.</i>
Special Emphasis: Teacher Leader Model Standards and NBPTS Core Propositions		
<i>Directions: Identify at least one NBPTS and at least one Teacher Leader Model Standards that are the primary focus of your project. Explain how these standards will be incorporated.</i>		
Special Emphasis Focus	How Special Emphasis will be Incorporated	

<p><b>Proposition 3:</b> Teachers are responsible for managing and monitoring student learning.</p> <p><b>#3: Teachers Value Student Engagement</b></p> <p><b>#5: Teachers engage students in the learning process</b></p>	<p>Engagement is key in my room. I also believe that integrating students into the learning process increases engagement. I use many Kagan Cooperative Learning structures, integrated daily. Students consistently move, speak, listen, and at times play to learn.</p>
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**Inquiry Implementation Plan**

	Milestone 1	Milestone 2	Milestone 3	Analyze Results Milestone 4	Discuss Results with Mentor Milestone 5
<p>Identify name and date for activities.</p>	<p>Generating Interest: I will administer a survey asking teachers in the schools if they would like to participate in my project</p>	<p>Integrating Kagan in the 4th Grade Pre-Data Session: The 4th Grade teacher and I will look into her mastery-based grades and pinpoint where increased movement, discussion, and collaboration will increase scores.</p>	<p>4 weeks Gathering Evidence: I will increase engagement in my own classroom by integrating a movement or discussion based collaborative learning structure once a day. Will model a structure for 2 other teachers once a week and keep progress monitoring to see if they are practicing these structures on their own.</p>	<p>Post Integrating Data: Will sit with 4th grade teacher and discuss the blend of mastery learning with collaborative learning and its effects on classroom management and deep understanding. Will work with teachers increasing their structures to determine validity of movement in the classroom. I will look into my own data to compare scores from last semester.</p>	<p>I will discuss these result with my mentor teacher and plan my session at our next professional development day. I will organize the data to show teachers how increased engagement, while time consuming, can lead to increased rigor and will not take away from instruction when integrated correctly.</p>
	3/11-3/15	3/25-3/29	4/8-4/30	5/1-5/10	5/15: PD Day TBD Early May.

<p>Provide 1-2 sentence summary of your teacher leader project.</p>	<p>The traditional model of teaching at the secondary level centers around teacher-led instruction, rather than student led. I think increased engagement, especially in the form of movement and discussion will help to decrease classroom behavior issues, in addition to helping students learn more effectively.</p>				
<p>Summarize process for analyzing effectiveness of leadership role.</p>	<p>Data will drive the majority of my research and analysis. The process will start by gathering data from teachers not incorporating movement in the classroom. I will compare their data to mine to see if there is any difference as I have incorporating engagement structures all year. I will then compare their scores with new data post-engagement structures. I will also keep a spreadsheet of teachers incorporating collaborative learning and engagement structures regularly.</p>				
<p><b>Section 4: Inquiry Research and Exploration</b></p>					
<p><b>Research/Professional Learning (Identify two articles that have informed inquiry focus. Provide title, URL or citation, and statement of what was learned.)</b></p>					
<p>1. <b>The Highly Engaged Classroom:</b> Robert J. Marzano, Debra J. Pickering 2. <b>Drive:</b> Daniel Pink</p>	<p>1. Engagement is not an accident. Teachers can employ specific strategies that will highlight engagement and make it the norm and expectation, rather than something “special.” The book addresses social emotional needs of students based on what makes them interested in the classroom environment. These needs are centered around the idea of “why” or the reason for learning in the classroom. 2. Pink details how students and adults are driven to success. He links engagement to a mindset of motivation and suggests that the motives for success in the classroom are outdated. Carrot and Stick methods only work for a period of time and do not address underlying issues. Students now are being trained to be compliant and produce: an antiquated factory model that will not work for the future workforce. Students in the future will have jobs that demand they are be innovators and creators and we need structures in the classroom to facilitate this.</p>				
<p><b>Colleagues (Summarize how two colleagues have addressed similar leadership roles OR the status of the issue at department/ school/district level.)</b></p>					
<p><b>Donald Wilson: Superintendent of Vista Charter Schools</b></p>	<p>Dr. Wilson earned his doctorate in engagement. He chose for the staffs at all our schools to be trained and coached in engagement methods. In the last year our staff has grown as our middle school grew and we added an elementary school. During his regular visits, Dr. Wilson noticed that we are not consistent in our cornerstone practices such as engagement with Kagan Learning Structures. He believes this is due to uneven training in these structures. He is looking for engagement leaders at the school to help teachers integrate engagement structures more consistently.</p>				
<p><b>Section 5: Results and Reflection</b></p>					
<p><b>CSTP</b></p>	<p><b>Element</b></p>	<p><b>Initial Rating</b></p>	<p><b>Revised Rating</b></p>	<p><b>Evidence/Rational for Rating</b></p>	<p><b>Suggestions for Moving Forward</b></p>
<p>1.5</p>	<p><i>Promoting critical thinking through inquiry, problem solving, and reflection</i></p>	<p>T - Applying S - Exploring</p>	<p>T - Integrating S - Integrating</p>	<p><i>Teacher asked questions of analysis and evaluation. Students answered questions that included all levels of Bloom's. Students created their own math problems.</i></p>	<p><i>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?</i></p>

