



January 2026 Mid Year

Year 2 Induction Individualized Learning Plan

January 2026-December 2026 ILP Goal Setting Plan Module

<p>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 each induction year.</p> <p>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.</p> <p>Goals should align with the California Standards for the Teaching Profession.</p> <p>Our program recommends elements from CSTP 4, 5 & 6 for Year 2 candidates.</p>	<p>The Goal Setting Plan of the ILP will guide you through the steps for creating goals during Year 2 of Induction. Your mentor may 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.</p>
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Directions: Complete the Goal Setting Plan of the ILP within the first 60 days of entering Year 2 of Induction (March 27, 2026). 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 growth goals from year 1 of induction, meet with your site administrator to get input, debrief with your mentor and 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. During your inquiry process, 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.

**** The Goal Setting module must be submitted in Canvas by March 27, 2026****

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 sections of the ILP must be shared electronically with your mentor at least two times:
1st share-so mentor can see candidate's progress and
2nd share-so mentor must review before the candidate submits**

Candidate will enter the date that this section of the ILP was shared with their mentor:

Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:

Enter Date Here:

Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once the **Goal Setting Module components that are due March 27, 2026** have been approved:

Date of approval:

Name of Reviewer

Growth Goal Section

Data Point #1: You will need to refer to your Year 1 Goal Setting Module

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: You will need to refer to your Year 1 CSTP Self Assessment

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.**

***IMPORTANT:** If you completed Year 1 of induction with another program other than P-BVUSD Teacher Induction, please contact our program at induction@pbvUSD.k12.ca.us for next steps.

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:	<p>Input from Principal: With your mentor, schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for the school year. Your mentor will attend this meeting with you.</p> <p>The candidate and mentor will record key points of what the site admin shared including input on strengths, recommended growth areas, and grade and school wide goals.</p>				
_ / _ / _	<table border="1"> <tr> <td>Our school site goals this year include:</td> </tr> <tr> <td>Recommended growth areas for me include:</td> </tr> <tr> <td>Grade/Subject area expectations for teachers in your specific job assignment:</td> </tr> <tr> <td>Please inform your administrator that you will be embedding the Refreshed 2024 CSTPs in your induction work as you develop your SMARTIE Goals and provide an equitable and inclusive classroom. Record any discussion around this topic here:</td> </tr> </table>	Our school site goals this year include:	Recommended growth areas for me include:	Grade/Subject area expectations for teachers in your specific job assignment:	Please inform your administrator that you will be embedding the Refreshed 2024 CSTPs in your induction work as you develop your SMARTIE Goals and provide an equitable and inclusive classroom. Record any discussion around this topic here:
Our school site goals this year include:					
Recommended growth areas for me include:					
Grade/Subject area expectations for teachers in your specific job assignment:					
Please inform your administrator that you will be embedding the Refreshed 2024 CSTPs in your induction work as you develop your SMARTIE Goals and provide an equitable and inclusive classroom. Record any discussion around this topic here:					

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. You will be asked to determine how you will ensure that your growth goals are inclusive and equitable to all students.
6. 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



<p>CSTP Element(s) provide number, letter and wording for each element. <i>(For example: 4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.)</i></p>	<p>SMARTIE Goal: Begin with "My first growth goal for this year is to"</p>	<p>Rationale: Why is this goal important to your growth as an educator?</p>	<p>Actions Steps (At least 3) Must include at least one collaborative action.</p>	<p>Timeline: Begin with "By May, I will complete ..."</p>
<p>List the CSTP Element(s) here:</p>	<p>Build your goal here:</p>		<p>1. 2. 3.</p>	<ul style="list-style-type: none"> • Describe actions you will take: • Describe desired teacher growth: • Describe desired student growth associated with this goal:
<p>How will this growth goal allow you to create an inclusive environment for all students?</p>				
<p>How will this goal provide equitable teaching for all students?</p>				
<p>May Progress on Goal 1 (Due May 22nd): 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.</p>				
<p>Actions steps that have been taken or completed:</p>	<p>Describe how the actions that you took towards Goal 1 positively impact student</p>	<p>Describe how taking these actions has helped you grow in your teaching profession</p>	<p>Any adjustments or modifications for Goal 1:</p>	<p>Timeline: Begin with "By the end of the year, I will complete ..."</p>

	learning:			
				<ul style="list-style-type: none"> • Describe actions you will take: • Describe desired teacher growth: • Describe desired student growth associated with this goal:
How will this growth goal continue to allow you to create an inclusive environment for all students?				
How will this growth goal continue to allow you to provide equitable teaching for all students?				
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:

<p>Goal 2</p> 				
CSTP Element(s) provide number, letter and wording for each element.	SMARTIE 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 May, I will complete ...”
List the CSTP Element(s) here:	Build your goal here:		<ol style="list-style-type: none"> 1. 2. 3. 	<ul style="list-style-type: none"> • Describe actions you will take: • Describe desired teacher growth: • Describe desired student growth

				associated with this goal:
How will this growth goal allow you to create an inclusive environment for all students?				
How will this goal provide equitable teaching for all students?				
May Progress on Goal 1 (Due May 22nd): 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 the end of the year, 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:
How will this growth goal continue to allow you to create an inclusive environment for all students?				
How will this growth goal continue to allow you to provide equitable teaching for all students?				
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, letter and wording for each element.	SMARTIE Goal: Begin with “My third 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 May, I will complete ...”
List the CSTP Element(s) here:	Build your goal here:		<ol style="list-style-type: none"> 1. 2. 3. 	<ul style="list-style-type: none"> ● Describe actions you will take: ● Describe desired teacher growth: ● Describe desired student growth associated with this goal:
How will this growth goal allow you to create an inclusive environment for all students?				
How will this goal provide equitable teaching for all students?				
May Progress on Goal 1 (Due May 22nd): 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 the end of the year, 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:
How will this growth goal continue to allow you to create an inclusive environment for all students?				
How will this growth goal continue to allow you to provide equitable teaching for all students?				
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 March 27, 2026**
(excluding the January Progress on Goals and the End of Year CSTP Self-Assessment Reflection)**

Year 2 ILP Building a Caring Classroom Module Part 1

Due April 24, 2026

Candidate will enter the date that this section of the ILP was shared with their mentor:

Enter Date Here:

Candidate will enter the date that this section of the ILP was shared with their mentor before submitting for approval:

Enter Date Here:

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 (must include at least one goal connection).

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).

New strategy/strategies I will implement in my own classroom:

How I plan to implement the new strategy/strategies listed above:

Year 2 ILP Building a Caring Classroom Module Part 2

Due August 28, 2026

Candidate will enter the date that this section of the ILP was shared with their mentor:

Enter Date Here:

Candidate will enter the date that this section of the ILP was shared with their mentor before submitting for approval:

Enter Date Here:

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

Date of approval:

Name of Reviewer

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 September 11, 2026

Your Lesson Planning Inquiry Module must be approved BEFORE implementation of lesson series occurs

Candidate will enter the date that this section of the ILP was shared with their mentor:

Enter Date Here:

Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:

Enter Date Here:

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

Here are some things to consider as you develop a well planned lesson series for your inquiry cycle:

Year 2 Lesson Planning Inquiry Focus:	<ul style="list-style-type: none"> • <u>Math</u>: Multiple subject and Educational Specialist candidates • <u>Content Area</u>: Specialist Single Subject candidate
How will you connect to your growth goals during this inquiry?	Choose 3 CSTP elements from your growth goals that you would like to strengthen during this inquiry. For example, if one of growth goals is focused on collecting and analyzing assessment data to inform instruction, you can focus on this area during the inquiry reflection. The inquiry reflection will provide an opportunity to analyze data. Try to make a connection to at least one CSTP element from each of your three growth goals to grow in during the inquiry.
What will you be teaching during the time of your inquiry (CCSS)?	What will you be teaching during the time of your inquiry (CCSS)? Think of when this learning will occur in order to develop a timeline. For example, most inquiry lesson series take place during the end of March or beginning of April. Look ahead in your curriculum maps or scope and sequence guides to determine what content you would like to focus on during this time.
How will you know your students are learning (Assessment)?DOK	What will the students be expected to learn and how will you know that they are learning? Be prepared to describe the learning that is taking place. What are the students able to do or produce that demonstrates the learning. Depth of Knowledge (DOK) levels should match from the pre to post assessment. You want to have comparable data.
What is your desired outcome of growth by the end of the inquiry process for ALL students? (Anticipated Measurable Objective)?	What is your desired outcome of growth by the end of the inquiry process for ALL students? Begin with, <i>"All students will be able to..."</i> <i>For example: "Students will be able to solve quadratic equations using the quadratic formula with 80% accuracy." "Students will be able to explain the process of photosynthesis, including the reactants and products, after completing the photosynthesis unit." "Students will be able to identify the author's purpose in a given text by analyzing the text's structure and language." "Students will be able to create a timeline of significant events in American history, demonstrating their understanding of historical cause and effect."</i>
<u>Which TWO NEW TO YOU strategies will you implement?</u> -Main Strategy: -Supporting Strategy:	What would you like to implement this year to grow your practice and support student learning? <i>For example, implementation of base ten blocks could be your main strategy that is called out in your essential question and academic conversation stems could be a supporting strategy you implement during partner discussions.</i>
How will you meet the diverse needs of your students?	You will be asked to meet the needs of all students by providing flexible learning environments that offer multiple ways for information to be presented, for students to engage with learning, and for students to demonstrate their knowledge. Resources: Refreshed 2024 CSTPs & Universal Design for Learning (UDL)
How will you Integrate ELD?	You will need to describe how your students engage with any of the language domains (reading, writing, listening & speaking)
What will be your Essential Question?	Ask a question that will guide your inquiry. This question should be about what you, as the teacher will be implementing and how it will support the learning. For example, <i>How will implementing base-ten blocks during small group instruction support my students ability to demonstrate and explain place value?</i>

