



Year 2 Induction Individualized Learning Plan

24-25 ILP Goal Setting Plan Module

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*.

The Goal Setting Plan of the ILP will guide you through the steps for creating goals during the 2024-25 school year. Your mentor will observe you several times throughout the school year and one time during the Inquiry process. 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 the Goal Setting Plan of the ILP within the first 60 days of entering Induction (October 18). Prior to completing the Goals, Rationale, Actions, and Timeline portion of the Individual Learning Plan (ILP) for each goal, you will have the opportunity to reflect on your university transition plan/Individual Development Plan, meet with your site administrator to get input, debrief with your mentor and build 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 learning. 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 learning.

This is a cumulative document that will be reviewed and updated throughout the induction period.

**** This module must be submitted in Canvas by October 18, 2024****

Candidate Information

Candidate Name	Mentor Name
Candidate School Site	Grade level/Content Area

Candidate Credential Information

If a candidate is clearing more than one preliminary credential, all must be listed below

Credential(s) that you are clearing through the P-BVUSD Teacher Induction Program:

This document and all components of the ILP must be shared electronically with your mentor and your mentor must review all components of the ILP before submitting for approval.

Date shared with mentor:

Date mentor reviewed this module before submitting for approval:

Reviewer Use Only: Reviewers of ILP, please enter the information below once the **Goal Setting Module components that are due Oct. 18th** have been approved:

Date of approval:

Name of Reviewer

Growth Goal Section

Data Point #1:

Year 1 Goal Reflection: Reflect and Collaborate with your mentor on the progress of your goals during Year 1 of Induction using the following guiding questions:

Do I need to continue to work on any of my goals from Year 1 of Induction? If so, how can I update/extend my goals to fit my current level of teaching practice for Year 2 of Induction?

What did I learn from the process of implementing growth goals? How can this help me continue to be successful with implementing Year 2 growth goals?

Data Point #2:

CSTP Self-Assessment Reflection of Year 1: Reflect and Collaborate with your mentor on your Year 1 End of Year CSTP Self-Assessment results. Review any trends you noticed during your self assessment and describe your current level of classroom practice, including current areas of professional strength and desired areas of professional growth. This process will help you narrow down to the elements you want to focus on to create your growth goals for this year. Our program recommends elements from CSTP 4, 5 & 6 for Year 2 candidates.

Place a link to your Year 1 CSTP Self-Assessment here:

Current Area(s) of Professional Strength (list 3 or more CSTP elements that apply)

Desired Area(s) of Professional Growth or Interest (list 3 or more)

CSTP elements that apply)

Data Point #3: Input from Site Administrator:

Date of Meeting: Input from Principal: Schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for the 2024-25 school year. If possible, include your mentor in this meeting. If not, make sure to inform your mentor of the outcome of your meeting with your site administrator prior to building your goals.

Candidates will record key points of what the site admin shared including input on strengths, recommended growth areas, and grade and school wide goals.

__ / __ / ____

Our school site goals this year include:

Recommended growth areas for me include:

Grade/Subject area expectations for teachers in your specific job assignment:

Build your three growth goals for this year: Considering the three data points compiled above.

1. Reflect on your End of Year CSTP Self-Assessment from Year 1 with your Mentor.
2. With your Mentor, discuss and select **three** CSTPs that will form the basis for your Growth Goals this year. **(Our program recommends that Year 2 candidates focus on CSTP 4, 5 and 6 during their second year of induction.)**
3. Student Needs: Even though you are assessing on the CSTPs and the learning in induction is geared towards your own growth as an educator, you will include a component in each goal that affects student learning because you will need to provide how your actions in your goals have affected student achievement AND will need to explain how the goals align with your inquiry modules which will be centered on Common Core State Standards.
4. With your Mentor, narrow down to one or a few specific elements of each CSTP you selected.
5. With your Mentor, complete the chart below. (Note: These goals, as well as other aspects of your ILP, can be modified as you progress.)

