



Bridge to Induction - Individual Development Plan 2022/23

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: Charity De La Rosa, Program Coordinator, gseadmissions@hthgse.edu

Enrollment Dates: August 2022-June 2023

Clinical Practice Modality: In Person

Candidate Name: Marlena Kibler

Credential Area: Multiple Subject

Date: 5/25/2023

Remaining Reqs (CSET, CBEST, calTPA, and/or RICA): None (awaiting last RICA test result)

Based on Gateway II (formal observation in May), what are your areas of strength and areas for growth?

Areas of Strength: The lesson was engaging for students, they wanted to continue even after the middle part of the activity was over. My directions were clear and concise and I elicited real world connections for measuring from students.

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

The lesson plan specifies a clear arc, including an opening, middle, & closing.

Candidate maintains a positive classroom presence and conveys authentic respect and care for all students, regardless of race/ethnicity, gender, English learner status, perceived ability, sexual orientation, or socioeconomic status. (TPE 2.1)

Candidate gives clear, concise, “just in time” directions and maintains lesson-flow by having efficient procedures for distributing materials, creating groups, etc. (TPE 2.6)

Areas for Growth: More student groupings and different ways of students to be able to express knowledge and develop deeper, complex understandings.

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

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

Candidate supports students to engage in complex thinking and develop their own understandings linked to lesson goal(s). (TPE 1.3, 1.5, 2.5)

The lesson is designed 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)

Individual calTPA Score Profile by Rubric: Marlena Kibler

Cycle 1								Cycle 2								
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9
3	4	3	3	3	3	2	2	2	3	3	3	3	3	3	3	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 # 3	Rubric Title: Reflect
Ideas for Improvement: Use some form of an exit ticket to reflect on if the lesson supported student learning by building on the assets and needs of my students, use some type of reflection graphic organizer to capture my thoughts.	
Rubric # 4	Rubric Title: Apply
Ideas for Improvement: Get feedback from another teacher about an idea I have for future instruction, use a google sheets spreadsheet that has student assessment results and use that to inform future instruction with lessons that have a clear goal and related standard to make sure future instruction is aligned to strengthen and extend students' academic language and understanding of content.	
Rubric # 1	Rubric Title: Plan
Ideas for Improvement: Offer choices for how students can demonstrate their knowledge, use more strategic groupings for activities, consult another teacher or ed specialist for how to differentiate a lesson.	

Based on what you learned about your teaching practice during the program and from your Gateway and calTPA assessments, what aspect(s) of teaching do you want to work on during Induction?

During induction, I would like to work on creating purposeful groupings for students to work in so students can learn more from each other and develop deeper, complex understandings of what they are learning. I'd also like to work on differentiating instruction for students who are not yet, meeting, and exceeding expectations so all students can be appropriately challenged. I would also like to improve on monitoring and assessing student thinking so I can keep better track of how students are doing and can provide students with feedback so they can grow.

TEACHER SIGNATURE: _____ DATE: _____

COOPERATING TEACHER SIGNATURE: _____ DATE: _____

FIELDWORK SUPERVISOR SIGNATURE: _____ DATE: _____