

INDIVIDUAL LEARNING PLAN (ILP)

Teacher:	Mentor:	Grade Level/Subject:												
4.4* Planning Instruction and Designing Learning Experiences for All Students														
Emerging			Exploring			Applying			Integrating			Innovating		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>			<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>			<p>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.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>			<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>			<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>		
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>								
<p>Date(s) goals discussed with administrator <i>(Must have at least one triad conversation to discuss your induction goals per year):</i></p> <p>District/Site priorities:</p> <p>District priority sub-groups:</p> <p>Site Goal:</p>						<p>Goal <i>(Apply the language of the continuum as applicable. PT 2s, one or more goals must focus on the students from a district priority sub group.):</i></p>								

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Roadmap for Candidate's Induction:	
Doable actions to meet goal <i>(What will you do to make progress towards your goal? Consider the ILP Roadmap):</i>	Measurable, observable evidence of meeting goal <i>(As a result of focusing on this goal, what artifacts of student growth and learning will you collect? What do you want to happen for you, for students as a result of focusing on this goal?):</i>

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 *(Apply the language of the continuum as applicable):*

Date goals revisited with administrator:

Roadmap for Candidate's Induction:	
Doable actions to meet goal <i>(What will you do to make progress towards your goal? Consider the ILP Roadmap.):</i>	Measurable, observable evidence of meeting goal <i>(As a result of focusing on this goal, what artifacts of student growth and learning will you collect? What do you want to happen for you, for students as a result of focusing on this goal?):</i>

Goal Reflection *(By working on this goal, how have you and your students grown?):*

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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:		