Panama-Buena Vista Union School District Induction Program

January 2026 Mid Year

Year 1 Induction Individualized Learning Plan

January 2025-December 2026 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. **Our program recommends elements from CSTP 1, 2 & 3 for Year 1 candidates.**	The Goal Setting Plan of the ILP will guide you through the steps for creating goals during your first year of induction. 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 (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 university transition plan/Individual Development Plan, 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. 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.

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

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

Candidate Information	
Candidate Name	**Mentor Name**
Candidate School Site	**Grade level/Content Area**
Candidate Credential Information **If a candidate if 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 this document was shared with mentor:	**Date mentor reviewed this document before submitting for approval:**

Growth Goal Section	
Data Point # 1: Transition Plan/Individual Development Plan (IDP) Reflection Think back to the Individual Development Plan you completed at the end of your University Preliminary Credential Program. From your identified strengths and desired growth areas, discuss the goals you set for your first year teaching on your Preliminary. These two areas should be based on their level of practice during their time enrolled in a credential program, which **must** include: ● Student teaching experience ● Feedback from university supervisor or mentor teacher ● Planned next steps at the end of credential program Candidates who were prepared out of state may not have an IDP. All California candidates must have an IDP. If you do not have your IDP, complete the CSTP Self-assessment and then return to this section and describe your current level of practice (strengths and desired growth areas) Please inform the program if you do not have an IDP.	
After discussing with your Mentor, reflect on your IDP/transition plan and describe:	
Three areas of strength:	

Three areas of desired growth:	
Student teaching experience:	
Feedback from university supervisor at the end of your credential program:	

Data Point # 2: Beginning of Year 1 CSTP Self-Assessment

Use the CSTP Self-Assessment form results to describe your current level of practice. Then, discuss with your Mentor the CSTP elements that you may need to focus your attention this year. (Click here) for a forced copy of the CSTP Self-Assessment form)

1. Save your copy of the CSTP Self-Assessment in your google drive.
2. Share it with your mentor
3. Change the share settings to "P-BVUSD-Anyone in this group with the link can view"
4. Link your copy BELOW:

Link your CSTP Self-Assessment Document here:	

CSTP Strengths and Desired Areas of Professional Growth or Interest: Reflect and Collaborate with your mentor on your 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 that Year 1 candidates focus on elements from CSTP 1, 2 & 3.

Make sure to include the elements (for example, CSTP 1.3) and the wording for the elements (for example, Connecting subject matter to meaningful, real-life contexts)

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:	Schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for your first year of induction. Prior to the meeting, with your mentor, draft three goals or areas of focus based on your CSTP self-assessment to be shared with your site administrator during the meeting. 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 finalizing 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:
	Please inform your administrator that you will be embedding the Refreshed 2024 CSTPs in your induction work. Record any discussion around this topic here:

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

1. With your Mentor, you will self-assess on the 2024 CSTPs
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 1 candidates focus on CSTP 1, 2 and 3 during their first year of induction.)**
3. With your Mentor, narrow down to one or a few specific elements of each CSTP you selected.
4. 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 CoreState Standards.
5. You will be asked to determine how you will ensure that your growth goals are inclusive and equitable to all students.
6. Last step: 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



CSTP Element(s) provide number and wording for each	SMARTIE 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 September, I will complete …"
List the CSTP Element(s) here: (*For example: 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that*	**Build your goal here**:		**1.** **2.** **3.**	• **Describe actions you will take** • **Describe desired teacher growth** • **Describe desired student growth associated with this goal**

explore students' identities and extend their learning)				
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?				
<u>September Progress on Goal 1 (Due September 11th)</u>: 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 November, I will complete …"**
				• **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 goal continue 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:**
<u>November Progress on Goal 1 (Due November 21st)</u>: Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over				

your first year of induction. This process must be completed before providing progress on goals for November.				
End of Year CSTP Self-Assessment Reflection: **At the end of the year, you will conduct a final self-assessment of all CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.**				
Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.				
Actions and 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:	By the end of the school year, what action steps will you take to continue to meet Goal 1?
Any additional professional development that aligns with this goal (optional):				

Goal 2



CSTP Element(s) provide number and wording for each	**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 September, I will complete …"**
List the CSTP Element(s) here:	**Build your goal here**:		**1.** **2.** **3.**	• **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?				
<u>September Progress on Goal 2 (Due September 11th)</u>: 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 November, I will complete …"**
				• **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 goal continue 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:**
<u>November Progress on Goal 2 (Due November 21st)</u>: Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over your first year of induction. This process must be completed before providing progress on goals for November.				
<u>End of Year CSTP Self-Assessment Reflection:</u>				

At the end of the year, you will conduct a final self-assessment of all CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.	

Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.

Actions and 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:	By the end of the school year, what action steps will you take to continue to meet Goal 2?

Any additional professional development that aligns with this goal (optional):

Goal 3



CSTP Element(s) provide number and wording for each	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 September, I will complete …"
List the CSTP Element(s) here:	**Build your goal here**:		**1.** **2.** **3.**	• **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?	

<u>September Progress on Goal 3 (Due September 11th)</u>: 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 November, I will complete …"**
				• **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 goal continue 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:**

<u>November Progress on Goal 3 (Due November 21st)</u>: Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over your first year of induction. This process must be completed before providing progress on goals for November.	
<u>End of Year CSTP Self-Assessment Reflection:</u> **At the end of the year, you will conduct a final self-assessment of <u>all</u> CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the**	

beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.				
Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.				
Actions and 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:	By the end of the school year, what action steps will you take to continue to meet Goal 3?
Any additional professional development that aligns with this goal (optional):				

**** The Goal Setting Plan module**
must be submitted in Canvas by March 27, 2026**
(excluding the January and April Progress on Goals and the End of Year CSTP Self-Assessment Reflection)

Year 1 Peer Observation Module
January 2026 Mid Year

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

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

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

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- **1st: Peer Observation**
- 2nd: Student Relationship Building
- 3rd: Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Additionally, you will be asked to choose **one action for each principle of UDL** to implement and enhance your students' experience as you grow your teaching practice:

Directions:

1. **Read the description for each task and the required areas according to the rubric bulleted items.**
2. **Work with your mentor to complete the tasks.**
3. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
4. **Submit this module in Canvas**

**** The Peer Observation module must be submitted in Canvas by April 24, 2026****

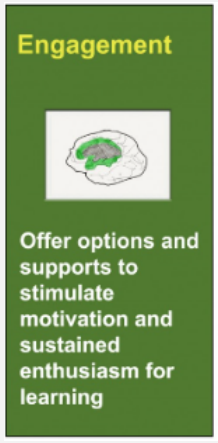
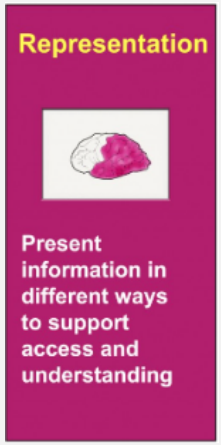
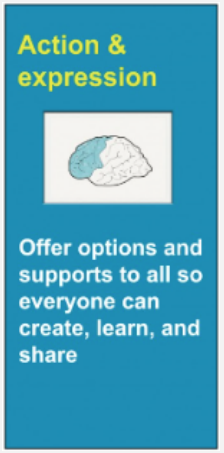
All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **December 16, 2026**
- Live Zoom Presentation option: Submit in Canvas by **December 14, 2026 in order to present via zoom on December 16, 2026**.

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:

Section	Description of task	Module Rubric (Must be included in each slide)	Workspace: Add your progress here and when compete, transfer to your slide deck
Slide #1 Peer Observation	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 1: Engaging and supporting all students in learning. Think of what you want to do in your teaching practice in terms of this element while observing a peer. Your academic coach will assist in scheduling the observations. You will observe one or more veteran teacher(s). If possible, try to observe your Mentor.	• State your CSTP Element • State your growth goal associated with this element. • Describe what you would like to observe from a peer within this element (strategy, classroom routine, delivery style, engagement of students...). • After the observation, describe what you observed that you would like to practice in your classroom.	