Goal 1

Goal 1				
CSTP Element(s) provide number and wording for each	Goal: Begin with "My first growth goal for this year is to"	Rationale: Why is this goal important to your growth as an educator?	Actions Steps (At least 3) Must include at least one collaborative action.	Timeline: Begin with "By December, I will complete ..." <ul style="list-style-type: none"> • Describe actions you will take • Describe desired teacher growth • Describe desired

				student growth associated with this goal
List the CSTP Element(s) here: <i>Example: 1.6 Monitoring student learning and adjusting instruction while teaching</i>	Build your goal here:		1. 2. 3.	<ul style="list-style-type: none"> • Actions: • Teacher growth: • Student growth:

January Progress on Goal 1 (Due January 10th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 1:	Timeline: Begin with “By March, I will complete ...” <ul style="list-style-type: none"> • Describe actions you will take • Describe desired teacher growth • Describe desired student growth associated with this goal
				<ul style="list-style-type: none"> • Actions: • Teacher growth: • Student growth:

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 1

Name of PD:	Date(s) attended:	Time frame:	Description of PD:	Explain how this PD connects to this ILP Goal:

Goal 2				
CSTP Element(s) provide number and wording for each	Goal: Begin with “My second growth goal for this year is to”	Rationale: Why is this goal important to your growth as an educator?	Actions Steps (At least 3) Must include at least one collaborative action	Timeline: Begin with “By December, I will complete ...” <ul style="list-style-type: none"> • Describe actions you

				<ul style="list-style-type: none"> will take Describe desired teacher growth Describe desired student growth associated with this goal
List the CSTP Element(s) here:	Build your goal here:		<ol style="list-style-type: none"> 	<ul style="list-style-type: none"> Actions: Teacher growth: Student growth:

January Progress on Goal 2 (Due January 10th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 2 positively impact student learning:	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 2:	Timeline: Begin with “By March, I will complete ...” <ul style="list-style-type: none"> Describe actions you will take Describe desired teacher growth Describe desired student growth associated with this goal
				<ul style="list-style-type: none"> Actions: Teacher growth: Student growth:

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 2

Name of PD:	Date(s) attended:	Time frame:	Description of PD:	Explain how this PD connects to this ILP Goal:

Goal 3				
CSTP Element(s) provide number and	Goal: Begin with “My third growth goal for this year	Rationale: Why is this goal important to your	Actions Steps (At least 3) Must include at least one	Timeline: Begin with “By December, I will complete ...”

wording for each	is to”	growth as an educator?	collaborative action	<ul style="list-style-type: none"> Describe actions you will take Describe desired teacher growth Describe desired student growth associated with this goal
List the CSTP Element(s) here:	Build your goal here:		<ol style="list-style-type: none"> 	<ul style="list-style-type: none"> Actions: Teacher growth: Student growth:
January Progress on Goal 3 (Due January 10th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.				
Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 3 positively impact student learning:	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 3:	Timeline: Begin with “By March, I will complete ...” <ul style="list-style-type: none"> Describe actions you will take Describe desired teacher growth Describe desired student growth associated with this goal
				<ul style="list-style-type: none"> Actions: Teacher growth: Student growth:
Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 3				
Name of PD:	Date(s) attended:	Time frame:	Description of PD:	Explain how this PD connects to this ILP Goal:

**** The Goal Setting Plan module
 must be submitted in Canvas by October 18, 2024**
 (excluding the January Progress on Goals and the End of Year CSTP Self-Assessment Reflection)**

**Year 2 ILP Building a Caring Classroom
Due December 20, 2024**

Date candidate shared document with mentor:

Date Mentor reviewed before candidate submitted:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:

Date of approval:

Name of Reviewer

During your second year of induction, you will have the opportunity to once again observe your peers during instruction. This event will provide you with many new instructional and management strategies and ideas to take back to your classroom. Below you will share your experience from this event, how the observations relate to your growth goals and steps you are taking to build a caring classroom.

Peer Observation Reflection—Our program will work with your academic coach for general education teachers and program specialists for special education teachers to schedule peer observations during the months of September, October and November. Once you have participated in your peer observations, complete the following:

Date of Peer Observation

Names and Grade levels/Content Area that you visited

- 1.
- 2.
- 3.

Explain how you will apply what you learned from the peer observations to help you work toward meeting your ILP goals.

Goal 1:

Goal 2:

Goal 3:

Describe which teaching practices you will now try in your own classroom and how you plan to implement these new strategies (include at least one new strategy):

Student Relationship Building Reflection:

Share your class story. Tell us about the students assigned to you this year. Must include student demographics and/or any unique aspects you wish to share.

As you enter your second year of induction, describe the steps you have taken to learn about your students.

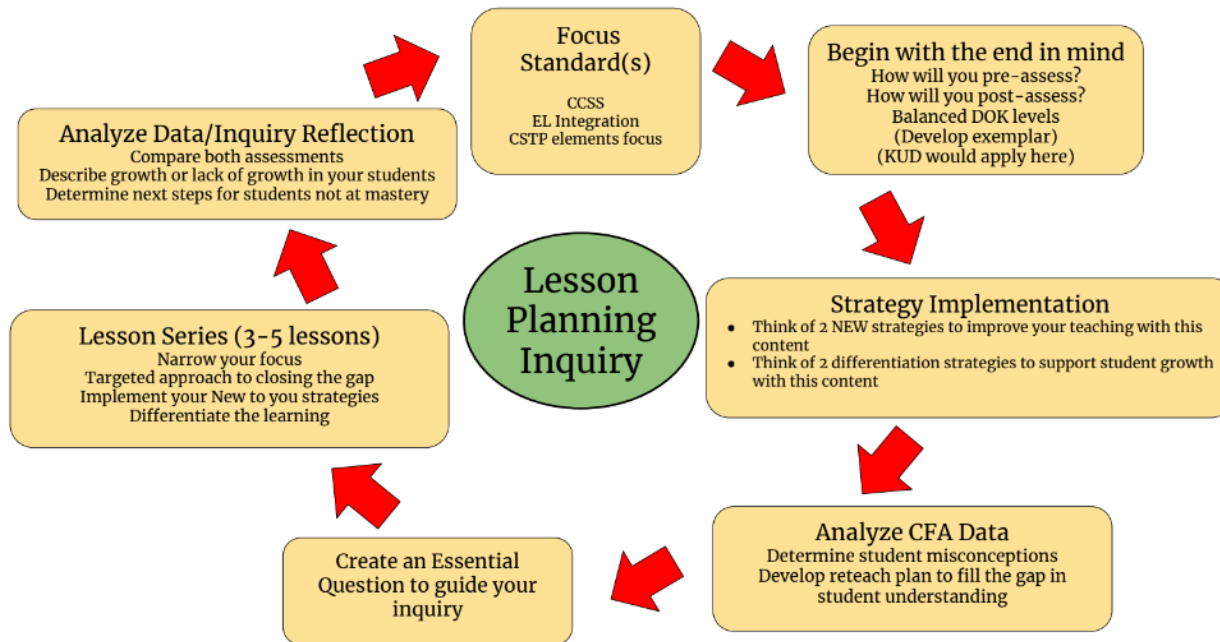
Explain how the steps you will take to learn about your students will inform your instruction and will help you address your students' individual needs.

Year 2 Lesson Planning Inquiry Module
Due February 21, 2025
Your Lesson Planning Inquiry Module must be approved BEFORE implementation of lesson series occurs

Date candidate shared document with mentor: _____ **Date Mentor reviewed before candidate submitted:** _____

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		Name of Reviewer	

Lesson Planning Inquiry



With your mentor, prepare ideas for your lesson planning inquiry by using the following questions to guide your thinking.

Year 2 Lesson Planning Inquiry Focus: <ul style="list-style-type: none"> • Math: Multiple subject and Educational Specialist candidates • Content Area: Specialist Single Subject candidate 	Responses to these questions should be brief. This is a preplanning/brainstorming activity.
	What will you be teaching during the time of your inquiry?
	What will the students be expected to learn and how will you know that they are learning?
	What TWO NEW TO YOU strategies would you like to implement this year? Strategy #1: Strategy #2:
	What TWO differentiation strategies will you like to implement to meet your students' needs? Differentiation Strategy #1: Differentiation Strategy #2:
What is your desired outcome of growth by the end of the inquiry process for ALL students?	

