Bridge to Induction - Individual Development Plan

Before exiting the HTH District Intern Program, collaborate with your mentor on the following Individual Development Plan (IDP). This plan allows you to reflect and identify areas of strength and growth in your teaching practice as you transition into a Clear Induction program.

Individual CalTPA Cycle # 1 Score Profile by Rubric: NAME

1	2	3	4	5	6	7	8

Individual CalTPA Cycle # 2 Score Profile by Rubric: NAME

1	2	3	4	5	6	7	8	9

Please reference your score profile above. Identify three areas for growth based on your CalTPA results. If you scored a **1 or 2,** use those areas and write ideas for your improvement plan.		
Rubric #	Rubric Title:	
Improvement Plan:		
Rubric #	Rubric Title:	
Improvement Plan:		
Rubric #	Rubric Title:	
Improvement Plan:		

TEACHER SIGNATURE: _____ DATE: _____

MENTOR SIGNATURE: _____ DATE: _____

On page 2-3, please complete the self-assessment with your mentor, reflecting on your program and your skills as a classroom teacher/education specialist. This process will allow you to determine your next steps of improvement for induction. (Page 2 is for classroom teachers, page 3 is for education specialists).

Intern: _____

Date: _____

HTH ®
TEACHER CENTER

Self-Assessment: Classroom Teachers

Unskilled	Emerging Skills	Average Skills	Good Skills	Expert Skills

TPE 1. Engaging and Supporting All Students in Learning
- Applies knowledge of student assets and needs
- Connects subject matter with real world application
- Uses a variety of appropriately aged instructional strategies to support access to curriculum
- Promotes students critical thinking through active learning experiences
- Provides a supportive learning environment
- Monitors and adjusts for student learning and engagement

TPE 2. Creating & Maintaining Effective Environments for Student Learning
- Uses positive interventions to foster a caring community
- Promotes productive student learning encourages positive interactions among students, is culturally responsive
- Establishes, maintains inclusive learning environments
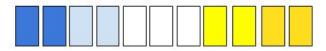- Maintains high and clear expectations, high support

TPE 3. Understanding & Organizing Subject Matter for Student Learning
- Demonstrates knowledge of CCSS and subject matter
- Organizes curriculum to facilitate student understanding of subject matter & make accommodations to promote access
- Plan, design, implement and monitor instruction with subject-specific pedagogy
- Supports acquisition and use of academic language for inclusion
- Uses & adapts resources including technology to facilitate students' equitable access to curriculum
- Model and develops digital literacy
- Demonstrates knowledge of effective teaching strategies

TPE 4. Planning Instruction and Designing Learning Experiences for All Students
- Understands & applies knowledge of child development to inform instructional planning & learning experiences
- Design & implement instruction & assessment that reflect the interconnectedness of content areas
- Makes effective use of instructional time to maximize learning providing access through instructional strategies
- Promotes range of communication strategies between teacher-student & among students; encourages student participation
- Uses digital tools & provides ed teach rich lessons to engage students in learning

TPE 5. Assessing Student Learning
- Applies knowledge of purpose & uses different forms of assessment
- Modifies instruction based on assessment analysis
- Students reflect and self-assess
- Uses assessment information to support students/families in progress to meeting learning goals

TPE 6. Developing as Professional Educator
- Reflects on teaching to improve practice
- Recognizes their own values & explicit & implicit biases & impact on teaching & learning
- Communicates effectively
- Establishes professional learning goals & engages in inquiry with colleagues
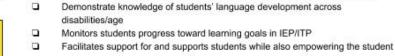- Demonstrates and enacts professional responsibility

TEACHER CENTER

Self-Assessment: Education Specialists

Unskilled	Emerging Skills	Average Skills	Good Skills	Expert Skills

TPE 1. Engaging and Supporting Students with Mild/Mod Needs

- ❏ Collaboratively develops and implements Individualized Education Programs
- ❏ Demonstrate understanding of students with complex communication needs
- ❏ Demonstrate knowledge of students' language development across disabilities/age
- ❏ Monitors students progress toward learning goals in IEP/ITP
- ❏ Facilitates support for and supports students while also empowering the student

TPE 2. Creating & Maintaining Effective Environments for Student with Mild/Mod Needs

- ❏ Develops and implements accommodations and modifications
- ❏ Supports the movement, mobility, & sensory needs
- ❏ Collaborates with families and appropriate related services personnel
- ❏ Sees behavior as communication and developes positive behavior support plans/interventions.
- ❏ Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs

TPE 3. Understanding & Organizing Subject Matter for Students with Mild/Mod Needs

- ❏ Adapts, modifies and accommodates curriculum to provide access for students
- ❏ Demonstrate knowledge of disabilities and their effects on learning, skill development, social-emotional development, mental health, and behavior
- ❏ Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions

TPE 4. Planning Instruction and Designing Learning Experiences for Student with Mild/Mod Needs

- ❏ Demonstrate the ability to use assistive technology, augmentative and alternative communication
- ❏ Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum
- ❏ Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
- ❏ Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts

TPE 5. Assessing Student Learning

- ❏ Know the purposes, characteristics, and appropriate uses of different types of assessments
- ❏ Use assessment data to design and implement supports, services, and accomodations
- ❏ Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

TPE 6. Developing as Professional Educator

- ❏ Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
- ❏ Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
- ❏ Understand special education law and its impact on families and professionals