

Individual Development Plan (IDP) for Induction

Teacher Candidate Name: _____

Credential Program: _____ (multiple subject, single subject, ed specialist)

Enrollment Dates: _____

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At the completion of final student teaching, Fresno State Teacher Candidates will work collaboratively with the University Program Supervisor and District-Employed Mentor to reflect and complete an Individual Development Plan (IDP). This plan is based on the results of the Fresno Assessment of Student Teachers (FAST) assessments; mid-term & final evaluations; classroom observations; and other indicators of performance. Using these resources the teacher candidate, in collaboration with your University Program Supervisor and District-Employed Mentor, have **identified two goals related to the Teacher Performance Expectations/California Standards for the Teaching Profession**. Teachers will use this information as well as artifacts and work from their teacher preparation as planning tools when meeting with their district Induction Mentor during their first year of teaching.

Pathway (check one):

- Traditional (student teaching)
- Internship
- Residency Program

Credential that has been Recommended for this Candidate:

- Preliminary Credential (P5) – All requirements have been met
- Preliminary Credential with a Renewal Code (P5 - needs TPA and/or RICA)
- Program Sponsor Variable Term Waiver (PS-VTW – subject matter competency and/or basic skills not met) (see note 4)

Remaining Preliminary Credential Requirements:

- Fresno Assessment of Student Teachers (FAST) Site Visitation Project (see note 1)
- Fresno Assessment of Student Teachers (FAST) Teaching Sample Project (see note 2) [MS & SS Only]
- Basic Skills (see note 3)
- Subject Matter Competency (see note 3)
- RICA (multiple subject & ed specialist candidates only) (see note 3)
- The teacher candidate needs to complete the following solo or co-teaching hours _____/120hrs

Supervision:

- Virtual
- Hybrid
- In-Person
- Number of observations (formal & informal): _____
- Hours of support per week (average): _____

Select two (2) TPEs/CSTPs where the candidate has demonstrated strength:

- TPE 1: Engaging and Supporting Students in Learning
- TPE 2: Creating Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning and Designing Learning Experiences Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Select two (2) TPEs/CSTPs where the candidate's skills need focused mentoring and coaching to support continued development:

- TPE 1: Engaging and Supporting Students in Learning
- TPE 2: Creating Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning and Designing Learning Experiences Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

By signing below, we acknowledge that this Individual Development Plan (IDP) was a collaboration between the candidate, university coach/supervisor, the district employed mentor teacher, and the credential program; that the IDP will be filed in Tk20 for both university archive purposes and ease of access by the candidate so it can be shared with their induction program and employer; and that the candidate understands this is a vital part of their teacher induction program and that it is the candidate's responsibility to provide the IDP to their teacher induction program.

Teacher Candidate/Intern Signature: _____ Date: ____/____/____

University Program Supervisor Signature: _____ Date: ____/____/____

District-Employed Mentor Signature: _____ Date: ____/____/____

Note (1): Candidates who do not complete the FAST projects (SVP & TSP) must complete both tasks of the CalTPA.

Note (2): The Teaching Sample Project (TSP) must be completed and passed before a clear credential can be issued. Candidates are responsible for ensuring the TSP is turned in to the Kremen School of Human Development, Office of Clinical Practice, in line with the current semester's scoring calendar.

Note (3): MS/SPED candidates must meet subject matter competency and the basic skills requirement to obtain the Preliminary credential. RICA must be passed before a Clear credential can be issued.

Note (4): If all three (3) sections of CBEST were attempted, CBEST cannot be deferred to obtain the PS-VTW.