

**PK-3 ECE Specialist Instruction
Individual Development Plan (IDP) for Induction**

Teacher Candidate Name:

Teacher Candidate UIN:

Enrollment Dates:

Program Contact:

Office of Clinical Practice

559.278.0315 | ocp@csufresno.edu

At the completion of clinical practice (LEE 107 student teaching), Fresno State Teacher Education Candidates will work collaboratively with the University Coach and District-Employed Mentor to complete an Individual Development Plan (IDP). This plan is based on the results of the mid-term & final evaluations; classroom observations; and other reflections on performance. Using these resources, the teacher candidate, in collaboration with the University Coach and District-Employed Mentor, have **identified *two* goals related to the Teacher Performance Expectations/ California Standards for the Teaching Profession**. Teachers will use this information as well as artifacts and work from their teacher preparation as planning tools when meeting with their district Induction Mentor during their first year of teaching.

Pathway (check one):

☐ Traditional (teacher candidate)

Credential that has been Recommended for this Candidate:

☐ Preliminary Credential (P5)

Supervision:

☐ Virtual

☐ Hybrid

☐ In-Person

Number of observations (formal & informal):

Hours of support per week (average):

Select two (2) TPEs/CSTPs where the candidate has demonstrated strength:

- ☐ TPE 1: Engaging and Supporting All Young Children in Learning
- ☐ TPE 2: Creating and Maintaining Effective Environments for Children's Development and Learning
- ☐ TPE 3: Understanding and Organizing Core Curriculum for Children's Learning
- ☐ TPE 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children
- ☐ TPE 5: Assessing and Documenting Children's Development and Learning
- ☐ TPE 6: Developing as a Professional Early Childhood Educator
- ☐ TPE 7: Effective Literacy Instruction for PK-3 Settings
- ☐ TPE 8: Effective Mathematics Instruction in a PK-3 Setting

Please provide specific comments regarding the two TPEs identified as strengths:

Select two (2) TPEs/CSTPs where the candidate's skills need focused mentoring and coaching to support continued development:

- ☐ TPE 1: Engaging and Supporting All Young Children in Learning
- ☐ TPE 2: Creating and Maintaining Effective Environments for Children's Development and Learning
- ☐ TPE 3: Understanding and Organizing Core Curriculum for Children's Learning
- ☐ TPE 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children
- ☐ TPE 5: Assessing and Documenting Children's Development and Learning
- ☐ TPE 6: Developing as a Professional Early Childhood Educator
- ☐ TPE 7: Effective Literacy Instruction for PK-3 Settings
- ☐ TPE 8: Effective Mathematics Instruction in a PK-3 Setting

Please provide specific comments regarding the two TPEs identified as areas for continued support:

By signing below, we acknowledge that:

- This Individual Development Plan (IDP) was a collaboration between the candidate, university coach/supervisor, the district employed mentor teacher, and the credential program;
- The IDP will be **uploaded to TK20** for both university archive purposes and ease of access by the candidate so it can be shared with the induction program and employer;
- The IDP will be submitted with the candidate's preliminary credential application; and
- The candidate understands it is a vital part of their teacher induction program and that it is the candidate's responsibility to provide the IDP to their teacher induction program and employer.

Teacher Candidate/Intern Signature:

Date:

University Program Supervisor Signature:

Date:

District-Employed Mentor Signature:

Date: