



Induction Individualized Learning Plan

The Individualized Learning Plan (ILP) serves as a road map for your induction work and provides guidance to your mentor so that support may be individualized to meet your needs. You will work with your mentor, administrator, and Induction program staff to develop the ILP at the beginning of your induction period. Your teaching assignment should provide the appropriate context for the development of the overall ILP; however, you and your mentor may add additional goals based on your professional interests. Goals should align with the *California Standards for the Teaching Profession*.

Your mentor will observe you several times throughout the school year and two times during the Inquiry in the spring. In addition, you will observe colleagues who will demonstrate strategies and techniques relevant to your professional goals. These observations, the conversations following these observations, along with your practice and refinement of effective teaching practices should all be considered when completing this ILP. The weekly meetings you have with your mentor should be considered individualized professional development that may be reflected in this ILP. As you complete this ILP, reflect on the effectiveness of your instruction, analysis of student and other outcome data, and how you use this data to further inform the repeated cycle of planning and instruction.

Directions: Complete Stage 1, Part 1, Sections A - C of the ILP within the first 60 days of Induction (October 2). Prior to completing the Goals, Actions, and Expectations Portion of the Individual Learning Plan (ILP), you will have the opportunity to reflect on your college transition plan, debrief with your mentor after an observation, and meet with your site administrator and mentor during a triad meeting to get input and reflect on goals that would best suit you and your individual learning plan. In January, you will review and update your ILP by reflecting on the progress you have made in meeting your professional goals and the impact on student achievement. In April, you will complete a final review and analysis of the progress you have made in meeting your professional goals and the impact on student achievement. This is a cumulative document that will be reviewed and updated throughout the induction period. All assignments are found and submitted in Google Classroom.

STAGE 1 - Part 1 Due October 2

Section A: Personal Information ([Click to learn more](#))

Name:		Mentor:	
Site:		Principal or Program Administrator:	
Teaching Assignment:			

Section B: Self-Reflection ([Click to learn more](#))

Additional Supports: You will be contacted by the induction coordinator if you are required to complete this section.

Please include a brief description of the reason for the additional support.

Additional release time to observe grade level and/or content specific veteran teachers (In addition to the traditional veteran observations)

Date of observation

Name of Veteran Teacher

Additional collaboration time with grade level and/or content specific veteran teachers (This support will be documented in more detail in the weekly collaborative log)

Brief description of content for collaboration time

Brief description of frequency and amount of time of weekly support

Transition Plan Reflection: Individual Development Plan (Year 1 & ECO Only)

Name of the University:

Based on my Transition Plan my areas of strength are:

Based on my Transition Plan my areas for growth are:

Observation #1 Reflection

List key evidence that was discussed after the initial observation.

Based on your self-assessment of CSTPs 1-6, what are your:

Current Area(s) of Professional Strength

Desired Area(s) of Professional Growth or Interest

Triad Meeting

Date of Meeting:

Principal Notes:

**Attendees
(Candidate, mentor,
and principal
required):**

— / — / —

Input from Principal:

School goal(s) for this year:

Section C: Goals, Actions, and Expectations ([Click to learn more](#))

Learning Goals	Professional Learning Actions
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<p>GOAL 1:</p> <p>Notes:</p>	<p>Actions Planned to meet your professional growth goals:</p> <ol style="list-style-type: none">1.2.3. <p>CSTPs element that you are focusing on for Goal #1:</p>
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Growth Expectations

What is the expected impact of the actions you will implement in Goal 1 this year?



<p>GOAL 2:</p> <p>Notes:</p>	<p>Actions Planned to meet your professional growth goals:</p> <ol style="list-style-type: none">1.2.3. <p>CSTP focus for Goal #2:</p>
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Growth Expectations

What is the expected impact of the actions you will implement in Goal 2 this year?

STAGE 1 - Part 2
Due December 5

Section D: Continued Development as a Professional Educator ([Click to learn more](#))

Relationship Building Reflection:

Describe the steps you have taken to learn about your students.

Explain how this information has informed your instruction and helped you address their individual needs.

Veteran Teacher Observation Reflection:

Explain how you will apply learning from the observation to help you meet one or both of your ILP goals.

Describe how the observation will impact your teaching or classroom.

STAGE 2 - Part 1

Due January 8

3-5 lessons take place after this document is approved.

Your mentor observations should be dated after this document is approved.

