

## Theme: ILP – Individual Learning Plans (ILP)

Fronter 82

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### **New additions to volume 82 of this document:**

- End of year – new tutor has access to his/her students ILP

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## Introduction

This document deals with ILP (Individual Learning Plans) in Fronter. This is a useful tool for teachers to enable them to follow students' progress more closely. It makes it easy for teachers to plan, organise and carry out conversations/tutorials with the students/pupils. Teachers who have shared responsibilities for a course, subject or a class (a typical subject teacher) can enter their assessments of the student/pupil in this tool and have easy access to work that the students/ pupils have carried out.

The tutor teacher will get the total overview of all assessments given by subject teachers on "their" students/pupils and they also have the possibility to give their own assessments. Students/pupils can give their self reflection, comments and input as well.

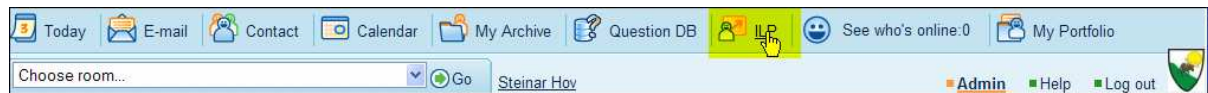
Fronter is continually developing and improving. Consequently, you may find some discrepancies between documentation and application. This guide was written for Fronter 82

We hope you find this guide useful.

Lillehammer, June 2008  
Steinar Hov/Ingun Vaglid

## The ILP-tool

This tool can be placed in the personal tool-list:



## Administrator's preparatory tasks

In this section we describe the tasks that the *administrator* must perform or check so that the ILP can be used by tutors/mentors and subject teachers.

Two new rights must be added in the admin-module; this is carried out under *Settings regarding the whole building*. These setting can only be carried out by the Top administrator.

310 Enable Individual learning plan (ILP) tool

316 Extend contact rights with tutor and subject teacher (if you are already using the Absence tool this setting will already have been activated).

|  |    |
|--|----|
| Extend contact rights with contact teacher and subject teacher | On |
|--|----|

For teachers to be able to view and comment on their students/ pupils, they must have the appropriate rights for their groups. The administrator needs to make sure that the correct rights have been awarded, either by importing students and teachers or by carrying these out manually.

## Subject teacher rights:

To enable the subject teachers to write an evaluation on their pupils/students they must have the right *Subject teacher* for this group of pupils/students.

You can do this by first highlighting the relevant subject group (that contains the pupils/students). Then you must select *Give others access in this org.unit*:

| Name                                   | Contact access  | Room access |                        |
|--|-----------------|-------------|------------------------|
| <input type="checkbox"/> Art C1001 (T) | Subject teacher | No access   | <a href="#">Modify</a> |
| <input type="checkbox"/> Art C1001 (P) | View contacts   | No access   | <a href="#">Modify</a> |

In the drop down menu you must then select the group that contains the correct subject teacher:

Org. unit Settings Tools Absence, grades and order

Art C1001 (P)

Select the org.unit(group) that should have access to Art C1001 (P):

The organisation unit: -> Art C1001 (T)

Choose the type of access the org.unit (group) should have:

Contact access Subject teacher

Room access:

Save Cancel

In this example the group with subject teacher is called Art C1001 (T), and you now give this group the contact access *Subject teacher*. It should appear like this:

Org. unit Settings Tools Absence, grades and order New org. unit

Art C1001 (P) [Modify](#) [Move](#) [Delete](#)

Created by: Steinar Hov

Allow to create sub: groups

Description:

Members

There are 0 members in this group. [Import members](#) [Import e-mail accounts](#) [Resign](#) [Enrol](#)

Access rights [Give others access in this org.unit](#)

