



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

INDIVIDUALIZED LEARNING PLAN (ILP)

ILP Start Date: _____

Section 1: Teacher, Mentor, and Admin Information

Teacher: _____	Email: _____
Emphasis (Mild/Mod, Mod/Severe, Early Childhood): _____	
School/District: _____	Grade Level(s): _____
Teaching Position (SDC/RSP/Preschool/etc): _____	

Mentor: _____	Email: _____
Emphasis (Mild/Mod, Mod/Severe, Early Childhood): _____	
School/District: _____	Grade Level(s): _____
Teaching Position (SDC/RSP/Preschool/etc): _____	

Principal or Site Administrator: _____	Email: _____
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CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Section 2: Goal Development

Mentor Meeting #1: Personal Reflection

Time: Approximately 30 minutes

Use the following prompts to guide your first discussion with your mentor. Write your answers below or attach them on a separate document if you need more room. Be sure to record this and all future meetings in your support log. After this meeting, schedule a time for your mentor to observe your teaching, and show your mentor the next page.

- 1) What aspect of your job gives you the greatest personal satisfaction?
- 2) What aspect of your job is most frustrating?
- 3) What keeps you from being as effective as you would like to be in your position?
- 4) If you had the power to change anything about your job, what would you change?
- 5) What do you see yourself doing five years from now?
- 6) What new skills or knowledge would you like to learn this year?
- 7) What goals did you set for yourself at the end of your preliminary credential program? Do you think these are still relevant? (You developed these in the last semester of student teaching using what is sometimes called a “Bridge Document”, “Individual Development Plan”, or similar.)



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Mentor Observation #1

Time: 20-60 minutes

Directions to Mentor: Prior to the observation, review the CSTP's at the following link: https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0 and the Special Education Standards at the following link (pgs. 62-69): <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards.pdf>.

During the observation, jot down informal notes to share at your next mentor meeting based on the CSTP's, the Special Education Standards, and anything else you think would be valuable to discuss. You do not need to write detailed notes related to each standard. Instead, use the standards as a general guide to inform your observation notes. Notes can be handwritten or typed, and be sure to provide a copy to your mentee, who will need to include a copy with this packet for submission. The purpose of your observation notes is to guide a debriefing discussion that can help enrich the induction goals they will develop during the next two mentor meetings.

You will conduct another observation during the teacher's last semester in the induction program.

Mentor Meeting #2: California Standards for the Teaching Profession and Special Education Standards Pre-Assessment



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Time: Approximately 60 minutes

Review the six CSTP's in more detail in the file titled "CSTP's" or in the link below. With your mentor, discuss each standard in relation to your past and current teaching practice, including your recent mentor observation. Record your discussion in the Description of Practice column. After pre-assessing on the **six** standards, choose **two** standards for focus this year. Put an * next to your two focus standards.

https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0

California Standards for the Teaching Profession	Description of Practice
CSTP 1: Engaging and Supporting All Students in Learning	
CSTP 2: Creating and Maintaining Effective Environments for Student Learning	
CSTP 3: Understanding and Organizing Subject Matter for Student Learning	
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	
CSTP 5: Assessing Students for Learning	
CSTP 6: Developing as a Professional Educator	

Continue discussion on the next page...



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Now, pick **one element** from each of the two focus standards you chose for co-assessment, goal-setting, and reflection this year. Refer to the CSTP link on the last page to see specific elements related to each standard (i.e. 1.1. 1.2...). Then, complete the Current Level of Practice self-assessment for each element you've chosen (see page 3 of the CSTP link for further guidance on how to self-assess).

Focus Standard #1:

Chosen Element:

Current Level of Practice (highlight one):

Emerging

Exploring

Applying

Integrating

Innovating

Focus Standard #2:

Chosen Element:

Current Level of Practice (highlight one):

Emerging

Exploring

Applying

Integrating

Innovating

Continue discussion on next page...



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Next, review the California standards for special educators in the file titled, “Special Education Standards” or in the link below. Find the 7 clear/induction standards on pages 62-67 of the file or link. Choose one that fits with your chosen CSTP’s, and write the standard below.

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards.pdf>

Education Specialist Focus Standard:

This concludes Mentor Meeting #2. Next, you will meet with your site administrator or principal to discuss any site specific goals that might fit in with your chosen CSTP’s and Ed Specialist Standard. After that, you will meet again with your mentor to put it all together and develop your own individualized learning plan.



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Site Administrator Meeting #1: Sharing Goals

Time: Approx. 15 minutes

Share your chosen focus standards (CSTP and Special Education Standards) with your site administrator or principal. Ask about school site goals and district goals, and discuss how they might fit in with your focus standards. Explain that you will be formulating induction goals in your next mentor meeting, and ask for any suggestions or input. Write notes about your meeting below.