Standards Focus:

CCSS or content standards addressing	ELD standards that will integrated during the	Identify the CSTP elements that will be
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throughout the inquiry	inquiry	addressed throughout your inquiry (these elements should be the elements you focused on in your growth goals)

Before planning your assessment, the candidate should meet with their 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	U: Understand	D: Do

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) <div style="border: 1px solid black; height: 60px;"></div>
Pre-Assessment: provide a link to your CFA and screenshot (DOK levels for the pre-assessment should match the levels of the post assessment)	Link with appropriate sharing settings: <div style="border: 1px solid black; height: 20px;"></div> Screenshot: <div style="border: 1px solid black; height: 20px;"></div>
New to you instructional strategies to grow your practice (2). Provide the name and description of each new strategy and	NEW Strategy called out in your essential question: <div style="border: 1px solid black; height: 60px;"></div>

<p>explain why these strategies are a growth area for you as an educator:</p>	<p>NEW Supporting Strategy:</p>		
<p>Reflect on your current students and the assets they bring to this learning. Choose one action for each principle of UDL to implement and enhance your students' experience during this inquiry to better meet the needs of your diverse learners.</p>			
<p>Resources: Refreshed 2024 CSTPs Universal Design for Learning (UDL)</p>	<p>Engagement: The "why" of learning, which includes motivation and building on students' interests.</p> <div data-bbox="472 428 634 760"> <p>Engagement</p>  <p>Offer options and supports to stimulate motivation and sustained enthusiasm for learning</p> </div>	<p>Representation: The "what" of learning.</p> <div data-bbox="982 428 1144 760"> <p>Representation</p>  <p>Present information in different ways to support access and understanding</p> </div>	<p>Action & Expression: The "how" of learning.</p> <div data-bbox="1509 428 1671 760"> <p>Action & expression</p>  <p>Offer options and supports to all so everyone can create, learn, and share</p> </div>
	<p>Workspace for Engagement:</p>	<p>Workspace for Representation:</p>	<p>Workspace for Action & Expression:</p>
<p>ELD Integration: Please describe how you will integrate your ELD standard. What will you ask your students to do?</p>	<p>How will you integrate the language standard?</p> <p>What will students be expected to do? How will they engage with any of the language domains (reading, writing, listening & speaking)?</p>		
<p>Post Assessment: provide a link AND a screenshot (DOK levels for the pre-assessment should match the levels of the post assessment)</p>	<p>Link with appropriate sharing settings:</p> <p>Screenshot:</p>		
<p>Mentor Observation Form Due one week after</p>	<p>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 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.</p>		

<p>observation in Canvas</p> <ul style="list-style-type: none"> mentor completes this document and shares it with the candidate The candidate uploads this document in Canvas <p>CLICK HERE for a forced copy of Lesson Plan Template (make copies for each lesson)</p>	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 Module
Due October 9, 2026

Inquiry Reflection: to be completed after you have completed administered your post assessment during your lesson planning inquiry.

Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:
Enter Date Here:	Enter Date Here:

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

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 through the identified CSTP element(s)?	CSTP Growth	
	CSTP Growth	
	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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*****November 2, 2026:** Culminating Slide Deck for the Lesson Planning Inquiry Module is due***
 No Video Option for Year 2 Inquiry Presentation-Live Presentations ONLY
 Submit Slide by **November 2, 2026** in order to present via zoom **November 5, 2026**

Year 2 ILP Continued Professional Growth Module Due November 20, 2026
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Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:
Enter Date Here:	Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:
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Date of approval:		Name of Reviewer	
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Continuing to Grow as a Professional (Two steps):

Step One:

- Complete the End of Year CSTP Self-Assessment:
 - Open up your CSTP Self-Assessment Tool from Year 1 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:	
Describe how you plan to focus on this area:	

Focus Area 2:

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

Describe how you plan to focus on this area: