INDIVIDUAL DEVELOPMENT PLAN [IDP]

SAN DIEGO STATE UNIVERSITY
Department of Dual Language and English Learner Education

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."

This document covers PK-12 and is shared among the various bilingual credential programs at DLE (Department of Dual Language and English Learner Education). For multiple subjects, there is an emphasis on elementary education; for single subjects, there is an emphasis on secondary education.

DLE Guidelines

The **Individual Development Plan (IDP)** is developed collaboratively with input from the Teacher Candidate, Guide Teacher, and DLE University Supervisor and is completed at the end of the semester of the Teacher Candidate's projected graduation. In mid-semester, the Teacher Candidate completes the **Professional Self-Reflection form** as a first step in creating their IDP**.** The **IDP** is a separate document and is completed in addition to the **Student Teaching Professional Growth Assessment** (final report). Both the **IDP** and the **Student Teaching Professional Growth Assessment** (final report) will be uploaded into an SDSU Google Docs file by DLE University Supervisors using a link provided by their coordinator.

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

- formal observations (**SIBME** coaching video segments)
- Student Teaching Professional Growth Assessment -**mid-term progress report and final report**
- DLE university supervisors' reflective conversations with teacher candidate
- **Professional Self-Reflection Form-**completed by teacher candidate

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 a district 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.

Please address any questions to the DLE bilingual program coordinators: Dr. Lupe H. Buell, lbuell@sdsu.ed , Single Subject/World Language, or Ms. Sheila Solorzano, ssolorzano@sdsu.edu , Multiple Subject or MS Online Coordinator: Guillermo Castillo, gcastillo@sdsu.edu

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INDIVIDUAL DEVELOPMENT INDUCTION PLAN (IDP)

Name:_____RED ID #: _____

Student Teaching Semesters Fall: ____Spring: ____

Date IDP completed: _____ Preliminary Credential [✔} MS___ SS___WL___

Modalities: Virtual_____ Hybrid _____ In Person ____ Hrs: _____[minimum 600 required]

Teacher Candidate Self-Assessment (Self-assessment aligned to the Bi/TPE elements AND Use of Student Professional Self Assessment Form) **Share Strengths here:**

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

Share areas for growth here:

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

Share areas for growth here:

Bi/TPE 3: Understanding and Organizing Subject Matter for Student Learning (Recommendations to support continued development, aligned to the Bi/TPE elements)

Share areas for growth here:

Bi/TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Recommendations to support continued development, aligned to the Bi/TPE elements)

Share areas for growth here:

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

Share areas for growth here:

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

Share areas for growth here:

TPE 7: Effective Literacy Instructions for All Students (Recommendations to support continued development, aligned to the TPE elements)

Share areas for growth here:

DLE Program Requirements (Indicate "M"or "P"- competencies met (M) and/or requirements pending(P)

- **CSET 1, 2, 3 ( )**

-CalTPA Cycle 1 ( )

-CalTPA Cycle 2 ( )

-RICA ( ) - through Spring 2025 only

Verification of Collaboration Signatures

Teacher Candidate:

Mentor Teacher:

University Supervisor:

DLE Program Coordinator Contact Name/Email:

Distribute Copies to (please check upon completion):

- **Teacher Candidate _____**
- **DLE Credential Analyst ___**
- **DLE Supervisor ___**