

INDIVIDUAL LEARNING PLAN (ILP)

Teacher:	Mentor:	Grade Level/Subject:												
<u>4.4* Developing and sequencing long-term and short-term instructional plans to support student learning.</u>														
Emerging			Exploring			Applying			Integrating			Innovating		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Plans instruction that incorporates strategies suggested by curriculum guidelines. Is aware of student content, learning, and language needs through data provided by the site and district.			Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. Seeks to learn about students' diverse learning and language needs beyond basic data.			Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students. Uses assessments of students' learning and language needs to inform planning differentiated instruction.			Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.			Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.		
4.4 Beginning-of-Year			Initial Co-assessment Date:						Level:					
Evidence of Strength <i>(Provide specifics from current practice):</i>						Areas for Growth <i>(Apply the language of the continuum as applicable):</i>								
Date(s) goals discussed with administrator:						Goal <i>(Apply the language of the continuum as applicable):</i>								
Site Goal:														
Describe relationship between site goal and Induction goal:														
Roadmap for Candidate's Induction:														

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Measurable, observable evidence of meeting goal <i>(What do you want to happen for you, for students as a result of focusing on this goal?):</i>	Doable actions to meet goal <i>(What will you do to make progress towards your goal? Consider the ILP Roadmap.):</i>
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4.4 Mid-Year	Mid-Year Co-assessment Date: Level:
Evidence of Strength <i>(Provide specifics from current practice):</i>	Areas for Growth <i>(Apply the language of the continuum as applicable):</i>
Revised or New Goal <i>(Apply the language of the continuum as applicable):</i>	
Date goals revisited with administrator:	
Roadmap for Candidate's Induction:	
Measurable, observable evidence of meeting goal <i>(What do you want to happen for you, for students as a result of focusing on this goal?):</i>	Doable actions to meet goal <i>(What will you do to make progress towards your goal? Consider the ILP Roadmap.):</i>

Goal Reflection <i>(By working on this goal, how have you and your students grown?):</i>

4.4 End-of-Year	End-of-Year Co-assessment Date: Level:
Evidence of Strength <i>(Provide specifics from current practice):</i>	Areas for Growth <i>(Apply the language of the continuum as applicable):</i>
Possible goal or area of focus for next year:	



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