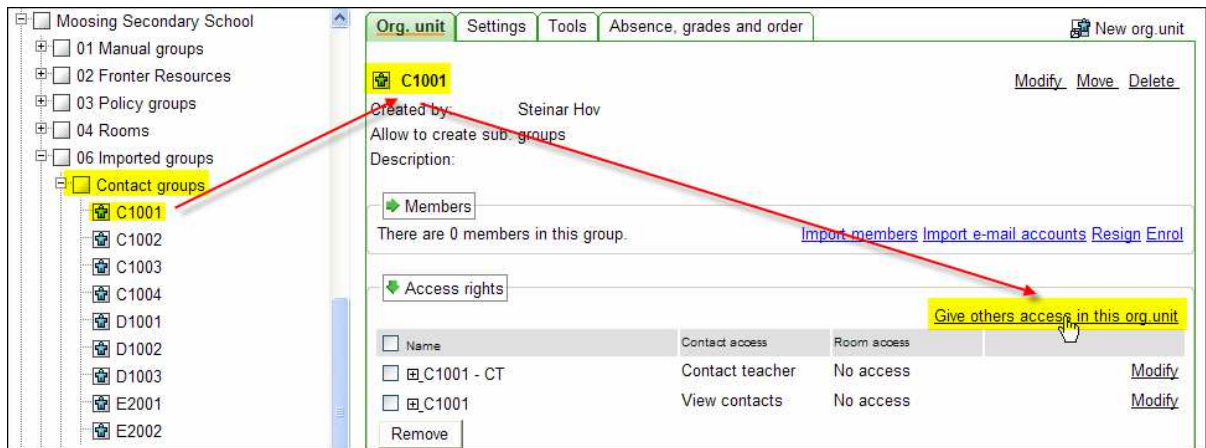
| <input type="checkbox"/> Name          | Contact access  | Room access |                        |
|--|-----------------|-------------|------------------------|
| <input type="checkbox"/> Art C1001 (T) | Subject teacher | No access   | <a href="#">Modify</a> |
| <input type="checkbox"/> Art C1001 (P) | View contacts   | No access   | <a href="#">Modify</a> |

Remove

### Tutor rights:

To enable tutors to write an evaluation/assessment and read the comments from the subject teachers to their contact pupils they have to have the right *Tutor* for their contact/student groups.

First you select the correct student/pupil group (here: C1001) and then *Give other access in this org.unit*:



Then you have to locate the group that contains Tutor and assign it the right *Tutor*.

Choose the type of access the org.unit (group) should have:

Contact access:

Room access:

## Access rights needed be able to set up a conversation template (ILP).

It is normal for an administrator to prepare for the ILP or Conversation to be carried out during a school year. This may consist of 2 mandatory conversations during the school year. An administrator does not need any additional access right to do this and to assign it to all students/pupils and subject teachers and tutors.

All teachers are able to create a conversation template without having any extra access right beyond what is normal in Fronter for a teacher. But they can only make them accessible to groups they have View contacts rights on (default on all groups you are member of).

We recommend that the administrator set up this conversation template with agreement of the lay out and texts from the teachers.


### Example:

Contact group: C1001


Contact teacher: C1001 - CT

Subject teacher group in Art for these pupils: Art C1001 (T)


If the contact teacher wants to create an ILP/Conversation, and wants to invite the subject teacher in Art to give an evaluation/assessment of common pupils/student he needs to be able to “see” the subject teacher. Below you will see how the setting should be:

[Org. unit](#) | [Settings](#) | [Tools](#) | [Absence, grades and order](#)  [New org. unit](#)


---

 **Art C1001 (T) Subject teacher** [Modify](#) [Move](#) [Delete](#)

Created by: Steinar Hov  
 Allow to create sub: groups  
 Description:

 **Members**

There are 0 members in this group. [Import members](#) [Import e-mail accounts](#) [Resign](#) [Enrol](#)

 **Access rights** [Give others access in this org. unit](#)

| <input type="checkbox"/> Name                                  | Contact access | Room access |                        |
|--|----------------|-------------|------------------------|
| <input type="checkbox"/> Art C1001 (T)                         | View contacts  | No access   | <a href="#">Modify</a> |
| <input type="checkbox"/> Art C1001 - CT <b>Contact teacher</b> | View contacts  | No access   | <a href="#">Modify</a> |

## Creating a basis for ILP

Once the administrator has carried out the tasks mentioned above, the tool is ready to use. In primary, secondary and high schools this tool is typically used for assessments and/or parents' evenings and as a tool for collaboration between teachers regarding individual students. For university it is mainly used to create the students development plan.

