
Teacher Candidate Name

Enrollment Date

At the completion of the field experience (student teaching), Fresno State Teacher Education 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 mid-term & final evaluations; classroom observations; and other indicators of performance.

Using these resources, the teacher candidate, in collaboration with the 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)

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
- TPE 7: Effective Literacy Instruction for All Students

Please provide specific comments regarding the two TPEs identified as strengths:

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
- TPE 7: Effective Literacy Instruction for All Students

Please provide specific comments regarding the two TPEs identified as areas for continued support:

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;
- The IDP will be uploaded to TK20 for both university archive purposes and ease of access by the candidate so it can be shared with the induction program and employer;
- The IDP will be submitted with the candidate’s preliminary credential application; and
- The candidate understands it 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 and employer.

Teacher Candidate/Intern Signature

Date

University Program Supervisor Signature

Date

District-Employed Mentor Signature

Date