2.4	Creating a rigorous learning environment with high expectations and appropriate supports.	T: exploring S: Emerging	T: Integrating S: Exploring	T: Integrates rigor throughout the learning environment that values accuracy, analysis, and critical thinking. Integrates strategic scaffolds and technologies throughout instructions that support the full range of learners in meeting high expectations for achievement. S: Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.	To move to the Innovating Level: Continue to make the work relevant to 7th grades students and their community. Creating global competency based lessons centered around taking action after learning the historical context. This will increase the amount of writing students will be expected to create, increasing literacy rigor, in addition to critical thinking.
3.4	Utilizing instructional strategies that are appropriate to the subject matter.	Applying	Integrating	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning to ensure student understanding of academic language, and guide students understanding connections within and across subject matter.	To move to the Innovating Level: PBL styled lessons and introducing the Readers and Writers Workshop model we are started next year will allow students to reach the content at their level. Students will have the flexibility to choose, teachers will teach targeted skilled in addition to working more with individuals and small groups.

**Special Emphasis (Teacher Leader Model Standards or NBPTS Core Propositions)**

Key Learnings and New Skills/ Knowledge Developed by Teacher	Product(s) Generated	Contribution to Others/Department/ School/District
<p><b>Proposition 3:</b> Teachers are responsible for managing and monitoring student learning.</p> <p><b>#3: Teachers Value Student Engagement</b></p> <p><b>#5: Teachers engage students in the learning process</b></p>	<p>A Kagan instructional folder on Candidate's drive accessible at request; includes several non-content specific activities for students of all ages to practice collaborating/ moving in the classroom.</p>	<p>Meetings are set for candidate to coach elementary school teachers who have not received 5 days of Kagan training (currently taken 2 days). Candidate will lead additional movement and engagement Unconferences to keep motivation integrate high.</p>

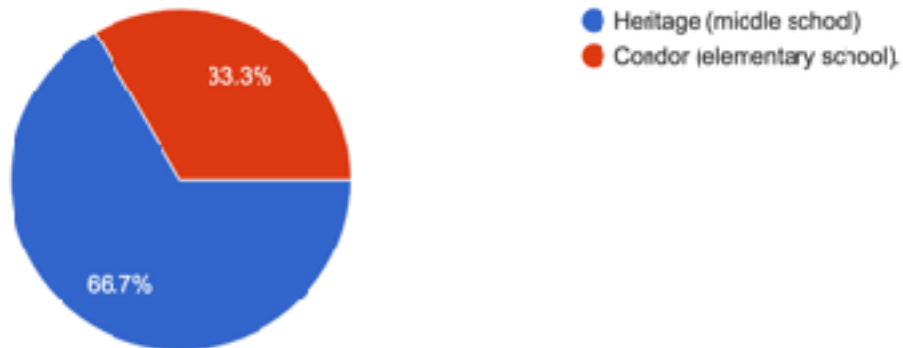
**Mentor Feedback**

*Directions: The Mentor should identify strengths and areas of improvement in each of the following areas.*

