



## Individual Learning Plan (ILP)

\*This document is not used for evaluative purposes.

**Purpose:** To develop an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP).

**Directions:** Mentor and Participating Teacher review the descriptions of each level of the selected CSTP element. Choose a level and record the date in the Co-Assessment Levels area for the selected CSTP element. List or describe what evidence you have to establish the chosen co-assessment level. Be sure to include strengths and areas for growth for the chosen levels as well. Each participating teacher will choose a level and set a goal for the chosen CSTP element.

**CSTP 2: Creating and Maintaining Effective Environments for Student Learning**  
Element 2B - Student Behavior

Participating Teacher: SAMPLE TEACHER	School Site: SAMPLE SCHOOL
Support Provider: SAMPLE MENTOR	Subject/Content Area: ELA

	Emerging	Exploring	Applying	Integrating	Innovating
Teacher	The teacher begins to use knowledge of students’ backgrounds to establish high expectations, norms, and procedures for individual and group behavior.	The teacher co-creates developmentally appropriate norms, procedures, and supports for respectful individual and group conduct. The teacher recognizes the underlying causes of behavior, including social-emotional needs.	The teacher models and reinforces evidence-based practices that include norms, procedures, and supports for respectful individual and group conduct and reflect the cultural values of the school community. The teacher employs culturally and linguistically responsive practices	The teacher implements evidence-based practices to respond to student behavior in an instructive and restorative manner. The teacher reflects an understanding of the social-emotional and developmental needs of students. The teacher facilitates productive interactions to create	The teacher leads and sustains a system of collective responsibility that ensures students take an active role in upholding and promoting positive behavioral norms for themselves and the group.



			that reflect, affirm, and respect diversity to support students' sense of belonging and well-being.	a climate where students take responsibility for their own and each other's well-being.	
Student	Students have an awareness of behavioral expectations for themselves and the group.	Students provide input on classroom norms and align actions to agreed-upon norms.  Students respond to individual behavioral expectations and provide information regarding their needs.	<b>Students demonstrate respectful interactions with their teacher and peers.</b> Students increase positive behavior based on social-emotional supports.	Students <b>demonstrate the skills necessary to meet behavioral standards.</b> Students <b>take responsibility</b> for their own and their own and each other's well-being.	Students demonstrate <b>ownership by self-regulating</b> their actions and <b>supporting peers</b> in meeting shared standards of behavior.

Co-Assessment Levels

Initial Level	Date Recorded	Mid-year Level	Date Recorded	End-of-Year Level	Date Recorded
Applying	9/17/2025	Integrating	1/19/2026	Innovating	4/27/2026

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Evidence	<p>9/17/25 The classes for the school year all began with basic expectations laid out for the students. These were then discussed with the students, and through collaborative conversations, a series of norms were developed. These norms were then applied to all classes and are taken into consideration when working with new groups of students.</p> <p>1/19/2026 With classes at the mid-year point, there are often discussions in-class with students that allow them opportunities for self-reflection/assessment for their progress in class. When there seem to be discrepancies (grades dropping, work not being done at the same quality as before, etc.) we will discuss what may be happening</p>
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	<p>to distract us from academic work. These discussions have sometimes revealed that students are concerned with matters outside of the school setting and we (as a class) then focus briefly on getting everyone back to a safe place socially/emotionally before we redirect our focus back to academics. 4/27/2026 There is an open dialogue between myself and the students with each unit that we move through, reflecting upon the pacing of lessons, the (digital) materials we are using to access content, and the routines we have in place to advance together. We agree on and make adjustments as necessary depending on the needs of the students (ie: extra time for larger assignments to be turned in, strategic “catch up/keep up” days, etc.). It is explained to students what the end-goal of each unit is and how that is relevant to their understanding and learning. I take into consideration the different backgrounds of the students and their interests or previous knowledge, both as a means to foster inclusion in the classroom as well as to engage students in the lessons/materials.</p>
<p>Strengths</p>	<p>9/17/25 Open dialogue with students, clearly explaining the purpose behind each norm (before and after collaborative adjustments were made), consistency/reminding students of expectations at the start of each lesson/class and that students had some degree of agency in helping to determine those norms that would be put into place. 1/19/26 Positive academic accomplishments are acknowledged both in the gradebook feedback on assignments. Students have been comfortable discussing in private matters of concern, be it confusion or worry over an assignment or class grade or if there is a personal matter going on that is distracting them; in cases such as the later, we often come to some sort of compromise on the work asked if it is time sensitive (deadline fast approaching) or arrange for the student to return during tutoring hours to complete the assignment with teacher assistance. 4/27/26 A big strength within this CSTP is the inclusion of the varied student backgrounds into the curriculum as much as possible. By allowing students to connect on a personal and/or individual level with materials and content, they are able to engage easier and remain engaged longer with lessons. This also helps to further build the classroom community, as students are able to connect with each other through either shared experiences and opinions or common interests that are expressed. This heightened sense of community allows the students to not only engage on a deeper level with myself and the course, but also to help support and encourage each other within the classroom.</p>
<p>Areas for Growth</p>	<p>9/17/25 Allowing students more opportunities for self-reflection and self-assessment of their progress with assignments, engagement, punctuality in meeting assignment deadlines, and to what degree they are upholding to the agreed to norms for the class. 1/19/26 Provide students with the opportunity to be more involved in the development of the classroom norms from early on in the class. Create class goals with the students so that all are in agreement and understand the expectations and increase the amount of student work being produced. Consider</p>



