

Professional Development Manual



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INTRODUCTION

In 1996, Ohio's General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). Such committees were to be established in every school district by September 1998. The purpose of the committee is to review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of licenses have been met.

Based on the Local Professional Development Committee's review, the Ohio Department of Education will continue to issue teaching licenses, and the licenses will be valid across the state.

In 2004, former Gov. Bob Taft signed Senate Bill 2, which placed in law many of the recommendations made by the Governor's Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention and professional development.

Prior to S.B. 2, the State Board of Education used the Ohio Teacher Education and Licensure Advisory Commission (OCTELAC) to provide advice and counsel on matters regarding teacher education and licensure.

Under S.B. 2, OTELAC was replaced by an Educator Standards Board (ESB) that is charged with bringing standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

The State Board of Education adopted the new teacher, principal and professional development standards in October 2005 that requires the development of standards that connect what teachers and principals should know and be able to do with expectations that have been set for students.

THE LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Roles and Responsibilities

The Educational Service Center of Cuyahoga County's Local Professional Development Committee is responsible for reviewing and approving course work and other professional development activities that educators propose to complete for the purpose of certificate and license renewal. To carry out this responsibility, the LPDC needs to:

- Establish operating procedures for the submission and review of professional development plans by educators in the district or school;
- Consistently abide by the LPDCs established operating procedures and criteria when reviewing educators' professional development plans;
- Review educators' coursework and other professional development activities to ensure the standards are met for renewal of licenses;
- Keep records of the LPDCs decisions regarding educators' professional development plans and recommendations for renewal;
- Operate under the Open Meetings Act;
- Engage in an appeals process when requested;
- Use discretion in discussion of all LPDC matters.

Committee Formation

The LPDC shall consist of:

- At least three classroom teachers (and three alternates) employed by the district, distributed over PEP and ESC programs and three alternates representing PEP and ESC Programs
- One administrator employed by the district and alternate
- One other employee of the district appointed by the Superintendent
- The recorder who will be a non voting member

Membership

Anyone interested in being a member of the LPDC, please contact the Educational Service Center.

Member Replacement

The Superintendent/Designee shall appoint a replacement to fill any vacancy that occurs on a LPDC.

Committee Meetings

The LPDC will meet as necessary during the school year. One half day release time per teacher member shall be set aside for LPDC meetings. All meetings will be held at the Educational Service Center office. In the event the LPDC meetings are held during summer months, a stipend equal to one half of the current daily substitute rate will be paid to members by the end of August of that year.

At the initial meeting of the LPDC, and appointment of all committee members the committee shall:

- Set an annual calendar for meeting
- Review roles, responsibilities, and procedures

Special Meetings

The committee shall meet at the call of the Chairperson for a non scheduled meeting.

Operating Procedures

The LPDC recorder will receive requests for licensure renewal, develop the meeting agenda, and notify the chairperson monthly as to the number of items included in the agenda. The Chairperson will notify members of meeting cancellations due to lack of agenda items. Meeting will be held monthly at the Educational Service Center of Cuyahoga County at 2:00 pm. If a change in meeting date and time is necessary these will be posted on the ESC website prior to the meeting. Emergency meetings may be called by the Chairperson as specified above.

A quorum shall be 3 of the 5 committee members, 3 of whom must be teachers. Any member who is unable to attend must arrange for an alternate to attend.

For administrative license renewal, the committee will consist of the Superintendent's designee, administrator, administrator alternate and 2 teachers.

All requests will receive a decision of (1) approved, (2) approved with conditions, or (3) not approved. Decision must reflect agreement of 4 out of 5 members making the appropriate recommendation. The candidate will be notified in writing as to the outcome of the committee's action within 5 days of the meeting.

The recorder will keep the minutes of each meeting, which will be available for inspection as required by law.

Individual Professional Development Plans (IPDPs) to be reviewed will be received by the personnel department by the **2nd Tuesday of the month**. A review of the Individual Professional Development Plan will be completed by the committee members using the IPDP Management Suite.

Previously employed new hires who hold an Ohio license and who have had courses/workshops/activities approved by their prior LPDC during their current renewal cycle shall have said IPDP components approved by the Educational Service Center LPDC when accompanied by supporting documentation. "Approval Verification Form For Educators Entering/Leaving The LPDC" (**FORM 6**) is used for this purpose and must be submitted to the committee prior to these professional development activities being approved and used towards renewal.

Components already completed prior to filing an Individual Professional Development Plan which are related to the plan's goals should be submitted for consideration.

BEGINNING THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN PROCESS

Submitting Your Plan

Those teachers under a two year provisional license or a four year resident educator license are not required to have a plan on file until they receive the professional five year license.

All certificated employees need to submit an "Individual Professional Development Plan" outlining professional development required to renew the license. The Individual Professional Development Plan (IPDP) must be developed and submitted to the committee within 60 days of hire or within 60 days of receiving initial five-year Professional License. IPDPs may also be amended as necessary by sending the amendment to the committee and will need to be revised every 3 years.

An IPDP may be rejected for the following reasons:

- Plan is incomplete;
- Plan lacks relevance to current assignment;
- Goals are not related to individual or district needs;
- Outcomes for each goal lack clarity;
- Activities and timelines are unreasonable;
- Lack of appropriate evaluation procedures;
- Plan lacks evidence of alignment to Ohio Educator Standards

The committee will write recommendations for resubmission. Procedures for appeal of the committee's decision are listed below.

Professional Development Credit Criteria for Licensure Transition and Renewal

To transition to or renew a license every 5 years a combination of activities, workshops, conferences, and/or coursework equivalent to 180 hours is needed (see Appendix A for examples). Professional development activities and attendance at professional conferences and workshops will be eligible for licensure credit if they meet the standards established by the LPDC. This can be accomplished by the following options:

- Graduate College Coursework – Pre-approval is not required. Official transcripts are required for verification.
- Educational Workshops and Conferences – Pre-approval is not necessary but is encouraged to assure that conferences/workshops/coursework meets your IPDP goals and will be accepted by the LPDC. Verification of contact hours must be submitted when applying for licensure. Photocopies of certificates/verification cannot be accepted.
- Professional Development Activities – These activities should result in a tangible product such as, but not limited to, the following: a book, article, report, curriculum, training module, videotape, pilot project, software package, etc. Persons wishing approval of a professional development activity will be required to justify the value of their activity by completing “Pre-Approval of Professional Development Activity” (**FORM 3**). (See Appendix D for examples of Professional Development Activities.) A maximum of 120 hours of the total required to renew may be earned through district initiatives.

REGULAR DUTIES OF YOUR CURRENT POSITION ARE NOT ELIGIBLE AS PROFESSIONAL DEVELOPMENT ACTIVITIES.

10 contact hours	=	1 CEU
3 CEUs	=	1 semester hour
1.5 quarter hours	=	1 semester hour

Contact hours are the direct clock hours spent engaged in a professional development activity. For example a workshop from 8:00-3:30 may be worth only 6 hours deducting time for registration, breaks, and lunch. A maximum of six hours per day may be requested.

Completing Renewal/Transition Process

After January 1st of the year your license expires you may complete your renewal or transition process by:

- Complete Licensure Application Form;
- Request official transcripts of all coursework taken;
- Complete record of all workshop hours and other approved activities;
- Check or money order payable to “**Ohio T.E.C.**”, covering processing fee.

Once all listed items are completed, return to the Educational Service Center of Cuyahoga County for processing to the State of Ohio. All licenses expire on June 30th, paperwork should be completed and returned no later than April 30th.

It is the responsibility of the employee to maintain current certification/licensure. The Educational Service Center of Cuyahoga County and the LPDC can only assist you in the process.

Appeals Process

We strongly encourage all employees to submit completed professional development activities to the committee on a yearly basis. This will help to insure that sufficient contact hours/CEUs are accrued towards the renewal of the five year professional license.

Rejection of the IPDP

- Plan is incomplete
- Plan lacks relevance to current assignment
- Goals are not related to individual or district needs
- Outcomes for each goal lack clarity
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures

Level 1 Appeal

1. Complete “Educational Service Center of Cuyahoga County LPDC Appeal Form” and forward to the LPDC
2. Receive written response from the LPDC
3. Accept LPDC decision (appeal process ends) or reject (next level appeal initiated).

Level 2 Appeal

1. Committee make up: (a) licensed educator chosen by employee; (b) licensed educator chosen by LPDC and (c) licensed educator agreed upon by (a) and (b).
2. Committee hears appeal and renders decision.
3. Accept LPDC decision (appeal process ends) or reject (next level appeal initiated).

Level 3 Appeal

1. Appeal to another district's committee mutually agreed upon by the LPDC and the educator.

FOUR WAYS TO RENEW – To be completed with the five year cycle

Please submit to the LPDC your completed professional activities yearly. All requests for verification & approval of professional development activities must be received by April 30th in order to be processed at the last LPDC meeting in May.

1. Accumulate **6 Semester Hours** (180 contact hours equivalent)

Requirements

- Graduate coursework must be taken at an NCATE or ODE accredited college or university

Verification of completion

- Official transcript indicating successful completion

2. Accumulate **18 CEUs** (180 contact hour equivalents)

Requirements

- CEU activities must meet the Educational Service Center of Cuyahoga County's Standards and Guidelines for Professional Development
- CEU activities must have been endorsed by the LPDC

Verification of completion

- Original certificate of completed participation signed by presenter or provider representative

3. Accumulate up to 120 hours of **Professional Development Activities**

Requirements

- Other professional activities must meet the Educational Service Center of Cuyahoga County's Standards and Guidelines for Professional Development
- Individuals designing professional development activities must prepare a proposal outline of the planned activities and the number of CEU hours requested. The project must be organized following the descriptions listed in the "Professional Development Activities" section of this booklet (Appendix D)

Verification of completion

- A log of relevant activities having the signature of a sponsoring administrative representative AND
- A completed product as proposed in the Pre-Approval of Professional Development Activity

4. Accumulate 180 contact hour equivalents using a **Combination of the First 3 Ways.**

Requirements

- Requirements and verifications for each type of activity included in a combination proposal must follow the previous descriptions
- The parts of the project must total to the equivalent of 180 contact hours. The ratios 1 CEU = 10 contact hours and 3 CEUs = 1 semester hour will apply.

A sample Combination Project might include:

2 semester hours	=	6 CEUs	=	60 hours
Accumulated CEU workshops/seminars	=	5 CEUs	=	50 hours
Professional Development Activities	=	<u>7 CEUs</u>	=	<u>70 hours</u>
Total	=	18 CEUS	=	180 hours

How to Transition a Certificate or License

To Transition a Certificate to a Five-Year Professional License

As of September 2, 2002, all expired or expiring 8-year certificates must be transitioned to a 5-year professional license under the Teacher Education and Licensure Standards, effective January 1, 1998.

Requirements for the transition of a currently expiring certificate

- Completion of the equivalent of six semester hours of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.
- Educators employed in the schools of Ohio must complete an approved Individual Professional Plan (IPDP), and meet all transition requirements through the Local Professional Development Committee (LPDC).

Requirements for the transition of a certificate that has lapsed for UP TO FIVE YEARS

- Completion of nine semester hours (13.5 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

Requirements for the transition of a certificate that has lapsed for MORE THAN FIVE YEARS

- Completion of 12 semester hours (18 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

NOTE: Transition of the following certificates may be obtained by an individual who evidences a currently valid license issued by the respective Ohio licensure board.

- School audiologist
- School nurse
- School social worker
- Occupational therapist
- School speech-language pathologist
- Physical therapist

Options for Alignment of Educator Licenses

Ohio educators who have multiple license types now have flexibility regarding the alignment of license validity periods.

Since the implementation of licensure, a “one-license approach” has been utilized and multiple license types have been combined on one professional license spanning the same time period.

Options for existing multiple-license holders

Now, educators will be able to maintain separate license types, if that suits their professional goals and objectives, each with its own July 1 effective date and June 30 ending date. As a certificate expires and is ready to be transitioned to a license, it *may either be issued as a separate five-year professional license* with an effective date reflective of the current year, or it *may be added to a currently existing five-year professional license* the educator holds, and backdated to take on the validity period of that existing license.

The Office of Educator Licensure has created a chart to illustrate how an educator can dramatically reduce his or her costs for license renewal and mandatory fingerprints by aligning all licenses onto one as each expires. [Click here](#) to view/download the PDF illustrating the cost savings.

New licenses issued separately

When an educator meets requirements for provisional or professional licensure in an additional area through completion of an approved licensure program or pathway, or qualifies to advance from a provisional to a professional license, the *new license will be issued as a separate license* with a current effective year and *will not be backdated to join an existing license*.

License renewal

The requirements for license renewal remain unchanged, regardless of whether licenses are issued separately or together. Educators who are employed in the schools of Ohio will continue to work through their Local Professional Development Committees, have an individual professional development plan (IPDP) in place prior to completion of professional development work, and the work will need to have been completed since the issuance of the certificate or license to be renewed/transitioned.

Whether licenses are issued together or separately, educators should continue to work with their LPDCs to ensure that IPDPs are properly maintained.

Contact Information

Office of Educator Licensure

Educator.Licensure@ode.state.oh.us

(614)466-3593

Aligning Licenses to Reduce Fees for Multiple License Holders

Example provided to demonstrate the most cost-effective method to renew multiple educator licenses.

Scenario 1

Cost if Jane Doe renews each of her licenses separately as they expire:

5-Year Professional License-Elementary Principal Valid 2003-2008	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2008-2013
8-Year Professional Certificate-Education of Handicapped (K-12) - Valid 2001-2009	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2009-2014
8-Year Professional Certificate-Elementary (1-8) Valid 2002-2010	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2010-2015
5-Year Professional License-Assistant Superintendent - Valid 2006-2011	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2011-2016

Total: \$800 in licensure fees plus cost of **4** BCII/FBI fingerprints

-OR-

Scenario 2

Cost if Jane Doe renews her multiple licenses using **alignment option** as they expire:

5-Year Professional License-Elementary Principal Valid 2003-2008	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2008-2013
8-Year Professional Certificate-Education of Handicapped (K-12) – Valid 2001-2009	→	\$20 (aligned to 2008 license) New license valid 2008-2013
8-Year Professional Certificate-Elementary (1-8) Valid 2002-2010	→	\$ 20 (aligned to 2008 license) New license valid 2008-2013
5-Year Professional License-Assistant Superintendent - Valid 2006-2011	→	\$ 20 (aligned to 2008 license) New license valid 2008-2013

Total: \$260 in licensure fees plus cost of **1** BCII/FBI fingerprints

Under scenario 2, all of Ms. Doe's licenses will be renewable at the same time in 2013, and every five years thereafter, requiring *only one* application, *one* \$260 licensure fee and *one* BCII and FBI fingerprint.

Scenario 2 provides substantial cost savings to the multiple license holder.

Go to www.ode.state.oh.us search for keywords *alignment option*

Information courtesy of Ohio Department of Education, Office of Educator Licensure

**STANDARDS AND GUIDELINES FOR PROFESSIONAL DEVELOPMENT
ACTIVITIES**

All professional development activities must have a related product and are limited to 120 contact hour equivalents.

Community Educational Improvement Activity

Community educational improvement activity refers to partnerships and other collaborations that strengthen learning, teaching and leadership. For example:

- Develop and implement a plan for a community-based homework center for students
- Design and coordinate with local businesses a series of computer courses for parents and other community members
- Design and coordinate with local businesses a series of Math Nights for parents
- Design and coordinate with business professionals a school Career Day
- Develop and implement a parent volunteer program
- Develop an innovative parent-teacher conference structure that increases communication with home and increases student responsibility
- Collaborate with other agencies/organizations to develop and implement educational experiences outside of the classroom

Curriculum Development

Curriculum must be developed outside of the school context to be proposed. For example:

- Develop district resource guides
- Writing curriculum components
- District research & development projects

New Program Development and Implementation

Design, form, and carry out a program to meet a student/school need. For example:

- Develop and coordinate a student/teacher advisory program (mentors, peer tutoring program)

Professional Educational Organizations

Projects of task forces, commissions, working groups, etc. for a professional educational organizational organization are applicable. For example:

- PDK
- CEC
- ASCD
- Other professional groups

Although serving on a school committee, task force, etc. is valuable for the school, this activity is eligible for PDUs only if it results in a product. (Membership in an organization and attendance at regular meeting does not qualify.)

Professional Written Materials

Clearly authored or co-authored written materials with professional content may be proposed. For example:

- Books; articles, chapters
- Columns, etc. for professional journals or community newspaper
- Grant proposals and reports

Other Developed Materials

Media/electronic products developed to meet a school/student/professional need are applicable. For example:

- Software package
- Videotape

Related Work Experience

Related work experience refers to activity that has relevance to the area of the educator's certification. This activity must result in a product and go beyond "routine" activity. For example:

- Develop a new curriculum unit for ESL classes in the community
- Development of software that a non-profit organization uses to track clients
- Independent study project approved by supervisor and resulting in a product, such as a case study which includes a review of relevant research literature, objectives and outcomes

School/District Improvement

Developing and implementing a plan, process, or product needed by the school/district is applicable.

- New discipline plan for the building;
- Summer school program for at-risk students;
- Program that increases student attendance;
- Improved grading policy;
- Improved guidebooks, procedure manuals;
- Improved workshop materials.

Workshop Presentation

This area requires development and presentation of professional content to others. For example:

- Share information from a professional conference
- Give a presentation at a building, district, state, or national conference

Supervisory/Evaluation Procedures

Participation in a process assessing/evaluating/improving school or district programs is applicable when there is a product that can be submitted. For example:

- Serving on an audit team which reviews school's program performance (outside place of employment)

CONVERSION CHART

Semester Hours	Quarter Hours	CEU
1/3	1/2	1
2/3	1	2
1	1.5	3
1 1/3	2	4
1 2/3	2.5	5
2	3	6
2 1/3	3.5	7
2 2/3	4	8
3	4.5	9
3 1/3	5	10
3 2/3	5.5	11
4	6	12
4 1/3	6.5	13
4 2/3	7	14
5	7.5	15
5 1/3	8	16
5 2/3	8.5	17
6	9	18
7	10.5	21
8	12	24
9	13.5	27
10	15	30
11	16.5	33
12	18	36
13	19.5	
14	21	
15	22.5	
16	24	
17	25.5	
18	27	
19	28.5	
20	30	
21	31.5	
22	33	
23	34.5	
24	36	
25	37.5	
26	39	
27	40.5	
28	42	
29	43.5	
30	45	

STANDARDS

FOR OHIO'S TEACHERS



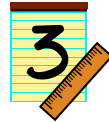
Teachers understand student learning and development, and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.



Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.



Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.



Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.



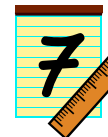
Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.



Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.



Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for the Teaching Profession

Introduction

The research is clear; what matters most is the quality of the teacher who we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. With the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development, Ohio has continued on track toward an aligned, standards-based education system in which all students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession.

In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- assist higher-education programs in developing the content and requirements of pre-service training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.

The Ohio Standards for the Teaching Profession

In the Standards for the Teaching Profession, seven standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning	The Conditions for Teaching and Learning	Teaching as a Profession
<p>Standard #1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.</p> <p>Standard #2: Content Teachers know and understand the content area for which they have instructional responsibility.</p> <p>Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	<p>Standard #5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p>Standard #6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>Standard #7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.</p>

Ohio Standards for the Teaching Profession

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard #7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Narrative Summary:

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements:

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary:

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach, and recognize that the content is not static but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content-specific practices, processes and vocabulary. They connect the content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements:

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary:

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements:

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary:

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements:

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Narrative Summary:

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements:

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Narrative Summary:

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust.

Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements:

6.1 Teachers communicate clearly and effectively.

6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard #7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Narrative Summary:

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development.

Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and wellbeing by participating in decision-making, initiating innovations for school change and fostering on-going collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically, and addressing concerns related to inequities among students.

Elements:

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

References

This document includes references to the following publications, which informed the development of the Ohio Standards for the Teaching Profession:

- Cotton, K., *Effective Schooling Practices: A Research Synthesis 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory [online], 1995. Available at: <http://www.nwrel.org/scpd/esp/esp95.html>
- Danielson, C., *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1996.

STANDARDS

FOR OHIO'S PRINCIPALS



Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.

- Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.



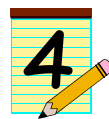
Principals support the implementation of high-quality standards based instruction that results in higher levels of achievements for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio Academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage, and facilitate the



Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.



Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.



Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Ohio Standards for Principals

Introduction

Ohio is in the midst of creating an aligned, standards-based education system in which all of Ohio's students achieve at the highest levels. Ohio has already adopted academic content standards for students. Now Ohio is in the process of adopting standards for education professionals through the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development.

The Ohio Standards for Principals play an essential role in Ohio's standards-based system. Ohio's educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio will not realize its educational goals. Effective principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Principals, Ohio has clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio's principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:

- assist higher-education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

These Standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.

