



Ceres Induction Program

Individualized Learning Plan Cycle 2

2021-2022



Candidate Name:	Elementary	Induction Year:	Year 2
Date Started:	January 2022	Date Completed:	April 2022
Grade Level:	4th	Subject:	General education / SEL

Focus Inquiry Goal and Connection to CSTPs	
1. Focus goal for this inquiry:	To build community through diverse and inclusive activities.
2. California Standards for the Teaching Profession (CSTP) <i>Highlight the standard most connected to your goal.</i>	1. Engaging and Supporting All Students in Learning 2. Creating and Maintaining Effective Environments for Student Learning 3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiences for All Students 5. Assessing Students for Learning 6. Developing as a Professional Educator
3a. Which CSTP Element(s) will be addressed? <i>(Provide element number and wording.)</i>	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
3b. What is your placement on the Continuum of Teaching Practice (CTP) at the beginning of the inquiry?	On the CSTP I have placed myself at exploring.
Measurable Performance Outcomes	
4a. What are the anticipated measurable outcomes for <u>student achievement</u> as a result of this ILP?	The measurable outcome I anticipate seeing for student achievement is to build class community. Students will have an appreciation for diversity that will build a positive culture in the classroom. Students will be able to respect and learn about each other's backgrounds. This will support positive behavior and build community to ensure a climate where all students can learn.
4b. What data will you collect? <i>I.e.: tally marks, pre/post assessments, exit tickets, CFAs, CSAs, student surveys,...</i>	I will collect data by doing teacher observation to see the impact the inclusive and cultural activities have on my students. I will keep track by using tally marks when I notice an improvement in our class community. I will also write what the

	situation was that showed improvements. Lastly, I will have my students complete a Google Form to share the effectiveness the activities had on them and the classroom.
5. What are the anticipated measurable and observable outcomes for <u>your teaching practice</u>?	The anticipated measurable and observable outcomes for my teaching practice will increase my ability to create a physical learning environment that promotes student learning, reflect diversity, and build a positive community. It will help me build confidence in implementing cultural and inclusive activities and understand the impact it will have on my class community.

Inquiry and Action Plan Examining research related to my focus goal and applying new learning in my instructional setting.	
Action Research #1	
1a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual consulted)	For this action plan, I will consult a colleague for ideas on building community in the classroom, then select an activity that reflects diversity and inclusivity. After, I will implement the selected activity in my classroom. I have a very diverse group of students this year which I absolutely love! I want my students to be able to understand and learn from one another. I knew I wanted my students to learn about each other's cultures and backgrounds, however, I didn't know where to start. I decided to reach out to Maria, our site's Student Support Specialist for guidance. Her focus is to work with students to improve their social and emotional being. She is equipped with many strategies to build class community and inclusive activities that she has implemented. She recommended doing a read-aloud to spark conversations about diversity. Students can then work on a project to go along with it. My partner teacher, Maria, and I did a lot of reflection and research before agreeing on a book. For the activity, I knew I wanted to do something with art since that is what my students love. I found this great article that gave me ideas on how to incorporate an art project into the read-aloud. Students will need to create a poster that reads "All Are Welcome Here" by including images that show diversity and interest in people's uniqueness.
1b. Act: How did you implement the plan, research, and/or ideas in your classroom? Be detailed in describing what you did in your classroom with your students.	The read-aloud we chose is called All Are Welcome by Alexandra Penfold. The images are very inclusive and diverse so I knew it would be the perfect book to spark conversations. The images are brightly colored, vibrant, eye catching for the readers. This also meets the needs of my English Learners since it has many visuals. This book is about a group of children that go through their school day where everyone feels welcomed. The pictures represent all types of people from different backgrounds, traditions, hobbies, cultures, religions, races, and disabilities. No matter the background they were all sitting side by side learning from one another. This

book is a great introduction to diversity as students can visually see all the differences and how everyone in the book was being respectful to one another.

In order to engage my students, I used an app called Novel Effect to add sound effects while I read the story. While I am reading the story, it plays sound effects that go along with the text. Prior to reading the story, I flipped through the pages and asked students what they noticed. I had students point out that a girl was wearing a hijab. Someone else mentioned that there was a student in a wheelchair. The conversations that students were having were very powerful. They spotted the diversity and were making connections. For example, I have a student from India that spotted a student wearing his cultural outfit. He was so proud to see himself being represented in the text. Even as I was reading the book, I was asking my students strategic questions in order to continue the conversations. I asked questions that helped my students think about how accepting everyone was. For example, do the characters playing soccer all look the same? How do you think the characters feel sitting in the lunchroom together? I was trying to have students relate to the pictures and make more connections between themselves and classmates. Students were able to do that by saying things like there's a student from Japan that eats the same thing as the character in the book. I know this because I asked her about her food to learn more about her. Implementing **intentional questions** during the read-aloud, really sparked good conversations around diversity. For example, do all the students look the same? Do you think everyone celebrates the Lunar Year? If not, why would the school celebrate a holiday that not everyone celebrates? This sparked some deep conversations on how we should be accepting of all students and celebrate their differences. I had one student share how their holiday never gets mentioned and it makes her feel not belonged. So I then asked students ***what can we do to make sure their classmates never feel that way***. Other questions that helped contribute to class discussions were: What different clothing do you notice? What do you think that young girl does in the mornings? How is this holiday similar to yours? Were there any students playing by themselves?

Their responses were heartwarming. They said we need to learn about one another in order to celebrate and honor our classmates. This ensures that everyone feels welcome. When everyone feels accepted we have a stronger community. My students were able to reflect on the correlation between community and diversity. In order to have a strong community, we need to embrace and learn about our differences.

After reading the read-aloud and having great conversations, I implemented the art project. I told my students that they are to create a poster that demonstrates the "All Are Welcome." The purpose of this poster is to illustrate diversity and inclusivity

	through visual art and what it means to feel <i>welcome</i>. Students were tasked to reflect on who they are; identify their strengths, celebrations, and individualities. Afterward, they needed to represent their unique qualities and characteristics through a whole picture, a series of images, or drawings as a poster to display our theme of <i>all our welcome</i> in our classroom community, no matter how different they are. They were to get as creative as they want. Students truly enjoyed this activity. What I appreciated is how invested students were to reflect the diversity of our classroom in their posters. I had students asking me where I was from and what my flag looked like so they can include it in their posters. They were taking initiative in knowing each other's cultures and using their Chromebook to learn more about one another. I provided questions to help guide their research which included: <i>what types of food are important to the culture? What are some important symbols or flags that represent this culture? What are some types of clothing are worn? What are some important traditions can you include in your poster?</i> This activity allowed them to research, learn, and better understand what diversity is and what it looks like.
1c. Observe & Reflect: What was the specific impact on your teaching and your students' achievement <i>after</i> the research/ideas were implemented?	The read-aloud has impacted my teaching by seeing how beneficial it is to use literature to teach concepts of diversity and inclusivity. I loved seeing my students engaged and conversing with one another about each other's cultures during the read-aloud and after. They asked each other about their parents' backgrounds, their favorite part of their homeland, favorite cultural foods etc. It helps build and foster a community that will embrace each other's differences. It also impacted my teaching by showing me the importance of keeping my students' interests in mind when creating assignments. Students were able to dive deeper into the concept since it was an art project. They were engaged in the concept. When creating future lessons, I will keep the students' interests at the forefront after seeing the impact it has. My students' achievements were understanding diversity and taking an initiative in knowing each other's cultures and backgrounds. They are more accepting of one another and appreciate one another at a deeper level. If a student is not making the environment welcoming, students will remind the student of the posters and how everyone needs to feel welcomed here. It served as a great visual for my students to reference. A few of my students identify with the LGBTQ+ community so on their poster they drew the flag to represent the community. Seeing the flag hung up around the classroom, made those specific students feel more welcomed and part of the community. This also goes for students that come from minority backgrounds that do not get talked about or acknowledged in the education system. I know this because they told me in the Google Form, but I noticed a change in their own behavior. They became more open and vulnerable. I had students complete a google form asking them which was their

	favorite activity of the 3 that was implemented for the ILP and why. I had 12 out of 28 students say that the posters were their favorite. They appreciated seeing their families' flag around the classroom. I also had a student say that there are posters that look like her around the classroom. I followed up with her after seeing her response on the google form and asked her why was it important for her to see people with the same skin color as her represented in the classroom. She shared with me that she feels seen and belonged and that her other grade levels never had people that looked like her. The second question that I asked students was did the activity help build community in the classroom. All 12 students that picked this activity said yes it helped build community. Students shared that they feel like they belong, that they are safe, appreciated, and seen.
1d. Artifact/Evidence: Insert artifact and/or <i>public</i> link to artifact related to this action step.	Student responses: Which activity was your favorite and why? reading the book and making the posters. I like how I was able to show my familys flag on paper and see it in the classroom 1 response making the posters becuse I can show pople that lok lke me 1 response Student responses: Did the above activity help build community and how? it mad me feel part of the clas even tho im a difrent color 1 response I fel safe bcuz the lgbq flag is on the postre 1 response Poster examples:



1e. Connections:

Describe artifact/evidence connection to

- your ILP Goal **AND**
- CSTP for this inquiry.

My ILP goal is to build community amongst my students using **diverse and inclusive activities**. This activity specifically allowed **students to interact with an inclusive book**. It **sparked conversations about diversity that brought more appreciation** to each other. It built community because they are appreciating, listening, and learning about one another. The **posters allowed them to see themselves represented in the classroom**. It makes them **feel welcomed and part of the community**.

This directly correlates to my CSTP since the read-aloud and activity helped in **maintaining a learning environment where students feel welcomed** in order for students to learn effectively. The posters are visual representations that serve as a representation of their identities, cultures, and life experiences through art. This is crucial to feeling welcomed and safe in a learning environment. The posters are student-created so it allows students to display their own uniqueness and positively celebrate others' individuality to maintain a space that allows them to know it's okay to make mistakes and take risks.

Action Research #2

2a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual

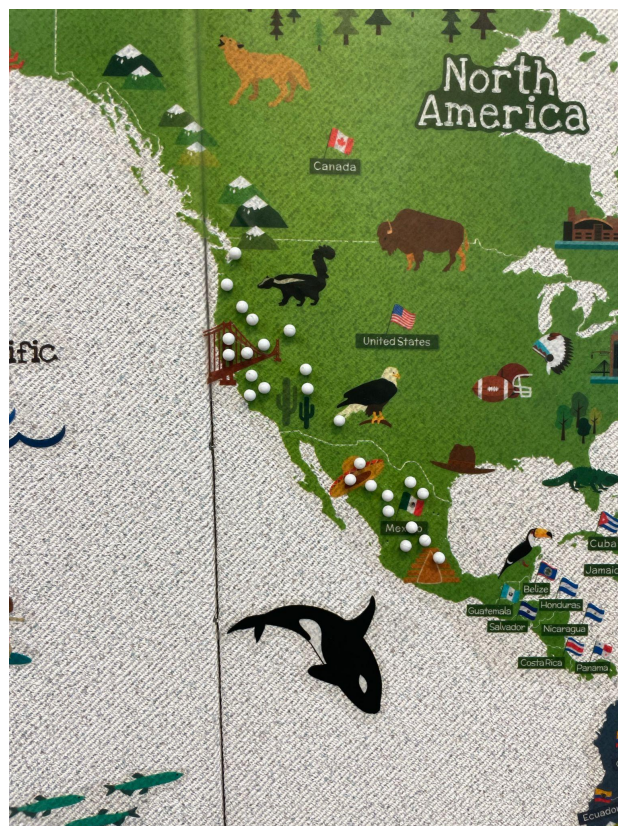
For my second action plan, I will brainstorm with a coach in more ways to build student knowledge and understanding of cultural diversity. Then, I will select a second activity to implement to further bring inclusivity into my classroom to promote positive interactions amongst students.

