

Individualized Learning Plan (ILP) Conversation Guide

Induction Coaches: Your role is to guide your participating teacher(s) (PT) through all of the questions. Feel free to ask additional clarifying questions to help teachers develop a meaningful ILP that is relevant to their current practice.

Teachers: If you are a Year 1 participating teacher, revisit your reflections from the transition document provided by your preliminary program and share your insights with your coach. Keep these reflections in mind as you rate yourself on the *Teaching Practice Framework* and develop your professional growth goal.

Narrowing Professional Focus Area using the Teaching Practice Framework

Step 1: Teaching Practice Framework Guided Reflection

Directions: Support your participating teacher in reflecting on their teaching by using the **Teaching Practice Framework**.

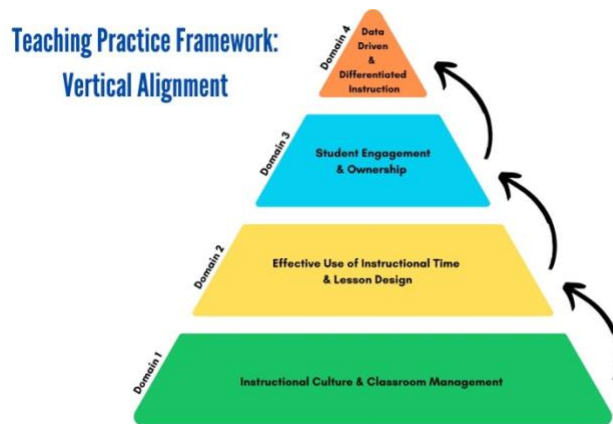
- ☐ Start with Domain 1 and work in sequential order until you complete Domain 4.
- ☐ Make sure to ask your teacher each question underneath each Indicator in all four Domains.
- ☐ Your teacher will mark the 'rating' that they most closely identify with for each of the Indicators in all four Domains.

Step 2: Identify a Focus Domain from the Teaching Practice Framework

Directions: Once you have supported your participating teacher in reflecting on all of the questions on the *Teaching Practice Framework*, you will guide your teacher in identifying a **Focus Domain**.

Please follow the prompts below to support your teacher in identifying a Focus Domain.

- ☐ Coach says to PT: **Keep in mind that the Domains are vertically aligned and build on one another. If you have multiple Domains that you believe can be potential areas of focus, please prioritize the Domain that is closest to the foundation of the vertical alignment pyramid (page 5).**



- ☐ Coach asks PT: **Now that we have completed the Teaching Practice Framework, which Domain do you think you should prioritize to improve your teaching practice?**
- ☐ PT will share their response with their coach and record their Domain of choice in **Cell 1a** of their ILP.

Step 3: Identify the Focus Indicator in your chosen Domain

Directions: After your participating teacher has selected a Domain, you will support them in identifying the **Focus Indicator** corresponding to the Domain that they want to target for their Individualized Learning Plan (ILP).

Please follow the prompts below to support your teacher in identifying their Focus Indicator.

- ☐ Coach says to PT: **Knowing that the Domains in the Teaching Practice Framework are comprehensive, it's more effective to narrow our focus to specific Indicator in order to see measurable progress in our teaching practice. With this in mind, which Indicator under your selected Domain is your greatest priority?**
- ☐ PT will share their response with their coach and record the Indicator of choice in **Cell 1b** of their ILP.

Step 4: Identify the CSTP Element that most closely relates to your chosen Teaching Practice Framework Domain & Indicator

Directions: After your participating teacher has narrowed their focus to a specific **Domain** and **Indicator**, you will support them in making connections between the Teaching Practice Framework and the **California Standards for the Teaching Profession (CSTPs)**.

We have created a supporting document for you titled the **Teaching Practice Framework: CSTP Connections** that lists all of the relevant CSTP Elements under each Domain and Indicator of the Teaching Practice Framework. You will use this supporting document to help your participating teacher in identifying the CSTP Element that most closely relates to their chosen Teaching Practice Framework Domain and Indicator.

- ☐ PT will record the CSTP Element in **Cell 1c** of their ILP.

Developing Professional Growth Goal

Step 1: Development of Professional Growth Goal for the ILP

Directions: Now that you have supported your teacher in narrowing their focus using the Teaching Practice Framework, discuss with your participating teacher ways in which they could improve in their selected Domain, Indicator, and CSTP Element.

Please consider the prompts below to support your teacher in cultivating a Professional Growth Goal for their ILP.

- ☐ How can you improve in your selected Domain, Indicator, and CSTP Element?
- ☐ What can you learn more about and implement to help you in this Domain, Indicator, and CSTP Element?
- ☐ Is there something that you have learned about/seen implemented that might help you improve in your chosen Domain, Indicator, and CSTP Element?
- ☐ Based on this conversation, what would you like your Professional Growth Goal to be?
- ☐ Is this goal robust enough that you can **learn about it in theory** and **implement it into your classroom teaching practice** within the next 4-6 weeks?
- ☐ PT will record their Professional Growth Goal in **Cell 2** of their ILP.