The Ohio Standards for Principals

In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

Goals and Achievement	Conditions	Collaboration and Communication
<p>Standard #1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.</p> <p>Standard #2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</p>	<p>Standard #3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.</p>	<p>Standard #4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.</p> <p>Standard #5: Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being</p>

Ohio Standards for Principals

Standard #1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Standard #2: Instruction

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

Standard #3: School Operations, Resources and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard #4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

Standard #5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Standard 1: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Narrative Summary

Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

Elements

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Standard 2: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Narrative Summary

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices. Principals initiate and engage in ongoing, high quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Elements

- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.2 Principals ensure instructional practices are effective and meet the needs of all students.
- 2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- 2.4 Principals know, understand and share relevant research.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Narrative Summary

Schools that achieve high levels of student performance provide a safe orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

Elements

- 3.1 Principals establish and maintain a safe school environment.
- 3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- 3.3 Principals allocate resources, including technology, to support student and staff learning.
- 3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning
- 3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Standard 4: Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Narrative Summary

High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and on-going development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, student, parents and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

Elements

- 4.1 Principals promote a collaborative learning culture.
- 4.2 Principals share leadership with staff, students, parents and community members.
- 4.3 Principals develop and sustain leadership.

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Narrative Summary

Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices, which value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

Elements

- 5.1 Principals use community resources to improve student learning.
- 5.2 Principals involve parents and community members in improving student learning.
- 5.3 Principals connect the school with the community.
- 5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

OHIO EDUCATOR STANDARDS
RESOURCE PACKET

How Should I Use the Standards?

Ohio's new standards for teachers, principals and professional development were not written to serve as evaluation instruments. However they can be used for the purposes of self-assessment and to identify areas for growth and further professional development. The following tools are designed to assist education professionals in these kinds of reflection and self-assessment.

Please note that the specific processes that educators use to identify their goals and determine their professional development activities vary by district and by certificate or license. The information and tools in this section describe a process that can be used by all educators, regardless of the specific requirements of their license/certificate or district. These tools will help all educators consider their performance, skills and knowledge as they continue in their careers and move across the continuum to reach higher levels of skill and ability in the profession.

Tools for Educators: Process for Identifying Focus and Planning Personal Professional Development

<p>Step One: Gathering Data</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> •What are my districts’ goals? •What are my school’s improvement goals? •What has Ohio identified as best practices for Ohio educators? •What are my students’ strengths? What are my students’ weaknesses? •What do I know about my students’ backgrounds? Is there additional information I should gather? How can this information impact my teaching? •What does research suggest about effective instruction in my content area? 	<p>Tools and Resources</p> <ul style="list-style-type: none"> •Local Report Card Data •Statewide Proficiency Test Data •In-class Assessments •Building and District Goals
<p>Step Two: Assessing Skills and Knowledge</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> •What are my strengths and weaknesses? •To what extent do I meet the Ohio standards? •What have previous evaluations of my teaching suggested are areas for personal growth? •Given the student data from Step 1: what additional knowledge and skills do I need to fully meet my students’ needs? •Given the goals of my school, district and state, what additional knowledge and skills do I need to meet these goals? 	<p>Tools and Resources</p> <ul style="list-style-type: none"> •Go to ODE for Teacher Self-Evaluation Tool: Standards-Based Guiding Questions •Go to ODE for Principal Self-Evaluation Tool: Standards-Based Guiding Questions
<p>Step Three: Developing Personal Learning Goals</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> •What does student data reveal are areas I should emphasize in my professional learning? •What does my self assessment reveal are areas I should emphasize in my professional learning? •What do my school and district goals suggest as emphases for my professional learning? •What are my goals for professional learning? 	<p>Decision Point</p> <p>Use the guiding questions and reflect on your work so far to create your specific goals. If necessary, submit the goals for approval.</p>
<p>Step Four: Identifying Professional Development Activities and Evaluation</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> •What actions will you take or activities will you participate in to meet your goals? •How will you know when you have reached your goals? •How will you evaluate the success of your efforts? 	<p>Tools and Resources</p> <ul style="list-style-type: none"> •Go to ODE for Planning Professional Development Actions and Evaluation Tool

How Should I Use these Standards?

Ohio's new standards for teachers, principals and professional development were not written to serve as evaluation instruments. However they can be used for the purposes of self-assessment and to identify areas for growth and further professional development. The following tools are designed to assist education professionals in these kinds of reflection and self-assessment.

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**Step One:
Gathering Data**

Guiding Questions:

- What are my district's goals?
- What are my school's improvement goals?
- What has Ohio identified as best practices for Ohio educators?
- What are my students' strengths? What are my students' weaknesses?
- What do I know about my students' backgrounds? Is there additional information I should gather?
How can this information impact my teaching?
- What does research suggest about effective instruction in my content area?

**Step Two:
Assessing Skills and Knowledge**

Guiding Questions:

- What are my strengths and weakness?

- To what extent do I meet the Ohio Standards for the Teaching Profession?

- What have previous evaluations of my work (teaching or leadership) suggested are areas for personal growth?

- Given the student data from Step 1, what additional knowledge and skills do I need to fully meet my student's needs?

- Given the goals of my school, district and state, what additional knowledge and skills do I need to meet these goals?

**Teacher Self-Evaluation Tool:
Standards-Based Guiding Questions**

One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth.

