



2026-27 Gateway Induction Individual Learning Plan

MILESTONE #1: GROUNDING OBSERVATIONS AND CSTP CO-ASSESSMENT

Milestone Description: You and your mentor will develop your goals for this year, grounded in the California Standards for the Teaching Profession and observations of your practice in the classroom. It consists of four parts:

A. Teacher Identity	B. Grounding Observations	C. CSTP Levels of Teacher Development	D. CSTP Goal Setting	E. Triad Meeting & Reflection
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[MILESTONE #1 RESOURCES FOLDER](#)

DOCUMENT NAMING STANDARD: Last name_First name_Document Title_Year

A. Teacher Identity

How do your identity, cultural values, biases, and privilege impact your work with students, especially across racial, linguistic, and neuro-divergent differences? With your mentor, open the [Core Values](#) document and complete the core values exercise to ground your induction work for the year.

B. Grounding Observations:



With your mentor, please select a range of observation tools from [HERE](#) and do four observations to help ground your initial co-assessment of your teaching practice.

Number	Date	Focus/Observation Type Include link to observation notes & debrief
1		
2		
3		
4		

C. CSTP Levels of Teacher Development

Review the data and discussions from your four grounding observations. Then examine the CSTP standards below. Based on your discussion with your mentor, **HIGHLIGHT** where you are on this continuum for each standard.

[California Standards for the Teaching Profession \(CSTP\)](#)

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
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1-Engaging and Supporting All Students in Learning	The teacher collects information about each student to support and activate a learning approach reinforcing their participation, engagement, connection, and sense of belonging.	The teacher explores the use of information about each student to support and activate a learning approach that reinforces their participation, engagement, connection, and sense of belonging.	The teacher applies information about each student to support and activate learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher integrates a variety of information about each student into the supports and learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher designs and implements innovative learning approaches based on analyzing diverse information about every student, maximizing participation, engagement, connection, and a deep sense of belonging.
2-Creating and Maintaining Effective Environments for Student Learning	The teacher creates a safe and caring environment that supports students' learning and is developmentally appropriate.	The teacher uses a variety of approaches to create a safe, inclusive, and caring environment that supports students' learning and affirms identity.	The teacher maintains a safe, caring, and intellectually stimulating environment that supports students' learning and promotes equity and inclusivity.	The teacher consistently maintains, adjusts, and responds to student needs within the learning environment to advance equity, inclusivity, and student agency.	The teacher shares responsibility with students in maintaining a mutually respectful, supportive, and challenging learning environment that empowers students as cocreators and promotes equity on a broad scale.
3-Understanding and Organizing Subject Matter for Student Learning	The teacher demonstrates a basic understanding of standards and frameworks and begins to gather and organize resources to support content, processes, and materials.	The teacher begins to explore standards and frameworks to incorporate content, processes, materials, and resources into curricula to engage students in learning.	The teacher consistently addresses standards and frameworks to facilitate learning using culturally and linguistically responsive practices and resources that engage and challenge students to develop academic, linguistic, and social-emotional skills.	The teacher integrates various culturally and linguistically responsive curricula, instructional strategies, assessment methods, and student support systems to foster students' learning, critical thinking, and development.	The teacher extends and innovates the curricula by collaborating with students to incorporate culturally and linguistically sustaining practices, materials, and resources that empower students to become self-directed, competent, and resourceful learners who can thrive in diverse environments.

4-Planning Instruction and Designing Learning Experiences for All Students	The teacher demonstrates a basic understanding of the need to set and follow a purposeful direction for instruction and plans learning experiences that foster student development.	The teacher begins to intentionally plan and enact learning activities that build on student strengths and experiences and support students' academic, linguistic, and social-emotional development.	The teacher consistently sets a purposeful direction for instruction and learning activities that build on student strengths with accessible, challenging, and relevant learning experiences that foster each student's academic, linguistic, and social-emotional development.	The teacher monitors and adjusts instruction and assessment methods to create a comprehensive, accessible learning environment where students are challenged with relevant experiences that support and promote their academic, linguistic, and social-emotional growth.	The teacher refines and extends the learning experience by incorporating student-centered practices, materials, and resources that empower students to become self-directed learners who set purposeful goals and pursue challenging and relevant learning experiences that foster their academic, linguistic, and social-emotional development.
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5-Assessing Students for Learning	The teacher develops routines utilizing limited assessment strategies that provide insight into students' skills, interests, and learning needs to inform instruction.	The teacher employs diverse formative and summative assessments to understand student progress and interests, using this data to guide instruction and improve learning outcomes, though the impact is still developing.	The teacher employs diverse, equitable assessment methods, uses data to tailor instruction, encourages students in self-evaluation, collaborates with colleagues to support all learners, and maintains comprehensive progress records.	The teacher integrates multiple assessment measures, engages students in self-assessment, and collaborates with colleagues to analyze data and improve equitable learning outcomes.	The teacher collaborates in schoolwide assessment and data practices, advocates for equity and cultural responsiveness, models effective strategies, and partners with interest holders to promote student growth and continuous improvement while empowering families as data partners.
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6-Developing as a Professional Educator	The teacher demonstrates awareness of professional reflection, participates in growth activities, complies with standards, and has an emerging understanding of equity and positive learning environments.	The teacher integrates professional learning into practice, fosters a collaborative environment, responds to feedback, and prepares for leadership roles to enhance student learning.	The teacher actively implements professional learning, sets goals, models reflection, and individualizes instruction to improve teaching effectiveness and to meet student needs.	The teacher models professionalism, promotes equity and compliance, integrates research to improve outcomes, balances self-care with professional growth, and contributes positively to the professional community while supporting others' development.	The teacher models reflective practice, ethical behavior, and continuous growth. The teacher leads equity initiative collaboration and professional development. The teacher advocates for students' needs and rights. The teacher supports colleagues in improving their practices and leveraging diverse expertise to enhance student learning and well-being.
Adapted from the CA Continuum of Teaching Practice, and with permission from <i>The Equity Rubric</i> (Bright Morning Consulting, Elena Aguilar) Gateway Induction (2024-2025)					

D. CSTP Goal Setting

Choose one of the CSTPs you highlighted in **YELLOW** that resonates with you. With your mentor, dig a little deeper with this CSTP and formulate 1-2 goals for your practice.

Discuss the following questions and record notes from your discussion below:

- What questions or wonderings do you have about this CSTP standard?
- To what extent does this CSTP standard connect or align to other data you and your mentor have collected and discussed so far this year (classroom observations, student data, etc.)?

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- With your mentor, **set 1-2 goals** for the year. You will revisit and, if needed, adjust these goals later this year.

Write your goal(s) below:

E. Triad Meeting & Reflection

Schedule a time to meet with both your mentor and school administrator/evaluator to discuss the Gateway induction program: your learning and growth, as well as your CSTP co-assessment goals. Create an agenda for this meeting with your mentor, as well as record notes and reflections.

Create an Agenda (modify/add points as necessary)

Learning & Progress So Far:

Professional Goals:

Discuss with Administrator/Evaluator:

- In what ways are your Induction goals and the site goals aligned? What might be some ways to make them more aligned?
- What resources might you need as you develop and implement your goals?

Reflection & Next Steps:

- Describe what was shared. Highlight additional support, recommendations, revisions and or new agreements/ decisions coming out of the triad meeting.
- What questions or ideas have come up about your induction experience, induction goals, etc. since the meeting?