Choose *New conversation template*:

Where am I? [List of conversation templates](#)

Conversation templates [New conversation template](#)

Select status: all

| <input type="checkbox"/> | title | description | created by | status |
|--------------------------|-------|-------------|------------|--------|
|--------------------------|-------|-------------|------------|--------|

[edit properties](#) [delete](#) [copy](#)

1. **Title:** Give the Conversation a title and a description if you like. Examples of a title could be: "Conversation spring 2007", a description could be: "In the presence of pupil/student and parents", "Basis for a work-plan".
2. **Customise opening hours:** choose whether the tutorial base should always be open. If you select closed you must enter in order to open it when the time is right (the conversation will be on display in the ILP overview, but it cannot be opened). You can also select *Customise opening hours*, so the system controls when the conversation is to be accessible. If an administrator creates conversations that are mandatory during the school year it is good to have this last option.
3. **Assessment form:** Here you create a form for subject teacher, tutor and student/ pupil to use, to give assessment and information prior to a (verbal) conversation. The fields 1,2 etc. are used to define the headings of the columns in the form that is to be used. Fronter has created some pre-defined headings that you may alter yourself. It may also be desirable for the pupil/ student to be able to give feedback or write own comments. Place a tick in the field *Write access for student* where this is desirable. In all the other columns the pupil/ student will only be able to *read* the teachers' comments.

Where am I? [List of conversation templates](#)

Conversation templates

**title:** (1)

**description:**

---

➤ **Customise opening hours** (2)

Select opening time:

Always open

Closed

Customise opening hours

---

➤ **Assessment form** (3)

**Enable assessment form**

Enter column headings for the assessment form. Each page contains of maximum 4 headings.

| Headings  | Write access for student            |
|---|-------------------------------------|
| 1 <input type="text" value="Short term goals"/>   | <input type="checkbox"/>            |
| 2 <input type="text" value="Long term goals"/>    | <input type="checkbox"/>            |
| 3 <input type="text" value="Students' comments"/> | <input checked="" type="checkbox"/> |
| 4 <input type="text"/>                            | <input type="checkbox"/>            |

**Add more headings**

4. **Date:** Choose a date for when the different basis you select are to be displayed. This means you enter from which date the *Final assessment portfolio*, *Result matrix*, *Absence and Grades* are to be displayed. You will normally just want to see data that have been added since the previous conversation leading up to the current conversation. Here you select those bases that are to be accessible in the ILP. You will then be able to view for instance absence and marks without having to switch to the *Absence* tool; everything is accessible inside the ILP- tool. You select those bases you think you will need for the assessment and during the conversation.
5. **Summary form:** By selecting this option you create a form that is to be used during the verbal conversation. This becomes a form where you as a teacher together with the pupil/ student (possibly parents) make notes about what you have decided and agreed upon during the conversation. Some examples could be: "This is what we have agreed upon", "Teacher is responsible for", "Pupil/ student is responsible for", "Short- term goals", "Long- term goals" etc.

**➤ Elements (4)**

Set dates for when elements should be collected:

**from date (dd-mm-yyyy):**  ▼

**to date (dd-mm-yyyy)**  ▼

Select elements for your conversation template:

Absence       Grade       Behaviour

Portfolio       Learning goals       Result matrix

**➤ Summary form (5)**

**Enable summary form**

**Choose display mode:**           

**Area:1**

Write headings for the summary form:

