

ENGAGING and SUPPORTING ALL STUDENTS
IN LEARNING

CSTP 1.6

In order to monitor student learning and adjust instruction while teaching **by** the end of the trimester, **I will** monitor student engagement **to promote** an increase in student understanding **as measured by online application data, student work and mentor observation.**

Next Steps:

1. Find out which students come with accommodations
2. Identify the early finishers and students who need more time.
3. Learn how to use Nearpod, Flip Grid, Jam Board to formatively assess student understanding within single lessons.
4. Incorporate multiple methods for checking for student understanding.
5. Create small groups.
6. Practice I do, you do, we do protocol and evaluate its effectiveness.

CREATING and MAINTAINING EFFECTIVE
ENVIRONMENTS for STUDENT LEARNING

CSTP 2.6

By December 2021, **in order to** employ classroom routines, procedures, norms and supports for positive behavior and ensure a climate in which all students can learn, **I will** establish regular routines for a variety of activities **to create** a mutually respectful environment **as evidenced by** classroom observations and student surveys.

Next Steps:

1. Brainstorm list of habitual activities. (warm ups, vocabulary time, writing time, turn and talk time, rug time, homework review etc..)
2. Review mentor's notes from informal observation
3. Create a vision for what I want my class to look and sound like during the habitual activities. Use strategies from the OLE match activity.
4. Plan lessons where the objective focuses on student learning and practicing of routines (not on academics).
5. Model what the routines will look and sound like.
6. Positively reinforce student use of the routines.

UNDERSTANDING and ORGANIZING SUBJECT MATTER for STUDENT LEARNING

CSTP 3.3

In order to organize curriculum to facilitate student understanding of the subject matter by December 2023 **I will** use district provided curriculum **to plan and differentiate** math/history/language lessons, **as evidenced by** weekly and daily lesson plans, and student work and an end of year pacing guide.

Next Steps:

- Examine how the lessons are organized in the materials.
- Find the recommended reteach/scaffolds/extension activities for each lesson.
- Explore the pacing of each lesson.
- Plan one week according to the guide.
- Analyze student work from a lesson after teaching it as the book suggests.
- Record notes about pacing and activities in my plan book.
- Observe how CSS respond to the curriculum
- Attend any district PD on curriculum

PLANNING INSTRUCTION and DESIGNING LEARNING EXPERIENCES for ALL STUDENTS

CSTP 4.4

In order to plan instruction that incorporates appropriate strategies to meet the learning needs of all students **by** December 2023, **I will** use a variety of instructional strategies , **to improve** student understanding of science/math/writing/volleyball, **as measured by** an electronic portfolio of strategies and student work.

Next Steps:

- Identify 504, GATE, EL IEP student in class
- Select CSS.
- Review CAASP test results to determine student needs
- Select 3 strategies/ month to try (e.g., four corners, turn and talk, Time to Climb).
- Analyze student work after trying each strategy.
- Record strategies tried in plan book or reflective journal.

ASSESSING STUDENTS for LEARNING

CSTP 5.4

In order to use assessment data to establish learning goals and to plan, differentiate and modify instruction, **by** December 2023, **I will** analyze standardized assessment/iReady/MAP growth/Eureka formative assessment data **to determine** students' strengths, areas of need and plan scaffolded lessons, **as measured by** lesson plans and student work.

Next Steps:

- Identify 504, GATE, EL IEP student in class.
- Analyze standardized, district and in class assessment data.
- Determine students' strengths and areas of needs.
- Work with mentor to plan scaffolded lessons for students needing extra support and extension activities for early finishers.
- Learn how to effectively track student progress in district grading app.
- Incorporate small group instruction based on levels of student need.