**SAMPLE DRAFT PLAN to prepare your** **Individual Learning Plan**

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|  | Your current level on the Continuum of Teaching Practice (1-5) | Content Area/CSTP Standard Goal | Activities you will do ***with SP support*** to meet the goal | How will you show evidence?(artifacts) |
| Goal 1 | 1.4 *Emerging*Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs | 1.4 *Exploring*Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students’ diverse learning needs | Discuss some cooperative learning strategies identifying two or three that can be integrated in an upcoming lesson.Ask who I might visit to see cooperative learning in progress. |  I will show evidence of improving diverse students’ ability to learn by creating form-ative assessments on their perfor-ance. ie. checklists, learning lists, learning logs, exit tickets. |
| Goal 2 | 5.7 *Emerging*Provides students with feedback through assessed work and required summative assessments. | 5.7 *Exploring*Provides students with additionalfeedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. | Discuss the goal with provider and learn how to create formative assessments that enable me to identify where students are challenged and how to respond with helpful feedback | Demonstrate how students have begun to goal set and self assess while using formative assessment tools. |

**See the levels’ descriptions below:**

**Developmental Levels**

**The Continuum of Teaching Practice (CTP**) is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in setting important entry-level goals that will assist them and their Support Providers in making decisions about their ongoing development as professionals.

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| **Level 1: Emerging** Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success. | **Level 2: Exploring** Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the CSTP. Plans lessons using expanded understanding of curriculum, relatedmaterials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success. | **Level 3: Applying** Implements the curriculum using avariety of instructional practices and supplemental resources selected to improve studentunderstanding and engagement.Maintains a respectfuland supportive learning environment in which all students canachieve. Utilizesknowledge of CSTPto make connections between elements of effective instruction,learning goals, assessments, and content standards. Plansdifferentiatedinstruction using a variety of adjustments andadaptations in lessons.Utilizes a varietyof assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success. | **Level 4: Integrating** Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding andengagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements ofeffective instruction, learning goals, assessments, and content across the CSTP.Plans lessons using a broad range of strategies To differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planningdifferentiatedinstruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impactteacher effectiveness and student learning. | **Level 5: Innovating**Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the CSTP to interconnecteffective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instructionas informed by ongoing assessments. Utilizesa wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoingadjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students |