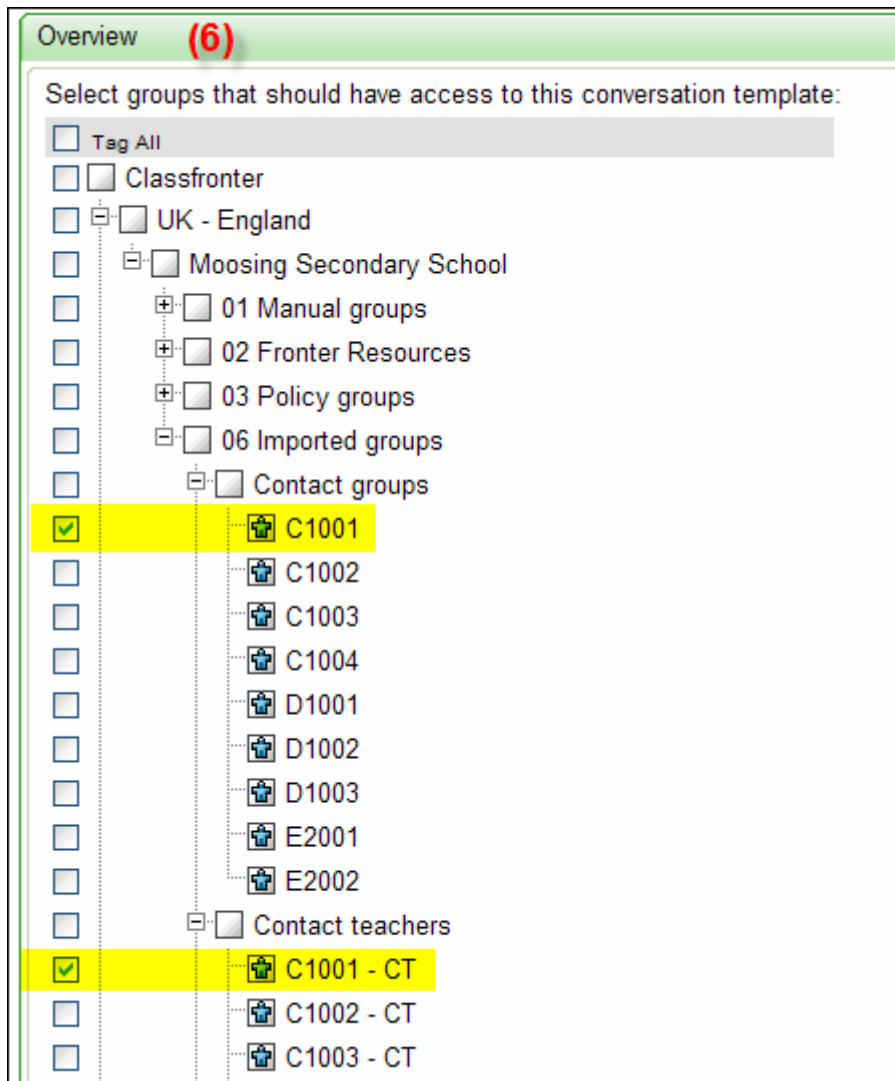
1

2

3

4

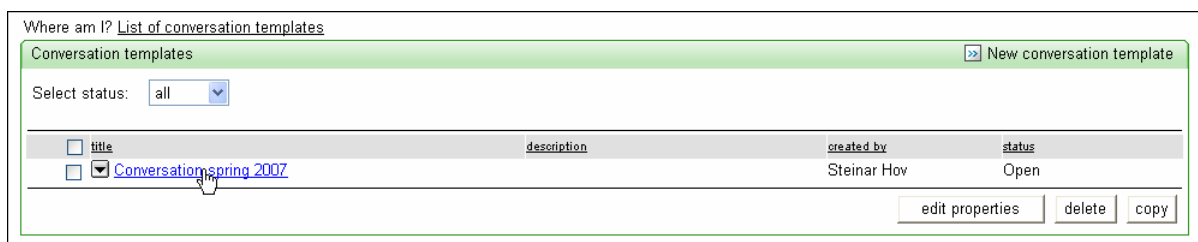
6. *Select groups that should have access to this conversation template.* An administrator will thus recognise the group structure (org. unit structure) that lies in the admin- module. Everybody who creates a conversation will be able to view all the groups where they have the access right *View contacts*. This is standard right in those groups where they are members themselves. If a teacher is to be able to create a conversation for other groups as well, he/she must have the access right *View contacts* or higher for these groups (subject teacher-right and tutor-right is higher)



**Note** you must place a tick for *all* the groups you want to allow access to the conversation base. There is no “inheritance” downwards in the hierarchy by ticking a superior group.

You finish by selecting *Save*. The conversation can now be accessed in *View* under the ILP-tool.

When everything above is set, then the teachers and students can access the conversation template from their ILP tool in the personal tool bar:



## Assessment form

If the creator of the conversation base placed a tick for *Assessment form* this will be where you start when you click on the title:



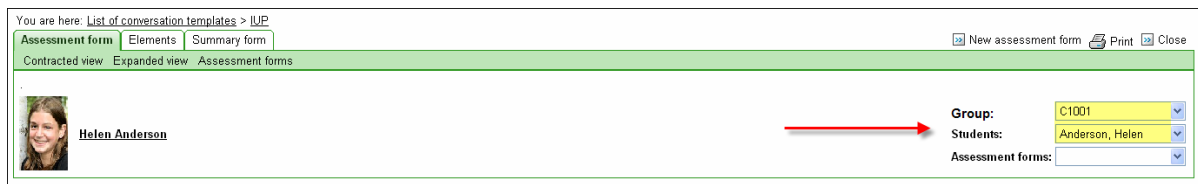
You are here: [List of conversation templates](#)