Section E: Progress and Actions During Stage 1 ([Click to learn more](#))

Progress on actions to meet each goal during Stage 1	<table border="1"><tr><td data-bbox="592 467 1906 532">Goal 1:</td></tr><tr><td data-bbox="592 532 1906 597">Goal 2:</td></tr></table>	Goal 1:	Goal 2:
Goal 1:			
Goal 2:			
Impact of professional growth during Stage 1 on my students' achievement	<table border="1"><tr><td data-bbox="592 690 1906 755"></td></tr></table>		
Planned next steps related to area(s) of professional growth based on actions during Stage 1	<table border="1"><tr><td data-bbox="592 847 1906 912">Goal 1:</td></tr><tr><td data-bbox="592 912 1906 977">Goal 2:</td></tr></table>	Goal 1:	Goal 2:
Goal 1:			
Goal 2:			
Pre-Planning:			
Focus Question: (Must be ELA for Year 1) (Must be Math for Year 2)	<table border="1"><tr><td data-bbox="592 1136 1906 1209"></td></tr></table>		

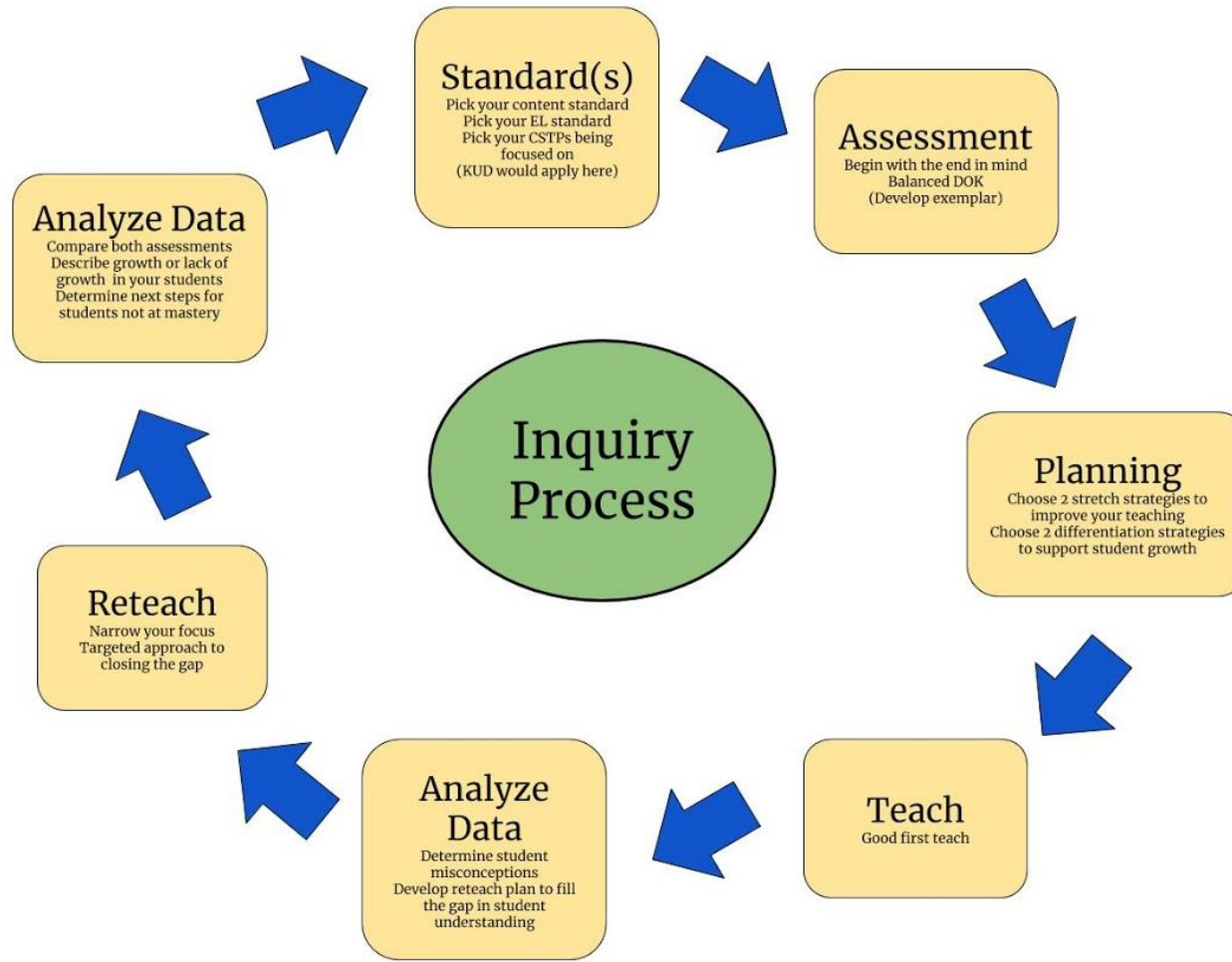
STAGE 2 - Part 2

Due January 22

3-5 lessons take place after this document is approved.

