



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Pooya Bhurani		Year	1 or 2	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type	Multiple Subject	Dual Credential			Fall	9/24/18	Content Contact	Atina Razi
Mentor	Christopher	Grade Level	6th grade		Winter	1/11/19	Site Administrator	Atina Razi
Mentor Match Date (within 60 days of enrollment)	Continued from Year 1	Site	Almeria		Spring	3/25/19	Induction Program	Audry Wiens
Portfolio Checks		Introduction to Site Administrator/Evaluator		Observations of Veteran Teachers				
Goal Implementation and Growth								
Fall	October 25, 2018	Date: 9/24/18		Name: Garrett Delk, Zahra Razi		Date: October 11, 2018		
Winter	February 7, 2019			Name:		Date:		

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s): Making the shift from short-term lesson plans/organization to long-term lesson plans/organization	Rationale for goal: I want to be prepared ahead of time and increase efficiency so that my class can run more "smoothly".
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CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

GOAL # 1 * Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.	Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?
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GOAL 1: How do I adjust my instructional time during a lesson to keep students engaged and challenged while minimizing off-task behaviors for students so that I can increase time on-task? Goal Modifications (as needed):	<ul style="list-style-type: none"> What growth or instructional habits will be positively implemented on your part? (Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.) Group projects/activities in both math and science Use of timer to meet instructional goals for the lesson(s) of the day Student accountability/ownership of their learning
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	<ul style="list-style-type: none"> • What are the indicators of success/achievement? (Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.) • Exit Tickets • White Boards • On-task collaborative academic discussions • What formal or informal data/evidence will support your findings? (Considerations: General thinking on how or which assessments will support measuring teacher or student growth) • Inquiry Observation • Getting to Know You Survey • On-task vs off-task behavior chart • Whole Class Mystery Chart
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PLAN	TEACH	REFLECT	APPLY
<p>Consider the actions that will support you in reaching your growth goal</p> <p>(List/describe the growth target, action, <u>professional development</u>, reading, etc.)</p> <p>What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)</p>	<p>Show evidence of application</p> <p>What did you teach, create, implement or use?</p>	<p>Implementation Reflection</p> <p>What was the effectiveness or impact? (successes, challenges)</p>	<p>Next steps/now what?</p> <p>What will you keep, discard, modify?</p>
<p>1. Classroom Management PD (9-6-18)</p>	<ul style="list-style-type: none"> • Voice Level Chart • Use of Timers 	<p>Successes-</p> <ul style="list-style-type: none"> • Students stay on-task (use of timers) 	<p>Keep-</p> <ul style="list-style-type: none"> • Use of timers <p>Modify-</p>

		<ul style="list-style-type: none"> Students look for attention, "What is next?" after the timer goes off Voice chart works for students to speak at the appropriate level during various classroom activities <p>Challenges-</p> <ul style="list-style-type: none"> For one class, timers can cause off-task behaviors due to time restrictions 	<ul style="list-style-type: none"> Voice Level Chart- buy the ones with lights for more of a visual for students (volume will go on as well) <p>Discard-</p> <ul style="list-style-type: none"> N/A
2. Rick Morris New Management Website	<ul style="list-style-type: none"> TV Theme Songs for Transitions and Group/Partner Activities 	<p>Successes-</p> <ul style="list-style-type: none"> The students have mastered the routine for each of the songs and what is expected of them. <p>Challenges-</p> <ul style="list-style-type: none"> N/A 	<p>Keep-</p> <ul style="list-style-type: none"> TV Theme Songs <p>Modify-</p> <ul style="list-style-type: none"> I would keep the songs since there is a "buy-in" with the students <p>Discard-</p> <ul style="list-style-type: none"> N/A
3. Observation of other teachers	<ul style="list-style-type: none"> Timed independent task(s) Levels of differentiated work 	<p>Successes-</p> <ul style="list-style-type: none"> Timed Independent Tasks- it helps students to stay engaged (almost a competition for themselves vs. The time) Levels of differentiated work- for students that are at a higher level, this helps students to go into the content at a deeper level <p>Challenges-</p>	<p>Keep-</p> <ul style="list-style-type: none"> Levels of Differentiated Work <p>Modify-</p> <ul style="list-style-type: none"> Timed Independent Task(s)- "grace period" of an additional minute or two if students need it <p>Discard-</p> <ul style="list-style-type: none"> N/A

		<ul style="list-style-type: none"> • <i>Students that are working at a slower pace can often times still need additional time to complete the task(s)</i> 	
4. Teach Like a Champion 2.0 Book	<ul style="list-style-type: none"> • <i>Back Pocket Activities- Every Minute Matters</i> • <i>Wait Time</i> 	<p>Successes-</p> <ul style="list-style-type: none"> • <i>Every Minute Matters- keeping students engaged and task-oriented from the moment they arrive to the time that they leave</i> <p>Challenges-</p> <ul style="list-style-type: none"> • <i>Wait Time- students needed to learn to not "blurt out" responses so that other students can process the information at their own pace</i> 	<p>Keep-</p> <ul style="list-style-type: none"> • <i>Every Minute Matters</i> • <i>Wait Time</i> <p>Modify-</p> <ul style="list-style-type: none"> • <i>Wait Time- first, students talk to neighbors before speaking to the whole class</i> <p>Discard-</p> <ul style="list-style-type: none"> • <i>Use of white boards</i> • <i>N/A</i>
5. NGSS Training	<ul style="list-style-type: none"> • <i>Table Cloth Activity</i> 	<p>Successes-</p> <ul style="list-style-type: none"> • <i>Positive feedback from students for word problems (especially because they are in groups)</i> • <i>Students are more comfortable asking questions because they are in groups</i> • <i>Movement of students instead of sitting down</i> <p>Challenges-</p> <ul style="list-style-type: none"> • <i>One class, some students were able to distract certain students throughout the activity.</i> 	<p>Keep-</p> <ul style="list-style-type: none"> • <i>Table Cloth Activity</i> <p>Modify-</p> <ul style="list-style-type: none"> • <i>Move students that are a distraction to a group with the teacher to keep students focused and on-task</i> <p>Discard-</p> <ul style="list-style-type: none"> • <i>N/A</i>

