



Year 1 and Year 2 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 Sections A - C of the ILP within the first 60 days of entering Induction (**October 12**). 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/Individual Development 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.

STAGE 1 - Part 1 Section A-C
Due October 12, 2022

Candidate shares document with mentor prior to completing

Date shared with Mentor:

Mentor reviews document before candidate submits

Date reviewed by Mentor:

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

Candidate Name:

Candidate Site:

Mentor Name:

Mentor Site:

Principal or Program Administrator:

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

Transition Plan Reflection/Individual Development Plan (IDP) are for Year 1 & ECO Only

If you do not have a Transition Plan/IDP, please refer to the CSTP 1, 2 and 5 from the [CSTP Placemat](#). Using the “[What do teachers do in a CSTP classroom?](#),” determine your areas of strength and areas of growth in CSTP 1, 2 and 5, citing evidence from your teaching.

Last Year I was Teaching as a (Highlight one) :	Student Teacher	PIP	STSP
	Intern	Not Teaching	Other:

Name of the University:	
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Based on my Transition Plan/Individual Development Plan, my areas of strength are:	
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Based on my Transition Plan/Individual Development Plan, my areas for desired growth are:	
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Mentor Observation #1 Post Observation Reflection (Recommended to take place at least one week prior to your triad meeting date)

List key evidence that was discussed after the initial observation. Include both areas of strength and areas of desired improvement.	
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CSTP Strengths and Desired Areas of Professional Growth or Interest

Year 1 candidates: Indicate the CSTP elements aligned with your areas of strengths and desired growth from your transition plan or IDP below.
Year 2 candidates: Reference your 21-22 End of Year CSTP self assessment to complete this section.

Current Area(s) of Professional Strength (list at least 3 CSTP elements that apply)

Desired Area(s) of Professional Growth or Interest (list at least 3 CSTP elements that apply)

Triad Meeting

Date of Triad Meeting:

Input from Principal: Candidate or mentor will record key points of what the site admin shared at the triad meeting including input on strengths, recommended growth areas, and grade and school wide goals

Attendees (Candidate, mentor, and principal required):

— / — / —

Our school site goals this year include:

Grade/Subject area focus includes:

List names here:

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

Year 1 candidates: Build your new learning goals below. Goals must be completed by October 12.

Year 2 candidates: Review your growth goals from your ILP Sec. I & J AND K from Year 1. Collaborate with your mentor on adding or adjusting the goals to align with your needs for this year. Remember to reevaluate your planned actions to match your improved goals.

[P-BVUSD SMART Growth Goals](#)

Learning Goals - Presented as SMART Goals	Professional Learning Actions: must include at least one collaborative plan action for each goal
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GOAL 1: My goal this year is:

Actions Planned to meet your professional growth goals:

- 1.
- 2.
- 3.

Growth Expectations - Should include 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.)

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

GOAL 2: My goal this year is

Actions Planned to meet your professional growth goals:

- 1.
- 2.
- 3.

Growth Expectations - Should include 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.)

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

STAGE 1 - ILP Section D
Due December 23, 2022

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

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

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.

Candidate Classroom Visits Reflection-Recommended to take place by **November 17, 2022 (Formally called Veteran Teacher Observation Reflection)**

Names and Grade levels/Content Area that you visited

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

Goal 1:

Goal 2:

Describe how the observation will impact your teaching or classroom.

STAGE 2 - ILP Section E
Due January 19, 2023

This section must be approved BEFORE starting Section F

Section E: Progress and Actions During Stage 1 & Pre Planning of Inquiry ([Click to learn more](#))

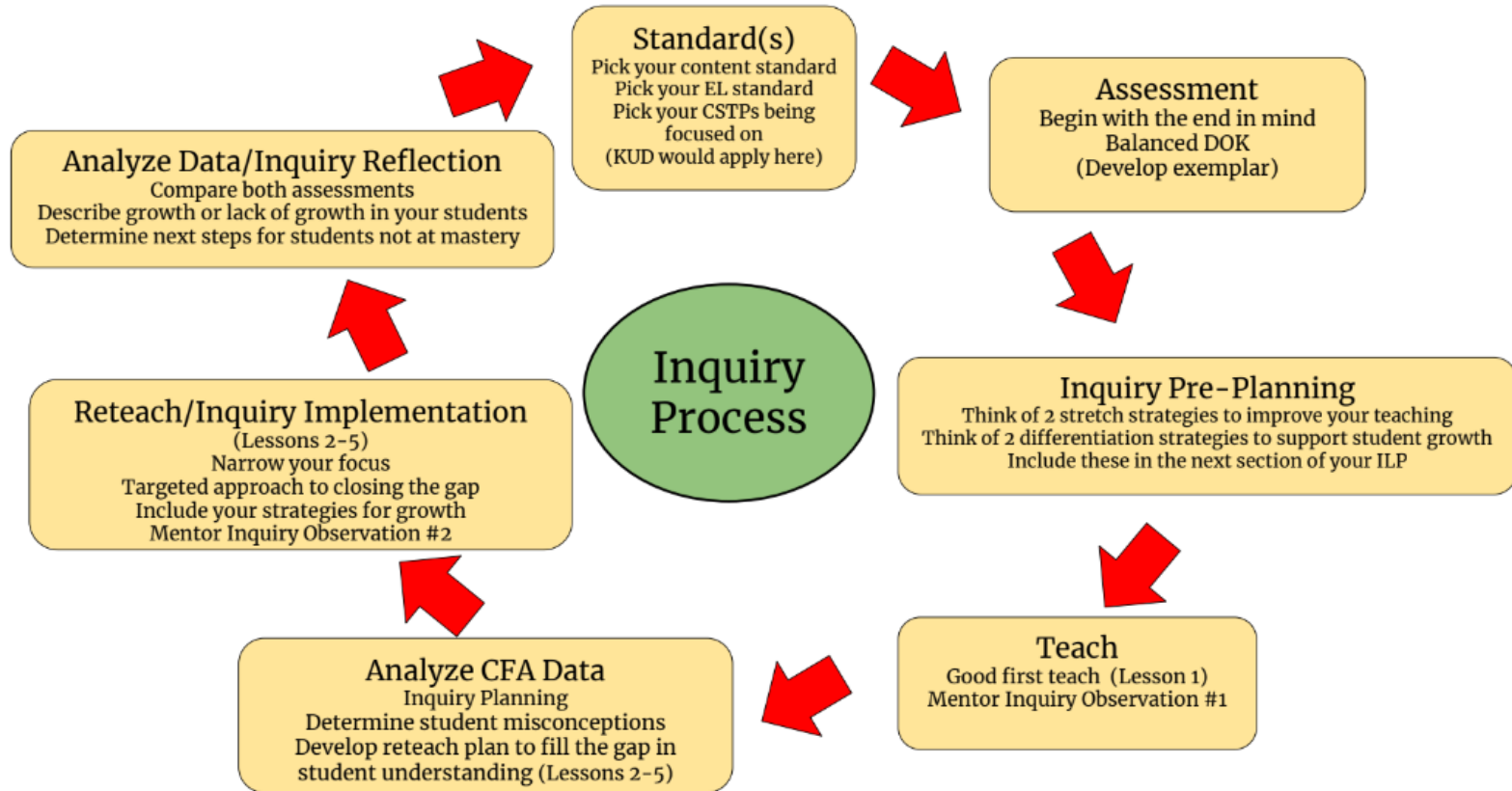
Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

<p>Progress on actions to meet each goal during Stage 1</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 5px;">Goal 1: (Copy & Paste from Section C)</td> </tr> <tr> <td style="width: 33%; padding: 5px;">Restate actions for Goal 1: (Copy & Paste from section C)</td> <td style="width: 33%; padding: 5px;">Progress on actions towards Goal 1 and any necessary changes or adjustments that you will make for Goal 1:</td> <td style="width: 33%; padding: 5px;">Planned next steps towards original or adjusted Goal 1:</td> </tr> <tr> <td colspan="3" style="padding: 5px;">Goal 2: (Copy & Paste from Section C)</td> </tr> <tr> <td style="padding: 5px;">Restate actions for Goal 2: (Copy & Paste from section C)</td> <td style="padding: 5px;">Progress on actions towards Goal 1 and any necessary changes or adjustments that you will make for Goal 2:</td> <td style="padding: 5px;">Planned next steps towards original or adjusted Goal 2:</td> </tr> </table>	Goal 1: (Copy & Paste from Section C)			Restate actions for Goal 1: (Copy & Paste from section C)	Progress on actions towards Goal 1 and any necessary changes or adjustments that you will make for Goal 1:	Planned next steps towards original or adjusted Goal 1:	Goal 2: (Copy & Paste from Section C)			Restate actions for Goal 2: (Copy & Paste from section C)	Progress on actions towards Goal 1 and any necessary changes or adjustments that you will make for Goal 2:	Planned next steps towards original or adjusted Goal 2:
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Goal 2: (Copy & Paste from Section C)													
Restate actions for Goal 2: (Copy & Paste from section C)	Progress on actions towards Goal 1 and any necessary changes or adjustments that you will make for Goal 2:	Planned next steps towards original or adjusted Goal 2:											
<p>Impact of professional growth during Stage 1 on my students' achievement Must include quantitative data Can include screenshots of quantitative data</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">How did the actions that you took towards Goal 1 and Goal 2 positively impact student learning?</td> </tr> </table>	How did the actions that you took towards Goal 1 and Goal 2 positively impact student learning?											
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Section E: Progress and Actions During Stage 1 & Pre Planning of Inquiry ([Click to learn more](#)) continued