	During the observation you will gather new ideas around potential strategies and routines you may use in order to obtain growth in your selected element. Make sure to take notes.	• Discuss what you did to implement what you learned during the peer observation..	
Slide #2 Peer Observation Practice	Take a strategy that you learned during your observation and practice it in your own class.	• Describe what you did to implement what you learned into your classroom. • Provide evidence (picture, student work, video, graph…) • Label evidence	
Slide #3 Peer Observation Reflection	Reflect upon your learning from the Peer Observation experience. Discuss your reflection with your Mentor.	• Discuss what worked and what you may change. • Discuss whether or not you would try this strategy again. • Describe what you learned from the process of observing a peer.	
Slide #4 **Creating a classroom of inclusion and equity.** **2024 CSTPs** **Universal Design for Learning (UDL)**	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 as you grow your teaching practice while implementing the new strategies that you observed.		
	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 
	Workspace for Engagement:	**Workspace for Representation:**	**Workspace for Action & Expression:**

Year 1 Student Relationship Building Module
January 2026 Mid Year

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

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

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

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- 1st: Peer Observation
- **2nd: Student Relationship Building**
- 3rd: Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Additionally, you will be asked to choose **one action for each principle of UDL** to implement and enhance your students' experience as you grow your teaching practice:

Directions:

5. **Read the description for each task and the required areas according to the rubric bulleted items.**
6. **Work with your mentor to complete the tasks.**
7. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
8. **Submit this module in Canvas**

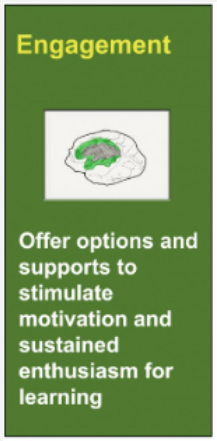
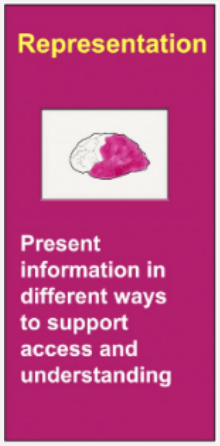
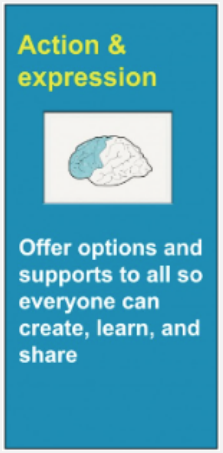
**** The Student Relationship Building module must be submitted in Canvas by September 25, 2026****

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **December 16, 2026**
- Live Zoom Presentation option: Submit in Canvas by **December 14, 2026 in order to present via zoom on December 16, 2026**.

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:			
Section	**Description of task**	**Module Rubric (Must be included in each slide)**	**Workspace: Add your progress here and when complete, transfer to your slide deck.**
Slide #1 Student Relationship Building	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 2: Creating and maintaining effective environments for student learning. With your mentor, research a NEW strategy you would like to implement to promote a caring community within your classroom. Recommended Resources: 8 Quick Relationship Building Activities Fostering Relationships in the Classroom 10 Powerful Community-Building Ideas Positive Student-Teacher Relationships: 10 Ways to Connect with Kids Resources for Building Teacher-Student Relationships (video)	• State your CSTP Element • State your growth goal associated with this element. • Describe the NEW strategy you will be implementing. • Share why you chose this strategy. • Discuss how implementing this new strategy grew your practice. • Discuss the anticipated outcome for your classroom environment.	
Slide #2 Implementation of NEW strategy and reflection	Implement the NEW strategy that you researched. Discuss the outcome with your mentor.	• Describe what you did to implement this NEW strategy. • Describe the outcome of what worked and what you may change. • Provide evidence (picture, student work, video, graph…) • Label evidence	

Slide #3 Creating a classroom of inclusion and equity. **Resources:** **Refreshed 2024 CSTPs** **Universal Design for Learning (UDL)**	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 as you grow your teaching practice while implementing the new strategies to promote a caring community within your classroom.		
	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 
	Workspace for Engagement:	**Workspace for Representation:**	**Workspace for Action & Expression:**

Year 1 Mentor Observation Module
January 2026 Mid Year

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

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

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

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- 1st: Peer Observation
- 2nd: Student Relationship Building
- **3rd: Mentor Observation**
  - **ELA for Multiple Subject and Educational Specialist candidates**
  - **Content Area: Specialist Single Subject candidates**

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Directions:

9. **Read the description for each task and the required areas according to the rubric bulleted items.**
10. **Work with your mentor to complete the tasks.**
11. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
12. **Submit this module in Canvas**

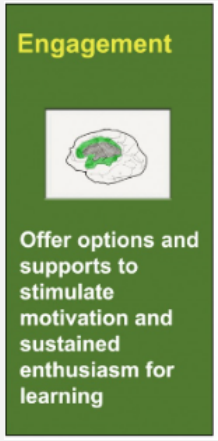
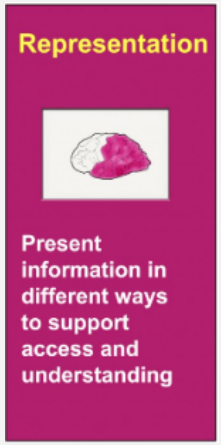
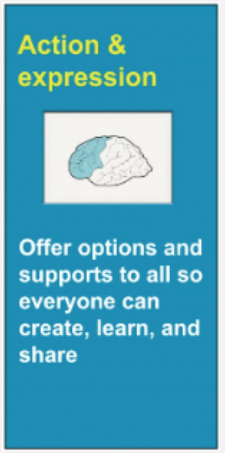
**** The Mentor Observation module must be submitted in Canvas by October 23, 2026****

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **December 16, 2026**
- Live Zoom Presentation option: Submit in Canvas by **December 14, 2026 in order to present via zoom on December 16, 2026**.

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:			
Section	**Description of task**	**Module Rubric (Must be included in each slide)**	**Workspace: Add your progress here and when compete, transfer to your slide deck**
Slide #1 Planning and Research	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 3: Understanding and organizing subject matter for student learning. With your mentor, research a NEW instructional strategy in Language Arts that you would like to implement to better meet the needs of your diverse learners within your classroom. With your mentor, plan a lesson to implement the NEW instructional strategy.	• State your CSTP Element • State your growth goal associated with this element. • Provide a lesson overview. • Describe the instructional strategy you will implement. • Describe your desired outcome from implementing this instructional strategy.	
Slide #2 Lesson Plan	Schedule a time for your Mentor to observe you delivering a lesson in which you implement your new instructional strategy. Meet with your Mentor prior to the observation to share your **lesson plan**. Plan a time for your Mentor to observe you implementing the instructional strategy you planned with clarity of exactly what you want your mentor to observe. Your mentor will share the completed Year 1-Mentor Observation Inquiry Module Feedback Form with you.	• Describe what you did to implement the new instructional strategy into your classroom. • Provide evidence (picture, student work, video, graph…) • Label evidence	

	After delivering the lesson, reflect on the lesson that your Mentor observed.		
Slide #3 Reflection, Mentor Feedback and Next Steps	Meet with your mentor to debrief the lesson observation. During your observation, your Mentor gathered data and completed the Year 1-Mentor Observation Inquiry Module Feedback Form. Review this form together and discuss the key points during your observation debrief. With your mentor, collaboratively discuss what your next steps might be going forward.	From your discussion of the key points during your observation debrief: • Discuss what you learned, overall, from the process of implementing the instructional strategy and getting observation feedback from your mentor • Share the next steps you will take to continue to grow to better meet the needs of your diverse learners within your classroom.	
Slide #4 Bridge to Refreshed 2024 CSTPs	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 as you grow your teaching practice while implementing a NEW instructional strategy to better meet the needs of your diverse learners within your classroom.		
	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 

	Workspace for Engagement:	Workspace for Representation:	Workspace for Action & Expression:

*****December 2026: Culminating Slide Deck for all three inquiry modules is due*****
Video Option: Submit Slide deck with video embedded December 16, 2026
Presentation Option: Submit Slide by December 14, 2026 in order to present via zoom December 16, 2026