



Glendale Unified School District
Teacher Induction Program

REVISION 2023-2024

Individual Learning Plan (ILP)

Candidate Name: Click or tap here to enter text.	Date Begun: Click or tap here	Date Finished: Click or tap here	Cohort: Click or tap here	Inquiry #: Click or tap here
Mentor's Name: Click or tap here to enter text.	Grade Level/Subject: Click or tap here to enter text.		Site: Click or tap here to enter text.	



Work with your mentor on all aspects of your ILP. Responses and evidence can be any combination of written, audio or video responses.

The Individual Learning Plan will drive you through the Inquiry Process. An inquiry-based system guides and informs participating teachers about their professional growth as measured by the California Standards for the Teaching Profession in relation to State-adopted academic content standards and student performance levels. In collaboration with your mentor, assess your practice with this set of specific criteria:

- Share your Individualized Development Plan (IDP) or Transition Plan* from your preliminary program with your mentor and use it as the basis for your Professional Growth Goal and Inquiry Focus Question
- *If you cannot obtain your IDP or Transition Plan from your preliminary university program, please complete this [GUSD IDP/TRANSITION PLAN](#)
- Discuss the focus question and goal in a meeting with your administrator and your mentor
- Develop and implement an action plan
- Collect and reflect on evidence
- Evaluate and apply new learning to future practice

You will use the results of this process with your mentor to explore your impact on student achievement while guiding your professional development.

PART I - PLAN

Goals (PLAN)

ILP Step # 1: Complete Part 1 prior to Triad Meeting.

Professional Growth Goal (All Candidates)

With your mentor, select a **sub-element from CSTPs 1-6** that reflects an area of growth from the IDP/Transition Plan and CSTP Self-Assessments and create a **MEASURABLE** Professional Growth Goal which has:

- A specific, measurable action verb (something you can see or hear)
- A desired behavior, action or skill
- Criteria for success (way(s) you will know the goal has been achieved)
- A time frame
- Tell how and how frequently you will periodically share your progress toward your goal and reflect on this with your mentor

[Detailed instructions here](#)

☐ The candidate and mentor have reviewed the candidate's Individual Development Plan/Transition Plan

Mentor Name:

Date:

CSTP Sub-Element # and Text:

Click or tap here to enter text.

Professional Growth Goal:

Click or tap here to enter text.

Focus CSTP

With your mentor select a CSTP to enhance your proficiency based on your IDP/Transition Plan and CSTP Self-Assessments

Write out the CSTP you decide to focus on below.

Focus CSTP:

Click or tap here to enter text.

Focus CSTP Sub-Element # and Text

Select one or two related sub-elements from the CSTP above for your first inquiry. (For example, you might want to focus on sub-elements 1.1 and 1.3 of CSTP 1). Write out the sub-element(s) you choose below:

Focus CSTP Sub-Element # and Text:

(Required)

Click or tap here to enter text.

Focus CSTP Sub-Element # and Text:

(Optional)

Click or tap here to enter text.

Focus Question

With your mentor, formulate an inquiry question aligned with your Focus CSTP Sub-element(s)..

You can use the suggested questions on the [CSTP Focus Guides](#) (see the **RESOURCES FOLDER**) to help you formulate your own.

Write your focus question below beginning with the words: "How can I...?"

Focus Question:

How can I Click or tap here to enter text.

Student Progress Goal

Create a **measurable** student progress goal that is ***directly aligned*** to your Focus Question and write it below.

See the [Goal Alignment Exercise?](#) to help you formulate your own.

A **MEASURABLE** Goal has:

- A specific, measurable action verb (something you can see or hear)
- A desired behavior, action or skill

- Criteria for success (way(s) you will know the goal has been achieved)
- A time frame

Student Progress Goal:

Click or tap here to enter text.

What kinds of data will you collect and compare?

Click or tap here to enter text.

SPECIAL EDUCATION TEACHERS REQUIRED

Compliance Goal (Special Education Teachers Only)

Create a measurable Compliance Goal related to IEP best practices. Choose 1 topic from below:

1. Writing fully developed IEP goals
2. Data Collection / Progress Monitoring
3. Reporting on Assessments (ex. TRI reports)
4. Proofreading IEP for errors (ex. dates, grammar, updates, continuity)
5. Updating Present Levels of Performance

Write your compliance goal in the following format: Example (for data collection/progress monitoring):

By 4/30/2024, I will collect and analyze weekly student math work samples **for 10 out of 12 students as measured by** teacher created summary form.

Compliance Topic # and Text:

Click or tap here to enter text.

Compliance Goal:

Click or tap here to enter text.

Timeline scheduling. DO ONLY AT THE BEGINNING OF EACH INDUCTION YEAR

Explain your process (or your SPED team's process) for maintaining a timely and accurate schedule for IEP deadlines and due dates.

Timeline scheduling:

Click or tap here to enter text.

Collaboration. DO ONLY AT THE BEGINNING OF EACH INDUCTION YEAR

How do you intend to collaborate with school team members about upcoming meetings, sharing pertinent IEP info/ accommodations, and obtaining IEP input?

Collaboration:

Click or tap here to enter text.

Action Plan (PLAN)

ILP Step #2: You will research sources of information about strategies and activities you can use to help you answer your focus question, improve your teaching practice, and help you reach the outcomes you want for your students as listed in your goals above. These sources of information can be from:

- **Non-Text: examples:** Professional development/workshops/conferences/webinars, interview with colleagues, professional conversations with coaches, Teacher Specialists, mentors, and/or administrators, online resources, TED talks, and videos
- **Text: examples:** Professional texts, textbooks, peer-reviewed and/or professional journal articles

You can refer to the [CSTP Focus Guides](#) (see **RESOURCES** folder) to help you think more specifically about what research for your inquiry might look like.

Possible Sources for Research: List a variety of 3 to 5 sources/topics you are considering to research your focus question.

Click or tap here to enter text.



Verification Check-in with Rater ([Who's Your Rater?](#))

After you finish ILP Part 1 (and prior to your triad meeting) share this [VERIFICATION CHECK-IN](#) document with **your rater** to notify them that you have completed Part 1. Your rater will verify whether your focus question, student outcome goal, and professional growth goal *Meet Requirements* or *Need Revision*.

- If ALL components **Meet Requirements**, proceed to schedule your triad meeting with your administrator and mentor.
- If ANY components *Need Revision*, schedule a meeting with your mentor & rater to discuss needed revisions.

DO NOT hold your triad meeting until all revisions are made and marked as *Meet Requirements* by your rater. COMPLETE THE BOX BELOW AFTER YOUR QUESTION, OUTCOME GOAL AND PROFESSIONAL GROWTH GOAL HAVE BEEN VERIFIED BY YOUR RATER.

Verified by - Rater Name:

Date:

Method of Communication:

- ☐ email
- ☐ text
- ☐ zoom or similar app
- ☐ phone
- ☐ in-person

Evaluator Input – GOAL-SETTING/TRIAD MEETING WITH EVALUATOR

Your mentor and you will set up a 15-minute triad meeting with your administrator/evaluator **FOR THE FIRST INQUIRY OF EACH SCHOOL YEAR**. For subsequent inquiries, you will meet with your administrator without your mentor. **SEE THE SIGNATURE SHEET ATTACHED AT THE END OF THE ILP DOCUMENT. INCLUDE THE DATE THE TRIAD MEETING WAS HELD ON THE SIGNATURE PAGE.**

Triad Meeting date held:

Click or tap here to enter text

Attendees:

Click or tap here to enter text

Feedback (if any):

Click or tap here to enter text

PART II - IMPLEMENTATION

Action Research (TEACH)

ILP STEP # 3:

- State the source and, if needed, the bibliographic citation.
- Briefly summarize the source.
- Describe the strategy(ies) and/or activity(ies) you found in your research that pertain to your focus question.
- Implement these strategies and activities and describe the outcomes for both you and your students throughout the course of your inquiry.

NON-TEXT RESOURCE (REQUIRED)

Source Citation:

Click or tap here to enter text

Summary:

Click or tap here to enter text

Strategy/Activity:

Click or tap here to enter text

Classroom Outcomes:

Click or tap here to enter text

TEXT RESOURCE (REQUIRED)

Source Citation:

Click or tap here to enter text

Summary:

Click or tap here to enter text

Strategy/Activity:

Click or tap here to enter text

Classroom Outcomes:

Click or tap here to enter text

PROFESSIONAL CONVERSATION/ EXPERIENCED TEACHER OBSERVATION (REQUIRED)

Person interviewed/observed (full name, site, position):

Click or tap here to enter text

Summary:

Click or tap here to enter text

Strategy/Activity:

Click or tap here to enter text

Classroom Outcomes:

Click or tap here to enter text

DATA PLAN

ILP STEP # 4:

Create a data plan to chart the progress of *at least 3* different students who represent the different ranges of students (ex. GATE, SPED, ELL, other, etc.) in your target class. You will need to ASSESS the target students AND REFLECT on the assessment data at least 3 different times during this inquiry as follows: #1 Baseline Data (1x during the first 2 weeks of the inquiry), #2 Formative Data (1x in the middle of the inquiry), and #3 Summative Data (1x during the last 2 weeks of the inquiry). Use this Data Plan to Preplan how you will assess specific skills and then to record your Data and Reflections.

