Individual Learning Plan

Tool Entry Name: Individual Learning Plan - 08/31/2020

Completed By: Phil Smith

Tool Status: Submitted

Portfolio: No

Program: 20/21 Clovis Unified School District

General Information

Completed For: Lauren Reid

Date: 08/31/2020

Details

Grade Level: 6th

Subject: English/Language Arts

Program Priority Area:

Teaching Standard

Creating and Maintaining Effective Environments for Student Learning
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

Attached Files

Initial Assessment

Creating and Maintaining Effective Environments for Student Learning:

Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

Evidence: Initial 9/23- I provide daily reminders to students to find a quiet spot in their house, have their cameras on, be sitting up and to participate in class discussions.- I review procedures daily for interacting with the teacher during Zoom, for example, they can unmute themselves, give hand gestures (holding up fingers, thumbs up/down...etc), use the chat or use the reaction buttons.- I acknowledge the challenges of Zoom (both technological issues and social interaction issues) and remind students that it's a new process for everyone and it will not last forever. - I thank students by name when they participate in class discussions and answer questions.- I do check ins with students who have their cameras off, they are expected to respond in the chat to me so I know they are still there.Mid 10/21- I continue to provide daily reminders to students to have their cameras on, be sitting up and to participate in class. Only students who have earned the privilege to have their cameras off are allowed to have it off, and they know they are still expected to participate in the chat or by unmuting themselves.- I continue to review procedures daily for interacting with the teacher during Zoom.- I continue to acknowledge the challenges of Zoom (both technological issues and social interaction issues) and remind students that if they have technology/wifi issues that they need to reach out to me.- I greet students by name when they enter Zoom and come back from breaks.- I continue to thank students by name when they participate in class discussions and answer questions. I reward students who constantly participate in Zoom with homework passes.- Hold informal, optional staff meetings for staff to share out what's working in terms of classroom management and technology tips.End 12/2- I continue to provide daily reminders to students to have their cameras on, be sitting up and to participate in class. Only students who have earned the privilege to have their cameras off are allowed to have it off, and they know they are still expected to participate in the chat or by unmuting themselves.- I continue to review procedures daily for interacting with the teacher during Zoom.- I continue to acknowledge the challenges of Zoom (both technological issues and social interaction issues) and remind students that if they have technology/wifi issues that they need to reach out to me.- I greet students by name when they enter Zoom and come back from breaks.- I continue to thank students by name when they participate in class discussions and answer questions. I reward students who constantly participate in Zoom with homework passes.- I am more intentional about being equitable and calling on students who have their cameras off so I know if they are engaged or not.

Strengths: Initial 9/23- I provide daily reminders of student expectations while we are on Zoom.- I provide daily reminders of how students can participate in discussions on Zoom.- I greet every student by name when they enter the Zoom.- I thank students by name when they participate in a discussion on Zoom.- I have consistent "check ins" so I know students who leave their cameras off are still there.Mid 10/21- I provide daily reminders of student expectations throughout Zoom instructional blocks.- I provide daily reminders of how students can participate in discussions on Zoom.- I greet every student by name when they enter the Zoom.- I thank students by name when they participate in a discussion on Zoom.- I reward students who constantly participate in Zoom with homework passes.- I have consistent "check ins" so I know students who leave their cameras off are still there.- I have made it a point to be more equitable when calling on students for answers.End 12/2- I provide daily reminders of student expectations throughout Zoom instructional blocks.- I greet every student by name when they enter the Zoom.- I thank students by name when they participate in a discussion on Zoom.- I reward students who constantly participate in Zoom with homework passes.- I have consistent "check ins" so I know students who leave their cameras off are still there.- I continue be more equitable when calling on

students for answers.- In an attempt to increase student engagement, I hid invitation codes to online games throughout assignments. This encouraged students to interact with the assignments more often and read through more carefully.

Areas for Growth: Initial 9/23- Keeping engagement throughout a lesson: students tend to flip their cameras on and off and it's a struggle to have them keep them on consistently.- Calling on students to answer questions in a more equitable manner.- Being more intentional with giving praise to students who are following classroom expectations for Zoom.- Involving students in the Zoom expectation process, and providing time for them to reflect on how well they meet class expectations for Zoom.Mid 10/21- Keeping engagement throughout a lesson: students tend to flip their cameras on and off and it's a struggle to have them keep them on consistently. They've become more consistent with it, but it's still something we are working on.- Once students complete reflections on how they participated in class, I need to be more intentional on scheduling time to review their reflections so it is not seen as a "task" that doesn't get reviewed as a class.End 12/2- Students have regressed overall with keeping their cameras on, despite prompts from teacher to keep cameras on. Engagement overall has decreased.- Once students complete reflections on how they participated in class, I need to continue to be more intentional on scheduling time to review their reflections so it is not seen as a "task" that doesn't get reviewed as a class.

Level Rating: 5

Professional Goal:
Initial 9/23By December 2020, I will provide my students weekly self-reflections for their engagement in virtual learning classroom routines, procedures and norms. I will measure their reflections with a rating tool that they complete.Mid 10/21By December 2020, I will provide my students weekly self-reflections for their engagement in virtual learning classroom routines, procedures and norms. I will measure their reflections with a rating tool that they complete.End 12/3By December 2020, I will provide my students weekly self-reflections for their engagement in virtual learning classroom routines, procedures and norms. I will measure their reflections with a rating tool that they complete.

Next Steps:
Initial 9/23- Reinforce class Zoom expectations, and allow students to have input on what our expectations should be.- Develop a system or systems to have students actively reflect on how well they follow our class Zoom expectations.- Talk with grade level to get ideas on how to best keep students engaged.Mid 10/21- Continue to reinforce class Zoom expectations, and hold students to a higher, consistent level for having their cameras on.- Lesson planning that allows for time to discuss their participation reflections. - Continue to talk with teachers on campus to get ideas on how to best keep students engaged.End 12/2-   Students will be returning to hybrid instruction on 12/3, so my next steps will be to adapt expectations for in-person learning and reinforce them with my students. -   I want to adapt the self-reflection for in-person learning so students are still accountable for their behaviors.-   Develop a classroom incentive to create a sense on community within the classroom.

Support Desired:
Initial 9/23- Grade level team support for student engagement.- Continue to get feedback from mentor for help with student engagement and managing 37 students on a Zoom.Mid 10/21-

Grade level team and staff support for student engagement and technology tips.- Continue to get feedback from mentor for help with student engagement and managing students on Zoom who do not participate in class.End 12/2- Grade level team and staff support for student engagement and technology tips for when students Zoom all day on Wednesdays.- Conferencing with mentor and grade-level team to further develop asynchronous activities for students when they are not in the classroom.

Middle of Year Assessment

Creating and Maintaining Effective Environments for Student Learning:

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Level Rating: 6

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End of Year Assessment

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Evidence:
Strengths:
Areas for Growth:

Level Rating: 6

Professional Goal:

Next Steps:

Support Desired: