**Individual Development Plan**

***Portable document from teacher intern program into teacher induction program***

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| **Candidate’s Program Information** |
| Candidate Name:       | Date of IDP Creation:       |
| Candidate Email:       | Cohort:       |
| Program Enrollment Dates:       through      . | Credential Pathway: [ ]  Multiple Subject[ ]  Single Subject:      [ ]  Education Specialist: [ ]  MM [ ]  MS [ ]  ECSE |
| District:  | Site:  |
| **Candidate’s Program Requirements** |
| Support Supervisor Name:      Support Supervisor Email:       | Supervision Format(s):[ ]  In-person[ ]  Hybrid |
| Supervision Requirements:[ ]  Completed 4 semesters of support supervision  with passing grades | Basic Skills & Subject Matter Requirements (self-report)[ ]  Completed Subject Matter (ie: CSET) |
| RICA [ ]  Passed all sectionsStatus: [ ]  Taken but did not pass all sections[ ]  Scheduled for       (enter date) [ ]  Not applicable | CalTPA [ ]  Cycle 1 Passed Status: [ ]  Cycle 2 Passed  [ ]  Not applicable |
| Identification of the credential that has been recommended for this candidate: |
| [ ]  Preliminary Credential [ ]  Credential Extension Needed to Complete Program Requirement |
| Program Contact Person: Douglas PitneyClinical Practice Coordinator | Program Contact Information:dpitney@sjcoe.net(209) 468-5906 |

***By signing below, I agree that all of the following are true for pages 1-2:***

* Candidate, support supervisor, and peer mentor collaborated on the development of the individual development plan (IDP).
* This IDP is a portable document and will be archived by the IMPACT Teacher Intern Program Department at Teachers College of San Joaquin.
* The candidate has received a copy of the IDP and understands the requirement to provide the IDP to the teacher induction program.

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**Candidate Printed Name Candidate Signature**

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**Peer Mentor Printed Name Peer mentor Signature**

**Support Supervisor Printed Name Support Supervisor Signature**

**Candidate’s Level of Practice**

1. **In collaboration with and feedback from your support supervisor and peer mentor,** reflect upon your teaching practice taking into account your teacher preparation experience (coursework, field experience, Teacher Performance Assessment (TPA), and your current teaching placement and group of students).
2. Based upon this reflection, identify your areas of strength and your areas for growth. Note that information in the table below.
3. Align each area of strength and area for growth to the appropriate Teaching Performance Expectation (TPE) by writing down all corresponding TPE domains and indicators (i.e. TPE 1: Engaging and Supporting All Students in Learning – 1.4).
4. In addition to identifying your areas of strength and areas for growth, develop a professional goal which you would like to address during your induction program.

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| **Areas of Strength** | **TPE Domain & Element** |
|       |       |
| **Areas for Growth** | **TPE Domain & Element** |
|       |       |

**Professional Goal for Induction Program**

*Select an area for professional growth and develop a goal you would like to accomplish while completing your induction program.*

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| **Professional Goal:** | **TPE Alignment** | **CSTP Alignment** |
|       |       |       |
| **Type of Mentoring/Coaching Support Needed to Meet this Goal:** |
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