Arcadia Unified School District
Induction Program
General Education
Individual Learning Plan (ILP)

Welcome to your Individual Learning Plan (ILP)

This ILP will serve as the road map to your Induction Journey. Together with your mentor, you will set (3) goals and participate in an inquiry cycle with defined and measurable goals to show progress in the California Standards for the Teaching Profession(CSTPs). You will document evidence of your effective teaching practices, reflecting on progress towards goals and meeting the needs of ALL learners. The ILP must also include professional learning and support opportunities identified by ongoing self-assessments of the CSTPs and student data. The ILP can be modified as needed.

Candidate:	School:
Mentor:	Grade/Subject:
Evaluator:	Individual Development Plan (IDP): Yes No Link

Years Teaching:	Year 1 Induction Year:	Year 2 Induction Year:
Program Coordinator: Andrea Mendoza amendoza@ausd.net	**Instructional Coach:** Lorie Felippa lfelippa@ausd.net	**Induction office supervisor** Stacy Campa scampa@ausd.net

Quick Access to Induction Program and ILP Components

Self-Assessments	Monthly Logs	Triad Meetings
ILP Goals Year 1	ILP Goals Year 2	Induction Journey
Candidate Calendar	Program Components	California Standards for the Teaching Profession (CSTPs)
Professional Learning	Year 1 Showcase	Year 2 Exit Interview
AUSD Induction Webpage	Program Expectations Rubric	CSTP Indicators & Examples

IMAGINE.   INQUIRE.   INSPIRE.
To challenge and inspire students to make a positive and profound impact on their world.

5/2019

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Monthly Logs

Candidates and Mentors will meet a <u>minimum of one hour per week</u>. Mentors will support Candidates in Individualized Learning Plan (ILP). Mentors will provide mentoring, including "just in time" for immediate support, as well as "ongoing" for long term professional growth in the CSTPs. Candidates will complete a Monthly Log to document reflections of their progress and conversations with their Mentor. <u>*Monthly Log Template*</u>   <u>*Monthly Log Sample*</u>

Month	Links to Logs (share setting: anyone with the link can view)	Program Expectations Level:	Feedback
August/September	Insert link here		
October	Insert link here		
November	Insert link here		
January	Insert link here		
February	Insert link here		
March	Insert link here		
April	Insert link here		

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Triad Meeting Notes

*Triad meetings take place 4 times a year between the Candidate, Mentor and Evaluator
to provide support for Candidate's ILP goals. Ongoing meetings are encouraged to support
candidate's mastery of CSTPs and contribute to the candidate's future retention in the profession.*
Triad Template *Triad Sample*
Noitce and Wonder Feedback *Sample*

August/September	Insert link here
November	Insert link here
January	Insert link here
February/March	Insert link here

Self-Assessment
Candidates must complete a self-assessment for each CSTP three times a year.

CSTP 1: Engaging and Supporting All Students in Learning

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Expands awareness of curriculum and Instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum,instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied Instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.

Reflect on your progress towards CSTP 1
What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries?When you made changes in your teaching, what were your expected outcomes?In what ways did you impact student success?How did your students' progress compare to what you expected?How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	Program Expectations
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	Program Expectations
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	Program Expectations

Self-Assessment
Candidates must complete a self-assessment for <u>each</u> CSTP three times a year.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.

Reflect on your progress towards CSTP 2
What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries?When you made changes in your teaching, what were your expected outcomes?In what ways did you impact student success?How did your students' progress compare to what you expected?How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	Program Expectations
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	Program Expectations
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	Program Expectations

Self-Assessment
Candidates must complete a self-assessment for <u>each</u> CSTP three times a year.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the CSTP.	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the CSTP.	Applies in depth knowledge of the CSTP to interconnect effective instruction, learning goals,and assessment within and across content areas

Reflect on your progress towards CSTP 3

What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries?When you made changes in your teaching, what were your expected outcomes?In what ways did you impact student success?How did your students' progress compare to what you expected?How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	Program Expectations
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	Program Expectations
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	Program Expectations

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Self-Assessment
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CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Plan lesson using available curriculum and resources.	Plans lesson using expanded understanding of curriculum, related materials and resources and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.

Reflect on your progress towards CSTP 4

What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries? When you made changes in your teaching, what were your expected outcomes? In what ways did you impact student success? How did your students' progress compare to what you expected? How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	Program Expectations
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	Program Expectations
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	Program Expectations

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Self-Assessment
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CSTP 5: Assessing Students for Learning

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the CSTP.	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the CSTP.	Applies in depth knowledge of the CSTP to interconnect effective instruction, learning goals, and assessment within and across content areas

Reflect on your progress towards CSTP 5
What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries? When you made changes in your teaching, what were your expected outcomes? In what ways did you impact student success? How did your students' progress compare to what you expected? How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	Program Expectations
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	Program Expectations
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	Program Expectations

Self-Assessment

Candidates must complete a self-assessment for <u>each</u> CSTP three times a year.

CSTP 6: Developing as a Professional Educator

Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the CSTP.	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the CSTP.	Applies in depth knowledge of the CSTP to interconnect effective instruction, learning goals,and assessment within and across content areas

Reflect on your progress towards CSTP 6

What have you learned about yourself as a teacher? How have students benefited from your reflections and the learning that took place in your inquiries? When you made changes in your teaching, what were your expected outcomes? In what ways did you impact student success? How did your students' progress compare to what you expected?How did you communicate with students, colleagues, and families to provide equitable access to the state adopted content standards?

Initial Assessment Date:	Initial Level:	Reflect briefly on your selection:	[Program Expectations](#)
Mid-Year Assessment Date:	Mid-Year Level:	Reflect briefly on your selection:	[Program Expectations](#)
End of Year Assessment Date:	End of Year Level:	Reflect briefly on your selection:	[Program Expectations](#)

California Standards for the Teaching Profession (CSTPs)

Standard 1: Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

1.6 Monitoring student learning and adjusting instruction while teaching

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content

3.3 Organizing curriculum to facilitate student understanding of the subject matter

3.4 Utilizing instructional strategies that are appropriate to the subject matter

3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

California Standards for the Teaching Profession (CSTPs)

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan

4.2 Establishing and articulating goals for student learning

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard 5: Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice is support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity, and ethical conduct