Your mentor observations should be dated after this document is approved.

Section F: Inquiry ([Click to learn more](#))



Planning:

Focus Question:
(Must be ELA for Year 1)
(Must be Math for Year 2)

Standards:

CCSS or content standards addressing

ELD standards integrating

CSTP Element integrating

Anticipated Measurable Outcomes for ALL students:

Assessment: CFA - provide a screenshot or a link (To be given after Lesson #1)

Planned stretch instructional strategies to grow my practice (2):

Strategy 1:

Strategy 2:

Planned differentiation strategies to meet the needs of the various learners (2):

Strategy 1:

Strategy 2:

**Assessment: Summative -
provide a screenshot or a
link
(To be given after Lesson
#2-5)**

Implementing

During this part of the inquiry process, the candidates implement the 3-5 lessons created for the Inquiry. The mentors observe the IC at least two times. The mentor will complete two observation forms (found in the Google Classroom and shared by the IC). After the lesson series, the mentor will meet with the IC to reflect on the process and the analysis of the assessment results.

**STAGE 2 - Part 3
Due prior to presentation of Inquiry**

Section G: Inquiry Reflection ([Click to learn more](#))

Reflection:

Describe the amount of academic growth that your students achieved by the end of your inquiry.

How has analyzing student data and engaging in the inquiry process supported your growth in your ILP goals and growth on the identified CSTP identified?

ILP Growth:

CSTP Growth:

STAGE 3 - Part 1
Due April 24

Section H: Professional Development Reflection: ([Click to learn more](#))

Include the name of the PD, date attended, and length of each example.

Describe the professional development(s) you engaged in throughout the current year and explain how it connected to your ILP goals.
(Could include pbvU courses in Fall'20, Winter'20, Spring'21)

Name of PD:
Date(s) attended:
Time frame:
Description of PD:

Name of PD:
Date(s) attended:
Time frame:
Description of PD:

Name of PD:
Date(s) attended:
Time frame:
Description of PD:

STAGE 3 - Part 2
Due April 24

Section I: Progress and Actions During Stage 2 ([Click to learn more](#))

Progress on actions during Stage 2 to meet ILP goals	Goal 1:
	Goal 2:
Impact of professional growth during Stage 2 on my students' achievement	

Section J: Year-in-Review Reflection ([Click to learn more](#))

Explain how your instructional practice has evolved from the beginning of the year to now based on your analysis of your second self-assessment of CSTPs 1-6.	
Two areas of growth that I could focus on next year	Area 1:
	Area 2:

ILP Definitions

Section A: Personal Information

Induction Candidates (IC) will provide their basic personal information for the given year. Key components include: Name, Site, Teaching Assignment, Principal or Program Administrator. When appropriate, the Teaching Assignment and Site entry should include all levels, sites, and/or departments the IC engages in during the specific school year. [Go back to [Section A.](#)]

Section B: Self-Reflection

IC, with the mentor's support, reflects on current area(s) of professional strength and desired area(s) for professional growth specific to the current school year based on the university transition plan, a classroom observation, self-assessment of CSTPs 1-6 and the Triad meeting with the principal.

This section includes the Transition Plan, Observation Reflection, CSTP Self-Assessment, and the Triad Meeting with the principal.

Section B - Additional Supports: In the event that a credential match cannot be made between a mentor and candidate, our program ensures that additional supports are put in place for the candidate and that these supports are documented on the candidates ILP and weekly collaborative logs. The induction coordinator will reach out to you if this section of the ILP needs to be completed. Additional supports coordinated by the mentor may include the following with grade level and/or content specific veteran teachers:

- additional weekly collaboration time
- additional release time to observe instruction

Section B - Transition Plan: The IC will review their University Transition Plan and add appropriate information from the ILP. If the IC does not have a University Transition Plan, indicate that "No Transition Plan is available because..." in box titled, *Name of University*. In the next two boxes, the IC will add what they think are their areas of strength and areas of growth are based on their experiences in the last few years.

Section B - Observation Reflection: IC lists key evidence of strengths and possible areas of professional growth that were discussed after the classroom observation with the mentor and included in the observation provided by the mentor.

Section B - CSTP Self-Assessment: At least three areas of professional strength and three desired areas of professional growth should be identified based on your self-assessment of CSTP's 1-6. The CSTP documents will be a separate Google assignment.

Section B - Triad Meeting: The IC and mentor meet with the principal to receive input on possible goals. IC may share drafted goals with the principal for review. Principal also provides the school's goals for the year which are added to the ILP.

[Go Back to [Section B.](#)]

Section C: Goals, Actions, and Expectations

This section includes Goals, Actions, and Expectations.

Section C - Goals: Two goals should be written to the specific skill(s) the participant desires to enhance and grow during the upcoming school year. Goals should not be written to

one specific training, project, or professional learning opportunity. Specifics on trainings or conferences will be included in participant's *Actions Planned*. Within each goal, a participant may include multiple professional learning activities in the *Planned Actions* area to meet the stated goal.

Each goal should note the CSTP(s) and include specific element(s) of the CSTP. For example, a note of "1.1" at the end of a goal would be a reference to a goal that is focused on *CSTP 1.1: "Engaging and Supporting All Students in Learning--Using knowledge of students to engage them in learning."* For example, to show the inclusion of elements of using the knowledge of students to engage them in learning, a goal may be; "My goal this year is to differentiate instruction based on students' strengths, interests, and needs." Participants can include as many CSTP elements as are directly tied to the goal's outcome. CSTPs that may be an expected byproduct of achieving the goal but are not the focus skill(s), should not be included. A helpful guide of CSTP elements and "Look Fors" can be found [HERE](#).

Section C - Actions: The Actions Planned should include the actions you believe will help you meet your goal. This section may include professional learning opportunities such as a pbvU course, a conference outside the district, on-site or off-site workshops, or other learning activities directly related to your role. This section also may include but is not limited to actions like observing a veteran teacher, collaboration with the site-level team, or participating in a co-plan/co-teach.

Section C: Growth Expectations

Participants should project how they expect to grow from each goal as a result of the planned actions and changes expected to occur in professional practice. Participants will project or estimate what growth they expect based on the planned actions for the upcoming school year. Growth expectation statements should include both the specific skill(s) the participant expects to enhance or acquire, and the impact it could have on the day-to-day environment in which they work (classroom, office area, multi-sites, etc.). For example, with the Sample ILP Goal 1, my expectation is to have increased communication and engagement from my students and parents (impact) because I will deliver information to students in an electronic manner versus only with paper handouts (skill).

[Go back to [Section C.](#)]

Section D: Continued Development as a Professional Educator

This section includes Relationship Building and Veteran Teacher Observation.

Section D - Relationship Building Reflection: When teachers are able to take the time to build a stronger relationship with their students, it's possible to create a stronger understanding of what individual students need to achieve higher levels of growth. By doing this, teachers can adapt their classroom activities to better meet the needs of students. Reflect on what you have done so far to learn about your students and explain how this information has informed your instruction and helped you address their individual needs.

Section D - Veteran Teacher Observation: Observing a veteran teacher provides IC with new ideas for classroom systems and routines or instructional practices as well as advice from an expert in the grade level or content area. After observing veteran teachers and debriefing the day with your mentor, explain how you will apply what you learned to meet either or both of your ILP goals. This response should include one or two actions and how you hope they will impact your practice or classroom environment.

{Go back to [Section D](#)}

Section E: Progress and Actions During Stage 1

This section includes Progress on Actions During Stage 1, Impact of Professional Growth During Stage 1 on My Students' Achievement, and Planned Next Steps related to area(s) of Professional Growth based on actions during Stage 1.

Section E - Progress on Actions to Meet Each Goal During Stage 1: The IC should reflect on their actual progress since beginning the planned goals and actions. Specifically, were the goals accomplished or still ongoing? What was learned and implemented that has added to the areas of strength and/or were there expected areas for growth that were not accomplished or unfinished. Participants should describe any changes to the area(s) professional strength and their desired area(s) for professional growth or interest that occurred during the ILP school year.

Section E - Impact of Professional Growth During Stage 1 on My Students' Achievement: IC should describe the impact the professional growth had on the students'

achievement since the beginning of the year. The IC will include qualitative or quantitative examples.

Section E - Planned next steps related to area(s) of professional growth based on actions during Stage 1: The Planned Next Steps should include the actions you will take for the rest of the school year to make progress on reaching your goal or deepening its impact. This section may include professional learning opportunities such as a pbvU course, a conference outside the district, on-site or off-site workshops, or other learning activities directly related to your role. This section also may include but is not limited to actions like observing a veteran teacher, collaboration with the site-level team, or participating in a co-plan/co-teach. If one or both goals were met at this time, the IC will include a new goal or modifications to the goal to deepen the learning.