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

- Increased levels of student accountability
- Increased levels of student talk vs teacher talk
- Effective rotational “collaborative pairs and groups”

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

- Continuum has been marked ***

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
 - Since I will be teaching a new subject next year, my goal will be to learn the new standards and key skills related to the core content.
2. Determine next steps in the revision of the goal or the creation of a new goal.
 - Research power standards
 - Implement a strong, fair classroom management plan
 - Establish a positive rapport with my new PLC



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	_____		Year	1, 2 or 3	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type	Ed Specialist	Dual Credential	Single Subject	Fall	9/20/18	Content Contact	Maria Cristina Edwards	
Mentor	_____	Grade Level	10th	Winter	11/29/18	Site Administrator	_____	
Mentor Match Date (within 60 days of enrollment)	8/16/18	Site	Fontana HS	Spring		Induction Program	FUSD 1 ILP	
Portfolio Checks		Triad Meeting Date		Observations of Veteran Teachers				
Goal Implementation and Growth								
Fall	October 25, 2018	9/25/18		Name: Anneser, Berglass, Hofrock (Citrus HS)		Date: 12/10/18		
Winter	February 7, 2019			Name: Harbour, Zappia/Orozco-Soria(Miller), Hills(FOHI)		Date: 12/10/18		

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s): I would like to teach General Education History courses. I would also like to be a professor of History at a Junior College.	Rationale for goal: My Single Subject Credential is in the area of History and this is a subject I am passionate about. I would like to be able to teach a subject I am passionate about. Students at Junior Colleges can be challenging to motivate to want to learn and I feel I can keep them engaged in the content and become passionate about education.
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CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

3.3 Organizing curriculum to facilitate student understanding of the subject matter

GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.	Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?
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<p>GOAL 1: If I adapt and adjust the curriculum to meet the needs of my students, will they increase their score by one level on a classroom writing assignment as compared to the Pre-Assessment?</p> <p>Goal Modifications (as needed):</p>	<p>1. What growth or instructional habits will be positively implemented on your part? <i>(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)</i></p> <p>I will work closely with my co-teacher to determine the important components to a lesson or unit and make those the main focus of our lessons. We will look at adapting informal and formal assessments to better assess our students based on their needs.</p> <p>2. What are the indicators of success/achievement? <i>(Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)</i></p> <p>I will use in class work and assignments to determine progress. I will use informal and formal assessments in determining if my changes helped my students access the curriculum and understand more of the content than they have previously. Students will enjoy learning the content versus being frustrated with tasks.</p> <p>3. What formal or informal data/evidence will support your findings? <i>(Considerations: General thinking on how or which assessments will support measuring teacher or student growth)</i></p> <p>Based on informal and formal assessments administered as compared to the adjustments made to the curriculum, were my students able to show their understanding of the content or skill taught?</p>
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PLAN Consider the actions that will support you in reaching your growth goal (List/describe the growth target, action, <u>professional development</u> , reading, etc.) What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)	TEACH Show evidence of application What did you teach, create, implement or use?	REFLECT Implementation Reflection What was the effectiveness or impact? (successes, challenges)	APPLY Next steps/now what? What will you keep, discard, modify?)
1. I met with colleagues and my department lead to discuss priority activities within Springboard.	Based on the PLC meeting I looked at the upcoming lessons and removed anything not determined to be a priority component. I also reviewed what the students pre-requisite skills would be for the upcoming lessons and created scaffolds as well as considered proper strategies to use to help the students understand and access the content.	The students are more focused because they are able to understand more of what they are reading and/or being asked to do. The students are asking less questions in regards to the directions or task at hand.	I plan to continue to modify curriculum to meet my students' needs. I am compiling past lesson plans as guides for next school year. I make notes of ideas for improvements for the next school year based on the students successes and challenges.
2. Researched and collaborated with my Co-teacher on how to implement rotations to support students with an extended writing activity in Springboard.	We first modeled what the students should look like when in each station and how to transition from one station to the next. Then we asked them to follow our model. One station will be an independent task where we ensure it is something their can	The students benefited when we reviewed the various task expectations each day prior to asking the students to begin their rotations.	We will continue to use rotations as a way to support students with their extended writing assignments. We are also beginning to incorporate rotations when completing other assignments where the students benefit from small

	complete independently or with some support from students in their small group.		group instruction.
3. Full-day Observations of veteran teachers	I observed teachers implementing a DNA (do now activity) to spiral skills for the day's lesson or skill. It was obvious this is something they do on a regular basis and the students appear to enjoy the short tasks and are then able to appropriately participate in the lesson. I have started to ask my students each day to complete a Do Now Activity (DNA).	We have noticed it helps to activate their brain and they appear more ready for the day's objective after completing the DNA.	I will continue to incorporate a daily DNA into my lesson plans to activate my students' brains.
4. Full-day Observations of veteran teachers	I observed teachers utilizing technology in their classrooms. Not the computer labs but a laptop cart was used to enhance the lesson.	We received a laptop cart. The students have the ability to independently conduct research on the laptops provided in class. They appear more focused and are completing more, highly quality work now that we have laptops within our classroom. It has saved us precious instruction time and the students have risen to the challenge of responsibility with the laptops.	I will continue to utilize the resource when applicable for instruction or completing a task/assignment. We are looking into the possibility of having the students complete district CFAs on the laptops instead of having to go to the computer lab.

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

*Frontloading students with context is critical / Learning gap from where they're starting to where Springboard (Standards) starts

*DNA helps prompt learning / Use of Response Frames for verbal and written communication / Citation Frames (help to be specific to writing prompt and extend to analysis)

*Circulation and Targeted Feedback during DNA's and writing exercises is beneficial

*Students' scores increased more than expected / 80% at Proficient on CFA

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

Standard 3.3

Currently in between Integrating and Innovating

Integrate cross-curricular skills (example – align to Ghandi Speech in History)

Include Relevance in activities (Colin Kaepernick)

Adapt and Adjust core curriculum with focus on SPED student needs & IEPs

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?

*Continue working on identifying instructional strategies and tools to help modify and accommodate as appropriate for student needs



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Rebecca Richardson		Year	1 or 2	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type	Single Subject	Dual Credential			Fall	9/20/18	Content Contact	Rebecca Richardson
Mentor	Rebecca Richardson	Grade Level	10th/11th		Winter		Site Administrator	Rebecca Richardson
Mentor Match Date (within 30 days of enrollment)	8/16/18	Site Summit HS	Summit HS		Spring		Induction Program	FUSD
Portfolio Checks Goal implementation and Growth		Introduction to Site Administrator/Evaluator		Observations of Veteran Teachers				
Fall	October 25, 2018			Name: Mrs. Avendando and Ms. Albert		Date: 11/9/18 (Full Day)		
Winter	February 7, 2019			Name:		Date:		
PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.								
Goal(s): I would like to get my PhD within the next 6 or 7 years.		Rationale for goal: My rationale behind this goal is ultimately that it will help ensure that I have reached the highest levels of formal training in my field, and will help me best determine the science and data behind the education system.						
CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.								
GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program								
CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus. (1,4 and 4,4)		Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?						
GOAL 1: By the end of the year, students will be able to effectively integrate textual evidence, in a manner that matches MLA conventions and demonstrates college readiness. Mastery will be measured by comparing writing samples.		1. What growth or instructional habits will be positively implemented on your part? (Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.) My rationale for this goal is partially due to my own determination that I am not currently providing feedback that helps students meet argumentative writing standards (as tested on the SBAC). Additionally, I am hoping to determine whether students are demonstrating growth as a whole, as it concerns their individual.						
Goal Modifications (as needed):		2. What are the indicators of success/achievement? (Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)						

<p>2. I have attended several professional development sessions on assessment, most recently a district calibration of which focused on common assessments for both 10th and 11th graders. This data – which was observed via short brief writes allowed me to assess students in a unique manner that emulated the SBACC.</p>	<p>As a result of this training, I decided to integrate my own brief write sets, which gave students an opportunity to focalize on specific writing components (such as writing an introduction, conclusion, integration of evidence, etc.).</p>	<p>This action was partially effective as students succeeded in the brief writes. However, it is still to be determined whether these skills will transfer to other writing metagenres and rhetorical contexts.</p>	<p>I would like to modify these brief write sets even further by making them match what is delivered to our students via our curriculum.</p>
<p>3. Springboard Efficacy Reports I learned that the program doesn't lead to significant achievement increases as measured traditional standard testing. Using the graphic organizers can increase student success.</p>	<p>Using these graphic organizers in the classroom allows students to plan their thinking.</p>	<p>Leading to higher engagement and giving students a roadmap for what they are supposed to use in their writing. Preplanning is creating higher engagement.</p>	<p>I plan to keep the graphic organizers but I may modify to align closely to assessment goals and learning targets.</p>
<p>3. Read book titled <u>Achievement Gap</u></p>	<p>Based on what I learned from the reading, I adapted and brought in more sources that are culturally relevant.</p>	<p>Bringing in a variety of sources has led to higher student achievement and engagement because the topics are more interesting and relevant.</p>	<p>I will keep everything that I've brought it because the sources/activities/lessons have been very efficient.</p>

Person	Signature	Date
Candidate:		
Support Mentor:		
Induction Coordinator:		

NOTES:



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Matthew Callebs		Year	1 or 2	Goal Plan Development/Updates	Collaborative Development Team	
Credential Type	Single Subject	Dual Credential	N/A	Fall	9/27/18	Content Contact	Swilling
Mentor	Cassandra Spears	Grade Level	11-12	Winter	11/9/18	Site Administrator	Kelly Willis
Mentor Match Date (within 60 days of enrollment)	8/23/18	Site	Eric Birch High School	Spring		Induction Program	FUSD
Portfolio Checks		Triad Meeting Date		Observations of Veteran Teachers			
Goal Implementation and Growth							
Fall	October 25, 2018	10/5/18		Name: Swilling, Daenitz, Morin, Prentiss, Garate		Date: 1/17/19	
Winter	February 7, 2019			Name:		Date:	

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s): I am currently working on my Master's in History with a focus on teaching. I would like to be an administrator.

Rationale for goal: By earning my Master's degree I will understand my content in more depth making me a more effective and knowledgeable teacher for my students. I want to have an impact on a school site and therefore would like to become an administrator in the future.

CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.

Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?

GOAL 1:

1. What growth or instructional habits will be positively implemented on your part?

When I implement comprehension strategies for my students while reading two primary sources with opposing views, will my students increase their score on an argumentative essay by one level, based off a rubric?

Goal Modifications (as needed):

When I implement comprehension strategies for my students while reading primary sources will my students increase their score on by one level, based off a rubric as measured by student work samples?