<p>Effectiveness of resources designed by Candidate, including presentation, notes, handouts, and other resources.</p>	<p>The slideshow had a lot of information that was necessary for teachers to understand the importance of movement, but you could have included how long to practice these structures. The handouts and notes were not needed, I don't understand why they were required to create by the program. Using a Google Doc would have been more effective and less time consuming on your part.</p> <p>Thank you for providing non-content specific a structures for teachers to practice for students, this will be most used as we get back into the practice of daily Kagan structures.</p>
<p>Effectiveness of Candidate in teaching and coaching adults. (Refer to Adult Learning Principles in FOTIP Handbook [<a href="https://www.fotip.org/adult-learning-theory.html">https://www.fotip.org/adult-learning-theory.html</a>]).</p>	<p>Having teachers practice 3 structures was highly effective as listening to them does not solidify the routines. Giving the research was an effective motivator since adults need more information than students to make changes to their classroom environment or curriculum.</p>
<p>Value of topic for audience.</p>	<p>I think the topic was meaningful. We were all trained in Kagan structures, but they are not being used universally or consistently in every room. Small spaces are difficult, but movement and collaboration are important to keep students engaged throughout the lesson. Next year when we have block scheduling, Kagan structures will be essential to keeping students engaged for the entire 94 minutes.</p>
<p>Overall delivery by Candidate of the professional development experience, including audience engagement, pacing, tone, and response to questions.</p>	<p>Candidate respectfully responded to questions regarding time and place for movement and collaboration. She integrated these elements into specific teachers' plans so they could use the techniques in their next lesson. Structures practiced by teachers were easy and engaging, which was essential in convincing some teachers to get on board with the materials. Additional materials provided by the candidate, along with student examples were delivered in a timely manner to teacher instruction. Pacing was a little rushed; could have spent more time learning additional structures or practicing with the additional materials provided. Tone was appropriate and upbeat for a Friday afternoon setting.</p>
<p><b>Analysis and Summary of Audience Assessment</b></p>	
<p><i>Directions: Record assessment data into Assessment Data Table (see end of document). Include copies of assessment tool with submission. Include at least one graph in your summary.</i></p>	

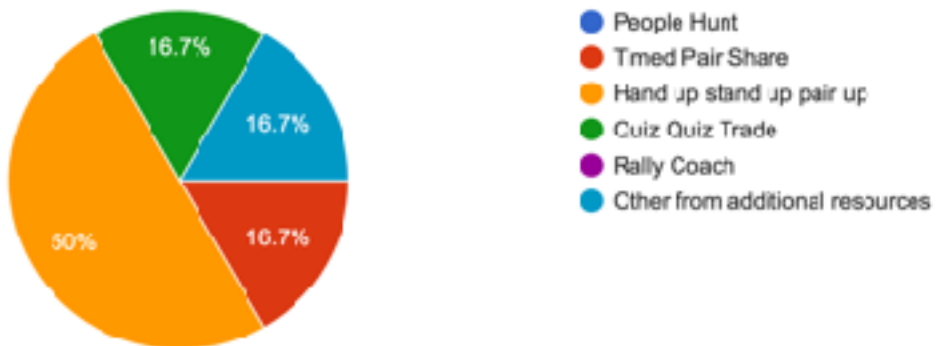
## School

6 responses



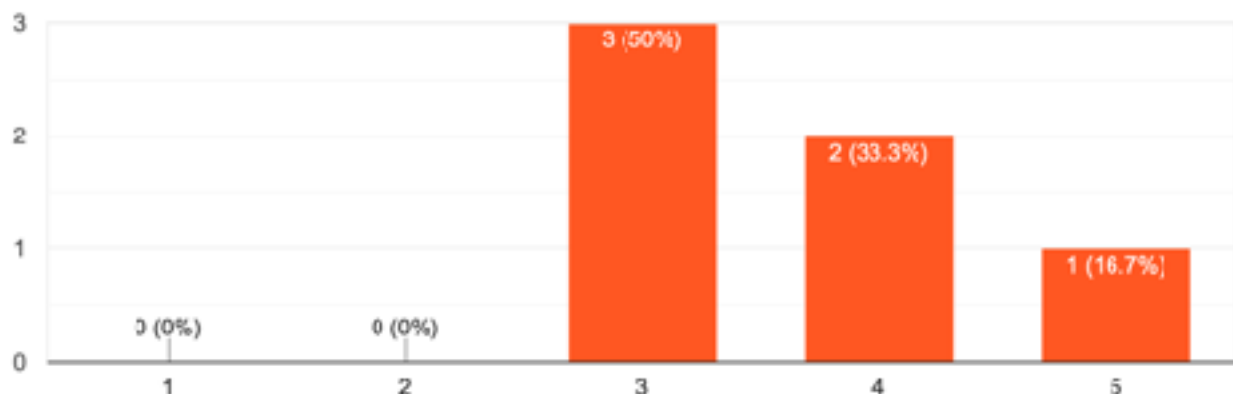
## After the presentation, which structure are you most likely to use:

