Individual Induction Plan (C-1)

Participating Teacher	Support Provider	IIP #	Date
Teaching Assignment	Content Area	Program Irvine Unified School District	School

FOCUS OF THE INQUIRY: Determining what I need to know and be able to do

1. Based on findings from self-assessments, determine area(s) of focus.	2. Develop a focus question for this inquiry.	PLAN
I have discovered that students come into the 5th grade with very different skill sets. Based on this knowledge, I will focus on how to meet each student at their level in order for them to be successful. I will use differentiated instruction to guide my teaching.	How does my use of differentiated instruction improve student understanding of percent, proportion, and ratio?	
3. Which *CSTP* element(s) will be addressed? 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4	4. What are the anticipated, measurable outcomes for student learning? After a series of eight lessons using differentiated instructional strategies, students will show a mastery of ratios, proportions and percent with an average of eighty- five or higher on the post test, using pre-testing, progress monitoring and post testing.	
5. Identify the element(s) of the Common Core to be addressed, and explain how it will be implemented in the unit of study.		
6. Identify the element(s) of the Continuous Improvement Effort (CIE) to be addressed, and explain how it will be implemented in the unit of study.		

ACTION PLAN: Examining research related to my focus question and applying new learning in my instructional setting

7. Date *of research*	8. Research: *Describe resources used (e.g. talked to colleague, research on-line, other)*	9. Application: *Implementation of new knowledge.* ***How will new knowledge be implemented with students?***	10. Measurable Results: *Impact on teaching/student achievement.* ***During implementation, what were students/teachers able to achieve?***	PLAN/TEACH/REFLECT
2/13	Participated in a GATE training course where I learned about "curriculum Compacting" for students who test OUT of a unit of study.	I gave students a pre-test on unit 6 and seven students scored 95 % or higher. These students then proposed an individual plan for a project they would like to complete based on the unit being taught. These seven students will work independently or collaboratively to deepen their understanding in the said area of study.	These students were given this opportunity to deepen their understanding of the unit studied. The students then taught what they learned to the other students in the class and acted as a leader or "expert" and helped to explain their thinking to their classmates.	
4/20	Math Talk – I was searching on the intranet one day and found "math talks."	I will ask for two students to come to the front board and solve a math problem while, the other students solve on their white boards. After all the students have	Students were able to find mistakes in their work through the questioning of other students. I also noticed that as students explained their thinking, they were able to find	

		solved, the two students at the board explain their process of solving. After the student walks the class through, students are encouraged to ask a few questions.	weakness in their own thinking/explaining and were required draw on their mathematical vocabulary to help them explain their thinking.	
4/16	Support provider provided me with a "questioning" flip chart based on *Blooms Taxonomy of higher* level thinking questions. We discussed ways in which I can implement this tool during instruction to assist all my students learning needs.	I used this flip chart to generate questions as well as give it to my students to generate higher level thinking among their peers.	Students demonstrated their knowledge by responding correctly to questions posed both by me and by their peers. They reduced the number of "yes/no" questions asked of each other, and more frequently asked "how/why" questions, stimulating higher level thinking and thought analysis	
4/25	Talked with support provider .	We discussed possible reflection ideas: It was suggested that the students write a reflection journal based on their learning process about percent, ratio, and proportion.	Students wrote a journal entry about their progress during this lesson. It was very important because it allowed me to pull students based on their personal assessment. Students, who were struggling with percent, were pulled in a small group while the others were working on a partner project. Then, it was swapped. Students who struggled with factor puzzle/proportion problems worked with me while the others continued to work on the partner project.	

REFLECTION/APPLICATION	
11. Describe how you will apply new learning to future practice.	REFLECT/ APPLY