



Palo Alto Induction Consortium

Serving Palo Alto Unified, Mountain View-Los Altos, & Los Gatos-Saratoga Union High School Districts
25 Churchill Avenue Palo Alto California 94306 (650) 329-3996

Individualized Learning Plan & End-of-Year Reflection **Due May 14, 2021**

The Induction Standards call for Participating Teachers to demonstrate “progress towards mastery” on the CSTP. Your Individualized Learning Plan (ILP) is the framework for documenting your growth goals, your action plans, your evidence of progress on your goals (in supporting student learning), and your work with your mentor.

The final step of your Individualized Learning Plan (ILP) each year is to write the End-of-Year Reflection. Your Reflection synthesizes the insights and evidence collected in your Action Plans into one place, thereby demonstrating your growth and progress towards mastery of the CSTP.

Consider the essay as an opportunity to reflect on and describe your personal journey this year. Share how you established your goals, how your mentor and administrator supported and/or informed your work, how peer observations and collaboration influenced your thinking; and how you grew with respect to the CSTP.

Make sure that your Reflection accomplishes each element of the checklist below. Also, substantiate your claims by linking relevant data and artifacts from your Action Plans. There is no prescribed page length, but for those who prefer a more concrete guideline, aim for about 5 pages. Your reflection should help your reader understand your work this year and provide a guide through your action plans and accompanying artifacts.

Final Reflection Checklist

Reflection must demonstrate that:

- ☐ Action Plan goals were connected to student achievement
- ☐ Insights about teacher and student learning were used to modify professional practice, including modifications to increase educational equity
- ☐ Student outcome data was analyzed in relation to teacher actions
- ☐ Action Plan data/artifacts substantiate claims of progress towards mastery on the CSTP Continuum
- ☐ Administrator input was incorporated into goals and/or professional practice as appropriate
- ☐ Mentor support (and/or mentor-brokered support) was accessed
- ☐ Collaborative consultations, including peer observations, were incorporated into Action Plans



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If useful, here are some [Reflective Essays](#) from previous years, to give you a sense of different approaches to meeting the criteria in your own reflection. Scroll down for two possible structures for approaching your essay. Note that the samples are



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Resources for Writing Your Reflection

If you would like some ideas for how to organize your essay you are welcome to use the ideas below. Note that there is no required format--these resources are provided for those of you who would like ideas for possible organizational structures.

Possible Approach #1:

I. Introduction:

- a. CSTP's addressed
- b. Growth goals and why
 - i. Identify any areas of growth identified through administrator feedback (e.g., through the evaluation cycle)
 - ii. Identify any areas of growth identified through student feedback (e.g., survey)
 1. How did feedback contribute to your growth goals?
- c. How are your growth goals connected to student learning?

II. Growth Goal 1:

- a. Discuss plan of action, actions taken, instructional strategies used, etc.
 - i. Discuss any actions taken to address admin. identified areas of growth
- b. Discuss student results in light of these actions:
 - i. How did the instructional strategies or actions affect student learning?
 1. Discuss specific data used to evaluate student growth and/or efficacy of instructional strategy
- c. Identify and reflect upon evidence of your growth on the CSTP continuum.
- d. What have you learned from your cycle of inquiry?
- e. How will you generalize from your experience and apply what you have learned in the future?

III. Growth Goal 2 : organize as above (Repeat, as needed, for additional Growth Goals)

IV. Professional Growth:

- a. Reflect upon and discuss growth you experienced through mentoring process, collaboration, peer observation, and professional development experience (this element may be woven through the growth goals discussion or be included as a separate section).

V. Conclusion:

- a. Reflect upon and summarize your overall growth this year.
- b. What are your identified growth goals for next year?
 - i. Why—what is your rationale?



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Possible Approach #2:

- Brief introduction
- I established the growth goal (name goal) because of (describe why--for example: student need, connection to CSTP, mentor and administrator input/support here as well).
- I approached this goal by (describe key aspects of the Action Plan and your big takeaways. Reference the most compelling artifacts/ pieces of evidence. Consider describing collaboration with peers and mentors).
- Through my work on this goal I saw (describe change) in my student's (learning or other outcomes, be specific--see Data Informed Teaching Decisions section of rubric).
- In my teaching practice I began (identify CSTP elements and where you placed yourself on the CSTP continuum) because.... After my Action Plan, I am (identify place on CSTP continuum) because.....
- Looking ahead I will (goals, strategies, etc--consider the impact on your teaching practice and use the Generalizing for Future Practice section of the rubric).
- Repeat for additional goals
- Brief conclusion