

ISL Checklist

This document is not a substitute for the ISL template. It is to be used as a resource when working on the ISL. It may not contain all aspects/requirements of the ISL. You must read the entire ISL document and rubric found in LiveText in order to successfully interpret, comprehend, and implement the ISL.

Section 1:

Demographics:

- **School Context**_____
- **Classroom Context**_____
- *May also include a chart of class with demographic information_____
- *Answered question about teacher candidate relating to students_____
- **Curricular Context**_____
- **Social and Political Context**_____
- **Families and Community as Context**_____
- **Explain how the school takes into account the language(ELL) & cultural practices of families & community**_____
- *Do not state that the school does not have ELL (English Language Learners) students. Most every county has a policy about how to serve students who do not speak English. For example, they may send them to another school in the county. Also, how does the school handle students with cultural differences? For example-How does the school treat students who do not perform the Pledge of Allegiance?

Section 2:

Classroom Management and Communication:

**Answer all questions in relation to the classroom environment you have been placed.*

- **Describe your role, relationship, and responsibilities in the classroom management plan**_____
- **Describe how you and your teacher plan to work with other educators connected to your classroom.** _____
- **Describe the type of learning environment in which you are placed including the arrangement of physical space, classroom rules and routines, and procedures to gain student cooperation, including how problems are addressed when they occur.** _____
- **Include a Communication Tool to introduce yourself or share information. (Examples- Introductory Letter to Parent, a website, a PowerPoint presentation, or a picture of a bulletin board you created, etc.)**_____

Section 3:

Pre-assessment and learning outcomes:

- List of learning objectives with reference to the GPS _____
- Pretest attached _____
- *May need a description of the pre-assessment _____
- Pretest table (includes learning objectives and assessment score related to each student) attached _____
**Do not use student's names but rather Student A, B, C, etc.*
- Place an asterisk or other identifying mark by one student who you will be following in your ISL and who needs modifications due to a possible learning disability, behavior problem, physical handicap, or gifted ability, etc. _____
- Below the table/graph include the word modification and state the reason for modification and whether any modifications needed to be made when giving the pre-assessment. _____

Ex .Modification: ADHD- Student was placed in a quiet environment with the Parapro and given more time to take the test.

Section 4:

Lesson Plans:

- Detailed lesson plans & reflections (10 to 15 days) _____
(Use the detailed 10-15 day lesson plan/reflection template found in LiveText- Documents tab- New - Apprentice/Practicum folder)
**Under Reflections-the impact on student learning question/answer should contain scores or observations you obtained or made based on the daily formative assessments given.*
- Modifications noted on each day of lesson plans for student with diverse needs _____
Modifications for student with diverse needs should include adaptation, resources needed, and person responsible for making the adaptation)
- Technology noted on each day of lesson plans when appropriate _____
- Resources/materials noted on each day of lesson plans _____
All pertinent documents are attached to each lesson.

Section 5:

Post Assessment:

- Post test attached _____
- Post test table/graph (includes learning objectives and score related to each student) attached _____

**Do not use student's names but rather Student A, B, C, etc.*

- **Post test table/graph comparing pre and post test data and showing progress made toward learning objectives _____**
**Data should be displayed using either a data table or a graphic summary per objective.*
- **Place an asterisk or other identifying mark by one student who you will be following in your ISL and who needs modifications due to a possible learning disability, behavior problem, physical handicap, or gifted ability, etc. _____**
- **Below the table/graph include the word modification and state the reason for modification and whether any modifications needed to be made when giving the post assessment. _____**
Ex .Modification: ADHD- Student was placed in a quiet environment with the Parapro and given more time to take the test.
- **Narrative detailing your analysis of displayed data for the class as a whole and for the student with diverse needs attached _____**
(See details for narrative in section 5 of the template which include your interpretations about student learning supported with evidence from beginning, formative, and summative assessments. Narrative should critically analyze whole class learning related to each learning objective, etc.)
- **Question on template in section 5 answered _____**
**Did your learning outcomes change?*

Section 6:

Reflections and Self-Assessment:

What have you learned about your teaching?

- **Narrative should include your own teaching strengths and areas needing development based on your data analysis of student learning:**
- **Questions on template answered for sections 1 and 4** (contextual factors and learning objectives) _____
- **Questions on template answered for section 2**(management plan) _____
- **Questions on template answered for section 3**(learning objectives and beginning assessments) _____
- **Questions on template answered for section 4**(modifications) _____
- **Questions on template answered for section 4**(organization and sequencing of lessons) _____
- **Implications described in detail of your experience with this ISL and your future teaching _____**