	<p>ways in which to re-engage students who may be easily distracted or easily disengaged taking into consideration restrictions. 4/27/26 An area for growth has been the amount of engagement from a handful of students. While the content of lessons can easily be altered to tap into student interests and experiences, it is still a challenge to get students that do not regularly attend class to engage with the curriculum. I am confident that with consistency, the engagement ratio will be much higher than the current disconnection that can be seen. Something that I have discovered is that I intend to continue as a practice for my classes is the degree of organization and clear intent with weekly file folders in Schoology, helping to keep students and myself better organized and assist in ensuring an appropriate pace to units being taught. Included in this practice also is including instructional videos for class projects. These would be in addition to live modeling of the projects, so that students either absent or in need of a refresher/demonstration have easy access to the support/scaffold.</p>
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**Directions:** Mentor and Participating Teacher together will *set goals*, decide on *next steps*, and describe the *support desired* to reach the set goals. Site administrators will be given the opportunity to provide input on goals. It may be that the Participating Teacher will have *additional goals* based on the teacher's professional interests.

**CSTP 2: Creating and Maintaining Effective Environments for Student Learning**  
Element 2B - Student Behavior

<p style="text-align: center;">Goal <a href="#">Professional</a> &amp; <a href="#">Student-Learning</a></p>	<p>By 11/17/25, students will regularly (informally daily and formally weekly) participate in self-reflection and assessment in the areas of behavior and engagement; and will at least twice quarterly contribute in discussion to establish class norms, and reevaluate the norms effectiveness as measured by student completion of google forms, and teacher or mentor recording of informal rating.</p> <p>By 3/19/26, students will routinely participate in self-reflection and self-assessment in their progress in class; students will be participants in creating the classroom norms and expectations from the start of the quarter; student progress and productivity will be measured by student completion of assignments in the forms of Google integrated forms, as well as teacher or mentor observations.</p> <p>By 5/27/26, the goals above have been met within my Advisory course with senior year Advisory students; we have a combination of daily goals to begin our weeks with their individual classes and conclude each week with a grade</p>
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	<p>check to reflect upon progress. This is a practice that will be continued into the 26/27 school year with Advisory, but is also a practice that I aim to include into my content classrooms at strategic intervals to allow students opportunities to self-reflect/assess their own progress. A goal to continue to develop and improve upon would be providing opportunities for these self-reflection stages. These should easily be applicable to mid and end-of-units, where students are able to express how/why their performance on certain lessons or projects show their progress and mastery of the standards presented during that unit.</p>		
<p>Consultation with Site Administrator</p>	<p>Date: <i>9/21/2025</i></p>	<p>Initials: <i>HB</i></p>	<p>Comments/Input: <i>Goal aligns with site expectations and district initiatives</i></p>
<p>Next Steps</p>	<ul style="list-style-type: none"> <li>1. Integrating opportunities for self-reflection/self-assessment for students as part of lessons.</li> <li>2. Developing and implementing a means for students to monitor work efficiency and engagement with courses/lessons.</li> <li>3. Collecting and reviewing the data of self-reflection, and informal monitoring.</li> <li>1. Continue with established protocols. Consider incorporating SEL content into daily classroom interactions.</li> <li>1. Integrating reflection points in the pacing of lessons.</li> <li>2. Re-familiarizing students with in-classroom norms and expectations and develop together “classroom standards” that all can agree upon and adhere to</li> <li>3. Examine ways to embed SEL practices in all classes</li> <li>4. Re-familiarizing self and students with pacing and workload post-distance learning</li> </ul>		
<p>Support Desired</p>	<ul style="list-style-type: none"> <li>Collaboratively build the self-reflection piece.</li> <li>Support with data collection of informal monitoring.</li> <li>Continued collaboration with department in developing engaging content for students</li> <li>Support with data collection of informal monitoring when possible</li> <li>Support if/when integrating new technology into the curriculum (ie: Nearpod, Jamboard, etc.)</li> <li>Continue to take advantage of collaboration opportunities with department and site faculty.</li> <li>Cross-site collaboration with implementation of new practices into the curriculum.</li> <li>Explore further opportunities for PD to bring into the classroom new practices to better mindfulness of student struggles outside of the classroom and their effects on performance, behavior and academics.</li> </ul>		



Induction Standard Element 2B: Optional Additional Goal

*The participating teacher’s specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the participating teacher and the support provider may add additional goals based on the participating teacher’s professional interests such as, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the participating teacher’s caseload, consultation, collaboration, co-teaching, and collaborating with paraeducators and service providers.*

Additional Goal	
Next Steps	
Support Desired	

Element Indicators from the Continuum of Teaching Practice

Example indicators are samples of how a teacher might demonstrate the standard or the element within their own teaching. The example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

CSTP 2B: Student Behavior

Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social-emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another’s learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.