

# FCSS Teacher Induction

## Individualized Learning Plan (ILP) Exemplar

**ILP Submission Requirements: Must be typed and have 2 sources of ongoing research that spans 4-6 weeks.**

**Initial ILP (Cells 1-4 & Initial Admin Collab) Due: October 4th Final ILP (Cells 1-7) Due: December 6th**

Participating Teacher: <u>Alice Teacher</u>	Induction Coach: <u>Jane Coach</u>	Teaching Assignment & Grade Level: <u>7th Grade</u>
Check one: <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2	Credential Type: <u>Multiple Subject</u>	

### PROFESSIONAL GROWTH GOAL

**Step 1:** Based upon the transition document reflections from your preliminary program, prior field experiences, Teaching Practice Framework, and collaboration with your Induction Coach/Induction Staff/Administrator, develop a professional growth goal to support your professional learning.

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| <p>1. <b>a) Teaching Practice Framework Domain:</b> <u>II Effective Use of Instructional Time &amp; Lesson Design</u></p> <p><b>b) Teaching Practice Framework Indicator:</b> <u>II b Do I intentionally plan my instructional time using effective lesson design to facilitate student learning? Do I include multiple opportunities throughout my lesson for my students to actively participate in their learning through the implementation of effective engagement strategies and cooperative learning structures?</u></p> <p><b>c) CSTP Element:</b> <u>Standard 3.6 Addressing the needs of the English learners and students with special needs to provide equitable access to the content. (Exploring)</u></p> | <p>3. <b>Qualitative <u>and/or</u> Quantitative Outcome(s):</b> <u>My qualitative outcome would be that my students will improve their command and use of content-rich, academic English in both oral and written communication; specifically, that they will be able to explain, synthesize and elaborate on rigorous, grade-level concepts and themes.</u></p> <p><u>My quantitative outcomes would be that my English language learners will show improvement in their writing samples as measured by a rubric.</u></p> |
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2. **Professional Growth Goal:** My professional goal is to foster the use of content-rich, academic language amongst my ELL students both in writing and oral speech by utilizing effective and meaningful Cooperative Learning strategies on a daily basis.

Professional Learning Goal is clear, concise, and easy to understand.

### INITIAL ADMINISTRATOR COLLABORATIVE

- Step 2:** After you've developed Cells 1-4 of your ILP, schedule a 15-minute meeting with your administrator (in-person or virtually) to share your ILP.
- Share your *professional growth goal, outcome(s), planned sources of research, expected timeline, and any implementation thus far.*
  - After sharing your ILP, you and your site administrator will have a discussion about how you can be supported throughout your research. Your administrator will complete the corresponding comments box (optional) and then sign and date (required). Take into consideration any feedback provided by your administrator.
  - Upload this document (Cells 1-4 & Initial Administrator Collaborative) to your digital account.

**Administrator, through a discussion with your teacher, identify ways your site might support them through their research:**

This is a very beneficial goal and area of focus for Ms. \_\_\_\_\_ and her students. Knowing your EL students and planning specifically for their instructional needs in mind will give them the support and tools for achievement. Through this level of instruction, we all will be able to learn from Ms. \_\_\_\_\_ and serve our students. I look forward to following the data and classroom instruction.

**Signature of Administrator:**

Tom Administrator

I understand and agree that my typed full name serves as my electronic signature.

Administrator Collaborative is completed and signed. Please note that admin. is not required to provide comments.

**Date:**

XX/XX/XXXX

## RESEARCH DESCRIPTION AND OUTCOMES

**Step 3:** With your coach, discuss and decide on two sources of research that will best support you in your development of the identified professional growth goal over the next 4-6 weeks, and describe these research sources in Cell 4. In Cell 5, indicate the actual start and end date for each piece of research and implementation. Ensure your research spans 4-6 weeks. Throughout the next 4-6 weeks of research, record your key learnings/insights and your progress/results in Cell 6. In Cell 7, provide a reflective summary of the progress made towards your professional growth goal, outcome(s), Teaching Practice Framework Domain/Indicator, CSTP element, and any appropriate next steps to continue growing in this area.

<b>4. Research:</b> Describe in detail the <b>who, what, and why for each of the two research sources</b> you will use to learn more about your professional growth goal in the cells below. Any written research sources must be credible and vetted, and observations must be at least 30 minutes long. For guidance in selecting credible research, refer to the <a href="#">Research Credibility Checklist and Resources</a> .	<b>5. Timeline:</b> Indicate the <b>actual start and end date for each piece of research and corresponding implementation in your classroom</b> . Research cycle must span 4-6 weeks.	<b>6. a) Key Learnings/Insights:</b> <ul style="list-style-type: none"> <li>What were your learnings and insights from each piece of research that spanned throughout the 4-6 weeks?</li> </ul> <b>b) Progress/Results:</b> <ul style="list-style-type: none"> <li>How did you implement your learning and what are the outcomes/progress of your implementation?</li> </ul> <p><i>Note: This should be a detailed response that is individualized to your teaching assignment and your students. Answer both questions (a and b) for each piece of research below.</i></p>
<div> <div>First Research Source</div> <div> <p>Cooperative Learning Strategies to Enhance Writing among Second Language Learners- International Journal of Instruction, January 2016</p> <p>The research source is credible, vetted, current and directly relates to the teachers' Professional Learning Goal.</p> <p>I will read an article on Cooperative Learning Strategies by Quismullah Yusuf, Zalina Jusoh, and Yunisrina Qismullah Yusuf from the International Journal of Instruction. There is substantial data on the effectiveness of cooperative learning structures and the support it provides in the development of</p> </div> </div>	<div> <p><b>Review articles:</b> September 22<sup>nd</sup>-28<sup>th</sup></p> <p><b>Implement learnings:</b> Sept. 28<sup>th</sup>-Nov. 18<sup>th</sup></p> <p>There are actual dates for when the research was completed.</p> </div>	<div> <p><b>a) Key Learnings/Insights</b></p> <p>In the Cooperative Learning (CL) Strategies article, the focus is on writing skills among EL students. Yusuf, Jusoh, and Q. Yusuf discuss the incorporation of CL strategies and how they can help support EL students in their writing. They believe it is essential to use CL strategies to help students succeed across all foundational academic skills (writing, reading, speaking, and listening). The main question within their research is, "Does the incorporation of Cooperative learning strategies improve ELL students' writing skills in essays?" (Yusuf, Jusoh, Q.Yusuf, 2019, p. 1401). They answered their research question by gathering data on a simulated experiment. Students were given a pre-test that consisted of a narrative writing essay. Then, students were provided with daily group work that was structured and facilitated through the use of cooperative learning strategies over the course of ten weeks. After the ten weeks were over, students were provided a post test that consisted of a narrative writing essay of a different topic. In their findings, they examined the scores of the essays and compared the pre-test with the post-test, and the results showed significant progress. There was an increase in the use of content-rich academic language, improvement in sentence structure and grammar, and even the quantity of the writing increased. One of Cooperative learning strategies that they state has the greatest impact on ELLs is "group jigsaw". According to the researchers, "the incorporation of jigsaw discussions in which small groups of 4-5 students are given a section of reading to become "experts" on allows English language learners the opportunity to hear and practice academic language in their expert groups. Then, once they go back to their home groups to share about their segment, it allows them the important practice of oral presentation using content specific vocabulary. This dual practice (first in their expert groups and then in their home groups) increases their understanding, improves their command of academic language, and provides them with the essential scaffold they need before transitioning their thoughts and ideas onto</p> <p>The teacher provides a detailed, thorough summary of what she learned and the insights she gained in Cell 6 of her ILP. The audience can quickly gauge what her research was about and what she learned because she is clear, concise, and thorough.</p> </div>

language acquisition for ELL students. More specifically, I will be reading the article with a focus on how to effectively implement cooperative learning strategies and procedures for ELL students. Furthermore, I also want to learn about which Cooperative Learning structures and procedures are the most effective in improving the academic language command and writing skills of English language learners.

