**Individual Development Plan (IDP) for Induction- Education Specialist Mild/Moderate**

**Teacher Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_@sandiego.edu**

**Credential Area(s): \_\_\_\_Multiple Subjects \_\_\_\_Single Subject (Content: \_\_\_\_\_\_\_\_\_\_\_\_)**

 **\_\_\_\_Education Specialist \_\_\_\_ Bilingual Authorization**

**Graduation Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program Contact:** Amanda Roth, PhD

 Director of Field Experiences

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| **What is an IDP?** The Individual Development Plan (IDP) is a CTC-required document which facilitates self-reflection and professional development by bridging a new teacher’s experience in their preparation program with their hiring district. **Who contributes to the IDP?** The IDP is written by the teacher candidate in collaboration with their university supervisor and district-employed mentor (e.g. guide/ mentor/ cooperating teacher). **Task:** Identify areas of strength and areas for future growth while providing a self-reflection and creating two goals for your early teacher career as related to the Teacher Performance Expectations/ California Standards for the Teaching Profession. **Due date:** The teacher candidate must submit this form with all necessary signatures by the last day of their final student teaching placement to fieldadamin@sandiego.edu and also maintain a copy for your future hiring district. |

**PART I: AREAS OF STRENGTH**

Select at least two Education Specialist: Mild to Moderate Support Needs TPEs/CSTPs where the candidate has demonstrated proficiency:

* TPE 1: Engaging and Supporting All Students in Learning
* TPE 2: Creating and Maintaining Effective Environments for Student Learning
* TPE 3: Understanding and Organizing Subject Matter for Student Learning
* TPE 4: Planning Instruction and Designing Learning Experiences for All Students
* TPE 5: Assessing Student Learning
* TPE 6: Developing as a Professional Educator

Self-reflection: After consultation with your university supervisor and cooperating teacher, provide a written statement reflecting on evidence that supports your selection of these two TPE areas where you have shown proficiency.

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**PART II: AREAS FOR CONTINUED DEVELOPMENT**

For Multiple Subject and Single Subject candidates, select two Education Specialist: Mild to Moderate Support Needs TPEs/CSTPs where the candidate should continue in their development:

* TPE 1: Engaging and Supporting All Students in Learning
* TPE 2: Creating and Maintaining Effective Environments for Student Learning
* TPE 3: Understanding and Organizing Subject Matter for Student Learning
* TPE 4: Planning and Designing Learning Experiences for All Students
* TPE 5: Assessing Student Learning
* TPE 6: Developing as a Professional Educator

For these two TPE areas for continued development, write one goal for each that will become the basis for your future professional development. Then include *measurable evidence* of how you will work toward demonstrating your development in that area. The Education Specialist: Mild to Moderate Support Needs TPEs and their Elements (e.g., MM1.1) can be found at: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf.pdf?sfvrsn=18>

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| **Model Goal** TPE MM3.1 Goal: *Effectively adapt, modify, accommodate, and /or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).* Measurable evidence: By setting a weekly schedule for co-planning with general education teachers to discuss curriculum and potential needs of students with identified disabilities, I will have the needed tools to provide alternative texts, graphic organizers, and other accommodations as needed for students to assist in their attainment of curriculum standards.  |

TPE MM\_\_\_ Goal 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Measurable evidence: By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TPE MM\_\_\_ Goal 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurable evidence: By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The teacher candidate is responsible for completing this document, acquiring the signatures of the University Supervisor and District-Employed Mentor, and then submitting the signed plan to the USD Office of Field Experiences electronically at fieldadmin@sandiego.edu as well as to their induction director and/or support provider at their hiring district.

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District-Employed Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_