Section E - Pre-Planning

- When planning the lesson series, consider these questions. What do I want the student to know, understand, and be able to do? How will I know what they know? How will I respond if they don't know? What will I do if they already know it? How do I want to grow?
- **Focus Question:** Develop an ELA focus question for Year 1 OR Math focus question for Year 2 with your mentor to guide the inquiry and is clearly focused on improving effective teaching for all students. This question should **not** include something you have already taught the students. The question should be academic in nature (obvious connection to a standard) and may include your ILP goals. (Example - How does my use of differentiated instruction improve student understanding of percent, proportion, and ratio? or How can I improve students' ability to integrate visual information presented in different media or formats, like charts, graphs, videos or photographs, with other information in print and digital texts? How will the strategy of co-creating success criteria with students based on lesson objectives affect student achievement in including reasons and information when supporting a point of view?)

{Go back to [Section E](#)}

Section F: Inquiry

This section includes Planning, Implementing, and Reflection.

Section F - Planning:

- **Focus Question** - Once your Focus Question is approved in Section E, record your approved Focus Question for your Inquiry.
- **Standards** - After writing the focus question, identify the standards addressed during the inquiry for both CCSS, ELD standards, and CSTP. Standards should be written out. (Example - CCSS.ELA.Literacy.RH/6-8.6 Identify aspects of a text that reveal an author's point of view or purpose.)
- **Anticipated Measurable Outcomes** - Considering the focus question and potential changes in your classroom practice, indicate the anticipated, measurable outcomes you anticipate seeing for all students. (Example - All of my students will show at least 15% improvement. or All students will reach adequate understanding or beyond on my assessment rubric.)
- **Planned stretch instructional strategies to grow my practice** - Indicate at least two instructional strategies you will use in your inquiry lesson(s) which go beyond your go-to strategies. For example, if you are comfortable using a partner share structure, consider trying one where students get up and take a side based on evidence. This would be a good opportunity to include a variety of strategies including technology.
- **Planned differentiation strategies to meet the needs of the various learners** - All students should not receive instruction the same way. Reflect on the types of learners in your classroom, English Learners, Special Populations, or GATE students, and construct the lessons differentiating with each one of them in mind. Include two strategies you will use for differentiation and which learning you are targeting.
- **Assessments** - Describe the entry-level assessment and summative assessment to measure that the learning objective has been achieved. The intent of the standard and the level of student demonstration required by that standard should match the assessments. The DOK level of both assessments should match. (Non-example - Entry-level assessment - What are three characteristics of a metamorphic rock? and Summative assessment - Describe a model that you might use to represent the relationship that exists within the rock cycle.) Based on the results of the entry-level assessment, the IC will identify skills needed and include them in the lessons.

Section F - Implementing: During this part of the inquiry process, mentors observe the IC at least two times. The mentor will complete two observation forms and share them with the IC. After the lesson series, the mentor will meet with the IC to reflect on the process and the analysis of the assessment results.

Section G - Inquiry Reflection:

- Based on the results and analysis of the assessments, the IC will describe the amount of growth the students achieved during the inquiry and address any lack of growth and reteaching used. The reflection should include quantitative data and may include qualitative data. Next the IC will focus on their own growth and explain how the inquiry process helped them make progress on their goals as well as the CSTPs.

[Go back to [Section G.](#)]

Section H: Professional Development Reflection

As part of the culture of PBVUSD Induction, all teachers commit to continually growing in their practice and one component of that is through participation in professional development related to their goals. IC will describe the professional development they engaged in for each ILP goal and will explain how it connects to one or both of their goals. The IC will include the name of the PD, date attended, and length of each in addition to the description. No hourly expectation is required for new teachers beginning this school year.

[Go back to [Section H.](#)]

Section I: Progress and Actions During Stage 2

This section includes Progress on Actions During Stage 2 to Meet Each Goal and Impact of Professional Growth During Stage 2 on My Students' Achievement.

Section H - Progress on Actions During Stage 2 to Meet Each Goal: IC should reflect on their actual progress since beginning Stage 2. Specifically, were the goals accomplished or still ongoing? What was learned and implemented that has added to the areas of strength and/or were there expected areas for growth that were not accomplished or unfinished. Participants should describe any changes to the area(s) professional strength and their desired area(s) for professional growth or interest that occurred during the ILP school year.

Section H - Impact of Professional Growth During Stage 2 on My Students' Achievement: IC should describe the impact the professional growth had on the students' achievement since beginning Stage 2. Specifically, what was the impact noted based on qualitative or quantitative examples.

[Go back to [Section I.](#)]

Section J: Year-in-Review Program Reflection

IC will describe how their instructional practice has evolved from the beginning of the year as a result of focusing on their two professional growth goals as well as two areas of growth that may focus on next year..

[Go back to [Section J.](#)]

Terminology:

- CSTP - California Standards for the Teaching Profession
- IC - Induction Candidate