PREPLAN (Complete before implementing any data collection)

Focus Students:

First name only
First name only
First name only

Focus Skill(s): Copy & paste from ILP Student Outcome Goal

Ex. Independently write 1 compound sentence with no more than 1 grammatical/spelling error.
Ex. Increase one level of participation on teacher-created rubric.

BASELINE DATA Due: MM-DD-YY

FORMATIVE DATA Due: MM-DD-YY

SUMMATIVE DATA Due: MM-DD-YY

I will collect:

Ex. Free writing sample
Ex. Behavior observation record

I will collect (adjust if needed):

Ex. Structured writing sample
Ex. Behavior observation record

I will collect (adjust if needed):

Ex. Writing sample based on prompt
Ex. Behavior observation record

Create and/or show Data collection tools to your Mentor before Baseline Data collection

Date: MM-DD-YY

EVIDENCE & REFLECTION

You will attach all pertinent evidence/recordings for each entry below into Schoology. In this section you will note the format of your evidence and then write your reflection based on the reflection format you chose.

BASELINE DATA: Describe here the details of the assessment (ex. when, who, how, and what skills), including any special circumstances.

Write your comprehensive answer here.

BASELINE DATA REFLECTION (Choose 1 Format: Audio/Video OR Written Reflection)

Audio/Video Recording of Mentor Conversation ____

Link (optional):

Written Reflection + Mentor Conversation ____

Written Reflection Questions (1-2 paragraphs for each question before or after Mentor Conversation):

Q1: Given your baseline data, what information can you gather about your students' level of performance?

Write your comprehensive answer here.

Q2: Given your baseline data, what goals might you set for your students at different starting points (ex. high, medium, low) so that all students' needs are met?

	Write your comprehensive answer here.
FORMATIVE DATA: Describe here the details of the assessment (ex. when, who, how, and what skills), including any special circumstances. Write your comprehensive answer here.	
FORMATIVE DATA REFLECTION (Choose 1 Format: Audio/Video <u>OR</u> Written Reflection)	
Audio/Video Recording of Mentor Conversation ____ Link (optional):	Written Reflection + Mentor Conversation ____ Written Reflection Questions (1-2 paragraphs for each question before or after Mentor Conversation): Q1: Given your formative data, what have you noticed about progress toward your student outcome goal? Write your comprehensive answer here. Q2: What are some ways your findings will influence your instruction and assessment moving forward? Write your comprehensive answer here.
SUMMATIVE DATA: Describe here the details of the assessment (ex. when, who, how, and what skills), including any special circumstances. Write your comprehensive answer here.	
SUMMATIVE DATA REFLECTION (Choose 1 Format: Audio/Video <u>OR</u> Written Reflection)	
Audio/Video Recording of Mentor Conversation ____ Link (optional):	Written Reflection + Mentor Conversation ____ Written Reflection Questions (1-2 paragraphs for each question before or after Mentor Conversation): Q1: Given your summative data, describe the progress your students have made toward your student outcome goal? Write your comprehensive answer here. Q2: What were the key factors that led to student success? What were obstacles that made it difficult for students to be successful? Write your comprehensive answer here.
Pre-observation Conversation Format: Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.) Link (optional):	
Observed Lesson Plan Refer to Lesson Plan Templates for examples of lesson plans Format: Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.) Link (optional):	
Mentor Observation Notes Format: Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.) Link (optional):	

Post-Observation Reflection**Format:**

Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.)

Link (optional):**SPED only: Compliance Goal Reflection**

Refer to [Compliance Goal Conversation](#) questions

Format:

Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.)

Link (optional):**Post-Inquiry Summative Reflection****Format:**

Note the format of submitted evidence uploaded into schoology (e.g audio, video, work samples, chart, etc.)

Link (optional):