**Candidate Name: Enrollment Dates:** [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_] **NU ID:**

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| **Description of how Preliminary Program requirements were met**  |
| **Supervised Clinical Practice Experiences** | **Education Specialist CalTPA** | **Other Requirements** |
| **Please describe the breadth and depth of the candidate’s supervised clinical practice activities, including the teaching modalities in which the candidate was supervised.**  (For example, what grade levels, subjects, duration, in-person, virtual, hybrid, how many weeks solo teaching?) | **Please indicate the candidate’s status for CalTPA Cycle 1 and 2** **Cycle 1: Not applicable to your program****Cycle 2: Not applicable to your program** | **Please indicate the status of any additional program requirements that apply.** (For example, was an exam passed, not passed, not yet taken, scores pending, waived, timeline for completion?) **CBEST:** **CSET:** **RICA:****Other:** [please describe] |

**Check One:** [ ] Mild/Mod [ ] Mod/Sev **Check one Pathway:** [ ] Student teacher or [ ] Intern

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| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 1Engaging and Supporting All Students in Learning** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.** |
| Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.  | 1.1 Using knowledge of students to engage them in learning  1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests  1.3 Connecting subject matter to meaningful, real-life contexts  |  1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs  1.5 Promoting critical thinking through inquiry, problem solving, and reflection  1.6 Monitoring student learning and adjusting instruction while teaching  | **Cycle 1**Rubric 1.1: **Not applicable to your program**Rubric 1.2: **Not applicable to your program****Cycle 2**Rubric 2.1: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |
| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 2Creating and Maintaining Effective Environments for Student Learning** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional** |
| Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.  |  2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully  2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students  2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe  |  2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior  2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn  2.7 Using instructional time to optimize learning | **Cycle 1**Rubric 1.5: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |
| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 3Understanding and Organizing Subject Matter for Student Learning** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.** |
| Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.  |  3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks  3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter  3.3 Organizing curriculum to facilitate student understanding of the subject matter  |  3.4 Utilizing instructional strategies that are appropriate to the subject matter  3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students  3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content  | **Cycle 1**Rubric 1.6: **Not applicable to your program****Cycle 2**Rubric 2.2: **Not applicable to your program**Rubric 2.3: **Not applicable to your program**Rubric 2.4: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |
| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 4Planning Instruction and Designing Learning Experiences for All Students** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.** |
| Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.  |  4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction  4.2 Establishing and articulating goals for student learning  4.3 Developing and sequencing long-term and short-term instructional plans to support student learning  |  4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students  4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students  | **Cycle 1**Rubric 1.3: **Not applicable to your program**Rubric 1.4: **Not applicable to your program**Rubric 1.5: **Not applicable to your program****Cycle 2**Rubric 2.5: **Not applicable to your program**Rubric 2.6: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |
| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 5Assessing Students for Learning** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.** |
| Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.  |  5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments  5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction  5.3 Reviewing data, both individually and with colleagues, to monitor student learning  5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction  |  5.5 Involving all students in self-assessment, goal setting, and monitoring progress  5.6 Using available technologies to assist in assessment, analysis, and communication of student learning  5.7 Using assessment information to share timely and comprehensible feedback with students and their families  | **Cycle 1**Rubric 1.6: **Not applicable to your program****Cycle 2**Rubric 2.7: **Not applicable to your program**Rubric 2.8: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |
| **CSTP** | **Strengths** | **Education Specialist CalTPA** | **CSTPs identified for mentoring/coaching** |
| **Standard 6Developing as a Professional Educator** | **Select the two CSTP indicators below where the candidate has demonstrated the greatest strengths.** | **Report the scores earned:** | **Select two CSTP indicators where the candidate needs additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.** |
| Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.  |  6.1 Reflecting on teaching practice in support of student learning  6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development  6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning  |  6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program  6.6 Managing professional responsibilities to maintain motivation and commitment to all students  6.7 Demonstrating professional responsibility, integrity, and ethical conduct  | **Cycle 1**Rubric 1.7: **Not applicable to your program**Rubric 1.8: **Not applicable to your program****Cycle 2**Rubric 2.9: **Not applicable to your program** | **2 CSTPs Needing Additional Support/Development (Areas of Growth):**Additional focused mentoring/coaching area 1:Additional focused mentoring/coaching area 2: |
| **Candidate Reflection on Areas of Growth:** (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.) |

PROGRAM SPONSOR ALERT 21-01: Individual Development Plan for Documentation of Educator Preparation during COVID-19 Appendix B

**Not applicable to your program**

**Not applicable to your program**

**Acknowledgements and signatures:**

*The candidate acknowledges that he/she collaborated with the Site Support Provider and University Support Provider on the development of the Individual Development Plan (IDP). The candidate acknowledges that he/she has received a copy of the Individual Development Plan and understands the requirement to provide the Individual Development Plan to the teacher induction program and employer.*

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**Candidate signature**  **Date**

*The Site Support Provider (SSP/supervising teacher) acknowledges that he/she collaborated on the development of the candidate’s Individual Development Plan (IDP), which provides essential information so that the induction program will know what supports are likely to be needed as the candidate begins his/her teaching career.*

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**Site Support Provider signature** **Date**

*The University Support Provider (USP) acknowledges that he/she collaborated on the development of the candidate’s Individual Development Plan (IDP) and has provided a copy to the candidate with instructions to provide the IDP to the induction program and employer. The USP acknowledges that the candidate’s IDP has been archived as a portable document by the preliminary program.*

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**University Support Provider signature** **Date**

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| **IDP Submission:** Candidates are to utilize this document as a template for completing their Digital IDP via Adobe Sign. When ready, candidates should visit the IDP Adobe Sign Web Form via the link provided in their clinical practice course, and transfer the information from this completed template, to the web form for collection of signatures and final submission.**IDP Web Form link:** [https://nationaluniversitysystem.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhCePvJ9dLlc20ADwujKE2VN9P4nuOD2weTyjncFohxpOoXpMsaPZY5kvsfUnii8sKE\*](https://nationaluniversitysystem.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhCePvJ9dLlc20ADwujKE2VN9P4nuOD2weTyjncFohxpOoXpMsaPZY5kvsfUnii8sKE*) |

For Candidates bridging to employment under the CTC Executive Order, continued support is provided during monthly webinars, focused on CalTPA submission. Please contact credentials@nu.edu for information.