

FCSS Teacher Induction

Individualized Learning Plan (ILP)

ILP Submission Requirements: Must be typed and have 2 sources of ongoing research that spans 4-6 weeks.

Initial ILP (Cells 1-4 & Initial Admin Collab) Due: October 6th Final ILP (Cells 1-7) Due: December 1st

Participating Teacher:	Induction Coach:	Teaching Assignment & Grade Level:
Check one: <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2		Credential Type:
PROFESSIONAL GROWTH GOAL		
Step 1: Based upon the transition document reflections from your preliminary program, prior field experiences, Teaching Practice Framework, and collaboration with your Induction Coach/Induction Staff/Administrator, develop a professional growth goal to support your professional learning.		
1. a) Teaching Practice Framework Domain: b) Teaching Practice Framework Indicator: c) CSTP Element:		
2. Professional Growth Goal:	3. Qualitative <u>and/or</u> Quantitative Outcome(s):	

INITIAL ADMINISTRATOR COLLABORATIVE	
Step 2: After you've developed Cells 1-4 of your ILP, schedule a 15-minute meeting with your administrator (in-person or virtually) to share your ILP. <ul style="list-style-type: none"> Share your <i>professional growth goal, outcome(s), planned sources of research, expected timeline, and any implementation thus far.</i> After sharing your ILP, you and your site administrator will have a discussion about how you can be supported throughout your research. Your administrator will complete the corresponding comments box (optional) and then sign and date (required). Take into consideration any feedback provided by your administrator. Upload this document (Cells 1-4 & Initial Administrator Collaborative) to your digital account. 	
Administrator, through a discussion with your teacher, identify ways your site might support them through their research:	
Signature of Administrator: I understand and agree that my typed full name serves as my electronic signature.	Date:

RESEARCH DESCRIPTION AND OUTCOMES

Step 3: With your coach, discuss and decide on two sources of research that will best support you in your development of the identified professional growth goal over the next 4-6 weeks, and describe these research sources in Cell 4. In Cell 5, indicate the actual start and end date for each piece of research and implementation. Ensure your research spans 4-6 weeks. Throughout the next 4-6 weeks of research, record your key learnings/insights and your progress/results in Cell 6. In Cell 7, provide a reflective summary of the progress made towards your professional growth goal, outcome(s), Teaching Practice Framework Domain/Indicator, CSTP element, and any appropriate next steps to continue growing in this area.

	4. Research: Describe in detail the who, what, and why for each of the two research sources you will use to learn more about your professional growth goal in the cells below. Any written research sources must be credible and vetted, and observations must be at least 30 minutes long. For guidance in selecting credible research, refer to the Research Credibility Checklist and Resources .	5. Timeline: Indicate the actual start and end date for each piece of research and corresponding implementation in your classroom . Research cycle must span 4-6 weeks.	6. a) Key Learnings/Insights: <ul style="list-style-type: none"> What were your learnings and insights from each piece of research that spanned throughout the 4-6 weeks? b) Progress/Results: <ul style="list-style-type: none"> How did you implement your learning and what are the outcomes/progress of your implementation? <p style="background-color: yellow;">Note: This should be a detailed response that is individualized to your teaching assignment and your students. Answer both questions (a and b) for each piece of research below.</p>
First Research Source			
Second Research Source			
7. Summative Reflection: What are your next steps to continue your progress (identified in Cell 6b) and to move towards your professional growth goal (identified in Cell 2)?			