consulted)	My students are now aware of and understand what diversity is. They started growing interest in one another's cultures. I wanted to do an activity that allowed them to expand on that interest and get to know where their classmates are from. I decided to reach out to my instructional coach for support. I told her what my needs were and we started brainstorming ideas to meet those needs. She suggested since my students are visual to have something in the classroom that students can reference. I thought this was a great idea since I want my students to dive deeper into different cultures. We decided that hanging a map in the classroom would be the most beneficial route. Students can pin where they are from on the map which will allow their classmates to have a visual. I liked this idea because I can also pin the countries that we learn about on the map.
2b. Act: How did you implement the plan, research, and/or ideas in your classroom? Be detailed in describing what you did in your classroom with your students.	I ordered a map that I can stick on my classroom wall. The map included all the countries with their flag and some animations. I made sure the map was engaging to look at to increase my students' creativity. Prior to having my students share about their culture. We had a conversation about how to identify what our cultural backgrounds are. I had students conflicted saying they identify as American since they were born here, however, they celebrate all the Hispanic holidays and traditions. We talked about how you can be Mexican American that even though you were born here your family is from Mexico and your cultural background would be Mexican. This was a very powerful conversation with my students. The next day I had students come up to the map and pin where they are from. When all the students finished, I had the students analyze the map and tell me what they noticed. I had students sharing how they didn't know we had a student from India, South Korea, and Afghanistan. This really saddened me because they have been their classmates for 3 years and they are now just learning where their classmates are from. It was sweet to see how intrigued and surprised the students were. They wanted to know more information about one another. Students requested to learn more about their classmates. I started with India, I assigned a list of books and videos on India. Students were to color the flag and write one thing they learned about India on their flag using the books and videos assigned. Students did have the option of doing their own research if they wanted too. Students were engaged and kept watching the videos even after they finished their flag. After the students colored the flag and wrote down one thing they learned about India, we had a whole-class conversation. The students were reflecting on similarities and differences in their own culture. Students shared what they learned about India. One thing that stood out to me is that one of my students said, "Now I understand why your mom is always wearing those pretty clothes." This was referred to my Indian students' mom that wears a cultural outfit. The student then explained what the clothes are called and

	their significance. The students continued sharing what they learned and made connections to the Indian culture with their own. At the end of the discussion, my student that identifies with the Indian culture thanked me for talking about his home country. He said he felt belonged and part of our community because people now know him for who he is.
2c. Observe & Reflect: What was the specific impact on your teaching and your students' achievement <u>after</u> the research/ideas were implemented?	The impact it had on my teaching was showing me the importance of having my students learn about one another. Not just their interest, but really get to know them by their backgrounds and cultures. It also impacted my teaching by giving my students more time to conversate with one another. Students were learning from one another, laughing with each other, and just enjoying each other's company. Our community got stronger because students were understanding and interacting with one another. I started incorporating students' cultures in my lessons after seeing the impact it had on my students. My student's achievement after implementing the map and activity was building a stronger community. Students were learning about one another's culture and participating in conversations that revolved around diversity. Every day there are at least 3 students that come up to the map and analyze it. They make connections about the flags, names of countries, etc. Students are also more aware of their differences. They are also able to identify their own cultures and understand what that means. My students were shocked that they can identify as American and their parents' home country. Some students were conflicted about where they felt like they belong. Now that they are able to identify their culture they were able to make connections with one another. Some students had no idea that they shared the same culture. Once they found out they started talking about their favorite traditions and foods. They started talking about which cities they are from. Students that do not talk to one another were having a conversation because they found a common ground. I had students complete a google form asking them which was their favorite activity of the 3 that was implemented for the ILP and why. I had 8 out of 28 students say that the map and learning about India were their favorite. They enjoyed being able to put pins on the map to represent where they are from. They also liked seeing all the different flags around the world. The second question that I asked students was did the activity help build community in the classroom. All 8 students that picked this activity said yes it helped build community. Students shared that they can understand their classmates more by knowing their backgrounds. They love being able to physically see where their classmates are from.

2d. Artifact/Evidence:

Insert artifact and/or public link to artifact related to this action step.



A close-up of the white pins that students used to pin where they are from.

Which activity was your favorite and why?

	it shoed that we are all one and com from difrent plases so yes 1 response my frends are able to where I am from 1 response Did the above activity help build community and how? it shoed that we are all one and com from difrent plases so yes 1 response my frends are able to where I am from 1 response yes I lerned where ronit is from 1 response
2e. Connections: Describe artifact/evidence connection to • your ILP Goal AND • CSTP for this inquiry.	My ILP goal is to build community amongst my students using diverse and inclusive activities. The map activity allowed students to see where their classmates are from. Understanding each other's backgrounds has significantly improved our class community. Students are being more emphatic with one another. Learning about each other sparked conversations about different cultures that brought more appreciation to each other. It built community because they are appreciating, listening, and learning about one another. The extension activity of learning about India allowed them to learn about their classmate. Learning about one another is what helps build community. This directly correlates to my CSTP since the map helps in maintaining a learning environment where students feel welcomed

	in order to maintain an effective environment for students to learn. When students feel part of the community they are more engaged and willing to learn. This is because when students feel connected to each other and their peers, they are more attentive to learning, participate in class discussions, and build upon each others' ideas during collaborative conversations. They are also more willing to learn because they value what their classmates have to share, appreciate differing perspectives, and are practicing having respectful disagreements in academic content.
Action Research #3	
3a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual consulted)	For my last action plan, I will conduct research to create a physical learning environment that connects classroom incentives that reflect diversity and is inclusive to student cultures. In my credential program, my professor always talked about the importance of integrating students' cultures in the classroom. He would say that learning about one another is not enough. You need to take what you learned about your students and integrate it into the classroom, in your curriculum, books, libraries, etc. Knowing this I knew I wanted to find a way to integrate it into my classroom as my library is already diversified. I first looked up different ways to build community in my classroom. I came across this article and there were a few things that stood out to me. I loved the idea of students working together towards a shared goal and allowing students to give one another shout-outs. Having a class management system where all students need to work for something helps build community. For example, when the entire class is on task they earn a point after they earn 10 points they earn a class reward. I knew I wanted to implement this by integrating my students' culture into the system. One of my students was telling me that he will be celebrating Holi this month. Holi is a spring festival for Hindus it celebrates spring, love, and new life. I decided to make a class management system that revolves around Holi. In order to do this, my students needed to learn about Holi. Seeing how much my students enjoyed the read aloud and how it sparked rich conversations I decided to do another one.
3b. Act: How did you implement the plan, research, and/or ideas in your classroom? Be detailed in describing what you did in your classroom with your students.	I reached out to my student's mom that celebrates Holi so she can recommend me a book about Holi. I wanted to make sure that the book chosen covers Holi in the right manner. The book we chose is called <i>Let's Celebrate Holi</i>. This book goes over facts about Holi, how people celebrate it, why people celebrate it, and has interesting facts about Holi. The book is very informational but written in an engaging way. I read the book to the students while asking strategic questions to invoke conversations. The book started off by sharing how Holi became a holiday. Students thought this was interesting since it's something they have never heard before. They were making connections to the text. For example, they said that Holi has

	a Christmas feel to it because of how families gather together and everyone is high in spirits. We practiced saying some of the words correctly and learned their definitions. After we finished reading the story, we had a conversation about what we learned about Holi. Students were sharing different facts and connections they were making. One of my students asked my student that celebrates Holi if he can share his experience and what he does. The student agreed and shared what his family does to celebrate. All the students were engaged, listening, and showing respect to the student. Some students even offered to make cards for his family. It was such a meaningful conversation. One of the words we learned from the book is gulal. We practiced how to pronounce this correctly as a class. Gulal is the colored powder that they throw during the celebration of Holi. It is meant to be colorful and spread happiness and love. The class reward system is going to be monthly which means that students have one month to earn it. For this month's class reward, I wanted to include the colors and everything it represents. I drew splatters on the whiteboard mimicking the idea of gulal being thrown in the air. Every time the students are on task, respectful, and working together they would be able to fill in a gulal. As mentioned prior, I also loved the idea of students giving one another shout-outs. The article said this is a simple and quick way to build community. So I decided that students can nominate one another to fill in the gulal. Students were able to give a shout-out to a classmate that they noticed was on task to fill in the gulal. They do this by picking a marker and drawing dots inside the splatter to show its powder suspense. Students know to make it colorful and to try to choose a color that hasn't been picked yet. Every time the student thinks they did well as a community they ask me if we can fill in a gulal. I love hearing them interact with the vocabulary and recognize their classmates' holidays. When nominating a student, I call on volunteers to pick one student they think should do it and why. This allows students to celebrate students that were working hard and on task. It is another way to build community within my classroom. Students had to brainstorm what they wanted their reward to be. I told my students that they all needed to agree on a reward. If they cannot come up with a consensus I would pick for them. Students agreed that when they fill in all the gulal's they want to earn a movie day. Students have been working towards that and actually earned it!
3c. Observe & Reflect: What was the specific impact on your teaching and your students' achievement <i>after</i> the research/ideas were implemented?	The impacts it had on my teaching was to dive deeper into how to integrate cultural pedagogy in my classroom. Integrating my students' holidays into my classroom was so powerful. His face would light up every time his classmates would say gulal. It is so powerful for students to see themselves represented in the classroom. It also impacted my teaching by showing me the importance of a class reward. This allowed my students to work with one another to earn a reward. They held one another accountable

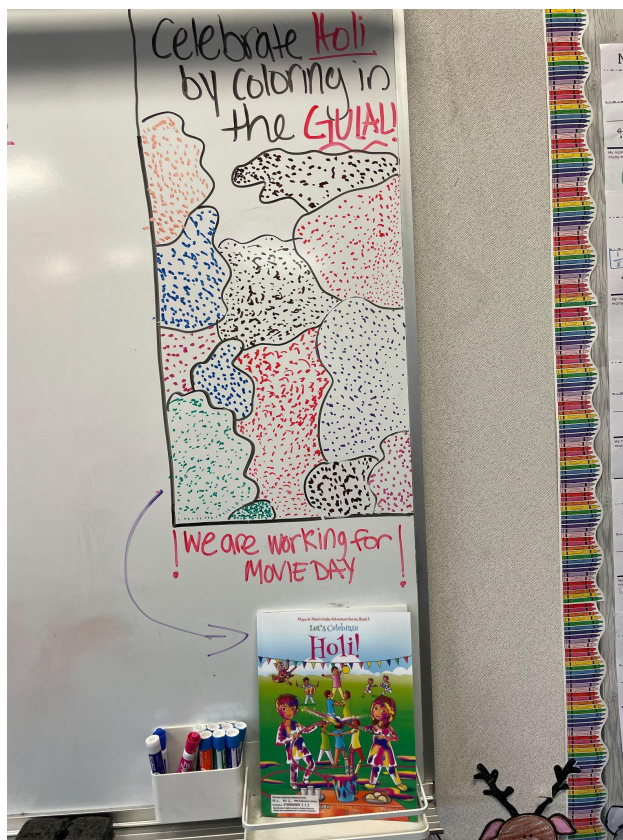
and unconsciously realized that they are a team in this classroom. They could not earn the reward unless everyone was on task and engaged in the learning. It also showed me the power of allowing students to nominate someone to fill in the gulal. This was considered an honor in our classroom. I will continue to allow students to nominate one another and implement a class reward.

The impact it had on my students is that they were able to work together to earn a reward. I noticed a shift in the way my students work with one another. They try to help each other out because they know that all means all. Students are looking out for one another and collaborating together. The students felt uplifted when they were nominated by another student which impacted how they felt.

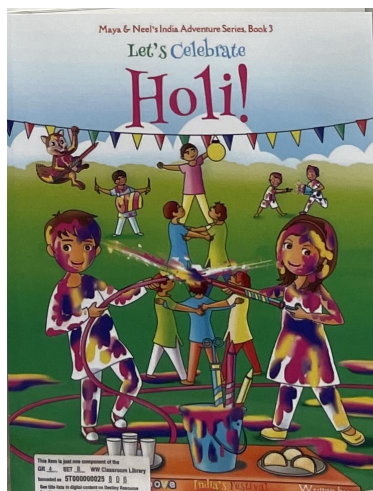
I had students complete a google form asking them which was their favorite activity of the 3 that was implemented for the ILP and why. I had 8 out of 28 students say that the class reward was their favorite. They loved being able to work with one another to earn a reward. They also mentioned how they appreciated giving one another shout-outs as it helped them build relationships with other students. It also made them feel good about themselves. Students enjoyed that the class reward was tied with Holi as it allowed them to celebrate their friend. Another student mentioned how it helped them get to know the student better and understand their backgrounds. The second question that I asked students was did the activity help build community in the classroom. All 8 students that picked this activity said yes it helped build community. They shared it helped build community because they had to work with one another to earn the reward.

3d. Artifact/Evidence:

Insert artifact and/or public link to artifact related to this action step.



The gulal's all filled in for their class reward



Read aloud

Student responses:

Which activity was your favorite and why?

the class reward becuse we have to get a gulal for a movie

1 response

	the gulal because we had to work togethr to have a move nite 1 response Did the above activity help build community and how? yes because we were giving each other shout outs and had to work togethr to get the mvie nite 1 response I liked giving my frinds a shout out to fill the gulal i mad new frends 1 response
3e. Connections: Describe artifact/evidence connection to • your ILP Goal AND • CSTP for this inquiry.	My ILP goal is to build community amongst my students using diverse and inclusive activities. The read-aloud helped build community as it continued to spark whole-class conversations. Students were learning about their classmates' holidays and making connections to their own holidays. The class reward built community by having them all work together towards one goal. It also included one of my students' cultural backgrounds which makes it diverse and inclusive. Lastly, allowing them to give one another shout-outs gives the students the opportunity to empower each other creating a strong connection amongst them. Students are uplifting one another and noticing the hard work of their classmates. This allows a strong community to be built. Students are feeling seen by classmates that whom they may not have a relationship with.

Reflection	
Look back at your Measurable Performance Outcomes (part 4a & 4b) for this ILP Cycle: 1a. Did <u>all students</u> meet the measurable performance outcomes you described in 4a? Support your answer with data collected. 1b. Describe how your ILP process helped you meet	1a. I met my goal of building community through diverse and inclusive activities. After implementing the strategies of this ILP, the misbehavior in my class decreased while good behavior increased. My students even noticed a change in the environment. I asked them to reflect on the change they said it is because they understand one another, see each other perspectives and learned to work with one another. Knowing that my behavior has decreased shows me that a community has been built among my students because they are now respecting one another. With every strategy that was implemented, I had 28 out of 28 students say it helped build community in our classroom. 1b. The ILP process helped me meet the needs of my students that are English Learners and special populations. My students that are

the needs of **special population students** (SpEd and/or Advanced/GATE) **AND English learners** (ELs) **in your classroom.****

Give specific examples and explanations. This could include examples of a special population and/or EL student's work.

****If you do not have EL's and/or special population students how would you modify the implementation and/or strategies learned during this inquiry to support their learning?**

English learners are going through hardships and the best thing I can do to support them is to improve their social and emotional health. The most effective strategy for my English learners was the posters and the map. The posters allowed the students to show their own representation on paper. It made them feel like they belong. When a student feels safe and welcomed they perform better. I have seen a drastic change in their attitude after creating the posters. The map allowed them to see that we are all from different places in the world and that is what makes us special. That just because they are from a different country does not mean they are weird or not "American." My students that are **SpEd** benefited from the class reward the most because they felt part of the class. These specific students get pulled out very often in the classroom, so it is normal to feel like they don't belong. With the class reward, they all have to be on task and collaborate with one another to get it which allows them to see that they truly are part of our classroom. Every week my students that are SpEd were being nominated to color the gulal because they would come back from resource and be on task. This boosted their confidence since their peers are highlighting them. I have seen a change in their own behavior of wanting to be in class more, wanting to learn, and be a part of groups. As far as meeting the needs of my **advanced** students, the diverse and inclusive activities allowed them to build and strengthen skills in finding information through independent online research. The activities also allowed for advanced students to work, encourage, and hold others in their classroom community accountable to follow routines, procedures, and practices that help maintain safe and welcoming learning environments.

2a. Describe the impact of the ILP process on your teaching practice. Support your answer with evidence.

2b. Will you continue to work on this goal for a future cycle or will your goal be different for the next cycle? If it is different for the next cycle, what will you focus on next?

2a: The ILP process has impacted my teaching practice in many ways. The first way is the importance of reaching out for support when needed. I struggled with implementing strategies that will build community in an inclusive way. When implementing the ILP process I have reached out to at least 3 different colleagues for support. The feedback and support I received have been so helpful. I would not have been able to build my class community if it wasn't for me being vulnerable enough to ask for help. I want to continue to seek advice from my colleagues in the future. It has also impacted my teaching practice by showing me the importance of class community. I learned that no matter where I am in academics, I should always find time to build community. Not only is it important to build community, but also to include my student's backgrounds and cultures in the classroom. Students need to feel heard and see themselves represented in their classrooms.

2b: I saw firsthand the benefits of integrating inclusive and diverse activities in the classroom. I want to continue to learn and foster the passion I have for cultural pedagogy even though this is my last cycle.

3. Post-Inquiry CSTP Reflection (Continuum of Teaching Practice)

CSTP & Element Provide Wording	Placement Along Continuum (Emerging, Exploring, Applying, Integrating, Innovating)	Continuum Description (Copy and Paste from CSTP Element/Placement)
Example: 1.6 Monitoring student learning and adjusting instruction while teaching.	Teacher: Exploring Student: Exploring (CSTP 1 and 2 ONLY)	Teacher: Seeks to clarify instructions and learning activities to support student understanding. Student: Students receive assistance individually or in small groups during instruction. (CSTP 1 and 2 ONLY)
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	Teacher: Applying Student: Exploring	Teacher: Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. Student: Students use the resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.

Evidence For Placement Along Continuum

Provide specific examples to support teacher and/or student placement.

Teacher

I have placed myself at applying. After implementing my ILP, my learning environment reflects student diversity. Students created a poster that reflects the phrase "All are Welcome Here" and I posted it around our classroom. The posters include people from different races, cultures, and different flags like the LGBTQ flag. The posters are student-created so it allows students to display their own uniqueness and positively celebrate others' individuality to maintain a space that allowed them to know it's okay to make mistakes and take risks. Students from different classrooms appreciate seeing the posters and tell me they feel welcomed by them. I also have a world map in my classroom so my students can explore different areas of the world. Students love coming to the map and seeing the different flags around the room. When we learn about a new country we mark it on the map and attach the activity to the wall. This allows students to reference it as the year progresses. The map helped in maintaining a learning environment where students feel welcomed in order to maintain an effective environment for students to learn.

Student (CSTP 1 and 2 ONLY)

The map and activities allowed students to feel part of the community which increases engagement and willingness to learn. This is because when students feel connected to each other and their peers, they are more attentive to learning, participate in class discussions, and build upon each others' ideas during collaborative conversations. When having discussions students now value what their classmates have to share, appreciate differing perspectives, and are practicing having respectful disagreements in academic content. I also apply a range of resources for learning like digital manipulatives, graphic organizers, digital libraries, etc. Students are able to use these resources in class and for assignments. The activities have encouraged constructive and productive interactions among students. Students were taking initiative in knowing each other's cultures and backgrounds. They became more accepting of one another and appreciate one another at a deeper level.

Observations

Link to Mentor Observational Notes <i>Identify if the observation was "In Person" or "Video"</i>	Mentor Observation Notes- Video
Link to Candidate's Observation of other Teachers <i>This should be completed once a year.</i>	Teacher Observation