

Individual Induction Plan (C-1)

Participating Teacher: David Cummings	Support Provider: Jennifer Burns	District: Corona-Norco	School: Eleanor Roosevelt HS
Teaching Assignment: 11 th Grade	Content Area: U.S. History	Credential Area of Emphasis: Social Science	

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

<p>1. Based on data (i.e., self-assessment on the Continuum of Teaching Practice, observations, student work samples, etc.) collected during the Context for Teaching and Learning and Assessment of Teaching and Learning modules, determine the focus area(s).</p> <p>Kahoot and Charades are two technology-based learning games that transform the classroom into a fun, social, interactive learning environment. These Apps/sites help students study and can serve as a formative assessment, allowing myself, the educator, an opportunity to see if my students recall and are retaining key information from lectures, and whether or not I need to go back and re-teach a subject/concept.</p>	<p>2. Develop a focus question for this inquiry.</p> <p>How can I improve vocabulary retention through the use of technology, specifically Kahoot and Charades, to increase student achievement?</p>	PLAN
<p>3. Which CSTP element(s) will be addressed?</p> <p><i>*Make note of your current placement on the Continuum of Teaching Practice.</i></p> <p>-Assessing students for learning: I am addressing Element 5.1- Applying knowledge of the purposes, characteristics, and uses of different types of assessments. I placed myself back in November (11/18) in the <i>Exploring</i> category and I hope that I've moved up on the continuum spectrum.</p> <p>Additionally, I will be addressing element 5.6- Using available technologies to assist in assessment, analysis, and communication of student learning. I placed myself again in the <i>Exploring</i> category, and I think that I might have moved up to the <i>Applying</i> category by now.</p>	<p>4. At the end of the inquiry, what changes would you expect in student achievement as a result of your action research? Make sure this is measurable.</p> <p>I expect that by the end of the inquiry, all of my students will be able to identify 80% of the key terms on the pre-assessment. I think that through the utilization of Kahoot and Charades, two educational apps that benefit student retention of vocabulary, this practice will increase my students' performances.</p>	

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

5. Date of research	6. Research: <i>Describe resources used</i>	7. Application: <i>Describe implementation of new knowledge</i>	8. Measurable Results: <i>Describe the impact on student achievement</i>	PLANT/TEACH
11/18/15	Sheltered Team Pull-Out Day	I learned a great deal about the sheltered program that we have here at our school. On this pull-out day, we focused on our EL students who were struggling, and we discussed	I think that the use of the Charades App will make learning fun for students as they will be able to get into small groups and study/practice their key terms. I believe student achievement will increase as it will	

		<p>intervention strategies with those students and some of their parents who were included in this pull out day in order to help them improve their grades. We also discussed tutoring opportunities. After the intervention, the sheltered team sat down and discussed the upcoming conferences for second semester, and there was a small presentation on different learning apps centered on student learning that Amanda Sandoval presented using her iPad. She was preparing for the Mini SS Conference that would take place the first week of January. I was exposed to a few apps, including Charades which was demonstrated for us and I decided to implement that vocabulary strategy game into future lessons to aid in vocabulary retention.</p>	<p>give all students an opportunity to practice and a chance to play the game from both sides of the phone. One student holds the device to his forehead and the other players try and describe the word without saying it. The player with the phone to his head tries to guess what the vocabulary word is based on the group's hints.</p>
1/7/16	CNUSD Mini Social Studies Conference	<p>I learned a great deal and was exposed to great information and teaching practices at this one-day conference. The biggest take-away would have to be the use of Google forms and Padlet that calls on my students to utilize visual elements such as editorial cartoons and photographs and their vocabulary words and course content to create digital posters that clearly show their mastery of the vocabulary and different content perspectives which would reinforce that which they have read and were lectured on.</p> <p>I have successfully used this for my students to submit vocabulary and digital posters and I am planning to utilize this for research corroboration between group members to share sources.</p>	<p>I've utilized a few things from this professional development Mini SS Conference held over winter break. One technological addition I've integrated into my teaching toolbox has been the website Padlet. I use this as an option for my students to fulfill their vocabulary homework. They can either create a Padlet or create flash cards. For unit five though, I made it mandatory for all students to use it to submit their homework.</p> <p>They are required to use Google forms when submitting their vocabulary on the Padlet link which can be found here: http://padlet.com/david_cumplings/pjll0f5onybu where there is posted an example of my 4th period class' Great Depression digital poster homework.</p>
02/3/16	Sheltered Team Pull-Out Day	<p>Discussed and planned for upcoming Sheltered events, including the "CELDT-</p>	<p>Students will be given a vocabulary pre/post assessment to help determine</p>

		<p>celebration” held for students who advanced their CELDT levels. We played Kahoot as a group of teachers and I gained more experience regarding this educational tool. I learned that you can use Kahoot in different ways. For example, the two best options I could see myself would be to introduce a new topic/pretest my student’s prior knowledge. Another example I would use it for would be to have my students play towards mastery, allowing them to replay it over and over again, and even showing them how to play “ghost mode”, which allows them to play against themselves.</p>	<p>the effectiveness of Kahoot as a vocabulary retention learning game. Establishing a benchmark in the pre-test will allow me to gauge where my students are at in regards to their prior knowledge of United States 1950s Post-war subject matter. The pre-test will provide me with measurable results, and will serve as a starting point for classroom discussion and instruction. Creating this benchmark will help to monitor student learning, and allow for adjustments while teaching. I have created a pre-test that will be administered to all students at the start of the 1950s unit to establish a benchmark for each student. Using the technological apps/websites Kahoot and Charades, my students will reinforce what they have learned and I am hopeful that when they take the benchmark test again at the end of the unit that they will all score in the 80th percentile or above.</p>	
3/2/16	Thinking Maps Seminar	<p>I learned that to have my students be able to critically think and be able to implement and analyze what they are learning they need to be taught just how to think critically. I plan to utilize learning maps such as the Bubble Map for vocabulary retention as well as a tool for describing and defining events and trends found in the history content. To encourage reflective thinking and metacognition I will implement adding a frame of reference so that students will be able to pinpoint the source of the information they are utilizing. Thinking maps</p>	<p>I think that I will utilize Bubble and Double Bubble for vocabulary until my students are comfortable with this form and then I want to use it to compare and contrast different time periods such as the 1920s to the 1950s. I will also introduce the use of tree maps to teach my students to classify and categorize elements to better highlight similarities and dissimilarities found in historical events, movements and eras.</p>	

REFLECTION/APPLICATION

<p>9a. As a result of the inquiry process, what was the impact on instructional strategies and student achievement? (list specific evidence)</p> <p>The impact of the instructional strategies I chose to use during this unit of study had a positive outcome on student assessment. Of the 32 students who took the assessment, one student regressed, four students scored exactly the same on the 20 question vocab assessment (3/20, 17/20, 20/20, 20/20). 27 students saw improvement from their previous assessment result. After the first assessment, I had only five students who exhibited a "thorough understanding" of the vocabulary terms. Once the second assessment was given, I had a total of 22 students that scored above a 16/20 on the vocabulary quiz, showing remarkable improvement. I had one student who went from a 3/20 to an 18/20, as well as seven students who scored greater than 10 points higher from the first to the second assessment.</p>	
<p>9b. Share your learning about student development, instructional practice, academic content, and/or yourself as a teacher.</p> <p>I learned a great deal from this reflective assessment about how students learn, and what practices worked, or didn't work as planned. I think that students developed a better, sounder understanding of the vocabulary terms after playing/using the vocabulary terms using the Charades App in small group setting. The students were engaged, having fun, and it was mildly competitive. After testing the strategy out in my 2nd and 4th period classes, I wanted to make improvements before my focus class (3rd period) was given the lesson. I sought to improve the academic language of the conversations the students were having while playing the game, so I provided each group with a laminated sheet that had a one sentence definition for each of the key terms they were practicing with. I think Charades would have worked better if the students already had an understanding of what the words meant. For the following lesson, I applied the same strategy, only I used Kahoot to expose my students to the terminology prior to their learning about it.</p>	
<p>10. Describe how you will apply new learning to other areas of future practice.</p> <p>As just mentioned, I used Charades to enhance student learning and I feel it worked well. I sought to improve the lesson throughout, and so I decided to create the laminated practice sheets so that the students would be using appropriate, accurate definitions when trying to help their peer guess the vocabulary word. This strategy was used for the 1950s unit, and I decided that I was going to try and use Kahoot instead of Charades for the Vietnam Unit. I created three separate 10-12 question Kahoot games with the goal of exposing the students to the terminology before lecturing. While I did not provide a pre-assessment like I did in the inquiry, I have already seen an increase in student engagement throughout the lesson, and the students appear to have a much deeper understanding of this unit's terminology. I can't help but credit the Kahoot learning game for this increase. In between questions, especially once the students calmed down after a round, I was able to get a quick word in and it provided me with an awesome learning moment. Throughout the PowerPoint, the recall of vocabulary words was much better than previous units. I definitely felt that more students were engaged, and I plan to incorporate some form of fun learning game as a "pre-test" in order to get have better results.</p>	<p>APPLY</p>

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded throughout the formative assessment system.