Paramount Unified School District
Educational Services

Individual Learning Plan (ILP)

*This document is not used for evaluative purposes.
Purpose: To develop an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP).
Directions: Support Provider and Participating Teacher review the descriptions of each level of the selected CSTP element. Choose a level and record the date in the Co-Assessment Levels area for the selected CSTP element. List or describe what evidence you have to establish the chosen co-assessment level. Be sure to include strengths and areas for growth for the chosen levels as well. Each participating teacher will choose a level and set a goal for the chosen CSTP element.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning
Element 2.6 - Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

Participating Teacher: SAMPLE TEACHER	School Site: SAMPLE SCHOOL
Support Provider: SAMPLE MENTOR	Subject/Content Area: ELA

	Emerging	Exploring	Applying	Integrating	Innovating
Teacher	Establishes procedures, routines or norms for single lessons to support student learning. Responds to disruptive behavior.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.	Facilitates students participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior.

Student	Students are aware of procedures, routines, and classroom norms.	Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning	Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.

Co-Assessment Levels					
Initial Level	Date Recorded	Mid-year Level	Date Recorded	End-of-Year Level	Date Recorded
Applying	9/17/2020	Integrating	1/19/2021	Innovating	4/27/2021

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Evidence	9/17/20 The classes for the school year all began with basic expectations laid out for the students. These were then discussed with the students, and through collaborative conversations, a series of synchronous learning norms were developed. These norms were then applied to all of my courses, and are taken into consideration when developing or adjusting live-lessons for synchronous learning. 1/19/2021 With classes at the mid-year point, there are often discussions in-class with students that allow them opportunities for self-reflection/assessment for their progress in class. When there seem to be discrepancies (grades dropping, work not being done at the same quality as before, etc.) we will discuss what may be happening to distract us from academic work. These discussions have sometimes revealed that students are concerned with matters outside of the school setting and we (as a class) then focus briefly on getting everyone back to a safe place socially/emotionally before we redirect our focus back to academics. 4/27/2021 There is an open dialogue between myself and the students with each unit that we move through, reflecting upon the pacing of lessons, the (digital) materials we are using to access content, and the routines we have in place to advance together. We agree on and make adjustments as necessary depending on the needs of the students (ie: extra time for larger assignments to be turned in, strategic "catch up/keep up" days, etc.). It is explained to students what the end-goal of each unit is and how that is relevant to their understanding and

	learning. I take into consideration the different backgrounds of the students and their interests or previous knowledge, both as a means to foster inclusion in the classroom as well as to engage students in the lessons/materials.
Strengths	9/17/20 Open dialogue with students, clearly explaining the purpose behind each norm (before and after collaborative adjustments were made), consistency/reminding students of expectations at the start of each live session, and that students had some degree of agency in helping to determine those norms that would be put into place. 1/19/21 Positive academic accomplishments are acknowledged both in the gradebook feedback on assignments, as well as mentioned to the student when possible, either verbally or in private chat during digital class sessions (some students have been embarrassed when praise is done in public chat). Students have been comfortable discussing in private matters of concern, be it confusion or worry over an assignment or class grade or if there is a personal matter going on that is distracting them; in cases such as the later, we often come to some sort of compromise on the work asked if it is time sensitive (deadline fast approaching) or arrange for the student to return during tutoring hours to complete the assignment with teacher assistance. 4/27/21 A big strength within this CSTP is the inclusion of the varied student backgrounds into the curriculum as much as possible. By allowing students to connect on a personal and/or individual level with materials and content, they are able to engage easier and remain engaged longer with lessons. This also helps to further build the classroom community, as students are able to connect with each other through either shared experiences and opinions or common interests that are expressed. This heightened sense of community allows the students to not only engage on a deeper level with myself and the course, but also to help support and encourage each other within the classroom.
Areas for Growth	9/17/20 Allowing students more opportunities for self-reflection and self-assessment of their progress with assignments, engagement during live sessions, punctuality in meeting assignment deadlines, and to what degree they are upholding to the agreed to norms for synchronous live lessons (ie: how often are they remembering to be on webcam). 1/19/21 Provide students with the opportunity to be more involved in the development of the classroom norms from early on in the class. Create class goals with the students so that all are in agreement and understand the expectations and increase the amount of student work being produced. Consider ways in which to re-engage students who may be easily distracted or easily disengaged taking into consideration restrictions presented due to the digital learning format. 4/27/21 An area for growth that has been a challenge during this time of distance learning has been the amount of engagement from a handful of students. While the content of lessons can easily be altered to tap into student interests and experiences, it is still a challenge to get students that do not regularly attend class to engage with the curriculum. While it comes with understanding that there are

	circumstances outside of my or even the student's control that hinder this connection, it is still a challenge that has persisted since the start of distance learning. I am confident that with an in-person classroom setting, the engagement ratio will be much higher than the current disconnection that can be seen. Something that I have discovered during distance learning that I intend to continue as a practice for my classes is the degree of organization and clear intent with weekly file folders in Schoology, helping to keep students and myself better organized and assist in ensuring an appropriate pace to units being taught. Included in this practice also is including instructional videos for class projects. These would be in addition to live modeling of the projects, so that students either absent or in need of a refresher/demonstration at home have easy access to the support/scaffold.

Directions: Support Provider and Participating Teacher together will ***set goals***, decide on ***next steps***, and describe the ***support desired*** to reach the set goals. Site administrators will be given the opportunity to provide input on goals. It may be that the Participating Teacher will have ***additional goals*** based on the teacher's professional interests.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning Element 2.6 - Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
Goal Professional & Student-Learning	By 1/25/2021, students will regularly (informally daily and formally weekly) participate in self-reflection and assessment in the areas of behavior and engagement; and will at least twice quarterly contribute in discussion to establish class norms, and reevaluate the norms effectiveness as measured by student completion of google forms, and teacher or support provider recording of informal rating. By 4/29/2021, students will routinely participate in self-reflection and self-assessment in their progress in class; students will be participants in creating the classroom norms and expectations from the start of the quarter; student progress and productivity will be measured by student completion of assignments in the forms of Google integrated forms, as well as teacher or support provider observations. The goals above have been met within my Advisory course with senior year Advisory students; we have a combination of daily goals to begin our weeks with their individual classes and conclude each week with a grade check to reflect upon progress. This is a practice that will be continued into the 21/22 school year with Advisory, but is also a practice that I aim to include into my content classrooms at strategic intervals to allow students

	opportunities to self-reflect/assess their own progress. A goal to continue to develop and improve upon would be providing opportunities for these self-reflection stages. These should easily be applicable to mid and end-of-units, where students are able to express how/why their performance on certain lessons or projects show their progress and mastery of the standards presented during that unit.

Consultation with Site Administrator	Date: 9/21/2020	Initials: HB	Comments/Input: Goal aligns with site expectations

Next Steps	1. Integrating opportunities for self-reflection/self-assessment for students as part of lessons.
	2. Developing and implementing a means for students to monitor work efficiency and engagement with courses/lessons.
	3. Collecting and reviewing the data of self reflection, and informal monitoring.
	   1. Integrating reflection points in the pacing of lessons.
	   2. Re-familiarizing students with in-classroom norms and expectations and develop together "classroom standards" that all can agree upon and adhere to
	   3. Examine ways to imbed SEL practices in all classes
	   4. Re-familiarizing self and students with pacing and workload post-distance learning

Support Desired	Collaboratively build the self reflection piece. Support with data collection of informal monitoring. Continued collaboration with department in developing engaging content for students Support with data collection of informal monitoring when possible Support if/when integrating new technology into the curriculum (ie: Nearpod, Jamboard, etc.) Continue to take advantage of collaboration opportunities with department and site faculty. Cross-site collaboration with implementation of new practices into the curriculum. Explore further opportunities for PD to bring into the classroom new practices to better mindfulness of student struggles outside of the classroom and their effects on performance, behavior and academics.

Induction Standard 2.6: Optional Additional Goal

The participating teacher's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the participating teacher and the support provider may add additional goals based on the participating teacher's professional interests such as, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the participating teacher's caseload, consultation, collaboration, co-teaching, and collaborating with paraeducators and service providers.

Additional Goal	
Next Steps	
Support Desired	

Guiding Questions from the Continuum of Teaching Practice
Developed in collaboration with the CCTC, CDE, and the New Teacher Center, Revised, June 2014

CSTP 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

As teachers develop, they may ask, "How do I…" or "Why do I…"

• involve all students in the development of classroom procedures and routines?
• help students transition smoothly and efficiently from one instructional activity to the next?
• apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
• develop daily schedules, timelines, classroom routines, and norms that maximize learning?
• connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?
• adapt routines, procedures, and norms to ensure the success of students with special needs?