2025-26 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. Grounding Observations	B. CSTP Levels of Teacher Development	C. CSTP Goal Setting	D. Triad Meeting & Reflection

[MILESTONE #1 RESOURCES FOLDER](#)

DOCUMENT NAMING STANDARD: Last name_First name_Document Title_Year

A. 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		

B. 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)

EQUITY & ANTI-RACISM	CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Examining the barriers, systems, structures that prevent students from engaging and creating communities, curricula, pedagogy and supports that inspire all students to engage.	1-Engaging and Supporting All Students in Learning	Expand Awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements a comprehensive curriculum with multiple and varied instructional strategies and resources to support in-depth studies of content and promote high levels of students' understanding and engagement.

Gateway INDUCTION PROGRAM

Building positive relationships with students and families and creating a classroom that is safe, affirmative, and student-centered.	**2-Creating and Maintaining Effective Environments for Student Learning**	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous,and responsive in advancing student achievement.
Designing curricula and using instructional practices and routines that are relevant, diverse, inclusive, affirming of many identities, and student-centered and build on students' and families' funds of knowledge.	**3-Understanding and Organizing Subject Matter for Student Learning**	Demonstrates Knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP).*	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP.*	Utilizes knowledge of CSTP to make connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP.*	Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas.
Supporting students to develop a deep understanding of their world that they can leverage to understand and dismantle unjust policies.	**4-Planning Instruction and Designing Learning Experiences for All Students**	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexible utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.

Using multiple means of assessing and measuring student learning that recognize and value different ways of knowing and expressing knowledge and how they lead to varied pathways of success.	**5-Assessing Students for Learning**	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessment strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments instruction that maximize student learning.
Committing to deepening our own awareness of biases and privileges and their intersection with race and education.	**6-Developing as a Professional Educator**	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration With colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Adapted from the [CA Continuum of Teaching Practice](), and with permission from *The Equity Rubric* (Bright Morning Consulting, Elena Aguilar)
Gateway Induction (2024-2025)

![Gateway Induction Program logo]

C. CSTP Goal Setting

Choose one of the CSTPs you highlighted in <mark>YELLOW</mark> 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:

D. 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?