Teacher Self –Evaluation Tool: Standards-Based Guiding Questions					
Standard #1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.					
To what extent do I understand student learning and development?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I understand the diversity of my students and its impact on their learning and needs?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard # 2: Content Teachers know and understand the content area for which they have instructional responsibility.					
To what extent do I understand the content area(s) I teach?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How knowledgeable am I of the areas of content emphasized in the Ohio academic content standards?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I understand and use the pedagogical strategies research has shown to be most effective in my content area?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.					
To what extent do I know and understand the various types and formats of assessments?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I select and use the appropriate assessment measures for use in my classroom?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully

Teacher Self-Evaluation Tool: Standards-Based Guiding Questions					
How effectively do I interpret assessment results and use them to modify my instruction?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.					
To what extent do I align instructional goals and activities with school and district priorities and Ohio's academic content standards?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I plan and deliver instruction that is planned and revised based on data about my students' learning and performance?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively do I differentiate instruction to meet the needs of each of my students?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively do I create and select activities that help my students become independent learners and complex problem-solvers?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.					
To what extent have I created a positive and supportive learning environment?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I created a safe learning environment?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively do I motivate my students and encourage independent learning?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively have I incorporated collaborative learning in my classroom?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully

Teacher Self-Evaluation Tool: Standards-Based Guiding Questions					
Standard # 6: Collaboration and Communication Teachers collaborate and communicate with other educators, administrators, parents, and the community to support student learning.					
To what extent do I communicate and collaborate with students' families?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I communicate and collaborate with my colleagues and school administrators?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.					
How effectively has my professional development led to measurable growth or change in my performance as a teacher?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I sought opportunities to make improvements in my school and my students' achievement?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully

**Principal Self-Evaluation Tool:
Standards-Based Guiding Questions**

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth.

Principal Self-Evaluation Tool: Standards-Based Guiding Questions					
Standard #1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.					
To what extent have I facilitated the articulation of a shared vision of continuous school improvement and specific improvement goals?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I led the change process for continuous school improvement?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #2: Instruction Principals support the implementation of high-quality, standards based instruction that results in higher levels of achievement for all students.					
How effectively have I ensured that instruction is aligned to the Ohio academic content standards and school and district priorities?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I ensured that instructional practices in my school are effective and meeting students' needs?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively have I advocated for high levels of learning for <i>all</i> students?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent do I understand and share relevant research?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively have I facilitated the effective use of data by staff?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.					
To what extent have I created a safe and nurturing school environment?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully

Principal Self-Evaluation Tool: Standards-Based Guiding Questions					
How effectively have I allocated resources?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I instituted policies and procedures to support staff and student learning?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How well do I model professional ethics and legal codes of conduct?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.					
To what extent have I promoted a collaborative learning culture in my school?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
How effectively do I share leadership with staff, students, parents and community members?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
Standard #5: Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.					
How effectively do I use community resources and involve parents and community members to improve student learning?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully
To what extent have I established expectations for the use of culturally responsive practices that value and acknowledge diversity?	1 Minimally	2 Somewhat	3 Adequately	4 Very Well	5 Fully

**Step Three:
Developing Personal Learning Goals**

Now, use the information you generated in Steps One and Two to identify your specific professional goals.

What does student data reveal are areas I should emphasize in my professional learning?

1.

2.

What does my self assessment reveal are areas I should emphasize in my professional learning?

1.

2.

What do my school and district goals suggest as emphasis for my professional learning?

1.

2.

What are my goals for professional learning? (Remember to make sure that your goals are clear and specific like these examples:

- I will increase my understanding of the content of the English language arts academic content standards and seek related instructional strategies for meeting the literacy needs of students in grades 9 to 12. I will use this increased knowledge to assess my students and plan effective instruction that will result in improved student achievement.
- I will increase my knowledge of student diversity, including students with special needs and those with different learning styles, and then use this knowledge to more effectively differentiate instruction to close achievement gaps among my students.)

1.

2.

3.

**Step Four:
Identifying Professional Development Activities****Guiding Questions**

The final step in planning professional growth and development is identifying possible activities and actions for professional development. Take the area for growth you identified in Step Three.

What actions will you take or activities will you participate in to meet your goals? Remember, professional development does not include only workshops or higher education courses. Among other activities, professional development can take the form of:

- A course;
- A workshop;
- A training program;
- Peer coaching;
- Informal peer observation;
- Collaborative planning;
- Action research;
- Off-site visitations;
- Team teaching;
- Collaborative planning;
- A mentoring or shadowing program;
- Analyzing student work.

Now is also the time to plan for your professional development efforts, including how you will evaluate the short and long-term impact of professional development on your practice. How will you know when you have reached your goals? How will you evaluate the success of your efforts?

Planning Professional Development Actions

Specific Goals (from Steps One, Two, and Three)	Proposed Actions and Dates/Duration	How Will I Know When I Have Met My Goal? (E.g., what will have changed in my practice or my students' performance?)

LPDC / IPDP Management Suite Instruction Sheet

FALL 2009

Updating your Profile

1. Go to <http://ipdp.lnoqa.org> and enter user name and password supplied through LNOCA. This will take you to the “Home” page of the IPDP Management Suite website.
2. Go to the “Profile” page and update the information listed for you. If you do not have or know your state certification ID (listed on your certificate/license) click on the link underlined in red after the State Certification ID box. This will open the Ohio Department of Education website. Enter the requested information to obtain your ID. Once the ID is listed on the ODE page, copy (Control/C) the ID and paste (Control/V) this into your profile. Once your profile has been updated, select “Save Changes”.
3. You are then taken to a page which lists all of your certificates and licenses. This information is taken directly from the ODE website. Review the expiration dates on all of the certificates/licenses held.

Creating / Updating Your Individual Professional Development Plan (IPDP)

1. Proceed to “Create Plan” and select the appropriate template (*Teacher or Administrator*).
 - a. Name of Plan – for example, “License Renewal 2008-2013”
 - b. Select the certificate/license – To select one license click on the appropriate line. To select more than one license press the control key (bottom right hand of the standard keyboard) while clicking on each continuous line. To remove a highlighted selection, simply click on the line you wish to not include.
 - c. Focus - Briefly describe what you plan to do to engage in professional learning in your current assignment. This should go beyond the titles of workshops and/or courses you plan to complete. What specifically do you want to know more about, be able to do and/or share that you aren’t presently doing? How will you grow as a professional educator? Two to three sentences are fine here.
 - d. Check the appropriate boxes for those standards and subsets that correspond with your plan’s goals.
 - e. List your goals – at least two are required. (In the case of multiple licenses, educators are required to have at least one goal per license included within the IPDP.)
 - f. You can save your plan at any point to work on at a later time. If completed, select the “Save and Submit Plan for LPDC Approval”.
 - g. The system times out after thirty minutes so it is important to save your work often.
2. Once the plan is approved by the LPDC, you can revise the approved plan, if necessary, by going to “View Plan” and click on “Revise Approved Plan” in upper right hand corner.

EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY

INDIVIDUAL PROFESSIONAL 5-YEAR DEVELOPMENT PLAN

This is a 5-year plan covering all licenses including permanent. Plan must be revised between 2nd and 3rd year.

Name: _____ Job title: _____ Date Submitted _____

License that applies to current position: _____

Building Assignment & Program: _____ #Yrs _____

Other districts and dates of employment: _____

1. **HQT Standing** (TEACHERS ONLY) (Skip #1 if you are in administration. Check off areas in which you hold HQT status. Circle all areas that you are responsible for as teacher of record. If you have a circled area not checked, you must earn HQT for this area and include it in your IPDP.)

Special Education/Intervention Specialist

Grades K – 6 _____ Lang. Arts/Reading 7 – 12 _____ Math 7 – 12 _____ Science 7 – 12 _____ Social Studies 7 – 12 _____

Regular Education

Grades K – 6 _____ Grades 7 – 12 Subjects: _____

Specials

Music _____ Visual Arts _____ Dance _____ Drama _____ Foreign Language _____

2. List all licenses that you hold and renewal dates. (Note that your plan is on going and you need to have the necessary 180 contact hours or 6 semester hours or a combination of both to renew your licenses by their renewal dates. (Ideally it would be helpful to have your plan on the same 5-year cycle as your licenses, but this is not always possible.)

Area of Teaching or Service	Expiration Date or Permanent Status	Area of Teaching or Service	Expiration Date or Permanent Status
A. _____	_____	D. _____	_____
B. _____	_____	E. _____	_____
C. _____	_____	F. _____	_____

3. In five years where do you see yourself in regards to the education profession? (What are your career goals?)

4. Please refer to Appendix E found in the Professional Development Manual to guide you through the steps to write your goals. The resource packet will address the Ohio Standards for the Teaching Profession/Principal; have you perform a self-evaluation; help you develop personal learning goals. (If appropriate address HQT status and questions # 3 in writing your goals.)

Employee Signature: _____

Supervisor Signature: _____

Planning Professional Development Actions

What State Standard are you addressing? Choose 1 standard for each license area of teaching or service you hold. You may group like teaching and service areas. (Refer to Appendix E)	Element (Refer to Appendix E)	Specific Goals Derived from self-evaluation, district goals & question #3. You may have more than one goal per standard.	Proposed Actions & Dates/Duration (From IPDP resource packet step #4)	How will I know when I have met my goal? (E.g., What will have changed in my practice or my students' performance?)

EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY

**PRE-APPROVAL OF PROFESSIONAL DEVELOPMENT ACTIVITY
(Please Refer to Appendix E for Ohio Standards for Professional Development)**

Name _____ School/Office _____

PROFESSIONAL DEVELOPMENT ACTIVITY PROPOSED:

Date of Activity _____ Length of Activity _____

ACTIVITY OBJECTIVES:

EVALUATION TOOL(S):

1. This activity supports my professional development plan by

2. This activity relates to building or district goals by

3. This activity enhances my professional growth by

4. This activity will impact student learning by

ACTIVITY:

DOCUMENTATION OF ACTIVITY TIME

Please briefly describe specific activities to be completed in each area and the anticipated time each will take to complete. State the product you will submit to document completion of the activity.

Readings/Product (briefly describe) _____ hours

Activities/Product (briefly describe) _____ hours

Research/Product (briefly describe) _____ hours

Journal/Diary/Product (briefly describe) _____ hours

Implementation Activity/Product (briefly describe) _____ hours

Other (briefly describe) _____ hours

TOTAL HOURS TO BE SPENT ON ACTIVITY _____ **hours**

I hereby request _____ PDAs, in return for _____ hours engaged in this activity (NOTE: 10 hours = 1 CEU)

Educator's Signature _____ Date _____

Reviewed by _____ Date _____

_____ **APPROVED**

_____ **NOT APPROVED**

SUBMIT THIS FORM TO THE LPDC APPROVAL PRIOR TO BEGINNING ACTIVITY

Approved _____ Date _____ Initials _____
 Revision _____ Date _____ Initials _____

EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY

REVIEW FORM FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
 (to be completed by the LPDC)

