|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IIP#\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Individual Induction Plan (C-1) | | | | | | | | | | |
| Participating Teacher: |  | Support Provider: |  | | District: |  | | School: |  | |
| Teaching Assignment: |  | Content Area: |  | | 🗝Credential Area of Emphasis: | |  | | | |
| **FOCUS OF THE INQUIRY**: Determining what I need to know and be able to do | | | | | | | | | | |
| 1. Based on data (i.e., self-assessment on the Continuum of Teaching Practice, observations, student work samples, etc.) collected during the Context for Teaching and Learning and Assessment of Teaching and Learning modules, determine the focus area(s). | | | | 1. Develop a focus question for this inquiry. | | | | | | PLAN |
| 1. Which *CSTP* element(s) will be addressed?   *\*Make note of your current placement on the Continuum of Teaching Practice.* | | | | 1. At the end of the inquiry, what changes would you expect in student achievement as a result of your action research? | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION PLAN:** Examining research related to my focus question and applying new learning in my instructional setting | | | | PLAN/TEACH |
| 5. Date *of research* | 6. Research: *Describe resources used*  *(e.g., talked to colleague. researched online. other)* | 7. Application: Describe *implementation of new knowledge* | 1. Measurable Results: Describe the *impact on student achievement* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **REFLECTION/APPLICATION** | REFLECT |
| 9a. As a result of the inquiry process, what was the impact oninstructional strategies and student achievement? (list specific evidence) |
| 9b. Share your learning about student development, instructional practice, academic content, and/or yourself as a teacher. |
| 10. Describe how you will apply new learning to other areas of future practice. | APPLY |

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and

Universal Access: Teaching Special Populations) are embedded throughout the formative assessment system.