Conversation templates New conversation template

Select status: All

| <input type="checkbox"/> Title                                      | Description | Created by               | Status |
|---|-------------|--------------------------|--------|
| <input type="checkbox"/> Individual learning plan                   |             | Ingun Vaglid             | Open   |
| <input checked="" type="checkbox"/> Conversation autumn 2006        |             | UK Admin                 | Open   |
| <input checked="" type="checkbox"/> <b>Conversation autumn 2006</b> |             | Administrator Moosing SS | Open   |
| <input type="checkbox"/> IUP  |             | Hilde Rognan             | Open   |


In the drop down menu for users or groups you will find those pupil-/student groups where you are subject or tutor:



You are here: [List of conversation templates](#) > [IUP](#)

Assessment form | Elements | Summary form New assessment form | Print | Close

Contracted view | Expanded view | Assessment forms

 **Helen Anderson**

Group: C1001

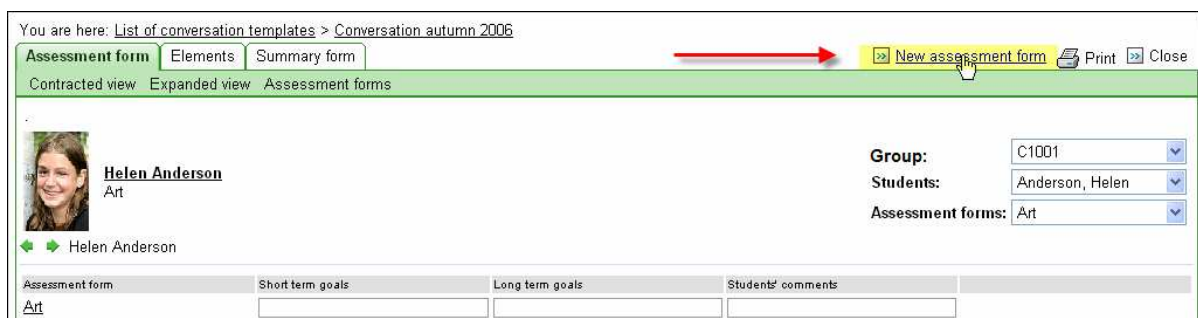
Students: Anderson, Helen

Assessment forms:

### Note!

Administrator will not be able to write evaluations on any pupil/student. as long as they don't have subject teacher or tutor access.


Since you often need a number of forms (one for each subject or topic etc), each teacher creates his/her form by clicking on *New assessment form*:



You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form New assessment form | Print | Close

Contracted view | Expanded view | Assessment forms

 **Helen Anderson**  
Art

Group: C1001

Students: Anderson, Helen

Assessment forms: Art

Helen Anderson

| Assessment form | Short term goals | Long term goals | Students' comments |
|-----------------|------------------|-----------------|--------------------|
| Art             |                  |                 |                    |

Choose a sensible title for the assessment form. This will be accessible in the drop down menu *Assessment forms*. It may be appropriate to use subject names like Maths, 1MA, English, Social competence etc.

**Note** that a *contact teacher* will be able to view all forms from *subject teachers* for their tutor/mentor group of pupils/students. A *subject teacher* will only be able to see his/her own forms.

In the screen below you will see a form where a teacher is to fill in assessment information for English.

1, 2 and 3 are the headings that were predefined when you created the conversation.

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form

Contracted view | Expanded view | Assessment forms

Mathematics

Gruppe: C1001  
 Students: All  
 Assessment forms: Mathematics

| Name              | Short term goals (1)           | Long term goals (2)                      | Students' comments (3)               |
|-------------------|--------------------------------|--|--------------------------------------|
| Helen Anderson    | You need to practice fraction! | Fractions including a mix of numbers and | I have improved on simple fractions! |
| John Berry        |                                |  |                                      |
| Sylvia Braxton    |                                |  |                                      |
| Michael Broadbent |                                |  |                                      |
| Ann Brown         |                                |  |                                      |
| Fiona Laurel      |                                |  |                                      |
| Frank Lindstone   |                                |  |                                      |
| Don Macallen      |                                |  |                                      |
| Phil Maclean      |                                |  |                                      |
| Cathy Mondavi     |                                |  |                                      |

Click cells to edit

Save Cancel

There are several ways to fill in an evaluation form:

### Contracted view

This is the easiest display to use if the teacher wants to write a short description/assessment on each pupil/student.

Click in a text field for a student – it will expand for better typing, and Save.


You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form

Contracted view | Expanded view | Assessment forms

Helen Anderson  
Mathematics

Gruppe: C1001  
 Students: All  
 Assessment forms: Mathematics

| Name  | Short term goals               | Long term goals                                    | Students' comments |
|---|--------------------------------|--|--------------------|
| Helen Anderson<br> | You need to practice fraction! | Fractions including a mix of numbers and variables |                    |
| John Berry  |                                |  |                    |
| Sylvia Braxton  |                                |  |                    |
| Michael Broadbent   |                                |  |                    |
| Ann Brown   |                                |  |                    |
| Fiona Laurel  |                                |  |                    |
| Frank Lindstone   |                                |  |                    |
| Don Macallen  |                                |  |                    |
| Phil Maclean  |                                |  |                    |
| Cathy Mondavi   |                                |  |                    |

Click cells to edit

Save Cancel


### Expanded view

This display gives you one and one student at the time, and an overview of all assessment forms for the selected student.

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form | [New assessment form](#) | [Print](#) | [Close](#)

Contracted view | **Expand view** | Assessment forms



**Helen Anderson**  
Mathematics

➤ ➤ Helen Anderson

Headings

|                    |  |
|--------------------|--|
| Short term goals   | You need to practice fraction!                     |
| Long term goals    | Fractions including a mix of numbers and variables |
| Students' comments |  |

Click cells to edit

Gruppe: C1001

Students: Anderson, Helen

Assessment forms: Mathematics


[Save](#) [Cancel](#)

- Click on a field and it will expand substantially:

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form | [New assessment form](#) | [Print](#) | [Close](#)

Contracted view | **Expanded view** | Assessment forms



**Helen Anderson**  
Mathematics

➤ ➤ Helen Anderson

Headings

|                    |  |
|--------------------|--|
| Short term goals   | You need to practice fraction!                     |
| Long term goals    | Fractions including a mix of numbers and variables |
| Students' comments |  |

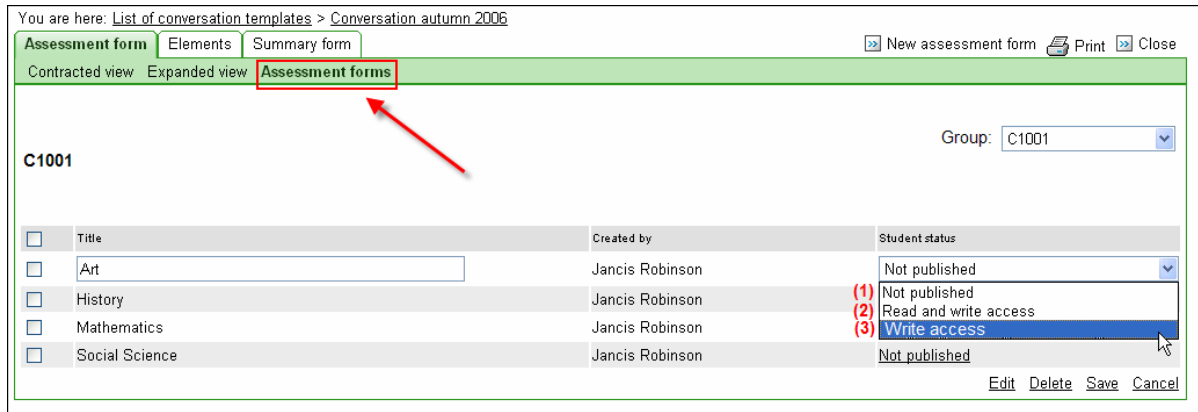
Gruppe: C1001

Students: Anderson, Helen

Assessment forms: Mathematics

## Publishing assessment form to students

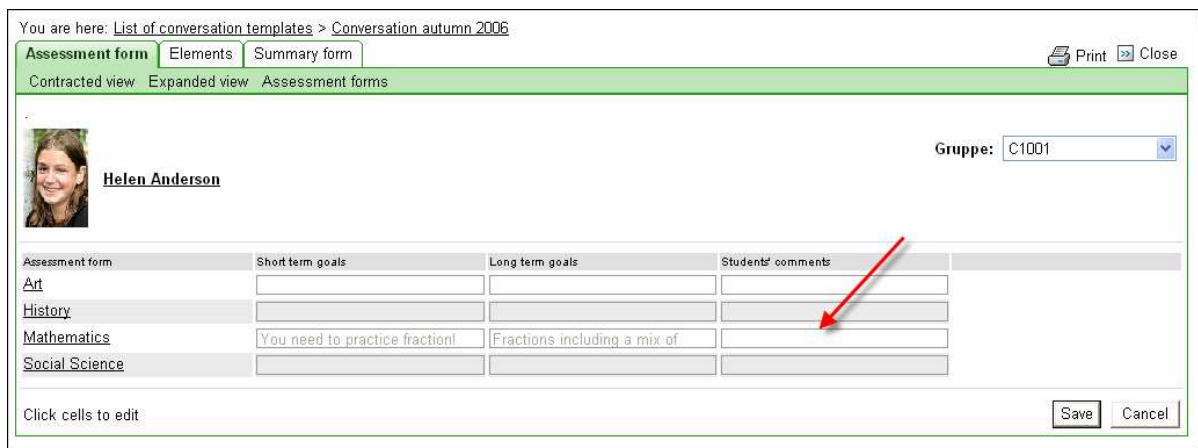
When the teacher types in the fields Short term goals etc. it is invisible to the students (1). The final assessment form is made visible to the students in to two ways from the menu **Assessment forms**:



(2): The student can read the text in the fields *Short term goals* and *Long term goals*. The students can also write his/her comments in the field *Students' comments*.

(3): The teacher's comments are invisible to the student, but the student can write his/her comments in the field *Students' comments*.

For a student an assessment form may look like this:



The two fields *Short term goals* and *Long term goals* are *readable* to the student, but the field *Students' comments* is *writable*. Here the student can write his/her comments to this conversation.

It can look like this:



**Helen Anderson**

Gruppe: C1001

| Assessment form       | Short term goals               | Long term goals                                    | Students' comments                   |
|-----------------------|--------------------------------|--|--------------------------------------|
| <u>Art</u>            |                                |  |                                      |
| <u>History</u>        |                                |  |                                      |
| <u>Mathematics</u>    | You need to practice fraction! | Fractions including a mix of numbers and variables | I have improved on simple fractions! |
| <u>Social Science</u> |                                |  |                                      |

Click cells to edit

Save Cancel


## Printing the assessment forms

By selecting the printer symbol in the upper right hand corner you can print out the assessment forms:

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form

Contracted view | Expanded view | Assessment forms

New assessment form  Close

**Helen Anderson**  
Mathematics

Gruppe: C1001  
Students: All  
Assessment forms: Mathematics

| Name              | Short term goals               | Long term goals              | Students' comments        |
|-------------------|--------------------------------|------------------------------|---------------------------|
| Helen Anderson    | You need to practice fraction! | Fractions including a mix of | I have improved on simple |
| John Berry        |                                |                              |                           |
| Sylvia Braxton    |                                |                              |                           |
| Michael Broadbent |                                |                              |                           |
| Ann Brown         |                                |                              |                           |
| Fiona Laurel      |                                |                              |                           |
| Frank Lindstone   |                                |                              |                           |
| Don Macallen      |                                |                              |                           |
| Phil Maclean      |                                |                              |                           |
| Cathy Mondavi     |                                |                              |                           |

Click cells to edit

Save Cancel

Before the form is printed you will get a preview. The printer button is placed to the right:

 Print

 **C1001**  
Mathematics

| Name              | Short term goals               | Long term goals                                    | Students' comments                   |
|-------------------|--------------------------------|--|--------------------------------------|
| Helen Anderson    | You need to practice fraction! | Fractions including a mix of numbers and variables | I have improved on simple fractions! |
| John Berry        |                                |  |                                      |
| Sylvia Braxton    |                                |  |                                      |
| Michael Broadbent |                                |  |                                      |
| Ann Brown         |                                |  |                                      |
| Fiona Laurel      |                                |  |                                      |
| Frank Lindstone   |                                |  |                                      |
| Don Macallen      |                                |  |                                      |
| Phil Maclean      |                                |  |                                      |
| Cathy Mondavi     |                                |  |                                      |

Parent signature

Student's signature

 Print


## Send as e-mail

These assessment forms can be sent as an e-mail attachment. First you select a pupil's/student's name from the drop down menu:

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | Summary form | [New assessment form](#) | [Print](#) | [Close](#)

Contracted view | Expanded view | Assessment forms

 **Helen Anderson**  
C1001  
Mathematics

Gruppe: C1001  
Students: Anderson, Helen  
Assessment forms: All

← → Helen Anderson

| Assessment form                | Short term goals     | Long term goals       | Students' coo |
|--------------------------------|----------------------|-----------------------|---------------|
| <a href="#">Art</a>            |                      |                       |               |
| <a href="#">History</a>        |                      |                       |               |
| <a href="#">Mathematics</a>    | You need to practice | Fractions including a | I have imp    |
| <a href="#">Social Science</a> |                      |                       |               |

Click cells to edit

[Send as email](#) | [Save](#) | [Cancel](#)

*Send as e-mail* is placed at the bottom of the page.