I added specific questions for the students to respond. I changed having them write a summary to them completing a FIT document which all teachers on site are using. I have the students partner read and they have opportunities to speak to their partner before having to write a response. I will write the strategy in my lesson plans along with a backup strategy, should the first one not be effective. When the students are struggling I am going to ask them to work on breaking down an individual sentence with my support to help them comprehend the content.

	student-centered learning rather than me having to break down and explain each of the readings for the students to be able to understand.	more of what they are reading.	
2. I read the Teach Like a Champion 2.0 chapter reviewing the no opt out strategy	I implemented a modified version of the strategy in class. Rather than have the students repeat what another student said I will rephrase the question to be more specific as a way to help guide them in a response.	The students started to understand they were not going to be able to simply answer, "I don't know," and were more accepting of me guiding them through a response. At time I will provide them with a response frame rather than rephrase the question.	I will continue to utilize this strategy with my students. I am also going to increase my wait time for student responses. I will integrate equity sticks so all students have the same opportunities to respond.
3. In working with my mentor and staff, the importance of connecting students prior knowledge to the content was discussed. Research and how to implement was reviewed on this topic (Marzano).	I began to consider how to connect my students' prior knowledge to a specific topic when planning a lesson. I am implementing, when applicable, some connection to prior knowledge or a real world connection to deepen my students' understanding of the topic. I added a specific question where I ask the students to make a connection to something else related to the topic.	The students are still having difficulties responding to questions without support from me. They struggle to make the connection independently. Some topics we are studying are easier than others, so this is dependent on the topic.	I am going to modify this by altering the questions I am asking the students. I am going to ask more specific questions directly related to the topic of study as opposed to more general questions.
4. I observed veteran History teachers at multiple sites.	I paid close attention to the room environments, noting how they made the rooms inviting and safe for their students.	I purchased a large wall decoration and a globe to enhance my History classroom.	I will continue to add small decorative elements into my blank classroom. I will ensure they have some reason to be in my space by enhancing the students' learning and also making my classroom more

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

Now that I am able to see more of the big picture with my curriculum, when I am planning short term lessons I am able to connect prior lessons or topics to what is being learned. This helps the students understand history and how things often repeat. When I develop the lessons from scratch I am able to see more explicitly what I am asking my students to do and what supports they may require.

Now that I use comprehension strategies during our reading portion of the lesson my students are able to understand the text at a deeper level. I see higher quality responses and the students appear to be putting forth good effort. Some of my students have been able to make connections to current topics without prompting from me.

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

In Evidence folder (3.4 and 4.3).

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
Rather than focus on reading strategies with students, I would like to shift my focus to essay writing. I want my students to be able to show what they learned through an essay with a thesis. I am currently working on creating scaffolds for my students as to not overwhelm them. I plan to give them the topics to discuss in each section of the essay but have them create the thesis.
2. Determine next steps in the revision of the goal or the creation of a new goal.
When the next school year starts I will work with my mentor on creating a goal around students applying their knowledge in essay form.



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Karina Sanchez		Year	2	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type	SS-Social Science	Dual Credential			Fall	9/18/18	Content Contact	Amelia Hill
Mentor	Megan	Grade Level	11th		Winter		Site Administrator	Shanada Souza
Mentor Match Date (within 60 days of enrollment)	Continued from Year 1	Site	Jurupa Hills		Spring		Induction Program	Amelia Hill
Portfolio Checks		Introduction to Site Administrator/Evaluator		Observations of Veteran Teachers				
Goal Implementation and Growth								
Fall	October 25, 2018	Date: 9/18/18		Name: Elizabeth Morrin, Megan Perez, Amelia Morano		Date: October 11, 2018		
Winter	February 7, 2019			Name:		Date:		

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s):
Integrate the 21st century classroom where teacher becomes more of a facilitator than broker of expertise.

Rationale for goal:
Students learn better through collaboration and analyzing various perspectives on an issue.

CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.

Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?

GOAL 1:
How do I build unit and individual lesson plans that will incorporate diverse learning needs and extend student perspectives, so that all students can meet their individual goals?

- What growth or instructional habits will be positively implemented on your part?
(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)
- Lesson plan on DOK levels- what does it look like?
- Specific essential questions that will prompt them to think at a higher level
- Weekly quizzes

Goal Modifications (as needed):

	<ul style="list-style-type: none"> • What are the indicators of success/achievement? (Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.) • Quizzes will build knowledge between DOK 1 and 2 • DOK 3 and 4- assessments • Interactive Notebook Activities • Create a visual that displays what we just learned 			
	<ul style="list-style-type: none"> • What formal or informal data/evidence will support your findings? (Considerations: General thinking on how or which assessments will support measuring teacher or student growth) • DNA (pre-assessment) • Collecting interactive notes • Written assessment (summative assessment) • Project- poster creation 			

PLAN	TEACH	REFLECT	APPLY
<p>Consider the actions that will support you in reaching your growth goal</p> <p>(List/describe the growth target, action, <u>professional development</u>, reading, etc.)</p> <p>What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)</p>	<p>Show evidence of application</p> <p>What did you teach, create, implement or use?</p>	<p>Implementation Reflection</p> <p>What was the effectiveness or impact? (successes, challenges)</p>	<p>Next steps/now what?</p> <p>What will you keep, discard, modify?</p>

1. Observations of other teachers	<ul style="list-style-type: none"> • Using images to analyze political cartoons • MAPS- for placement and location • Interactive Notes for students • DNA Review Questions 	Successes- <ul style="list-style-type: none"> • Observing creative ideas and incorporating those into my lesson plans • Interactive Notes- Monroe Doctrine (application of it) • DNA- helps students refresh/recap key information (students have explained that these DNA questions help them stay focused) Challenges- <ul style="list-style-type: none"> • Continuing to create creative interactive activities (some activities can get repetitive) • 	Keep- <ul style="list-style-type: none"> • I would keep all four items from the teach column Modify- <ul style="list-style-type: none"> • Interactive Notes- incorporate a variety of activities Discard- N/A
2. Teach Like a Champion 2.0 Book	<ul style="list-style-type: none"> • Begin with the End #16 • Wait Time • 	Successes- <ul style="list-style-type: none"> • Beginning With the End- students are given a clear idea of the expectation of the unit and it allows them to pinpoint the exact information that is imperative for their learning • Wait Time- helpful for more participation from students Challenges- <ul style="list-style-type: none"> • Wait Time- be more consistent and ensure that I give the appropriate amount of wait time before I move on 	Keep- <ul style="list-style-type: none"> • Beginning with the End • Wait Time Modify- <ul style="list-style-type: none"> • Beginning With the End- typically I give them their prompts midway throughout the unit, I think I need to give it to them at the very beginning of the unit • Wait Time- make it a part of my every day routine

			<i>Discard- N/A</i>
3. Hess' Cognitive Rigor Matrix	<ul style="list-style-type: none"> • <i>Use for writing assessment rubric</i> • <i>Activity/Projects using the rubric</i> 	<p><i>Successes-</i></p> <ul style="list-style-type: none"> • <i>Projects/Rubrics- giving students the rubric ahead of time allowed students to see the expectations that were clearly specified for all students.</i> • <i>Referencing the rubric throughout the unit helped students to understand what each DOK level means.</i> <p><i>Challenges-</i></p> <ul style="list-style-type: none"> • <i>Trying to get students to take what they have learned and come to their own conclusion on historical events.</i> 	<p><i>Keep-</i></p> <ul style="list-style-type: none"> • <i>Writing Assessment Rubric</i> • <i>Activity/Project</i> <p><i>Modify-</i></p> <ul style="list-style-type: none"> • <i>Sometimes it is challenging for students to be creative. Giving students more examples on how they can format their projects will help to give them a more "baseline" approach at the start of the unit.</i> <p><i>Discard-</i></p> <ul style="list-style-type: none"> • <i>N/A</i>
4. Backwards Unit Planning	<ul style="list-style-type: none"> • <i>Use of class PPT's, Exam Prompts</i> 	<p><i>Successes-</i></p> <ul style="list-style-type: none"> • <i>PPT's-Giving the students a clear outline of the unit.</i> • <i>Referencing back to earlier material and tying it in with particular prompts.</i> <p><i>Challenges-</i></p> <ul style="list-style-type: none"> • <i>Sometimes students get set on the first prompt, and forget to put the focus on prompts that occur later on in the unit.</i> 	<p><i>Keep-</i></p> <ul style="list-style-type: none"> • <i>Use of class PPT's</i> • <i>Exam Prompts</i> <p><i>Modify-</i></p> <ul style="list-style-type: none"> • <i>Have students practice writing on two of the prompts versus one. This way, they have a clear understanding of additional material related to the unit before they turn in</i>

			<i>their exam prompt.</i> Discard- <ul style="list-style-type: none"> • N/A

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
2. Determine next steps in the revision of the goal or the creation of a new goal.

Candidates, mentors and administrators may determine if more than one goal is appropriate or if an additional goal *will be added during the year. Please copy and paste the above Goal #1 tables to add additional goals.*

Signatures:

Person	Signature	Date
Candidate:		
Support Mentor:		
Induction Coordinator:		

NOTES:



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Chif Castellanos		Year	1	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type	Multiple Subject	Dual Credential			Fall	October 1, 2018	Content Contact	Doretha Scott
Mentor	Deanna Barrios	Grade Level	7th		Winter	January 7, 2019	Site Administrator	Kristen Barrios
Mentor Match Date (within 60 days of enrollment)	August 6, 2018	Site	Almeria Middle School		Spring	March 25, 2019	Induction Program	Deanna Barrios
Portfolio Checks		Introduction to Site Administration / Evaluator		Observations of Veteran Teachers				
Goal Implementation and Growth								
Fall	October 25, 2018			Name: Jimenez & Abundis		Date: December 4, 2018		
Winter	February 7, 2019			Name:		Date:		

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s): **Rationale for goal:**

Single Subject Credential – Social Studies Undergraduate work in Art History / Teaching at College Level / Love to see the alignment into middle school

CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): 3.3 Organizing curriculum to facilitate student understanding of the subject matter
Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?

GOAL 1: Language Arts Period 4
1. What growth or instructional habits will be positively implemented on your part?
(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)

Delivery of Instruction
Teaching Style
Instructional Strategies
Chunking

How can I structure my lessons to maximize student learning?

Current Reality:

SS: Background, Vocabulary, Reading through Main Ideas, Cornell Notes, Supplemental (Articles, Bell

*Classroom Management Routines & Expectations

*Growth Mindset

*Gradual Release Lesson Planning / Backwards Planning

<p>Ringers, Vocab Builder,) End of Section Assessment (Collaborative,) Section Assessment (Independent.)</p> <p>ELA: Study Sync, Annotate, Write/Think Questions</p> <p>Goal: Students actively engaged in activities / INB (Next Year)</p> <p>Goal Modifications (as needed):</p> <p>How do I identify which instructional strategies actively engage my students?</p>	<p>2. What are the indicators of success/achievement? (Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)</p> <ul style="list-style-type: none"> * Active Student Participation * Achieve "You Do" in gradual release * Rapport with students / buy-in * Respect of classroom and others <p>3. What formal or informal data/evidence will support your findings? (Considerations: General thinking on how or which assessments will support measuring teacher or student growth)</p> <p>Lesson Plans</p> <p>Classroom Environment: Anchor Charts, Student Resources, Student Grouping(s)</p> <p>Student Work</p>
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<p>PLAN</p> <p>Consider the actions that will support you in reaching your growth goal</p> <p>(List/describe the growth target, action, <u>professional development</u>, reading, etc.)</p> <p>What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)</p>	<p>TEACH</p> <p>Show evidence of application</p> <p>What did you teach, create, implement or use?</p>	<p>REFLECT</p> <p>Implementation Reflection</p> <p>What was the effectiveness or impact? (successes, challenges)</p>	<p>APPLY</p> <p>Next steps/now what?</p> <p>What will you keep, discard, modify?)</p>
<p>Motivation</p>	<p>Implement STAR Reward System</p>	<p>Different Approach for Morning vs. Afternoon Groups</p>	<p>I tried a variety of approaches this year, and</p>

<p>Research:</p> <p>*PLC (Current systems/approaches by other teachers at Almeria)</p> <p>*Reward Systems (STAR Reward System / Almeria Bucks)</p>	<p>External motivation (choice of seating, Almeria Dollar, Ticket, etc.) / Class choice for hitting expectations</p>	<p>The Almeria tickets have motivated my students, especially first period. It helps my students set up for the day – getting started with agendas and materials. Also, the implementation of Fun Fridays has been helpful. Students earn throughout the week. I also have Catch Up days for students as needed. Students must finish work to get to Fun Fridays. The biggest impact has been adding student choice.</p>	<p>am looking forward to starting next year with the strategies I found most effective. I will set clear expectations and practice routines from day one. I will use the first few weeks to provide clarity and get students acclimated to the expectations.</p>
<p>Lesson Plan (EIPD – Gradual Release)</p> <p>Pacing Committee- Study Sync Induction PDs</p>	<p>What I will implement:</p> <p>I Do, We Do, We Do, You Do</p> <p>Double Planning</p> <p>Use of timers within the lesson</p>	<p>Using gradual release gives me structure and students structure. I use visuals so that students know where they're at in their learning and they know what's expected. Thinking about lessons through "double planning" helps me to think about what the students are doing. This is the most important part. It helps me to focus on the learning styles and needs of my students</p>	<p>What I want to implement next year:</p> <p>Learning Targets</p> <p>Success Criteria</p> <p>New SS Curriculum</p> <p>Continue to double plan and follow gradual release model. Students connected with the lesson delivery and were actively participating. Continue and expand on collaborative practices.</p>
<p>Relationship Building</p> <p>PBIS / Culture & Climate Coach Support</p> <p>Induction PD (Hitting the Reset Button)</p>	<p>Individual and Group Check-ins (Setting Class Expectations / Open Communication / "Listening" to student concerns, needs)</p> <p>Greet at the Door</p>	<p>I spent some time collecting class trends – especially at the start of second Semester when the master schedule changed. Students benefited from a calm transition into my classroom. Often, their day up until they see me is unpredictable and</p>	<p>Next year, I will continue to focus on building relationships with my students. It is critical. I want my students to feel supported and encouraged from the time they enter the</p>

	<i>Reset during afternoon (from other class)</i>	<i>students would enter with "baggage." Using the "reset" model at the start of each class helped to connect with students and give them a fresh start to the day.</i>	<i>room. Our school will be implementing the "Leader in Me" which will help the culture of the campus as well.</i>
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REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

Using the gradual release model to structure lessons is highly effective. The class transitions to the next phase as appropriate. I found that it's important to read the students and use current data to decide whether it's appropriate to transition. Some classes move faster than others and show proficiency quicker.

Connecting to students and building relationships is the best "strategy" for engaging and motivating students. I try to choose strategies and activities that match their academic needs as well as their learning styles. Students participate most during structured collaborative activities.

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

See Continuum

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
See ILP. Yes, building relationships and engaging students will set the foundation for our class.
2. Determine next steps in the revision of the goal or the creation of a new goal.
See ILP.

Candidates, mentors and administrators may determine if more than one goal is appropriate or if an additional goal will be added during the year. Please copy and paste the above Goal #1 tables to add additional goals.

Signatures:

Person	Signature	Date
Candidate:	<i>Erp Carlhaus</i>	<i>5/23/19</i>
Support Mentor:	<i>Deanna Buck</i>	<i>5/23/19</i>
Induction Coordinator:	<i>Stacy Wind</i>	<i>5.28.19</i>

NOTES:



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Danielle Keedles		Year	1	Goal Plan Development/Updates	Collaborative Development Team
Credential Type	Single Subject - Science	Dual Credential		Fall	October 1, 2018	Leonard Estrella
Mentor	Deanna Becerra	Grade Level	Grade 7	Winter	January 7, 2019	Edward Campbell
Mentor Match Date (within 60 days of enrollment)	August 6, 2018	Site	Southridge Middle School	Spring	March 25, 2019	Deanna Becerra
Portfolio Checks Goal Implementation and Growth		Introduction to Site Administration / Evaluator		Observations of Veteran Teachers		
Fall	October 25, 2018			Name: Payne, Becerra	Date: December 6, 2018	
Winter	February 7, 2019	August 27, 2018		Name: Murphy, Cranford	Date: March 5, 2019	
PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.						
Goal(s): Receive AVID training / AVID Teacher		Rationale for goal: I have a type A personality that aligns with AVID strategies. The activities and set up match my teaching and learning style. I want to use the AVID tools in my daily instruction.				
CSIP GOAL(S): Based on your individual self-assessment of the CSIP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.						
GOAL # 1 * Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program						
CSIP Growth Goal(s): 2.2 - Creating physical and virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.		Determining Outcomes: Use these questions to determine how you will meet these goals: What achievement will your students attain?				
GOAL 1: All Classes / Modified for 4 th Classroom Management Routines (Manage Group Work Chaos) All Classes Current Reality – students come in and read daily agenda / not 100% compliance, but at least 2/3rd / Minimal re-direction / use advanced group strategies / follow teacher prompt		1. What growth or instructional habits will be positively implemented on your part? (Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.) *Clear Classroom Expectations *Student-Centered Learning Opportunities *Identified Learning Targets				

<p>4th Period Current Reality – Same Students needing redirection and off task / daily reminder of expectations / major whole class redirection / lack of motivation or engagement</p> <p>How does creating predictable instructional routines impact student-centered learning?</p> <p>Goal Modifications (as needed): (Update 1/19/19) What is the best method to set up inquiry based learning?</p>	<p>*Student-led classroom. *Routines are automatic for students. *Daily instruction flows with minimal interruptions. *Calm class. Less off-task/re-direction. *Optimized instructional time.</p> <p>Inquiry Based Success Criteria – Collaborative Work, In-Depth Class Discussions, use of WICR,</p> <p>3. What formal or informal data/evidence will support your findings? (Considerations: General thinking on how or which assessments will support measuring teacher or student growth)</p> <p>*Physical layout of classroom and resources *Lesson Plans: Learning Targets, Success Criteria, Instructional Strategies *Student Work</p>
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PLAN	TEACH	REFLECT	APPLY
<p>Consider the actions that will support you in reaching your growth goal</p> <p>(List/describe the growth target, action, <u>professional development</u>, reading, etc.)</p> <p>What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)</p>	<p>Show evidence of application</p> <p>What did you teach, create, implement or use?</p>	<p>Implementation Reflection</p> <p>What was the effectiveness or impact? (successes, challenges)</p>	<p>Next steps/now what?</p> <p>What will you keep, discard, modify?)</p>
<p>Teacher Observations: Ryan Murphy, Brittany Payne</p>	<p>IAN – (Balance Maximizing Time & Making it “hands on”) Organization (Right vs. Left Side)</p>	<p>Focus on Accountability (agendas, IAN, Labs) Create Structure / Application Day in</p>	<p>IAN – current set up is effective I will provide some handouts</p>

	<i>Lab license & Agreement (Use throughout the year / Implement expectation / Pre made "Side" assignments)</i>	<i>the Lab (Thursday Lab Day)</i>	<i>for students to frontload the information so students can focus on the reflection and application. I want to limit the pre-lab work and focus on student discovery.</i>
<i>Research and implement WICR</i>	<i>Brag Sheet / QR Code (with examples)</i>	<i>Reference for students and parents / skill building examples / used for cross-curricular support and vertical alignment within subject area</i>	<i>SIQ starts off my inquiry. Frontloading new units is helpful for students. Continue to build capacity through units. I want to blend Inquiry, PBL, and WICR to create a hands-on learning experience for my students.</i>
<i>Instructional Routine – backwards planning</i>	<i>Implement Learning Target & Success Criteria Create student buy-in to learning focus</i>	<i>Students see connection within unit and learning targets. Students use success criteria "charts" to self-assess learning.</i>	<i>I want to elevate the labs so that it is part of the every WICR activity.</i>
<i>Adding relevance to units (focus on ecosystems) Project Based Learning PD</i>	<i>How do I embed structure and still provide choice? inquiry based project – PBL Implement PBL project for ecosystems / connect to Southridge</i>	<i>Every project worked better when students chose partners/groups. It has limited distractions and off-task behavior. It also helps students select students with similar learning styles. This helps my modeling to focus on instruction because they are more intrinsically motivated.</i>	<i>Dedicate page within IAN to success criteria for each unit / use to promote growth within unit and provide feedback and adjust instruction</i>
		<i>Next year, I will have more rules and perimeters for group work. I will use the first 2 weeks to set up expectations (materials, quality of work, student responsibility.)</i>	

		<i>PBL focusses on both student discovery while giving student choice to reach desired goal.</i>	<i>I also will add more choice into topics and group selection.</i>
Instructional Routines NTO Professional Development Southridge Knight Expectations	Top 5 classroom routines for start of year Setting classroom expectations (rewards and consequences)	<i>I will create visuals for student expectations and practice routines with students. Use flashcards to call on students and track student behavior/participation.</i> <i>Modified my expectations since start of year.</i> <i>Challenging afternoon group – modified seating and group expectations.</i>	<i>This year has served as a rough draft. I have tried several different routines and implemented a handful of classroom management strategies. I have identified the top ones that work with my teaching style, student needs, as well as match the Knight expectations. I will roll them out at the start of the year and practice and model my vision from day one.</i>

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

I focused on two main things this year: embedding classroom management into instructional routines and creating inquiry-based lessons. Students need structure and predictability. It took me a while to figure out what routines were necessary to optimize learning in my classroom. Different periods and different student personalities need different approaches. I learned to adapt to each class and differentiate when necessary. Having predictable routines helped to maintain classroom order and shift the focus to the learning targets. Science class needs to be exploratory and students learn best through discovery. Through PBL and WICR, I was able to structure my lessons to be more hands-on and student-led. This has positively impacted my students.

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

See Continuum



Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
See ILP. I will continue to work on refining classroom expectations and embedding inquiry into my daily instruction because those are critical to student success.
2. Determine next steps in the revision of the goal or the creation of a new goal.

See ILP for next steps

Candidates, mentors and administrators may determine if more than one goal is appropriate or if an additional goal will be added during the year. Please copy and paste the above Goal #1 tables to add additional goals.

Signatures:

Person	Signature	Date
Candidate:		5/10/19
Support Mentor:		5/10/19

NOTES:



FUSD Induction Program

Individual Learning Plan

(ILP)

Candidate	Augusta Moreno		Year	2	Goal Plan Development/Updates	Collaborative Development Team	
Credential Type	Multiple subject	Dual Credential			Fall	August 2018	Content Contact
Mentor	Cathryn Proppp	Grade Level 1st			Winter	January 9, 2019	Site Administrator
Mentor Match Date (within 60 days of enrollment)	August 2017	Site Juniper			Spring	May 9, 2019	Induction Program
Portfolio Checks		Date met with Site administrator/evaluator	Observations of Veteran Teachers				
Goal Implementation and Growth							
Fall	October 25, 2018	10/3/18	Name: Shannon Bowling		Date: 1/18/19		
Winter	February 7, 2019		Name: Cathy Propp		Date: 1/18/19		
			Name: Trista Humphrey		Date: 1/18/19		

PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.

Goal(s): Reading specialist certificate and possibly become an IST

Rationale for goal: I want to understand student's areas of weaknesses and strengths and use that information to help them learn to read. I want to be able to analyze their mistakes so I understand why they are having difficulties reading and know what to do to fix it.

CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.

GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program

CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.

Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?

GOAL 1: CSTP 2.4 How do I create a rigorous learning environment with high expectations and appropriate support for all students in math and ELA?

1. What growth or instructional habits will be positively implemented on your part?
(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.) I will use the cycle of effective instruction This cycle includes planning, teaching, assessing through CFA, checking for understanding and teacher observation, reteach (interventions) or provide enrichments. The 4 essential questions for PLC will guide my planning and instruction:
1) What is it I want my students to learn?
2) How will I know if each student has learned it?
3) How will I respond if some students do not learn it?
4) How can I extend and enrich the learning for students who have demonstrated proficiency?

Goal Modifications (as needed):

	<p>2. What are the indicators of success/achievement? (Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.) fluency, achieving MAPS goals by end of year, increasing STAR level, meeting grade level standards in lexia, achieving proficiency on CFA</p> <p>3. What formal or informal data/evidence will support your findings? (Considerations: General thinking on how or which assessments will support measuring teacher or student growth) MAPS, lexia, Dibels, CFA, teacher observation, checking for understanding</p>
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PLAN	TEACH	REFLECT	APPLY
<p>Consider the actions that will support you in reaching your growth goal</p> <p>(List/describe the growth target, action, <u>professional development</u>, reading, etc.)</p> <p>What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)</p>	<p>Show evidence of application</p> <p>What did you teach, create, implement or use?</p>	<p>Implementation Reflection</p> <p>What was the effectiveness or impact? (successes, challenges)</p>	<p>Next steps/now what?</p> <p>What will you keep, discard, modify?)</p>
Growth Mindset	<ul style="list-style-type: none"> • Positive student self talk/language • Thinking map, Compared fixed vs growth mindset. 	<ul style="list-style-type: none"> • Students use encouraging phrases for motivation such as, "The more I practice, the better I will get". 	<ul style="list-style-type: none"> • I would keep using positive self talk that encourages students to believe in the

	<ul style="list-style-type: none"> • <i>Flexible seating</i> 	<ul style="list-style-type: none"> • <i>Students used graphic organizer for examples of positive/encouraging self talk such as, "It's hard, but I can try".</i> • <i>Flexible seating provides students with autonomy, gives them choice which results in buy in.</i> 	<ul style="list-style-type: none"> • <i>ability to increase their knowledge and learning, as it has proven to be very valuable. I would keep using these phrases we learned together to motivate themselves and one another. Next year I would like to include banners and posters that students may refer to regularly.</i>
<i>Teach Like a Champion</i>	<ul style="list-style-type: none"> • <i>Give students think time</i> • <i>No opt out</i> • <i>Backwards planning</i> • <i>Check for Understanding</i> 	<ul style="list-style-type: none"> • <i>Challenged myself to allow students time to think.</i> • <i>Backwards planning has given me a template to plan effective lessons.</i> • <i>CFU's such as using a show of hands, thumbs up/thumbs down have helped me take an instant assessment of student understanding</i> 	<ul style="list-style-type: none"> • <i>I would continue to use checking for understanding strategies to inform my lessons, and as formative assessment to improve student learning. Hand signals encourage students to communicate understanding. Next year, I would create a poster for students to refer to hand signals.</i>
<i>Mindfulness</i>	<ul style="list-style-type: none"> • <i>Balance between professional and personal life</i> • <i>Breathing techniques</i> 	<ul style="list-style-type: none"> • <i>Provided strategies that improved my ability to deal with daily stressors.</i> 	<ul style="list-style-type: none"> • <i>Incorporating breathing techniques, has taught me and students to focus and</i>

	<ul style="list-style-type: none"> • <i>Meditation</i> 		<ul style="list-style-type: none"> • <i>practice self control.</i>
<i>Bryan Harris: Supporting Students and Effects of Poverty</i>	<ul style="list-style-type: none"> • <i>Engaging students with positive classroom</i> • <i>Build relationships</i> • <i>Build background knowledge</i> 	<ul style="list-style-type: none"> • <i>Fostered an awareness of the detrimental effects poverty and stressors have on student learning which helped me become more understanding of student's behaviors.</i> • <i>Building relationships with my students has helped me create and maintain an effective environment where students feel safe taking risks.</i> • <i>Awareness of students lack of background knowledge has challenged me to present varied realia to expand their schema.</i> 	<ul style="list-style-type: none"> • <i>This session has helped me develop and build relationships with students that encourage learning, but also create a camaraderie that provide them with a strong foundation. Next year, I would continue to engage students to build positive relationships. I would continue to write a weekly parent letter to build trust with families.</i>

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

The use of growth mindset in my classroom increased resilience and grit by encouraging students to believe that the ability to learn can change as the result of perseverance, effort and practice. Students see mistakes as a way to learn rather than as a failure. I realized the impact growth mindset had when I heard my students say, "This is hard, but I can try" and "If I take my time, I can get better".

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

See Holistic marking of CSTP

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
I will continue to explore ways to have a rigorous learning environment because it increases student achievement when there are high expectations. I have learned so many ways to maintain a rigorous classroom through the professional development trainings I attended through induction. I have seen a huge difference in my students' scores and willingness to take risks. It has shown me that even the struggling student can perform and progress at a higher level. That doesn't mean they are all at grade level, but there is evidence of growth.
2. Determine next steps in the revision of the goal or the creation of a new goal.

I will continue to attend professional development on growth mindset and brain based learning long after my induction time is over. I feel like I've only scratched the surface. There is so much more to learn.

Candidates, mentors and administrators may determine if more than one goal is appropriate or if an additional goal will be added during the year. Please copy and paste the above Goal #1 tables to add additional goals.

Signatures:

Person	Signature	Date
Candidate:		
Support Mentor:		
Induction Coordinator:		*

NOTES: