

INDIVIDUAL DEVELOPMENT PLAN

Multiple Subject and Single Subject candidates complete the Individual Development Plan during Clinical Practice. It includes the individual's strengths, areas of need, and interests that will be addressed in the Individual Induction Plan in the Clear Credential preparation program. Teacher Candidates must complete this plan in collaboration with their Clinical Practice University Supervisor (US) and Cooperating Teacher or Intern Support Provider (if applicable), during Clinical Practice. The Credential Analyst must have a copy of the Transition Plan in order to recommend the candidate for the Preliminary Credential. *Candidates: Submit the original of this signed, completed form with your credential recommendation form.*

Candidate:
Bronco #:
Address:
Phone:
Email:
Sem/Yr admitted to program:
Date:

Teacher Performance Expectations (TPEs)	California Standards for the Teaching Profession
TPE 1: Engaging and Supporting All Students in Learning (8 Elements)	Standard 1: Engaging and Supporting All Students in Learning (6 Elements)
TPE 2: Creating and Maintaining Effective Environments for Student Learning (6 Elements)	Standard 2: Creating and Maintaining Effective Environments for Student Learning (6 Elements)
TPE 3: Understanding and Organizing Subject Matter for Student Learning (8 Elements)	Standard 3: Understanding and Organizing Subject Matter for Student Learning (6 Elements)
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (6 Elements)	Standard 4: Planning Instruction and Designing Learning Experiences for All Students (4 Elements)
TPE 5: Assessing Student Learning (8 Elements)	Standard 5: Assessing Students for Learning (5 Elements)
TPE 6: Developing as a Professional Educator (6 Elements)	Standard 6: Developing as a Professional Educator (6 Elements)
TPE 7: Effective Literacy Instruction for All Students—MS & SS Candidates (11 elements)	

Review the California Standards for the Teaching Profession before proceeding. You will need to be able to cross reference the TPE(s) and the CSTP(s).

- [California Standards for the Teaching Profession \(CSTP\)](#)
- [California Standards for the Teaching Profession \(Elements at a Glance\)](#)

- [Teaching Performance Expectations; Literacy TPEs](#)

Professional Strengths and Growth Goals

For each of the areas below, cross reference TPE's and CSTP's above. Use evidence from your teaching experience, observation forms, feedback from your cooperating teacher or site-based coach, student work, and TPA results, etc.

What knowledge/skills do I already have?

My goals for increasing knowledge/skills

Planned Professional Development Activities and Strategies

Based on areas you identified as professional strengths and growth goals, determine potential strategies and/or professional development activities to develop your knowledge and skills in relation to the CSTP's. Be specific, such as: gathering materials, interview specific people, attend conference, action research, professional development.) Your employer will ask you to refer to this document during the Clear/Induction Program.

Example: CSTP 4.4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. I will improve at differentiating my math instruction for diverse learners.

- Review the math curriculum and curriculum maps/Ask for PD on math instruction/Review math baseline data for all students

Formal Observations

Total number of formal observations: Number in person: Number virtual:

Exceptions to the Standard Clinical Practice Experience

Please note any exceptions to the standard clinical practice experience such as the number of hours, length of solo teaching, change in classroom(s)/Cooperating Teacher/University Support Provider, substitute teaching, clinical practice extensions, TPA submission extensions, etc. If there is nothing to record, please indicate "NA."

We collaborated with the Cooperating Teacher/Intern Support Provider to develop this Individual Development Plan and understand that the candidate must provide this document to the induction program and employer to support professional growth.

Candidate's Signature**Date****University Supervisor's Signature****Date**

To be completed by the Credential Services Office**Credential Services Office Contact**Jennifer Garcia, Credential Analyst
jmgarcia@cpp.edu
909-869-2303**Unless otherwise noted on p. 3 above, the candidate's placement aligned with our program's standard clinical practice experience:**

- Candidates complete a 16-week semester of clinical practice with 600 hours in addition to extensive fieldwork hours tied to coursework.
- Candidates complete at least 4 weeks of solo teaching
- Supervisors complete at least 6 formal observations either in-person or using our video-annotation platform
- Candidates complete the California Teaching Performance Assessment (CalTPA) which consists of two instructional cycles that measure the TPEs ([see map](#))

Credential Pathway

- | | | |
|---|---|--|
| ☐ Multiple Subject | ☐ Single Subject | ☐ Bilingual authorization |
| ☐ Traditional | ☐ Intern | |

Recommended Credential

- ☐ Preliminary Credential (P5)
- ☐ Preliminary Credential with a Renewal code (P5 with TPA and/or RICA)
- ☐ Program Sponsor Variable Term Waiver (PS-VTW)

Program Requirement Modifications

Note any program requirement modifications (e.g., TPA, RICA, Subject Matter Competency, Basic Skills, TPEs, etc.)

Credential Analyst Signature**Date**