6 responses



## Rate my clarity in presenting the significance to increasing movement and collaboration in the classroom:

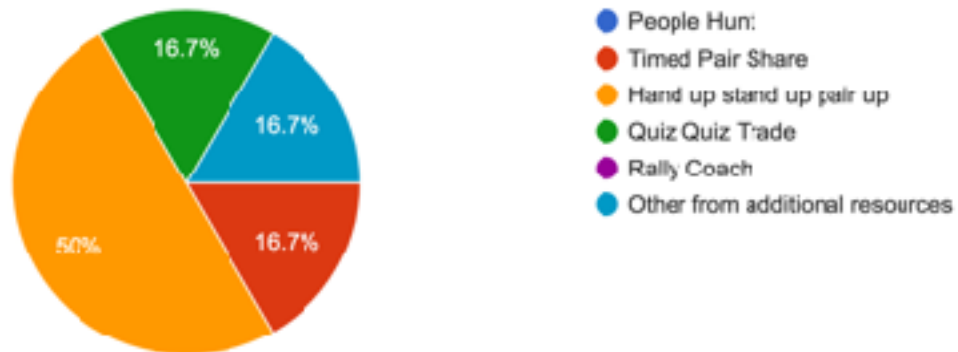
6 responses



Action Items (some may not be applicable)	
For curriculum design, lesson planning, assessment planning	Extend your cooperative learning structures beyond 3-4 minutes, This will be easier when we do blocks next year. Use these structures as more formal assessments; make sure the kids know.
For classroom practice	Maintain the routines and procedures you established at the beginning of the year. These are keeping your lessons smooth.
For teaching English learners, students with special needs, and students with other instructional challenges	Provide more sentences stems for you EL students so they can participate more effectively.
For future professional development	Ask for further cooperative learning training, especially in regards to Readers and Writers Workshop.
For supporting others/ department/ school/district	As the ILT lead on your team, open communication and do not be afraid to enforce administrative standards.
Other	
Other Notes and Comments	
Additional survey data is below. Link to official survey at the bottom.	
<b>Include copy of Google Survey Form assessment tool.</b>	

## After the presentation, which structure are you most likely to use:

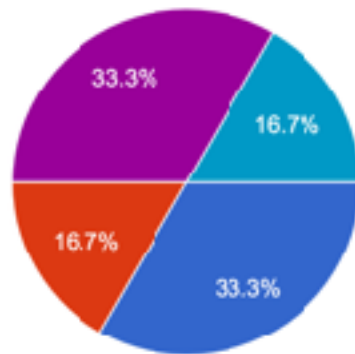
6 responses





## Which structure would you like more clarity on?

6 responses



- People Hunt
- Timed Pair Share
- Hand up stand up pair up
- Quiz Quiz Trade
- Rally Coach
- other from additional resources.

## On a scale, collaboration

6 responses



## Feedback, questions, or concerns:

5 responses

Your presentation was clear, but I would like more structures that require little to no preparation as mentioned informally during your questions portion (4 corners I believe?)

We are at implementation overload, next year starting fresh will be easier.

How do you time students on the timed pair share? How do you ensure that everyone is participating effectively?

Periods are too short to effectively implement these strategies before SBA. Will use next year when we have block schedules.

Love the routines you have implemented with hand up stand up!

How often do you do non-academic structures? Is asking the students to participate in these at the beginning of class helpful to management later?

Link to survey: [https://docs.google.com/forms/d/e/1FAIpQLScRxcxYn8bOCYxk7j4itum5XB2K7oN3fWlI5V0PDzi62TwzMw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScRxcxYn8bOCYxk7j4itum5XB2K7oN3fWlI5V0PDzi62TwzMw/viewform?usp=sf_link)