



Newark Teacher Induction Program

The Individual Learning Plan




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Candidate: _____ Participation Year Y1 Y2 ECO	Mentor: _____	School/ Assignment: _____ School Year: _____
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Induction Program Standard 3: *The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the roadmap of the candidate’s Induction work during their time in the program along with guidance for the mentor in providing support. The ILP 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 guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.*

The ILP is designed solely for the professional growth and development of the candidate and not for evaluation purposes.

Step 1: Initial Self-Assessment Yr 1, begin after Intake; Y2, after Orientation. Turn in on November 5

Use the Levels of Teacher Development Across the CSTP to assess your practice on CSTP 1-6. Self-assess on the focus element per CSTP and the summary table. Highlight the descriptors, date, and include evidence to support your marks. ( *Link to <i>Levels of Teacher Development Across the CSTP</i> here.)	
<p>List the focus CSTP/s elements: Indicate the element number and key words of the standard (Example: 2.7 Use time effectively)</p> <p>CSTP 1. __ CSTP 2. __ CSTP 3. __ CSTP 4. __ CSTP 5. __ CSTP 6. __</p>	
<p>Intake Interview</p> <ul style="list-style-type: none"> • Date of Interview: _____ • Date of Reflection: _____ 	Write your reflection on the areas of strength and/ or areas of growth from your Individual Development Plan  as discussed during the Intake Interview.
<p>Initial Observation of Mentor</p> <ul style="list-style-type: none"> • Date of Observation: _____ • Date of Reflection: _____ 	After a post-observation conversation with your mentor, record your reflections on the data collected by your mentor.  Mentors’ observation notes
<p>Triad Meeting with Principal & Mentor</p> <ul style="list-style-type: none"> • Date of Meeting #1: _____ 	Notes:



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<ul style="list-style-type: none"> Date of Reflection: _____ 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">List site goals:</td> <td style="width: 50%;">List your EEE goals:</td> </tr> </table>		List site goals:	List your EEE goals:
	List site goals:	List your EEE goals:		
<p>What are the implications of these goals to your professional growth goals?</p>				
<p>Step 2: Investigation # 1 The draft of Step 2 is reviewed at the individual mid-year benchmark in January</p>				
Setting Professional Growth Goals	<ol style="list-style-type: none"> Review the data collected to date: <ul style="list-style-type: none"> Induction Intake Agenda Individual Development Plan (IDP) Initial self-assessment on CSTP, Initial mentor observation notes Discussion notes from Triad Meeting #1. With your mentor, identify your <i>professional growth goal or focus</i>. <p>Professional Growth Goal and/or Focus: _____</p>			
Introduction: Describe the context / reason for the focus of the investigation				
“Wondering Statement” (<i>One simple question.</i>) <ul style="list-style-type: none"> Clearly identifies a specific area of growth Includes the teaching skill that will be developed Identifies the academic/subject area 				
Measurable Outcome: (<i>One simple sentence.</i>) <ul style="list-style-type: none"> Directly relates to the “Wondering Statement” “Show a measure” - HOW is the teacher’s skill/ growth specifically measured? Specific, observable, measurable 				



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Step 3: Action Research - On-going activity from October to April

Action Research: With your mentor, select professional learning activities to assist you in developing skills, knowledge, or expertise related to your professional growth goal/s. Activities must support the Wondering Statement. Use the table below to document your experiences and new insights. Include a minimum of 3 different types of research. *(Add rows as needed.) Highly recommended:* hyperlink relevant notes or data.

- Indicate the research that produced new knowledge on the topic and/or focus of the Wondering Statement.
- Enter one activity per row. State when the research was done .
- For observations: Identify WHO was observed, WHEN was the observation?, WHAT was observed?
- Cite websites, books, articles, URLs (Include hyperlinks when available.)
- For PD: Name the presenter, venue, and a short summary of the PD, seminar, course, etc.

Research Activity	Impact on Student Learning	Impact on Teacher's Practice	Reflections / Modifications
<i>(Identify at least 3 sources of new knowledge , skills, concepts, related to your goal/s)</i> Example: PD, Webinar, professional literature, Observation, Video, etc.	<i>(As a result of the research <u>describe</u> what was implemented in the classroom and the students' response.)</i>	<i>(Describe in detail how the research impacted the candidate's practice.)</i>	<i>(Describe in detail what the candidate learned and/or how the candidate demonstrated growth.)</i>

In January, revisit the *Levels of Teacher Development Across the CSTP*. Complete this before your individual mid-year benchmark appointment in January

Use the **Levels of Teacher Development Across the CSTP**  to revisit your initial self-assessments. Return to the selected focus elements per CSTP and the summary table. From the **summary page of each CSTP**, indicate the date of revisit. Click on the link that will lead you to the **detail of this element**. On this page,, highlight the descriptors that match your current skill or knowledge. In the *notes section* indicate evidence to support the marks.

List focus CSTP elements:

- CSTP 1. __
- CSTP 2. __
- CSTP 3. __
- CSTP 4. __
- CSTP 5. __



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CSTP 6. __			
<p>Triad Meeting with Principal & Mentor Schedule by January or early February</p> <ul style="list-style-type: none"> • Date of Meeting #2: _____ • Date of Reflection: _____ 	<table border="1"> <tr> <td> <p>List Site Goals:</p> <p><i>New Revised Continue</i></p> </td> <td> <p>List EEE Goals:</p> <p><i>New Revised Continue</i></p> </td> </tr> </table> <p>What are the implications of these goals to your professional growth goals?</p>	<p>List Site Goals:</p> <p><i>New Revised Continue</i></p>	<p>List EEE Goals:</p> <p><i>New Revised Continue</i></p>
<p>List Site Goals:</p> <p><i>New Revised Continue</i></p>	<p>List EEE Goals:</p> <p><i>New Revised Continue</i></p>		
<p>Setting Additional Professional Growth Goals</p>	<p>Review the data collected to date: <i>Self-assessment on CSTP, mentor observation, and discussion notes from Triad Meeting #2.</i> With your mentor, decide whether new professional growth goals must be set or to keep the previous professional growth goals. IF you decide to continue working on your original professional growth goals, Return to Action Research Reflections.</p> <p>If you opt to choose new professional growth goals. Record them here:</p>		
<p>*** For use only when a 2nd investigation is planned. ***</p>			
<p>Investigation #2 Introduction:</p> <p>Describe the context / reason for the focus of the investigation.</p>			
<p>“Wondering Statement” <i>(One simple question.)</i></p> <ul style="list-style-type: none"> • Clearly identifies a specific area of growth • Includes the teaching skill that will be developed • Identifies the academic/subject area 			
<p>Measurable Outcome: <i>(One simple sentence.)</i></p> <ul style="list-style-type: none"> • Directly relates to the “Wondering Statement” • “Show a measure” - HOW is the teacher’s skill/ growth specifically measured? 			

Action Research: With your mentor, select professional learning activities to assist you in developing skills, knowledge, or expertise regarding your professional growth goals. Activities must support the Wondering



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Statement. Use the table below to document your experiences and new insights. Date every entry to assist you in monitoring your progress. *(Add rows as needed.) Highly recommended:* hyperlink relevant notes or data.

- Identified research that the candidate engaged in to gain new knowledge on the topic / focus of the Wondering Statement
- Enter one activity per row. State when the research was done .
- For observations - Identify WHO was observed, WHEN was the observation?, WHAT was observed?
- Cite websites, books, articles, URLs
- For PD: Name the presenter, venue and a short summary of the PD, seminar, course, etc.

Research Activity	Impact on Student Learning	Impact on Teacher's Practice	Reflections / Modifications
<i>(Identify at least 3 source of new knowledge , skills, concepts, related to the Wondering Statement) Example: PD, Webinar, professional literature, Observation, Video, etc.</i>	<i>(As a result of the research describe what was implemented in the classroom and the students' response.)</i>	<i>(Describe in detail how the research impacted the candidate's practice.)</i>	<i>(Describe in detail what the candidate learned and/or how the candidate demonstrated growth.)</i>

End-of-Year Self-assessment: In preparation for the Colloquium (Triad Meeting #3) reflect on your experiences this year. Engage in a conversation with your mentor. Use your notes to design a **Colloquium Project** - a symbol to illustrate your growth. Be creative but keep it to the size of a manila folder. You'll share your reflection and project with your tablemates at the Colloquium. Refer to the sources of evidence: self-assessments on the CSTP, student work collected, reflections, notes from the Triad Meetings, etc. that demonstrate how you've grown as a professional educator.

1. Reflecting on all evidence and data collected, identify and describe the evidence that best illustrates a change/improvement in your teaching.	
2. What did you learn about your students' needs? In what ways did you impact student success?	
3. What is the answer to your Wondering Statement?	



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Final Reflections:

How has participating in Teacher Induction impacted your professional growth?	
How will you apply what you learned in Teacher Induction to your next teaching assignment?	