ILP #1 (Fall) - Individual Learning Plan - 09/15/2022

Tool Entry Name: Individual Learning Plan - 09/15/2022

Completed By:

Tool Status: Submitted

Portfolio: No

Program: 22/23 Clovis Unified School District

General Information

Completed For:

Date: 09/15/2022

Details

Grade Level: Early Childhood/Pre-K

Subject: Other

Program Priority Area: None

Teaching Standard

Assessing Students for Learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

Files

[File] ILP Mid Progress Observation.pdf

Initial Assessment

Assessment Date: None

Assessing Students for Learning:

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

Evidence:

Differentiating instruction within my classroom is important for skill learning and generalization of skills in the educational setting for my students. This year, I have had more opportunities to utilize the curriculum that is designated for my Early Childhood Autism program, which is the STAR curriculum. At the beginning of the school year, with new and returning students, I was able to implement an assessment tool that the curriculum provides in order to probe different skills that my students may have to target any areas of weakness that need to explicitly taught. I have also been able to use the assessment tool to the STAR curriculum to probe new IEP for two of my students for their annual IEP review. However, I would still like to learn more about how I can effectively take assessment data and findings to implement instruction strategies and establish learning goals that would benefit my students.

Strengths:

I feel that I effectively implement that assessment tool for my students in a timely and non-intrusive manner. My students prefer to follow a routine and schedule throughout the day so I feel that I was able to integrate observation opportunities to see what skills a student has, or what skills they may be missing compared to typically developing peers their age. I also feel that I am improving in my ability to align my lesson plans and classroom activities with grade level standards. For example, I have 4 preschool students and 4 kindergarten students. The activities and learning goals that the preschoolers participate in are aligned to the Preschool Foundations; and my kindergarten students participate in similar activities that are modified in order to target the California State Standards for Kindergartners.

Areas for Growth:

An area of growth that I feel I can improve at is the collaboration with different professionals within my program (Program Specialist, Speech-Language Pathologist, Psychologist, etc.) in order to successfully provide a learning plan and experience for each of my students that is differentiated for their individual needs. If, during my beginning of the year assessment, I observe or collect data on a student who prefers to write with a pen instead of a marker or crayon, I will be sure to provide my student will the ability to complete any writing activity with their preferred mode of writing. Furthermore, another area of growth when it comes to analyzing data and implementing the appropriate strategies for my students, is to target different domains that is appropriate for a student. For example, at the beginning of the school year, through the assessment tool, observation, and past experience from last school year with a specific student in my class, I am aware that their receptive language is considered very high compared to same

aged peers with low expressive language skills. Instead of starting to target the area of weakness, I focused on building the strength exclusively. I came to the realization two weeks into the school year that I should start having my student generalize their receptive language skills in different settings of the school day and start implementing instruction that targets their expressive language skills.

Level Rating: 3

Professional Goal:

By December 2022, I will be able to utilize available assessments (STAR probing assessment, DRDP, KTEA, etc.) to establish learning goals for my individual students in up to 3 different domain areas, including any new students to my program, while also planning adjustments in instruction to address the learning needs of each individual student through data collection and/or progress monitoring.

Next Steps:

I plan on utilizing assessments to guide the design of new IEPs for 3 of my students in the months of October and November. I also plan on using assessments and observation for two new students who will starting in mid and late October to establish content and vocational based learning goals. I also want to sit down with the different service providers in my program to go over how we as a team can begin to plan differentiated lessons and modifications to instruction to meet the diverse learning needs of my students.

Support Desired:

Support that I desire to meet my professional goal at the end of this semester will primarily come from my Program Specialist and veteran teachers in my school area who teach the same type of program. With their help and guidance, I hope to learn more about how assessments can be used to further help my students progress and develop. Furthermore, I would be interested in seeing if there are professional development or trainings for my staff (service providers and paraprofessionals) that the district provides to aide in the implementation of differentiated lessons that meet the needs of the students.