



Individual Development Plan (IDP) Checklist

Teacher Candidate Name: _____ Student ID#: _____ Alliant Student

Email Address: _____

Program Pathway:	Program Track:	Grade Level:
_____ Student Teaching	_____ SPED – Mild/Mod	_____ Elementary
_____ Standard Intern	_____ Multiple Subject	_____ Middle
_____ ECO Intern	_____ Single Subject	_____ High

(Subject Area : _____)

School District: _____ School Site: _____

BACKGROUND

Per Standard 6 of the Educator Preparation Program Standards, Alliant International University works to ensure that program completers experience a seamless transition from their Preliminary Credential Program to their Induction Program. Standard 6 reads as follows:

Standard 6: Clear/Induction Transition Plan: *Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.*

ALLIANT'S APPROACH

Alliant International University provides a Pathway to Induction for all teacher candidates beginning in their first term with the *Professional Learning & Practice* course. This Pathway is created as an online portfolio through Anthology, allowing teacher candidates to collect various examples of competency-based artifacts, goal-setting examples from clinical practice, evaluation forms, assessments, and surveys. This compilation will meet the standards for collaborations between Alliant International University, teacher candidate, course instructors/mentors, master teachers/district support providers, and the future induction program. This IDP Portfolio is intended to be a compilation of all the documents you have completed during your time in the program. Essentially, you will be pulling completed documents from your resources. The only individual document that you will need to create from scratch is the **Culminating Reflection**. Using the pieces of evidence listed above and collected throughout your program as resources, you will complete the Culminating Reflection and include it in your "Self-Evaluation" folder. This highlight document will be the most important document for your Induction Program and they will be able to reference it as they create your Individual Learning Plan (ILP).

CATEGORY OVERVIEW

You will need to include the following item categories in your **Individual Development Plan Portfolio** :

- ✓ Signature Assignments from the *Professional Learning & Practice* course
- ✓ Competency-Based Artifacts (CBAs) from your *Clinical Practice* Courses
- ✓ Exit Tickets from Progress Assessments
- ✓ Observation Forms showing your progress in the field
- ✓ Reflections of Important Meetings
- ✓ Goal Setting Guides
- ✓ Verification of Hours Logs
- ✓ Alliant CSOE Guiding Principles Professional Disposition Checklists
- ✓ Teacher Performance Assessment (edTPA) Submission Examples
- ✓ Culminating Reflection

A detailed list with explanation of specific documents to include is available on the next page.

Teacher Candidates are encouraged to include additional items of their choosing within their IDP Portfolio. When more information about the Teacher Candidate is presented, the better the Induction Program will be able to meet the needs of the Teacher Candidate and implement an appropriate Individual Learning Plan.

SHARING YOUR INDIVIDUAL DEVELOPMENT PLAN		SHARED Anthology Portfolio
CSOE Individual Development Plan for Interns, email Address for the IDP → CSOEIDP_ST@alliant.edu	REQUIRED	
CSOE Individual Development Plan for Student Teachers, email Address for the IDP → CSOEIDP_INtern@alliant.edu	REQUIRED	



ITEMS TO INCLUDE IN YOUR INDIVIDUAL DEVELOPMENT PLAN	MINIMUM QUANTITY		INCLUDED In Anthology Portfolio
	STUDENT TEACHERS	INTERN S	

REQUIRED	<p>Signature Assignments from Professional Learning & Practice</p> <ul style="list-style-type: none"> ☆ Include the following Assignments: signed Assurance Form, Teaching Standards Reflection Paper, Roadmap to Certification, Co-Teaching & Co-Planning Reflection Paper, and Growth Plan. ☆ If you did not take the PLP course or took the course, but it was PRIOR TO the T1 July 2020 term, you can delete this folder. 	5	5	
REQUIRED	<p>Competency-Based Artifacts (CBAs)</p> <ul style="list-style-type: none"> ☆ Include copies of your CSOE Lesson Plans and Remote Site Visit Preparation (RSVP) documents submitted during your Progress Assessments. ☆ Include copies of your Reflection Worksheets if you took advantage of the Alternative Avenues for Clinical Practice during school closures. ☆ Student Teachers: Include 3 CSOE Lesson Plans and 3 RSVPs from both CP III and CP IV as well as any Reflection Worksheets completed during CP I – IV. ☆ Interns: Include 3 CSOE Lesson Plans and 3 RSVPs from all CP Courses I – IV. 	12	24	
REQUIRED	<p>Exit Tickets</p> <ul style="list-style-type: none"> ☆ Include copies of your Exit Tickets submitted during your Progress Assessments. ☆ Student Teachers: Include 3 Exit Tickets from CP III and 3 Exit Tickets from CP IV. ☆ Interns: Include 3 Exit Tickets from all Clinical Practice Courses I – IV. 	6	12	
REQUIRED	<p>Observation Forms</p> <ul style="list-style-type: none"> ☆ These are Observation Forms of you teaching in the field . ☆ Include copies of documents turned in during your Clinical Practice Courses and completed by your District Employed Supervisor: District Support Provider Feedback Form and Quarterly Summative Assessment. ☆ Include copies of assessment documents from your Course Instructor (University Mentor): Video Observation Reports (from InsightADVANCE) and/or Remote Site Visit Assessment (RSVA) worksheets (from Teaching Channel). ☆ Student Teachers: Include both (2) DSP/MT documents from both CP III and CP IV as well as all assessment documents (3) during both CP III and CP IV. ☆ Interns: Include both (2) DSP/MT documents from all CP Courses I – IV as well as all assessment documents (3) during all CP Courses I – IV. 	10	20	
REQUIRED	<p>Reflections of Important Meetings</p> <ul style="list-style-type: none"> ☆ Include copies of reflections or notes you took during or soon after meeting with your District Employed Supervisor, Administrator, EL-Specialist, etc. in which you discussed strategies and support and then reflected on the topic. ☆ Also included in this “important meetings” category can be reflections/notes from conferences, professional development, staff meetings, department meetings, etc. ☆ Feel free to use and modify the Reflection Worksheet on the Clinical Practice Resources Page as a template for your reflections, if needed. 	3	3	
REQUIRED	<p>Goal Setting Guides</p> <ul style="list-style-type: none"> ☆ Include copies of goals you established while meeting with your District Employed Supervisor. ☆ These goals can be for the term, semester, academic year, or your career as a whole. ☆ The intention of these goals is to allow you to go back and reflect to show if you met your goals, did not meet your goals, how you met them, and/or what you can do differently in the future to meet them. ☆ Include one (1) goal setting guide and one (1) reflection. ☆ Feel free to use and modify the Reflection Worksheet on the Clinical Practice Resources Page as a template for your reflections, if needed. 	2	2	
REQUIRED	<p>Verification of Hours Logs</p> <ul style="list-style-type: none"> ☆ Include all completed and signed Verification of Hours Logs (or previously used “Support Logs”) from all (4) Clinical Practice Courses I - IV. ☆ Be sure to send copies of these completed, signed logs to your Credential Analyst as well. 	4	4	
REQUIRED	<p>Alliant CSOE Guiding Principles Professional Disposition Checklists</p> <ul style="list-style-type: none"> ☆ Include 1 Dispositions Checklist from each Teacher Education course completed at Alliant. ☆ If these are not currently being used in your course, you may ask an Alliant Faculty Member to complete a Dispositions Checklist for you. ☆ You may also complete one as a self-evaluation during each Clinical Practice Course for a minimum submission of 4 Dispositions Checklists in your IDP. 	1	1	
REQUIRED	<p>Teacher Performance Assessment (edTPA) Submission Examples</p> <ul style="list-style-type: none"> ☆ Include examples of your edTPA submissions that best highlight your abilities as an educator. ☆ If you fall under the Executive Order and have not completed the edTPA, you may delete this folder. ☆ If you are an Education Specialist, you may delete this folder. <p>Education Specialist candidates who started their program in Fall 2022 must submit examples of their edTPA submissions showcasing their teaching. However, if covered by the Executive Order for edTPA completion, you may be exempt from this requirement. For additional clarification, please contact your designated edTPA Coach.</p>	3	3	
REQUIRED	<p>Culminating Reflection</p> <ul style="list-style-type: none"> ☆ Include your Culminating Reflection in this folder. ☆ This reflection must be completed thoroughly and with extensive detail, especially in within the TPE Tables. 	1	1	

Please email any questions, comments, or concerns to CSOEIDP@alliant.edu. Emails will be addressed within 24-48 business hours.