

Department of Special Education

INDIVIDUAL DEVELOPMENT PLAN [IDP]

Revised Fall 2025

CTC Standard 6: Induction Individual Development Plan.

“Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.”

SPED Guidelines

The **Individual Development Plan (IDP)** is developed collaboratively with input from the Teacher Candidate, Guide Teacher, and SPED University Supervisor and is completed at the end of semester of the Teacher Candidate’s projected graduation. The IDP will be uploaded to the SPED 970B: CalTPA Canvas site by the candidate.

Development of the IDP will be supported with a strong body of evidence, which may include, but is not limited to:

- Formal and informal teaching observations (SIBME coaching video segments)
- Feedback on the ESN, MMSN, OR ECSE Competency Rubric
- Reflective conversations with the teacher candidate, the guide teacher, and the university supervisor
- Permanent products from SDSU courses and seminars

As indicated in CTC Standard 6, the IDP consists of recommendations for professional growth and development for the teacher candidate. It is understood that once the teacher candidate secures a teaching position and begins an induction program, then the IDP **is used for the development of the professional Individual Learning Plan in the district of employment for the novice teacher.**

The teacher candidate will consider the IDP as a transcript. It is the primary responsibility of the teacher candidate to maintain and provide a copy of their IDP.

IDP Quick Instructions for teacher candidates:

- **End of 1st Semester:** Complete the form by reflecting on your **strengths** and **areas for growth** for each TPE. Save it as a **working draft**. This will be due at your final triad meeting.
- **During 2nd Semester:** Continue updating and revising your reflections with specific examples from your practice.
- **End of 2nd Semester:** **Finalize the form and present your reflection** during your final triad meeting. Then, obtain signatures from your Mentor Teacher and University Supervisor. **Upload** the fully signed copy to Canvas.
- *For students only taking one semester of student teaching, complete and submit the self-reflection during the same semester*

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Name:

RED ID #:

What semester(s) did you student teach (980A/B/D)?

Date IDP completed:

Preliminary Credential (Please select credential program)

Select credential program ▾

Program Requirements (Please mark “pending” or “requirement met” for each of the program requirements)

List of Program Requirements	Status
Subject Matter Competence	Select one ▾
US Constitution Requirement	Select one ▾
TE 280 (or a pre-approved equivalent course)	Select one ▾
CPR Training	Select one ▾

TPE 1: Engaging and Supporting All Students in Learning (Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 2: Creating and Maintaining Effective Environments for Student Learning (Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

(Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 4: Planning Instruction and Designing Learning Experiences for All

Students (Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 5: Assessing Student Learning: (Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 6: Developing as a Professional Educator (Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

TPE 7: Effective Literacy Instruction for Students with Disabilities

(Recommendations to support continued development, aligned to the TPEs elements)

Share strengths here:

Share areas for growth here:

Teacher Candidate

Print Name

Sign

Guide Teacher (or Intern Support Provider)

Print Name

Sign

University Supervisor

Print Name

Sign