Pre-Planning of Inquiry Process



Pre-Planning: Using the questions below and [Inquiry Focus Question Guide](#) work with your mentor to formulate a Inquiry Focus Question:

Focus Question:
(Must be ELA for Year 1)
(Must be Math for Year 2)
(Content Teachers focus on their content area)

What will you be teaching during the time of your inquiry?

What will the students be expected to learn?

What NEW TO YOU strategies would you like to implement this year? (stretch strategies)

What differentiation strategies will you like to implement to meet your students' needs?

What amount of growth would you anticipate by the end of the inquiry process?

Before planning the inquiry unit, Candidate should meet with Mentor to talk through the inquiry focus using this KUD chart. A KUD chart helps a teacher focus (before starting a unit of instruction) on what to expect students to do and to identify any prerequisites or skills needed to successfully master the inquiry focus. Use the link below to locate your inquiry focus standard.

KUD Chart

Click the link to the deconstructed standards books for reference → [K-8](#)

K: Know
U: Understand

D: Do

What do students need to know before they even begin the learning of a new skill?
What do students need to understand in relation to the new skill being taught?

What do students need to do in order to show mastery of the skill being taught?

K: Know

U: Understand

D: Do

Enter Focus Question here:

**(Must be ELA for 1st Inquiry)
(Content Teachers focus on their
content area)**

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**STAGE 2 - ILP Section F
Due February 9, 2023**

**This section must be approved BEFORE
implementation occurs**

The date of both Mentor Inquiry observations must be dated after this document is approved

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

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

Planning:

**Finalized Focus Question:
(Must be ELA for Year 1)
(Must be Math for Year 2)
(Content Teachers focus on
their content area)**

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Standards:

CCSS or content standards addressing

ELD standards that will be integrated during the

Identify the CSTP elements that will be addressed

throughout the inquiry	inquiry	throughout your inquiry
Anticipated Measurable Outcome (must include content standard language from inquiry focus question and be focused on ALL students)	Optional Support Tool provided to assist with Anticipated Measurable Outcome/Objective. (Document, Directions)	
Pre-Assessment: provide a link to your CFA and screenshot	Link with appropriate sharing settings: Screenshot:	
Planned stretch* instructional strategies to grow my practice (2) Explain why these strategies are a growth area for you as an educator:	Strategy 1: Strategy 2: *new to you as a teacher	
Planned differentiation strategies (2) to meet the needs of the various learners. Include the learner type & learning you are targeting.	Strategy 1: Strategy 2:	
Post Assessment: provide a link AND a screenshot	Link with appropriate sharing settings: Screenshot:	
	Once this section is approved, the implementation process can begin. During this part of the inquiry process, the candidates implement 3-5 lessons created for the Inquiry. The mentors observe the IC during the first lesson and one	

The inquiry implementation will occur during:

February 20-March 10

Mentor Inquiry Observations are due March 17

of the follow-up lessons. The mentor will complete two observation forms. After the lesson series, the mentor will meet with the IC to reflect on the process and the analysis of the assessment results.

Lesson	Date of lesson	Please add lesson plan links in this column	Mark an x for the lesson that the mentor observed
#1			x
#2			
#3			
#4			
#5			

**STAGE 2 - ILP Section G
Due March 22, 2023**

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

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

Reflection:

Describe in narrative form the amount of academic growth or lack of that your students achieved by the end of your inquiry. **Must include quantitative data. Can include screenshots of quantitative data**

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?	How did the actions that you took towards Goal 1 and Goal 2 positively impact student learning?
	ILP Goal Growth :
	CSTP Growth:

**STAGE 3 - ILP Section H
Due April 14, 2023**

Section H: Professional Development Reflection: ([Click to learn more](#)) **Must include at least three professional development opportunities.**

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

**New Teacher Professional Development Requirements (NTPD)
This requirement applies to all Non-Cleared Credential Teachers)**

- All new teachers to P-BVUSD are expected to complete Core Professional Development courses.
- Induction recommends that all new teachers new to the profession begin with #1 & #2.
- All NTPD courses must be completed before new teachers can register for choice courses during the PbvU Learning Cycles.
- If you have not completed the four NTPD courses, they are offered throughout the school year during the PbvU Learning Cycles.
- The abbreviated NTPD courses offered during the Aug. 11th and 12th new certificated orientation days will fulfill the requirement.

New Teacher PD Required Courses	Document your attendance to this event (date)
#1 Classroom Management	

#2 Instructional Design and Planning	
#3 Foundations of Reading	
#4 Foundations of Mathematics	

Copy & Paste your growth goals from Section C here:

Include the name of the PD, date attended, and length of each class/course or session.

Describe the professional development(s) you engaged in throughout the current year and explain how each connected to your ILP goals.

New teacher professional development requirements must be met before engaging in choice PD. [CLICK HERE](#) for New Teacher PD flyer

Timeframe of accepted PD:

- Spring 22
- Current year
- Fall 22
- Winter 23
- Spring 23

Goal 1:
Goal 2:
Name of PD: Date(s) attended: Time frame: Description of PD: Explain how this PD connects to your ILP goals:
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STAGE 3 - ILP Section I & J
Due April 28, 2023

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

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

Describe the progress on actions you have taken during Stage 2 to meet your ILP goals

Progress on actions taken toward Goal 1:

Progress on actions taken toward Goal 2:

Describe in narrative form the impact of professional growth during Stage 2 on my students' achievement
Must include quantitative data. Can include screenshots of quantitative data

How did the actions that you took towards Goal 1 and Goal 2 positively impact student learning?

Section J: Year-in-Review Reflection (Click to learn more)	
<p>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.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>Two areas of growth that I could focus on next year</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Area 1:</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Area 2:</p> </div>

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 - Transition Plan/Individual Development Plan (IDP): The IC will review their University Plan and add appropriate information to 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 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](#).

Year 2 candidates: recall the two areas of growth that you included in Section J of last year's ILP. Collaborate with your mentor on whether these growth areas are still a need.

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 AND quantitative examples.

- Qualitative data:
 - is any information that can be reduced to a set of numbers
 - any information from which you can create averages, differences, or totals
- Qualitative data/analysis
 - tends to answer questions about the 'what', 'how' and 'why'
 - allows for a detailed examination of the thoughts, feelings, opinions and/or experiences
 - can also be useful for providing a narrative around quantitative data

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 - Using the Pre-Planning of the Inquiry Process Graphic, think of:

- 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 as an educator?
-
- **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. The focus question should cite the standard or standard part that the inquiry will focus on.
 - Examples:
 - 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?
 - Non-example:
 - How does my use of differentiated instruction improve student understanding of percent, proportion, and ratio?
 - **KUD Chart:** The candidate will complete the KUD chart process to explain:
 - How did you decide that your students need this specific learning?
 - What prerequisite skills did your students already master?

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

Section F: Inquiry

This section includes reflecting on first good teach, CFA results AND planning and implementing of inquiry.

Section F - Planning:

- **Focus Question** - Once your Focus Question is approved in Section E, record your approved Focus Question for your Inquiry.
- **CCSS Standards** - Identify the standards addressed during the inquiry for 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.)
- **ELD Integration:**
- **CSTP Elements:** Should include CSTP elements included with growth goals.
- **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 in..... or All students will reach adequate understanding or beyond on my assessment rubric.) Optional Support Tool provided to assist with Anticipated Measurable Outcome/Objective. ([Document](#), [Directions](#))

- **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.
- **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 AND learners you are targeting.
- **Assessments** - Describe the entry-level assessment (CFA) you used before the first teach and the summative assessment you used after your last lesson 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.)

Section F - Implementing: During this part of the inquiry process, the candidates implement the 3-5 lessons created for the Inquiry. The mentors observe the IC during the first lesson and one of the follow-up lessons. The mentor will complete two observation forms. 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 P-BVUSD 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. The IC should review the New Teacher PD flyer for a list of professional development required by all new teachers.

[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 AND 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. If you are a year 1 IC, please refer to this section at the beginning of Year 2 of induction to determine if your goals in this section are still an area of desired growth.

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

Terminology:

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