Name: _____ Date Submitted: _____

Present Teaching Assignment: _____

	YES	NO	REVISIONS NEEDED
1. The IPDP has been filled out completely.	_____	_____	_____
2. The IPDP is relevant to all licenses held and in line with Ohio Standards for Professional Development.	_____	_____	_____
3. The goals of the IPDP are parallel to the needs of the individual, assignment, and district.	_____	_____	_____
4. The desired outcome for each goal of the IPDP is clear and relates well to its respective goal.	_____	_____	_____
5. The proposed activities and timelines are reasonable and thorough.	_____	_____	_____

Reason(s) IPDP is not being approved at this time:

Please: _____ **rewrite and resubmit to LPDC**

_____ **make an appointment with LPDC to discuss your IPDP**

Reviewed by the following LPDC Members: _____
(LPDC Chairperson)

Date: _____

Recommendations:

Returned to Employee On: _____

Copies to Remain with LPDC and in Professional Development File

Submitting Professional Development Activities for Approval

1. Once the plan is approved you can submit activities for LPDC approval by clicking on “**Submit Activity**”. It is important to submit professional development activities at least once a year to the committee.
 - a. Enter activity name, i.e. University course/class, workshop or training etc.
 - b. Enter activity date. (These dates should be after the date your license/certificate is issued and your plan is approved by the LPDC.)
 - c. Choose the appropriate verification method. The verification method chosen must be sent to the LPDC prior to this activity being approved. (A copy of the certificate of participation, official transcripts etc.)
 - d. Enter credit being requested (semester hours, quarter hours or CEUs).
 - e. Enter vendor (ESC of Cuyahoga County, State Support Team-Region 3, Ashland University etc.)
 - f. Enter a description of the activity completed.
 - g. Briefly describe how this activity supports student achievement and relates to the focus described at the beginning of the IPDP.
 - h. Submit activity for approval. You can check on the status of the activity by clicking on “**Activity Status**” found on the home page. Again, remember to submit the verification to the LPDC in order for this activity to be approved.

** Please note: Once items are submitted to the committee, no further action/revision can be made by the educator UNTIL the committee returns the submission.

***There is a “**Help**” link which can assist you in further familiarizing yourself with the IPDP Management Suite website.

**Request to LPDC for
Professional Development
Activity Verification / Approval**

Educator Name: _____
Educator Organization: _____
Date Received: _____
Date Reviewed by Committee: _____

IPDP on file electronically & approved? ___ Yes ___ No

Activities listed online for approval? ___ Yes ___ No

Official verification materials included? ___ Yes ___ No

If no, are materials on file with Personnel Office? ___ Yes ___ No

Licensure application and appropriate fee submitted
with materials? ___ Yes ___ No

Committee action

_____ **Approved on** _____ for the following hours:

 _____ CEU's
 and/or
 _____ semester hours

_____ **Rejected on** _____ for the following reasons:

 _____ IPDP not on file/approved
 _____ Official verification materials are not included/on file

Reviewed by following LPDC committee members:

_____ Date: _____



Ted Strickland, Governor
 Deborah S. Delisle, Superintendent of Public Instruction

**Approval Verification Form
 For Educators Leaving LPDC**

This verifies that the following educator had an approved Individual Professional Development Plan and that

_____ (print - name of educator) _____ (Educator ID) _____ (birthdate)

has completed the following credits toward completion of the plan since _____ (date)

_____ college/ university **semester** hours

_____ college/ university **quarter** hours

_____ LPDC approved professional development activities (CEUs)

_____ (authorized signature) _____ (school/ district IRN) _____ (date)

Please print:

Name of Authorized Signer _____

Name of School/District _____

Name of LPDC _____

LPDC chairperson _____

LPDC address _____

Chairperson phone number _____

Chairperson email address _____

Mail to: Office of Educator Licensure
 25 South Front Street, Mail Stop 105, Columbus, OH 43215-4183
 Telephone 614-466-3593

EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY

LPDC APPEAL FORM
(initiated by staff member)

Name _____ Building _____

I formally request an appeal to the Local Professional Development Committee based on the following:

- _____ Rejection of the IPDP
 - _____ Incomplete plan
 - _____ Plan lacks relevance to current assignment
 - _____ Goals unrelated to the individual, assignment, and district
 - _____ Outcomes for each goal lacks clarity
 - _____ Insufficient activities and corresponding timeline
 - _____ Evaluation procedures are insufficient
 - _____ No evidence of alignment to Ohio Standards for Professional Development

LPDC USE: To be completed and copy sent to individual requesting appeal.

Appeal form received on _____, by _____.

The appeal hearing will take place on _____ (date)

at _____ (time). The location of the hearing is _____.

PLEASE BE PREPARED WITH SUPPORTIVE DOCUMENTATION

Confirmation of meeting is to be made within three business days by phoning

_____ at _____.

LPDC USE:

Notification of Appeal Hearing Sent On : _____

Comments:

EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY

**ANNUAL LPDC UPDATE FORM
(SLP's, OT's, PT's and Interpreters)**

Name: _____ Job Title: _____ Date Submitted: _____

1. List all licenses that you hold and renewal dates.

Area of Teaching or Service	Expiration Date or Permanent Status
A. _____	_____
B. _____	_____

2. Please attach all documentation of Professional Development from past year or documents submitted to state organizations for renewal.

3. In five years where do you see yourself in regards to the education profession? (What are your career goals?)

Employee Signature: _____

Supervisor Signature: _____