Remember to keep record of all support meetings/conversations with your mentor, site administrator, other teachers, trainings attended, etc. in your support log.



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Mentor Meeting #3: Formulating the Individualized Learning Plan

Time: Approx. 30 minutes

Now, with your mentor, write two professional goals for yourself based on the two CSTP'S/elements you have chosen, the Special Education Standard you chose, and any input from the site administrator. Ideas for resources and professional development to support your goals might include: mentor observation and feedback, observing other teachers with relevant expertise, relevant district trainings, professional learning communities, reading books or articles, implementing or piloting a new program or technology, etc.

Induction Goal #1:

What resources or professional development will support this goal?

Induction Goal #2:

What resources or professional development will support this goal?

Next Steps...



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

This concludes your required mentor observation and meetings for this semester. Be sure to continue working toward your goals, collecting evidence to show your progress (i.e., trainings attended, relevant lesson plans, a bibliography of related journal articles/textbooks/websites, student work samples, photos of your classroom environment, etc.) and recording any mentorship or support you receive from your mentor, administrator, or other teachers/specialists in your support log.

Follow up with your site administrator by emailing them a copy of your induction goals.

Reflection...

The last induction requirement for this semester is to write a 2-page double-spaced reflection to discuss your experience formulating goals with your mentor, what progress you've made so far toward your goal, key learnings and new skills you've acquired, challenges and successes you've encountered along the way, and your next steps.

What to Submit in 531/532/535...

- this packet with all previous pages completed
- mentor observation notes
- 2-page reflection
- your support log so far

Submit all of the above by the due date outlined in the 531/532/535 syllabus.

When you get to SPED 533, your mentor will observe your teaching once again and meet with you again to reflect on progress toward your goals. You will turn in this entire packet with all pages completed, all mentor observation notes, the 2-page reflection from this semester, a final reflection, and your completed support log.

Section 3: Goal Progress and Reflection



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Mentor Observation #2

Time: 20-60 minutes

Directions to Mentor: Review this packet so far, paying close attention to chosen focus standards and induction goals. During your observation, jot down informal notes with these standards and goals in mind. Notes can be handwritten or typed, and be sure to provide a copy to your mentee, who will need to include a copy with this packet for submission. The purpose of your observation notes is to guide a debriefing discussion that can help the induction teacher to reflect on progress toward chosen standards and induction goals.

Mentor Meeting #4: Progress Toward Chosen Standards

Time: Approx. 30-45 minutes



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

First, debrief about your recent mentor observation. Then, review your chosen CSTP's and elements, and together with your mentor, re-assess yourself using the same rubric you used last time (refer to the CSTP file for guidance on how to score yourself).

Focus Standard #1:

Chosen Element:

Current Level of Practice (highlight one):

Emerging

Exploring

Applying

Integrating

Innovating

Focus Standard #2:

Chosen Element:

Current Level of Practice (highlight one):

Emerging

Exploring

Applying

Integrating

Innovating

Continue discussion on next page...

Next, discuss your progress toward your chosen Special Education Standard, and write notes from your discussion below:



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Education Specialist Focus Standard:

Progress Made/Challenges/Successes:

Continue discussion on next page...

Finally, discuss the progress you've made toward your two induction goals. Be sure to mention any resources, trainings, meetings, feedback, etc. that were particularly instrumental in working toward your goals. Use additional pages if needed.



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Induction Goal #1:

Progress Made:

What resources or professional development were most instrumental in working toward this goal?

(Continued on next page...)

Induction Goal #2:



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Progress Made:

What resources or professional development were most instrumental in working toward this goal?

This completes your required mentor meetings and observations. Next, you will meet one more time with your site administrator to discuss the progress you made toward your induction goals.

Site Administrator Meeting #2: Induction Goal Progress

Time: Approx. 15 minutes



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Share your progress toward chosen focus standards (CSTP and Special Education Standards) and induction goals. Ask for suggestions and feedback about professional goals and development you might consider in the future. Write notes about your meeting below.

Final Reflection:



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

Write a 3-page double-spaced reflection that addresses the following questions:

- 1) Describe the actions you took and the progress you made toward your chosen standards and induction goals.
- 2) What were some key learnings and new skills you acquired as a result of the induction process?
- 3) How did this learning impact your students with disabilities?
- 4) How did this learning impact your English learners? If you don't currently teach any English learners, discuss this part hypothetically.
- 5) Discuss any technology that supported your induction goals.
- 6) How will this learning impact your future teaching?

What to Submit:



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Special Education
Teacher Induction Program

- This entire completed packet
- All mentor observation notes
- Your 2-page reflection you completed previously
- Your final reflection
- Completed support log

Submit all of the above to your instructor in SPED 533 by the due date outlined in your syllabus.