The E-mail in Fronter starts up, the form becomes an attachment, and you can enter or search for an e-mail address:



## Elements:

The tab next to Assessment form is called Elements. You will find a report (read only) of existing tools you have used in Fronter. The administrator has made them available in the conversation template. These tools are mirror of tools in rooms and personal rooms in Fronter, so you don't have to leave the ILP tool to get access to evidence of the students work.

You will see below the Final assessment portfolio belonging to Helen regarding one of the learning goals:

The screenshot shows the 'Final assessment' tab in Fronter. At the top, there are tabs for 'Statistics', 'Result matrix', 'Final assessment' (selected), 'Learning goals', and 'Details'. Below the tabs, there is a 'Date:' section with 'From: 2006-10-23' and 'To: 2006-10-24' (format: yyyy-mm-dd). Below that is a 'Learning goals:' section with a dropdown menu showing 'Fractions - simple expressions' and a 'View' button. The main content area is divided into four sections: 'Work', 'My final note', 'Teachers note', and 'Evaluation'. The 'Work' section shows a list of items with a checkbox for 'Title' and a checked checkbox for 'On simple fractions'. Below the list are links for 'Read comments', 'Delete', and 'Download'. The 'My final note' section shows 'No final note entered' and an 'Edit' link. The 'Teachers note' section shows 'No teachers note'. The 'Evaluation' section shows 'Not evaluated'.

Under the option Final assessment portfolio in ILP it will look like this:

**Work**



Title



On simple fractions

[Read comments](#) [Delete](#) [Download](#)

**My final note**

[Edit](#)

This was very easy - yes! :-)

**Teachers note**

No teachers note

**Evaluation**


Not evaluated

## Summary form

We have now arrived at the actual pupil/student conversation. Search for or select a pupil/student from the drop down menu. You can quickly navigate through the pupil/student group by using the *Previous* and *Next* buttons. If photos of the pupils/students have been uploaded in the contact card this will also be displayed on the screen and in the printout of the conversation:

You are here: [List of conversation templates](#) > [Conversation autumn 2006](#)

Assessment form | Elements | **Summary form** Print Close

  
Helen Anderson

Gruppe: C1001


Students: Anderson, Helen

**Status on goals from last conversation**


Helen shows great improvement in most of the subjects. She always hand in her exercises at correct times.....

Send as email Save Cancel

You can choose to print the summary of the review:

 Print

**Summary form**




---

**Selected group** C1001  
**Selected user** Helen Anderson  
**Print date** 2007-04-27

**Status on goals from last conversation**

Helen shows great improvement in most of the subjects. She always hand in her exercises at correct times.....

---



---




---



---

Parent signature
Student's signature


 Print

or send it as an e-mail attachment:

**Send Attachment:**

Details

Title

 ILP\_Summary form.html

## Next school year with new tutor

The ILP is saved in Fronter until it will be deleted by the administrator (the creator/owner). Since the ILP tool is a personal tool, the teachers and the students will have access to all their ILPs as long as they have a login to Fronter.

The students new tutor will have access to his/her students ILPs.

The tutor and the students will have read access to a closed ILP/conversation template and they will have write access to an open ILP/conversation template (for students: only if they have been assigned write access).

## Version control

| Version | Date     | Description              | Responsible  |
|---------|----------|--------------------------|--------------|
| 62.1    | 29.08.06 | Theme: ILP               | Ingun Vaglid |
| 71.1    | 27.04.07 | same                     | Steinar Hov  |
| 82.1    | 24.06.08 | Added New school<br>year | Ingun Vaglid |

## QA Revision

| Date     | Verified by  | Comments              |
|----------|--------------|-----------------------|
| 23.10.06 | Steinar Hov  | Checked and corrected |
| 27.04.07 | Ingun Vaglid | Checked and corrected |
| 08.07.08 | Steinar Hov  | Checked and corrected |