

# SEE ME

Enhancing parents' involvement in school education

ERASMUS+ PROJECT 2020-1-SE01-KA201-077978

## Student Portfolio



### **PORTFOLIO – A tool and a strategy**

Portfolio is a collection of data concerning both non-academic experiences and experiences lived by the student during the whole educational process.

Portfolio is a Dossier of documents, achievements, development of tasks and materials committed with attitudes and competences aiming at achieving specific purposes in the educational process, aiming at the transition from a specific situation (due to personal background, individual history and habits, etc.) to the progress of the self in order to fulfill his/her own future purposes.

“This project has been funded with support from the European Commission. This document reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”

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**USERS:**

- Children from disadvantaged groups
- Parents from disadvantaged groups (disadvantaged socio-economic backgrounds, learning difficulties, health issues, social and economic struggles)

**PROFESSIONALS**

- Teachers and School professionals working with children from disadvantaged groups.

Professionals and Teachers will recognize the kind of work parents can do at home, the methods they should use, how they should behave with children in order to increase their educational skills at home.

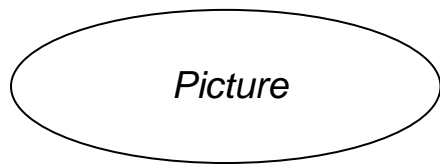
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# SECTION 1:

## PORTFOLIO OF THE STUDENT'S COMPETENCES



Name and surname
Class
School year

Date of birth \_\_\_\_\_

Address \_\_\_\_\_

Town/city \_\_\_\_\_

Contacts \_\_\_\_\_

Interests and attitudes to school experience

\_\_\_\_\_

Extra-curricular activities

\_\_\_\_\_

Personal interests and/or hobbies

\_\_\_\_\_

Sport / Voluntary service / Other

### **FUTURE PLAN**

School/University career

\_\_\_\_\_

Job

\_\_\_\_\_

Personal life

### **INTRODUCTION OF THE STUDENT BY THE FAMILY**

\_\_\_\_\_

### **INTRODUCTION OF THE STUDENT BY THE TEACHERS (individual teacher/team)**

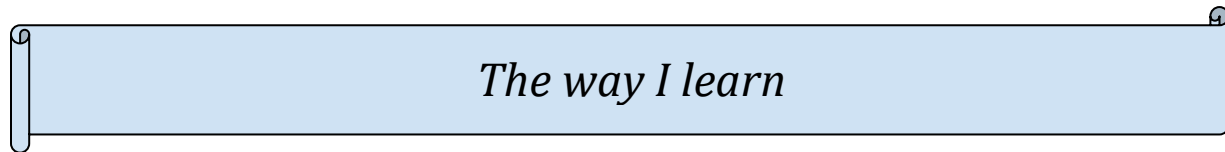
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## JOURNAL OR LEARNING BIOGRAPHY

The student collects all the data he/she identifies in his/her experience and his/her gradual educational process. This schedule helps the student speculate upon the expertise and experiences, as well as upon the individual learning attitude, on strategies, behaviors and personal reactions.



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Date \_\_\_\_\_ Place \_\_\_\_\_

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Date \_\_\_\_\_ Place \_\_\_\_\_

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## Learning Diary – Reflection Grid

A tool for assessing and developing the student's own learning. It helps you describe your experience, which supports your personal growth and helps identify weaknesses and strengths in learning.

**Successes:** what I learnt, what I did well


**Problems:** difficulties in carrying out the task. Problems I had in class or with my homework. How did I deal with these problems? How well did these solutions work for me?

**Eureka Moments:** flashes of genius, intuitions, creative ideas

**Questions:** what can I improve? Could I do it differently?

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Successes	Problems
"Eureka" moments	Questions



# SECTION 2:

## EVALUATION GRID

Three kinds of evaluation are split alongside three different moments during the whole school year, so as to allow teachers, parents and students to identify strengths and weaknesses and provide the suitable support to manage the situation.

**PURPOSE:** Each evaluation grid is arranged according to criteria ranging from the identification of creativity, competence, levels of knowledge expected in a precise moment in the educational process.

### Evaluation grid FORMAT

Name: .....	Module
Class: .....	.....
Date: .....	.....

## PROCESS EVALUATION GRID

What to evaluate	Evaluation parameters									
Continuity	The student is neither properly committed, nor concerned. Thus, the learning objectives' achievement is consistently delayed over time	2	The student is not consistently committed, showing a poor interest, often being delayed in achieving the learning objectives	4	The student commits with sufficient continuity and some interest, thus irregularly achieving the proper learning objectives	6	The student is consistently committed, showing a distinctive interest and almost promptly achieving the learning objectives	8	The student is consistently committed with brilliant interest, thus regularly achieving the learning objectives	10
Development	No proved improvement in the learning increase	1	Inadequate improvement in the learning increase	2	Adequate improvement in the learning increase	3	Proper progress in the learning development	4	Brilliant learning development	5
Self-reliance	Inadequate ability in organizing the learning development. The student neither requests support from teachers nor from his/her schoolmates	2	The student shows difficulty in organizing his/her own learning process autonomously. His/her request for external support is poor	4	The student organizes his/her own learning process either supported by teachers or his/her schoolmates, if necessary	6	The student organizes his/her own learning process quite autonomously, resorting the assets provided by his/her teacher	8	The student organizes his/her own learning process autonomously, making use of his/her individually pursued assets	10
Engagement	The student manifests a dropout and a rejecting attitude towards the educational process.	2	Apathetic attitude towards the educational process	4	The student joins the educational process if properly encouraged	6	Spontaneous engagement in the educational process	8	The dynamic engagement in the educational process is reinforced by the student's consistent contribution.	10
Self Evaluation Ability	The student is neither able to ponder on his/her learning process, nor to identify and apply any possible improvement strategy	1	Poor ability in pondering on his/her learning process. Thus, the student identifies and applies the improvement strategies with difficulty.	2	The inadequate ability in pondering on his/her own learning process drives the student to resort the teacher's support so as to identify and apply the improvement strategy.	3	The student manifests a distinctive ability in pondering on his/her learning progress, often properly identifying and applying decisive improvement strategy on his/her own	4	The brilliant ability in pondering on his/her learning progress drives the student to the accurate identification and the consistent fulfillment of the improvement strategy.	5

Final evaluation	Considerably inadequate	Inadequate	Adequate	Distinctive	Excellent	Brilliant
	Up to 12 points	13 - 19 points	20 - 25 points	26 - 31 points	32 - 36 points	37 - 40 points

Test Date: \_\_\_\_\_

Student: \_\_\_\_\_



## Evaluation Grid 1

Concepts: .....

1. unsatisfactory	2. almost satisfactory	3. satisfactory	4. good	5. excellent
The student has not achieved the core concepts	The student has just achieved few core concepts	The student has achieved a consistent range of core concepts	The student has almost achieved all core concepts	The student has achieved all core concepts

### Conceptual Competence

Descriptors

Total score ...../30

The student

Identifies / Classifies / Describes concepts: ..... with support (matching task)	1	2	3	4	5
Identifies / Classifies / Describes concepts: ..... with support (cloze task)	1	2	3	4	5
Identifies / Classifies / Describes concepts: ..... with support (true/false)	1	2	3	4	5
Identifies / Classifies / Describes concepts: ..... with support (multiple choice)	1	2	3	4	5
Identifies / Classifies / Describes concepts: ..... autonomously	1	2	3	4	5
Identifies / Classifies / Describes concepts: ..... Autonomously with creative maps	1	2	3	4	5

## Evaluation Grid 2

Process: .....

Descriptors

Total score ...../10

Identifies / Classifies / Describes concepts with a diagram / frame	1	2	3	4	5
Identifies / Classifies / Describes concepts autonomously	1	2	3	4	5

## Evaluation Grid 3

Identification, individual processing, problem solving:

.....

.....

The student

	1	2	3	4	5
Identifies the situation, arranges hypotheses	The problem is not identified and/or hypotheses are not effectively committed with the problem	The problem is not accurately identified and/or hypotheses are not completely committed with the problem	The problem is not totally identified and/or hypotheses are partly committed with the problem	The problem is partly identified and hypotheses are not completely committed with the problem	The problem is accurately identified and/or hypotheses completely committed with the problem
Identifies and arranges procedures in the context	Procedures are not suitable. They are not correctly joined to the problem	Procedures are partly suitable. They are not effectively joined to the problem	Procedures are not fully suitable. They are partly joined to the problem	Procedures are almost suitable and joined to the problem	Procedures are available and properly applied to the problem
Draws solutions and provides individual ideas	Solutions are not committed with hypotheses and ideas are not appropriate	Solutions are just partly committed with hypotheses and ideas are not effective	Solutions are partly committed with hypotheses and ideas are somehow appropriate	Solutions are almost committed with hypotheses and ideas are partly appropriate	Solutions are consistent with hypotheses and ideas are properly applied

Total score ...../15

## Evaluation Grid 4

Performance: .....

Score

Content

Language

Score	Concepts	Individual evaluation	Accuracy	Fluency Communication
	The student			
5	Has achieved concepts and rules of the topic	Is able to articulate concepts and rules and to provide consistent opinions	Is able to talk with fluency and uses a consistent vocabulary	Is able to widespread ideas about the topic, manifesting critical thinking from different points of view
4	Has almost achieved concepts and rules of the	Is almost able to articulate concepts and rules,	Is almost able to talk with fluency, using an effective	Is able to express ideas with a notable fluency; replies

	topic	providing effective opinions	vocabulary	with confidence
<b>3</b>	Has partly achieved concepts and rules of the topic	Is partly able to articulate concepts and rules and to provide some opinions	Is familiar with the use of basic vocabulary despite some structural mistake	Is almost able to express ideas with a notable fluency, despite some trouble in replying
<b>2</b>	Has just achieved few concepts and rules of the topic	Is able to articulate few concepts and rules and to provide opinions	The poor vocabulary and arrangement of the speech reduce comprehension	Has problems in managing a speech and needs support
<b>1</b>	Has neither achieved concepts nor rules of the topic	Is not able to articulate concepts and rules and to provide any kind of opinions	Is not able to comprehend vocabulary. The missing arrangement does not allow the speech comprehension	Is not able to answer to any question despite the provided support

Content Score ...../10

Language Score ..... /10

Total score: ..... / 20

### Students' Teamwork - self-evaluation

<b>Title of the activity</b>	
<b>Team's members</b>	
<b>Division of tasks</b>	Write down who is in charge of what [how tasks were divided within your group.] Student 1 / 2 / 3 / 4 / 5: ..... .....
<b>Topic</b>	Summarize the work accomplished in your group ..... ..... Did you already have knowledge on the subject? If so, which one? ..... ..... Write down at least two elements that impressed you the most and why. ..... .....
<b>The team</b>	Rate, from 1 to 5, how you collaborated in the group (1 min, 5 max) <b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> How did you find working in the group? ..... ..... How cooperative were you with your group mates? ..... .....






	<p>How do you rate the organization of group work?</p> <p>.....</p> <p>.....</p> <p>Indicate two aspects of group work which need to be improved (e.g. loss of time, sharing of material etc.).</p> <p>.....</p> <p>.....</p>
<p><b>You in the team</b></p>	<p>What was your contribution to the group work?</p> <p>.....</p> <p>.....</p> <p>What impressed you most about this activity? Why?</p> <p>.....</p> <p>.....</p> <p>What would you not do again or change? Why?</p> <p>.....</p> <p>.....</p>
<p><b>Final outcome</b></p>	<p>Rate, from 1 to 5, the final outcome (1 min, 5 max)</p> <p><b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b></p> <p>What do you consider to be the strength of the work?</p> <p>.....</p> <p>.....</p> <p>What do you consider to be the weak point of the work?</p> <p>.....</p> <p>.....</p> <p>Evaluate the work in terms of its originality and precision of execution.</p> <p>.....</p> <p>.....</p>
<p><b>Evaluation of the team</b></p>	<p>Write down the evaluation you have agreed upon (it can also be the average of individual judgements) of your final product (1 min, 5 max)</p> <p><b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b></p>

# SECTION 3:






## MANAGING BEHAVIOR

- Recognition Board for Students
- Recognition Board for Teachers
- Note cards for Parents' school involvement

### RECOGNITION BOARD FOR STUDENTS

1=minimum	5=maximum	1	2	3	4	5
	Involvement in the school activities					
	Accurate communication					
	Learning process involvement					
	Following behavioral rules					
	Focusing on school and home activities with no distractions					

## RECOGNITION BOARD FOR TEACHERS

Classroom <hr/> STUDENTS	Involvement in the school activities  	Accurate communication  	Learning process involvement  	Following behavioral rules  	Focusing on school and home activities with no distractions  

## Note cards – for Parents’ school involvement



### Note card

- 
- He/She took part in the activity without distractions
  - He/She did the homework in an excellent way
  - He/She silently worked in group
  - He/She attentively listened to the teacher
  - He/She patiently waited his/her turn

*Parent's signature*

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Teacher.....  
Subject.....  
School.....  
email.....



### Note card

- 
- He/She took part in the activity without distractions
  - He/She did the homework in an excellent way
  - He/She silently worked in group
  - He/She attentively listened to the teacher
  - He/She patiently waited his/her turn

*Parent's signature*

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Teacher.....  
Subject.....  
School.....  
email.....



### Note card



- He/She didn't take part in the activities
- He/She didn't do the homework
- He/She disrupted the class
- Unacceptable behavior towards the teacher
- Unacceptable behavior towards the mates

*Parent's signature*



Teacher.....  
 Subject.....  
 School.....  
 email.....



### Note card

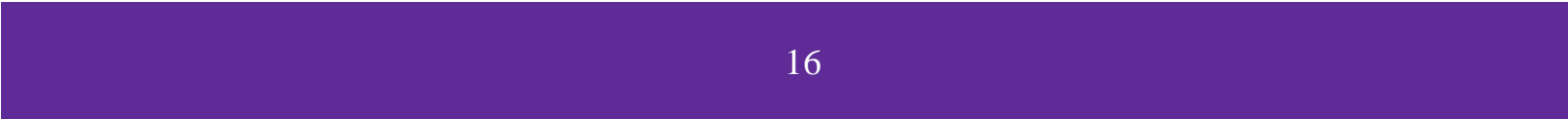


- He/She didn't take part in the activities
- He/She didn't do the homework
- He/She disrupted the class
- Unacceptable behavior towards the teacher
- Unacceptable behavior towards the mates

*Parent's signature*



Teacher.....  
 Subject.....  
 School.....  
 email.....

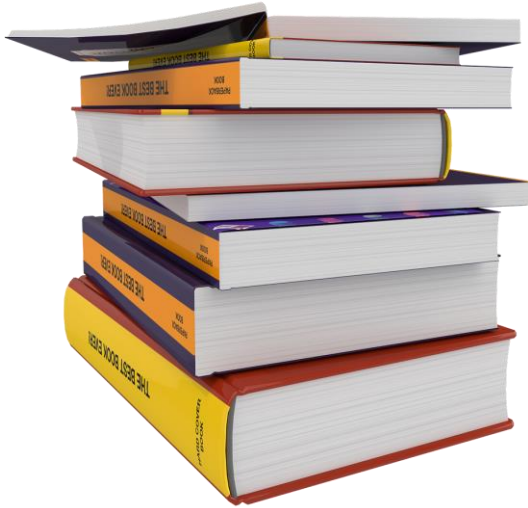




# SECTION 4:

## QUESTIONNAIRE FOR PARENTS

Annex to Student Portfolio



This questionnaire is a tool for self-assessment of the degree to which parents are involved in their children's schooling and school's inclusiveness.

Parents are asked to answer 20 short questions by simply crossing out "yes" or "no".

Parent's  
information

Full name.....

Phone number.....

email.....

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# Questionnaire for parents

Dimension: parents and children

	YES	NO
1. My child feels confident when talking to me	<input type="checkbox"/>	<input type="checkbox"/>
2. My child informs me about the activities developed at school	<input type="checkbox"/>	<input type="checkbox"/>
3. My child informs me about whatever happens at school	<input type="checkbox"/>	<input type="checkbox"/>
4. I support my child in his/her homework	<input type="checkbox"/>	<input type="checkbox"/>
5. I talk to my child about future job opportunities	<input type="checkbox"/>	<input type="checkbox"/>
6. I talk to my child about his/her attitudes	<input type="checkbox"/>	<input type="checkbox"/>
7. I talk to my child about social problems	<input type="checkbox"/>	<input type="checkbox"/>
8. I share plenty of time with my child	<input type="checkbox"/>	<input type="checkbox"/>
9. I learn with my child	<input type="checkbox"/>	<input type="checkbox"/>
10. My child involves me in his/her educational process and in the initiatives promoted by this school	<input type="checkbox"/>	<input type="checkbox"/>

# Questionnaire for parents

Dimension: parents and school

	YES	NO
1. All families are equally important to the teachers at school	<input type="checkbox"/>	<input type="checkbox"/>
2. The school communicates with parents via formal and informal ways	<input type="checkbox"/>	<input type="checkbox"/>
3. The school helps my child when he/ she needs support	<input type="checkbox"/>	<input type="checkbox"/>
4. If anyone bullied my son, I know that the school would help	<input type="checkbox"/>	<input type="checkbox"/>
5. The school enhances the strengths of my child	<input type="checkbox"/>	<input type="checkbox"/>
6. When my child is given a task, he/she usually understands what he/she has to do	<input type="checkbox"/>	<input type="checkbox"/>
7. The school promotes inclusiveness by activities which involve the participation of parents, school staff and students	<input type="checkbox"/>	<input type="checkbox"/>
8. The school is aware of my child's needs for his/her future job or education	<input type="checkbox"/>	<input type="checkbox"/>
9. The school clearly communicates its objectives and proposals to students and parents	<input type="checkbox"/>	<input type="checkbox"/>
10. My child feels involved in the educational process and in the initiatives promoted by this school	<input type="checkbox"/>	<input type="checkbox"/>

# Questionnaire for parents

## Open-ended questions

The two things I like the most in my child's school are:

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What I don't really like about my child's school is:

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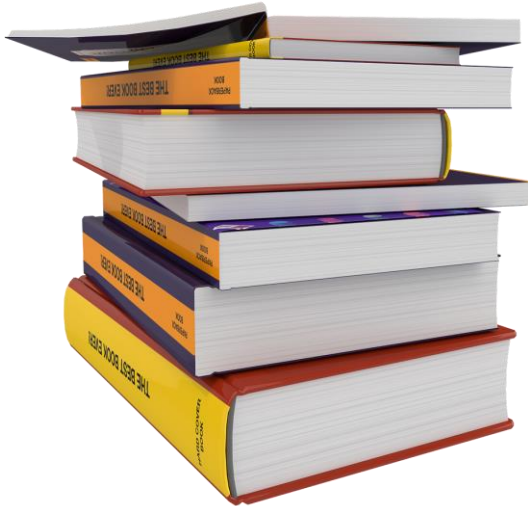
### Career Guidance

STUDENT	PARENTS	SCHOOL
<ul style="list-style-type: none"> <li>• My interests .....</li> <li>• My purposes .....</li> <li>• My attitude .....</li> <li>• What I have learnt .....</li> <li>• My relationship with my parents .....</li> <li>• My relationship with my friends / schoolmates .....</li> <li>• The activities in which I have the best performance .....</li> <li>• My talents .....</li> <li>• My competences .....</li> </ul>	<ul style="list-style-type: none"> <li>• The child's interests.....</li> <li>• The most attractive activities to my child .....</li> <li>• His / Her attitudes .....</li> <li>• The prevailing features of his / her personality .....</li> <li>• The achieved competences .....</li> <li>• The achieved behavior .....</li> <li>• The learning abilities my child has effectively achieved .....</li> <li>• The teachers' guidelines .....</li> <li>• The effect of the educational proposal .....</li> </ul>	<ul style="list-style-type: none"> <li>• The child's interests.....</li> <li>• The most attractive activities to the child .....</li> <li>• His / Her attitudes .....</li> <li>• The prevailing features of his / her personality with others .....</li> <li>• The achieved competences .....</li> <li>• The learning abilities the child has effectively achieved .....</li> <li>• The parents' guidelines and involvement .....</li> <li>• The effect of the educational proposal .....</li> </ul>

# SECTION 5:

## CERTIFICATIONS' LIST

Annex to Student Portfolio



The following list provides a possible collection of certifications that students can obtain. It should not be considered an exhaustive list: it is just a tool to visualise the students' achievements in formal and non-formal education.

Students are invited to tick the box of the certificate/s acquired, simply crossing out "yes" or "no", bearing in mind that the list must be periodically updated.

Student's information

Full name.....

School.....

Grade.....

email.....

# Certifications

## Extracurricular activities organized by the school – Certificates

*Tick the Certifications you hold (no limited number required) – Specify date and level (where applicable)*

		DATE	LEVEL
<input type="checkbox"/>	1. Foreign language Certification	_____	_____
<input type="checkbox"/>	2. ICT Certification	_____	_____
<input type="checkbox"/>	3. (Other) _____	_____	_____
<input type="checkbox"/>	4. (Other) _____	_____	_____
<input type="checkbox"/>	5. (Other) _____	_____	_____
<input type="checkbox"/>	6. (Other) _____	_____	_____
<input type="checkbox"/>	7. (Other) _____	_____	_____
<input type="checkbox"/>	8. (Other) _____	_____	_____
<input type="checkbox"/>	9. (Other) _____	_____	_____
<input type="checkbox"/>	10. (Other) _____	_____	_____

# Certifications

## Personal certificates

*Tick the Certificates you hold (no limited number required) – Specify date and level (where applicable)*

	DATE	LEVEL
<input type="checkbox"/> 1. Apprenticeship		
_____	_____	_____
_____	_____	_____
<input type="checkbox"/> 2. Art and Culture	DATE	LEVEL
_____	_____	_____
_____	_____	_____
<input type="checkbox"/> 3. Sport	DATE	LEVEL
_____	_____	_____
_____	_____	_____
<input type="checkbox"/> 4. Music	DATE	LEVEL
_____	_____	_____
_____	_____	_____
<input type="checkbox"/> 5. Competitions (Art, Sport, Literary, etc.)	DATE	LEVEL
_____	_____	_____
_____	_____	_____

6. Voluntary work

DATE

LEVEL

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Active Citizenship work

DATE

LEVEL

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Publishing (Articles, tales, novels, etc.)

DATE

LEVEL

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. (Other)

DATE

LEVEL

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Certifications

## Other Certificates

*Tick the Certificates you hold (no limited number required)*

	YES	NO
1. ECDL	<input type="checkbox"/>	<input type="checkbox"/>
2. Educational workshops	<input type="checkbox"/>	<input type="checkbox"/>
3. English Certification of Competences: Council of Europe level B1	<input type="checkbox"/>	<input type="checkbox"/>
4. English Certification of Competences: Council of Europe level B2	<input type="checkbox"/>	<input type="checkbox"/>
5. Erasmus+ OLS	<input type="checkbox"/>	<input type="checkbox"/>
6. Erasmus+ Projects Participation	<input type="checkbox"/>	<input type="checkbox"/>
7. First Aid courses	<input type="checkbox"/>	<input type="checkbox"/>
8. Hackathon	<input type="checkbox"/>	<input type="checkbox"/>
9. Health Education courses	<input type="checkbox"/>	<input type="checkbox"/>
11. Literary competition	<input type="checkbox"/>	<input type="checkbox"/>
12. National English Language competition	<input type="checkbox"/>	<input type="checkbox"/>
13. Olympic Games of Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
14. Olympic Games of Math	<input type="checkbox"/>	<input type="checkbox"/>
15. Olympic Games of Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
16. Pathways for Transversal Skills and Orientation	<input type="checkbox"/>	<input type="checkbox"/>

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17. School initiatives

18. Sports competition

19. Stages

20. Students Representative Task

21. Other

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# SECTION 6:

## SUPPORTING MATERIAL

### CURRICULAR AND EXTRACURRICULAR CERTIFICATION EXAMPLES:

[https://docs.google.com/document/d/1dAXy8nzlzuwrWvy0jkeBJ0F07e\\_JJD2x/edit](https://docs.google.com/document/d/1dAXy8nzlzuwrWvy0jkeBJ0F07e_JJD2x/edit)

### CLASS TEMPLATES:

<https://drive.google.com/drive/folders/1UIWTobqsUxc0T-1ZKM4h8Y2obOWI6WO5?usp=sharing>

### AN ACTION PLAN TEMPLATE FOR TEACHERS:

[https://docs.google.com/document/d/1eBA9YjHoYv\\_IKZT89IrYNgIW0LRPPgWI/edit?usp=sharing&ouid=104491534404121882221&rtpof=true&sd=true](https://docs.google.com/document/d/1eBA9YjHoYv_IKZT89IrYNgIW0LRPPgWI/edit?usp=sharing&ouid=104491534404121882221&rtpof=true&sd=true)