The teacher explains **who** the research is by, **what** it is about and **why** she selected it as directed by the instructions for Cell 4.

## b) Progress/Results

After reading this article, I incorporated the cooperative learning strategy of Jigsaw into my weekly lessons. Due to the fact that my students already sit in heterogenous groups with a mix of academic levels, and language proficiency levels, I did not have to reconfigure their "home" groups. With that being said, I did have to be mindful of how I broke up the expert groups to ensure that they were also heterogenous. In the article, the researchers explained the importance of ensuring that ELL students have at least one or two native English speakers in their cooperative learning groups so they can interact with native English speakers. With this in mind, I created three different configurations of expert groups for my class so there would still be some variety in who students would work with during their "expert" discussions and synthesis over the course of the week. The first few weeks of implementation were primarily focused on expectations and procedures to ensure all students were corresponding and discussing in both their expert groups and their home groups. What really helped ensure equity of voice was the use of recording sheets as accountability factors. Every student in both the expert groups and the home groups had to write a simple sentence summarizing what each member contributed to the discussion. This was an effective way to increase self-efficacy and group accountability. Furthermore, this strategy also provided ELL students with some processing time in synthesizing each group member's thoughts through writing. This also greatly supported my English language learners because they had to listen carefully and process their group members responses before summarizing on their own papers. Once my ELL students became comfortable and familiar with the process of the Jigsaw puzzle, they really flourished in their speaking and writing abilities. I noticed an increase in the use of content-specific tier 3 vocabulary as well as tier 2 academic language. Furthermore, I also noticed an increase in confidence and willingness to share amongst my ELL students. I think this has a tremendous amount to do with the fact that there is a strong, cohesive classroom culture where most of my students know each other outside of school due to the small population of the town. I certainly noticed my intended qualitative outcome of increasing ELL students' command and use of academic, content-rich language. In terms of my quantitative outcome, I also noticed encouraging improvement. I looked at the IAB (interim assessment benchmark) data on our grade level writing task in which students were asked to write an objective, informational summary. Typically, my three ELL students have received 0 out of 2 on the last two IABs. However, after incorporating Jigsaw several times a week over the span of a few months, 2 out of 3 of my students improved on their IAB as reflected in the graph below. Although I know the other cooperative learning strategies also positively impacted my students writing scores, I do feel that the jigsaw procedure was the most effective in improving their oral summary and writing skills. The jigsaw activity provided them with multiple opportunities over the course of the semester to practice synthesizing information both orally and reflecting that in written summaries.

### Writing Sample Scores

Write an objective Summary IAB	Score
EL Student #1	0
EL Student #2	1
EL Student #3	1

The teacher has thoroughly explained how she implemented her learnings in the context of her own classroom. She also described in detail how the implementation led to progress towards her professional growth goal. The response is individualized, analytical, and specific to her group of students.

Observation of Middle School English Language Development Teacher: Use of Kagan structures for designated ELD.

I will observe our ELD teacher, Tracy Miller, who focuses on designated English Language development of identified ELL students. I will observe her at the end of September. I will be looking specifically at how she utilizes cooperative learning strategies to support English language learners.

**Observation and Debrief:**  
September 30<sup>th</sup>

**Implementation:**  
Oct 2<sup>nd</sup>-Nov. 16<sup>th</sup>

#### a) Key Learnings/Insights

My first observation was of my ELD partner teacher. She teaches an ELD elective in which there is a combination of seventh and eighth-grade students. Four students are at level one (emerging) and twelve students at level two (expanding low/mid). First, students discussed what they knew about cancer (question/ topic of the day) and shared their ideas with their shoulder partners, also known as pair share CL strategy. The intention of this was to illicit their background knowledge and frontload it so they could use it for the rest of the lesson. Once they shared, they typed their answers into Google classroom. Next, the teacher reviewed vocabulary words they would need to know before watching the video about cancer and modeled how to pronounce the words. The students practiced pronouncing the words by repeating them out loud. Then Students watched the video about cancer and paused to write down the definition of the terms as they came up in the video. Next, students shared what they learned about the disease by using the single round-robin CL strategy. Students shared their new findings with their peers by taking turns in their group. During this sharing, I also noticed the teacher taking anecdotal notes on each student's use of language while students were sharing in the single round robin.

After every student shared in the round robin, she called on students who didn't elaborate as much during their sharing. For instance, one student had said "Cancer is when you are sick and ummm...uhh the little cancer things take over your body." Once other students had shared their response and the terms "cells" and "spread" had come up in the conversation, the teacher went back to this student and asked, "Juan you shared that cancer is when little things take over your body. What are those little things called?"

Juan, "Cancer cells..."

Teacher, "Can you use it in a complete sentence."

Juan, "Cancer Cells spread through the body and make a person very sick."

Lastly, students were asked to respond to specific questions in their google classroom and the teacher walked around and supported students with their writing.

During this 40-minute class, I noticed my colleague gave the EL students multiple opportunities to engage in both oral discussion over the topic before releasing them to write down their learnings. She informed me that on the next day, they would focus more on the responses they shared in the google classroom assignment and use those context-based responses to formulate an informational essay which students would then work on for the remainder of the week. She explained that students would continue discussing orally the parts of their essay and eliciting class feedback as well as peer feedback.

#### b) Progress/Results

There is so much learning that came out of this observation and I'm so excited to implement some of these new learnings into my English block. First and foremost, I really saw the value in the teacher front loading the vocabulary words with her ELL students prior to the onset of the lesson. In my university teacher preparation program, I had a professor who was very adamant that front loading vocabulary was not effective, and that vocabulary should always be taught in live "context" during a lesson. For one reason or another, I just took that professor's belief as the complete and whole truth, so to speak. I did not do my own research as to the "exceptions" to that rule or the "modifications" that can be made. When debriefing with my colleague over lunch after the observation, I brought this up to her and she explained that although students should learn new vocabulary within conceptual context, it's important for English language learners to get exposure to the word before they see it in the context of a reading or an informational video. She explained that English language learners and many other students need to first build a general conceptual awareness before being exposed to

			<p>the terminology in an unfamiliar text. This made sense to me. ELL students are already working so hard cognitively to understand the new unfamiliar text, so to expect them to also deconstruct new tier two or tier three vocabulary words is unproductive. In essence, I learned that it's important to build some context and background knowledge of the new terms they will learn about before exposing them to those new concepts and terms in a text.</p> <p>Another learning I gained from this observation of my colleague is the use of single round robin but with some accountability built into it. Instead of simply having students share and completing the activity once all students shared, my colleague went back to specific students who did not elaborate or made some mistakes in their explanation. This routine of going back to those students, held them accountable to listen to the ideas and feedback shared by others so they could elaborate on their answers. It also allowed them another opportunity to use to academic language correctly and showcase that they had an understanding of the concept. My colleague explained that in the beginning of the year she would need to tell students that they needed to listen to others to make sure their own understandings were correct. She also shared that she had to build the norm of asking students a second time for clarification and elaboration on their answer into her class culture. However, by now, she shared that students are starting to really understand that they must actively listen to other students during collaboration because the teacher can ask for clarification from their answer. Although a simple tactic, I really appreciated this accountability factor. I feel like I sometimes let my ELL students off the hook because I don't want them to feel uncomfortable or insecure. However, this is a disservice to them and their learning. If they are pushed and held to the same high expectations that I hold the rest of my students, they will make greater strides in their learning and language acquisition.</p> <p>I employed my key learnings from my colleague's observation towards the end of September. One thing that I began to do was give my ELL students some key words and terminology that they would need to research and look into over the weekend for the following week's lesson. Then, I would spend the first 15 minutes of class on Mondays (when the rest of the students were working on I-Ready) to work with these students in small group discussions around those key terms and concepts. For instance, when we were working on argumentative writing and the school to prison pipeline, my ELL students had to research specific words over the weekend such as exoneration, economic segregation, and inequity. In order to help further support my students, I gave them the Spanish terminologies for these words to discuss with their families (exoneracion, segregacion economica, and falta de equidad) during the weekend in addition to independent research. These were complex conceptual terminologies for my ELL students however with the scaffolding of the Spanish words and the directions to discuss with their families and to do independent research, they were able to come to class on Monday with a better understanding than they would have had without this additional support. Furthermore, those 15 minutes of review of these words and practice of using these words in discussion really provided my student the additional contextual support they needed to be better equipped for the readings and assignments of the week. I have continued utilizing this practice over the last several months and I am seeing an improvement in confidence and a greater expansion of their academic language. This small group employment of cooperative learning strategies during the beginning of the week really provides my ELL students the contextual understanding they need to have conversations with their native English-speaking peers.</p>
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## 7. Summative Reflection:

