



Far East Contra Costa County Consortium

Teacher Induction Program Induction Individualized Learning Plan

The *Individual Learning Plan* (ILP) must address the *California Standards for the Teaching Profession* and provides a road map for candidates' Induction work ... [it] must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment ... and must include candidate professional growth goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.

The Candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP*; however, the candidate and mentor may add additional goals based on the candidate's professional interests such as advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with paraeducators and service providers.

--Commission on Teacher Credentialing Induction Standard 3

The development of the ILP is the foundation for your personalized experience with Induction. You, with support and guidance from your mentor, will develop a Plan that is tailored to your specific teaching assignment (i.e., CTE, Special Ed) and that includes input from your site administrator/employer representative and guidance from Induction program staff. This Plan, based on your self-identified needs, will help you assess your continued growth towards mastery of the *California Standards for the Teaching Profession* (CSTP). Combined with professional growth goals, participation in professional opportunities to meet those goals, and evidence of the practice and refinement of teaching practice through inquiry-based learning, this Plan ultimately supports the recommendation for your clear credential. Thus, the ILP is a "living" document that is revised and updated (with color-coding, strike-through font, etc.) as you move through Induction.

Candidate Name:	Mentor Name:	Placement (District/Site/Grade Level)
Credential Type:	Year of Induction 1st 2nd	Prior Years Teaching (including Intern or long-term sub)
<p align="center">Ed/Cal TPA</p> <input type="checkbox"/> I have successfully passed the TPA <input type="checkbox"/> I did not need to complete the TPA <input type="checkbox"/> I need to complete all/part of the TPA	<p align="center">RICA</p> <input type="checkbox"/> I have successfully passed the RICA <input type="checkbox"/> I did not need to complete the RICA <input type="checkbox"/> I need to complete all/part of the RICA	<p>Year 1 ONLY: Induction Development Plan</p> <input type="checkbox"/> I have my Induction Development Plan <input type="checkbox"/> I DO NOT have my Induction Development Plan <p>Please Submit IDP ASAP via CANVAS</p>

Section 1: Assess Your Practice

Review Prior Year(s): Credential Program and Induction Development Plan or Year 1 of Induction Purpose-		
Key takeaways from prior experience: <i>What were the top 3-5 things you learned from prior experiences in the classroom? How will they inform this year of teaching?</i>		
Strengths <i>What in your previous teaching was a success? In what ways do you feel accomplished? Where did you see growth in students?</i>		
Areas for Growth <i>What in your previous teaching was a challenge? In what ways do you feel you could use support? Where did you see a need for students?</i>		
Review and Reflection on the CSTP's Purpose-		
CSTP Standard	Where are you on the Continuum <i>Use the linked document to determine the level for each standard area</i>	Reflection and Rationale <i>Provide reasoning with specific evidence as to why you feel you are that level on the continuum.</i>
Standard 1 Engaging and Supporting All Students in Learning Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse		

<p>learning needs of students. They promote critical thinking through inquiry, problem-solving, and reflection. They monitor student learning and adjust instruction while teaching.</p>		
<p style="text-align: center;">Standard 2 Creating and Maintaining Effective Environments for Student Learning</p> <p>Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.</p>		
<p style="text-align: center;">Standard 3 Understanding and Organizing Subject Matter for Student Learning</p> <p>Teachers exhibit in-depth working knowledge of the subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject</p>		

<p>matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make the subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</p>		
<p style="text-align: center;">Standard 4 Planning Instruction and Designing Learning Experiences for All Students</p> <p>Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.</p>		
<p style="text-align: center;">Standard 5 Assessing Students for Learning</p> <p>Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in the assessment, analysis, and communication of student learning. They use assessment</p>		

information to share timely and comprehensible feedback with students and their families.		
<p align="center">Standard 6</p> <p align="center">Developing as a Professional Educator</p> <p>Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.</p>		
<p>Context of Teaching</p> <p>Purpose- To be aware of the larger context that you teach within and how those areas support your growth</p>		
<p align="center">Classroom Context</p> <p><i>What is the demographic make-up of your class? Provide specific data for the following groups (Gender/race/#of 504, IEP, ELs)</i></p> <p><i>What students need additional support, and what type?</i></p> <p><i>How do your students learn?</i></p> <p><i>How have you been working to build community with and amongst your students?</i></p>		
<p>Potential goals for this year</p> <p><i>What do you want to focus on?</i></p> <p><i>What aspects of teaching do you want to grow in and why?</i></p>		

Triad Meeting with Admin

This section should be completed during the meeting

Site Goals & Initiatives

To be completed during Triad Meeting

District Goals & Initiatives

To be completed during Triad Meeting

Reflection on meeting

What were the outcomes of the meeting? How do you feel the meeting will help you meet your goals and support your teaching practice? How will your admin support your growth in the CSTPs? What specific supports were offered and how will you use them?

Date of Triad Meeting ____/____/____

Link Completed Triad Meeting form here

STOP DO NOT GO ON TO SECTION 2 UNTIL AFTER OCTOBER BREAK

Section 2: Inquiry Cycle 1

Planning for Inquiry

Inquiry Question:

What is the inquiry you would like to engage in this cycle? Why do you want to focus on that aspect of teaching/learning?

Goal:

Create a goal for yourself that will help you address your inquiry question and support growth in your practice.

CSTP element of focus:

Choose the CSTP that supports/connects to the inquiry and goal discussed above

CSTP Level: My initial level in this CSTP is _____. My goal is to be at _____ in this CSTP by the end of this cycle of inquiry (January)

Use the [Continuum of Teaching Practice](#) to determine level

Strengths:

(What specific areas of this standard are present in your practice)

Growth:

(what are specific areas of this standard can you add or strengthen in your practice)

Triad Meeting:

(How are the goals from the Triad meeting aligned to your goals? How will your admin support your growth in your chosen CSTP?)

Outcome:

(What positive changes or improvements in your practice do you anticipate seeing when you have made growth towards your goal?)

Mentor Observation

What I ALREADY know about my chosen CSTP and how it connects to my practice

Ie: I create an environment of respect. Students understand routines for coming into class

What I would like my Induction Mentor to observe

Ie: Evidence of how I Check for Understanding. How lesson design is meeting the needs of SpEd students

Observation Date: ____/____/____

Link Mentor Observation form here

Professional Development and Research Activities

What are you doing, reading, watching, attending, observing, debriefing, engaging in conversation with, creating reflective practices around, etc. to support your growth in your CSTP?

Activity What were the main points of the activity you engaged in? What was the date/location of this activity? Did anyone engage in this activity with you?	Application How did you implement what you learned into your teaching/classroom practice?	Results What was the impact of that activity on your teaching and student achievement?	Reflect What new insights did you gain from the implementation of this activity? What are your next steps?	Evidence Link evidence from activity or application of activity

End of Cycle Reflection

CSTP element of focus:

Level: My initial level was _____ My level and the end of the cycle of inquiry is _____.
Use the Continuum of Teaching Practice to determine level

Reflection: Based on your professional development plan and the actions taken over this cycle of inquiry, describe the growth and development of your teaching practice.

Student Growth: Describe specific student behavioral or academic outcomes due to the application of the activities you engaged in during your inquiry action cycle. Consider specific student populations.

Choose Focus for Inquiry cycle 2

STOP

DO NOT GO ON TO SECTION 3 UNTIL AFTER 1:1 Mid-Year Review in JANUARY

Section 3: Inquiry Cycle 2

Planning for Inquiry

Goal:

Create a goal for yourself that will help you address your inquiry question and support growth in your practice.

CSTP element of focus:

Choose the CSTP that supports/connects to the inquiry and goal discussed above

CSTP Level: My initial level in this CSTP is _____. My goal is to be at _____ in this CSTP by the end of this cycle of inquiry (January)

Use the [Continuum of Teaching Practice](#) to determine level

Strengths:

(What specific areas of this standard are present in your practice)

Growth:

(what are specific areas of this standard can you add or strengthen in your practice)

Mid Year Triad Check-In Meeting:

(What was the focus of the mid year meeting? How does that meeting inform your current cycle or work? Did you make any changes to goals set from the fall? How will admin support this cycle's work?)

Outcome:

(What positive changes or improvement in your practice do you anticipate seeing when you have made growth towards your goal?)

Mentor Observation**What I ALREADY know about my chosen CSTP and how it connects to my practice**

Ie: I create an environment of respect. Student understand routines for coming into class

What I would like my Induction Mentor to observe

Ie: Evidence of how I Check for Understanding. How lesson design is meeting needs of SpEd students

Observation Date: ____/____/____

Link Mentor Observation form here

Professional Development and Research Activities

What are you doing, reading, watching, attending, observing, debriefing, engaging in conversation with, creating reflective practices around, etc. to support your growth in your CSTP?

Activity What were the main points of the activity you engaged in? What was the date/location of this activity? Did anyone engage in this activity with you?	Application How did you implement what you learned into your teaching/classroom practice?	Results What was the impact of that activity on your teaching and student achievement?	Reflect What new insights did you gain from the implementation of this activity? What are your next steps?	Evidence Link evidence from activity or application of activity

End of Cycle Reflection

CSTP element of focus:

Level: My initial level was _____ My level and the end of the cycle of inquiry is _____.
Use the Continuum of Teaching Practice to determine level

Reflection: Based on your Professional development plan and the actions taken over this cycle of inquiry, describe the growth and development of your teaching practice.

Student Growth: Describe specific student behavioral or academic outcomes due to the application of the activities you engaged in during your inquiry action cycle. Consider specific student populations.

Year 1: Discuss possible CSTP(s) of focus for 2022-2023 school year

Year 2: Reflect on how you will continue to grow in the teaching standards.

STOP

DO NOT GO ON TO SECTION 4 UNTIL MAY- Preparing for Colloquium

Section 4: Reflect on your Year

End of Year Reflection

What have you learned about yourself as a teacher?

What have you learned about your students as learners?

How have you grown in your ability to support diverse 21st century learners?

Describe an event, lesson, or interaction that best illustrates your growth this year

How will you continue to grow in the standard(s) you focused on this year?