Standards Focus:		
CCSS or content standards addressing throughout the inquiry	ELD standards that will integrated during the inquiry	Identify the CSTP <u>elements</u> that will be addressed throughout your inquiry (these should be from one or more of your growth goals)

Before planning your assessment, 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 students should be expected to do during the learning and to identify any prerequisite skills needed to successfully master the anticipated outcome for learning during the inquiry lesson series.

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: What students need to KNOW U: What students need to UNDERSTAND	D: What students need to be able to 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 will students be expected to do in order to show mastery of the skill being taught?
K: Know	D: Do
U: Understand	

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Essential Question: Ask a question that will guide your inquiry

Essential Question:

Anticipated Measurable Outcome (must include content standard language 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:

New to you instructional strategies to grow your practice (2). Explain why these strategies are a growth area for you as an educator:

NEW Strategy 1:

NEW Strategy 2:

Differentiation strategies (2) to meet the needs of the various learners. Include the learner type & learning you are targeting.

Differentiation Strategy 1:

Differentiation Strategy 2:

ELD Integration: Please describe how you will integrate your ELD standard. What will you ask your students to do?

How will you integrate the language standard?

What will students be expected to do? How will they engage with any of the language domains (reading, writing, listening & speaking)?

Post Assessment: provide a link AND a screenshot

Link with appropriate sharing settings:

Screenshot:

Lesson plans must be linked here. Once your lesson planning inquiry is approved, you may begin your lesson series. The lesson series will include 3-5 lessons. The mentors observe the IC during a mutually agreed upon lesson. The

Mentor Observation Form Due one week after observation in Canvas	mentor will complete one observation form. After the lesson series, the mentor will meet with the candidate to reflect on the process and the analysis of the assessment results to complete the inquiry reflection.			
	Lesson	Date of lesson	Please add lesson plan links in this column	Mark an x for the lesson that the mentor observed
	#1			
	#2			
	#3			
	#4			
#5				

Year 2 ILP Lesson Planning Inquiry Reflection
Due April 25, 2025

Inquiry Reflection: to be completed after you have completed your lesson planning inquiry.

Date candidate shared document with mentor: _____ **Date Mentor reviewed before candidate submitted:** _____

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:

Date of approval:		Name of Reviewer	
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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 (graphs, tables, pie charts, etc.)

How has analyzing student data and engaging in the inquiry process supported your growth in your ILP goals and growth on the identified CSTP element(s)?	Goal 1 & CSTP Growth	
	Goal 2 & CSTP Growth	
	Goal 3 & CSTP Growth	

Reteach & Intervention: How will I continue to support any students who did not achieve 80% mastery on the common

core standard that I focused on during my inquiry?	
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**Year 2 ILP Continued Professional Growth
Due May 2, 2025**

Date candidate shared document with mentor:	Date Mentor reviewed before candidate submitted:
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Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:

Date of approval:		Name of Reviewer	
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Continuing to Grow as an Professional (Two steps):

Step One:

- Complete the End of Year CSTP Self-Assessment:
 - Open up your CSTP Self-Assessment Tool and self-assess on all CSTP elements one last time.
 - Once you have done this, you will upload your CSTP Self-Assessment document in Canvas. Please complete this step before moving on to step 2.

Step Two:

- Complete the section below:
 - For each focus area, pick 2-3 CSTP elements that you would like to continue to grow in the next school year.
 - In 3-4 sentences, describe how you plan to focus on each area as you continue to grow professionally once you exit induction.

Focus Area 1:

List the CSTP Element(s) here associated with the focus area you would like to continue to grow in:	
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Describe how you plan to focus on this area:	
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Focus Area 2:

List the CSTP Element(s) here associated with the focus area you would like to continue to grow in:	
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Describe how you plan to focus on this area:	
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