a. How have you grown in your identified **CSTP element** (Cell 1c) and **professional growth goal** (Cell 2)?

I have grown in my journey in addressing the needs of English learners (ELs) and students with special needs to provide equitable access to content, experiencing significant growth in my identified CSTP element 3.6 and my professional growth goal. Throughout this process, I've realized the importance of intentional planning for EL students to support their language development. ELs won't progress without consistent, deliberate effort from teachers. As an English Language Arts teacher, I can't assume that strategies effective for my entire class will suffice for my EL students. While using cooperative learning strategies like pair-share, stand up/hands up, four corners, and graffiti pass with English speakers, I've learned to be more

deliberate and innovative in engaging EL students. Over the past few weeks, I've become more intentional about pairing EL students and ensuring they use academic language in discussions and writing. Consistently checking in and holding them accountable is crucial. This journey has shown me that fostering academic language among EL students requires ongoing, purposeful engagement. By being more conscious and deliberate, I'm better equipped to help EL students achieve their language development goals, enhancing my teaching effectiveness and ensuring equitable access to content for all my students.

b. What are your next steps to continue your progress (identified in Cell 6b) and to move towards your professional growth goal (identified in Cell 2)?

My next steps to continue my progress towards my professional growth goal of promoting the use of content-rich, academic language with my ELL students in both writing and oral speech is to continue to consistently utilize the effective strategies. Moving forward, I will continue to not only utilize the strategies I found to be most impactful during my research, (such as group jigsaw and single round robin) but I will also be intentional in holding my EL students accountable during these activities. I will be sure to reaffirm that the expectation is that they utilize complete sentences and content rich vocabulary in both their writing (daily writing tasks, exit and entry tickets, reflection prompts, etc.) and in oral discussions. I will reinforce my expectations by utilizing rubrics that call out the expectation. Another next step that I will implement is the incorporation of designated ELD instruction at the beginning of the week or before the start of a new sequence of lessons. Specifically, I will pull out my ELL students for a small group deep dive into the upcoming unit's concepts and context. This early deep dive will support my ELL students in building background knowledge, context and understanding around the upcoming week's themes and concepts. Throughout my research, I have learned that ELL students need additional, content-specific support to have a truly deep understanding of the context of the focus text. Without that designated ELD time, ELL students do not have sufficient time to develop the conceptual understanding necessary to develop a strong command of the academic language. I plan on doing this by meeting with students a few days leading up to the start of a new text. I will then review with my ELL students the main conceptual themes of the text, the tier 2 and tier 3 vocabulary words associated with the text and discuss with them in detail their understanding of it. I will also have them explore the themes of the text in their native language so they can build background knowledge in their first language. This background knowledge will make it easier for them to utilize the academic language associated with the text successfully in English.

The teacher elaborated on her overall experience and explained in detail about her next steps to progress towards her growth goal.