Step 2: Development of Qualitative and/or Quantitative Outcomes

Directions: Now that you have supported your teacher in developing their Professional Growth Goal for their ILP, discuss with your participating teacher possible qualitative and/or quantitative outcomes that they can observe and measure as they progress towards their Professional Growth Goal over the course of the next 4-6 weeks. (Quantitative data is numbers-based,

countable, or measurable. Qualitative data is interpretation-based, descriptive and focuses on exploring experiences, opinions, and attitudes, often through observation and interviews.)

Please consider the following questions to support your teacher in defining qualitative and/or quantitative outcome(s) that will demonstrate progress toward their Professional Growth Goal. Teacher should choose one to three outcomes depending on what is most meaningful to the teacher and their process.

- ☐ What might it look like (what things might you see happening) as you progress towards your Professional Growth Goal?
- ☐ What would you hope to see an increase and/or decrease in as you progress towards your Professional Growth Goal?
- ☐ What might be some success benchmarks that will demonstrate to you that you are making progress toward your Professional Growth Goal?
- ☐ PT will record qualitative and/or quantitative outcome(s) in **Cell 3** of their ILP.

Selecting Research

Directions: Now that you have supported your teacher in developing their qualitative and/or quantitative outcomes, you will support them in choosing two research sources for their Individualized Learning Plan. These research sources should support your teacher with their Professional Growth Goal.

Please consider the following questions to support your teacher in choosing their two research sources.

- ☐ Coach says to PT: ***In thinking about your Professional Growth Goal and your personal learning style, what are some sources of research you can utilize to help you move closer to your Professional Growth Goal? (i.e., a professional learning session and/or series, educational publications, observation of a highly skilled teacher, etc.) Keep in mind that your research and implementation should span 4-6 weeks and should meet the Credibility Criteria (reference the table below).***
- ☐ PT chooses 2 sources of research that meet the Credibility Criteria below.

Educational Publications	<ul style="list-style-type: none"> ▪ If you choose an Educational Publication, please ensure it is a credible research source. <ul style="list-style-type: none"> ○ Authority: Does your research come from a credible author (educational researchers affiliated with established universities, academics, individuals who are considered experts in their fields) or credible organization (state/federal education departments, universities)? Do they cite their credentials? ○ Publication Time: Was your research published within the last 10 years? ○ Audience: Who are the intended readers? What is the publication's purpose? <p style="text-align: center;">For some resources, refer to the Research Credibility Checklist and Resources document.</p>
Observation of a Peer	<ul style="list-style-type: none"> ▪ If you decide to Observe a Peer, please ensure that the peer is a highly skilled and effective teacher in the area pertaining to your Professional Growth Goal.

Professional Learning Sessions/Series	<ul style="list-style-type: none"> ▪ If you decide to engage in a Professional Learning Session or Series, please ensure that it directly relates/corresponds with your Professional Growth Goal.
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- ☐ PT will consider the following questions before finalizing their two sources of research.
 - Are your two sources of research credible and directly related to your Professional Growth Goal?
 - Is your research robust enough to review and implement within the next 4-6 weeks?
- ☐ PT will describe in detail the **who** (author/publishing organization, peer that you're observing, PL presenter/organization, etc.), **what** (focus area, topic, etc.), and **why** (how it connects to your Professional Growth Goal) for each of their two chosen sources of research in **Cell 4**.

Scheduling Initial Administrator Collaborative

Directions: After your teacher has developed Cells 1-4 of their ILP, they will meet with their administrator (in-person or virtually) to share their ILP including their Professional Growth Goal, desired outcome(s), and two sources of research. The administrator will sign (required) and may make comments on the teacher's ILP (Step 2 of the ILP).

- ☐ PT will contact their administrator to schedule a time to meet at their earliest convenience. The Initial ILP (Cells 1-4, typed) including you're the administrator's signature must be uploaded to the teacher's Digital account by or before October 6th.

Next Steps, once teachers have submitted their Initial ILP

Induction Coaches: These directions will provide the next steps that your teacher(s) will take in their research cycle.

Teachers...

- ☐ Start your research once you submit your Initial ILP.
 - Revisit your digital submission to take into consideration your Reviewer's feedback and/or respond to any additional information that may be requested by your Reviewer.
- ☐ After you've submitted your Initial ILP please know that your conversations regarding your research will be ongoing. Per program standards, you will be discussing insights and progress with your coach during your weekly meetings throughout the next 4-6 week time period.
 - In Cell 5, Timeline, indicate your start date and end date for each source of research and corresponding implementation.
 - As a reminder, your research cycle must span at least 4-6 weeks.
 - In Cell 6, for each research source, you will address the questions you've discussed with your coach in your weekly meetings:
 - **Key Learnings/Insights:** What were your learnings and insights from each piece of research that spanned throughout the 4-6 weeks?
 - **Progress/Results:** How did you implement your learning and what are the outcomes/progress of your implementation?

- In Cell 7, at the conclusion of your research, you will provide a summative reflection describing your next steps:
 - *How have you grown in your identified CSTP element (Cell 1c) and professional growth goal (Cell 2)?*
 - *What are your next steps to continue your progress (Cell 6b) and to move towards your professional growth goal (Cell 2)?*