**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 additional  feedback 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, related  materials 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 a  variety of instructional  practices and supplemental  resources selected to improve student  understanding and  engagement.  Maintains a respectful  and supportive  learning environment in which all students can  achieve. Utilizes  knowledge of CSTP  to make connections between elements  of effective instruction,  learning goals, assessments, and content  standards. Plans  differentiated  instruction using a variety of adjustments and  adaptations in lessons.  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. | **Level 4: Integrating**  Integrates extensive knowledge of curriculum, instructional practices, and supplemental  resources to enhance and  deepen student understanding and  engagement. Provides  a respectful and rigorous  learning environment that  supports and challenges all students to achieve.  Articulates knowledge  of the inter-relationships  between elements of  effective 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 planning  differentiated  instruction 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 impact  teacher 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 interconnect  effective instruction, learning goals, and  assessment within and across content areas. Plans instruction flexibly utilizing a repertoire  of instructional practices  to differentiate instruction  as informed by ongoing  assessments. Utilizes  a wide range of assessments strategically,  systematically, and flexibly throughout instruction to identify student learning needs  and guide ongoing  adjustments 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 |