



Bridge to Induction - Individual Development Plan 2020/21

Before exiting the GSE preliminary credential preparation program, collaborate with your cooperating teacher and supervisor 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.

Program: San Diego Teacher Residency

Pathway: Preservice student teaching

Program Contact: Ady Kayrouz, Program Coordinator, gseadmissions@hightechhigh.org

Enrollment Dates: August 2020-June 2021

Clinical Practice Modality: Hybrid

Candidate Name: Adriana Navarro

Credential Area: Multiple Subjects

Date Recommended:

Remaining Reqs (CSET, CBEST, calTPA, and/or RICA): calTPA cycle 2 and RICA

Based on Gateway II (formal supervision observation in May using the [SDTR rubrics](#)), what are your areas for strength and areas for growth?

Areas of Strength:

-The lesson has a clear arc, including an opening, middle, & closing.

-The lesson helps to cultivate a culture of thinking and dialogue in which ideas are evaluated on their own merit rather than on the status of the speaker. (TPEs 1.5, 2.5)

-Candidate includes all voices equitably. Candidate values and rewards different ways of knowing and expressing knowledge.

Candidate steps back whenever possible, letting students facilitate their own learning. (TPE 1.3, 1.5)

Candidate monitors student understanding throughout the lesson and confers during work time; candidate uses information to make strategic adjustments. (TPEs 1.8, 5.1 5.2, 5.3)

Candidate uses developmentally and culturally appropriate language and speaks slowly and audibly enough to be understood. (TPEs 1.1, 2.2, 3.2, 4.2)

Candidate is receptive and responsive to constructive feedback. (TPEs 6.1, 6.2, 6.3)

Areas for Growth:

The lesson includes scaffolds to support access and engagement as well as extension options to offer challenges. (TPEs 1.4, 2.5, 3.2, 3.4, 4.4)

The lesson includes a variety of learning modalities: teacher-led; student-led; whole-group; small-group; individual. (TPE 2.2, 4.7)

The lesson includes a detailed plan for how the candidate will monitor and assess student thinking. Success is defined and measured in multiple ways. (TPEs 1.4, 1.8, 5.1, 5.2, 5.3)

Candidate systematically analyzes evidence of student learning collected during class, disaggregating data and looking for trends. Candidate uses this analysis to inform decisions about next steps for instruction. (TPEs 5.1, 5.2, 5.8)

Individual calTPA Score Profile by Rubric: Adriana Navarro																
Cycle 1								Cycle 2								
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9
4	3	3	3	3	3	2	3									

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 # 1.7	Rubric Title: Analyze and describe the impact of planning, teaching, and assessment of student learning.
Improvement Plan: Review student formal assessment and analyze their achievements and growth from the beginning of the lesson sequence.	
Rubric # 1.5	Rubric Title: Maintain a positive and safe learning environment, connect to students' prior learning, and establish clear learning expectations
Improvement Plan: Set clear expectations for students before lessons, such as a goal at the beginning of the lesson and refer back to it at the end.	
Rubric # 1.8	Rubric Title: Apply learning to strengthen and extend students' understanding, develop academic language and determine next steps
Improvement Plan: Present clear examples of academic knowledge and scaffold learning for all students with specific definitions. Also give students clear next steps.	

Based on what you learned about your teaching practice during the program, what aspect of teaching do you want to work on during Induction? What are you curious about?

I want to work on:

Assessment - informal assessment during lessons to make adjustments in future plans including review or enrichment. Also using formal assessment such as F&P reading assessments or district math tasks to plan instruction.

How to engage and manage a full classroom of students during times of whole group instruction, but especially small group instruction and conferring.

I am curious about:

How to work with students on emerging language acquisition. Specifically how to implement UDL strategies across every content area and how to scaffold their learning.

Learning how to independently run reading interventions such as LLI and learning the differences between in-person and virtual Foundations instruction.

How to thoroughly plan a project across content areas and include common core standards as goals. .

TEACHER SIGNATURE: _____ DATE: _____

COOPERATING TEACHER SIGNATURE: _____ DATE: _____

FIELDWORK SUPERVISOR SIGNATURE: _____ DATE: _____