



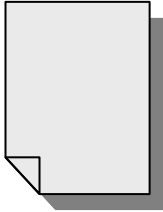
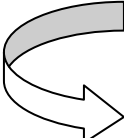
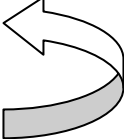
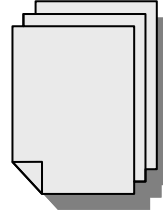


LPDC Step-by-Step IPDP Approval Process

1	2	3	4
 <p>Approval of Goals</p>	 <p>Pre-approval of PD</p> <p><i>* if required by LPDC</i></p>	 <p>Evaluation of Approved PD</p>	 <p>Review for License Renewal</p>
<p>Approve educator's IPDP goals.</p> 	<p>Review educator's submissions for preapproval of PD activity.</p> 	<p>Review educator's evaluations of & reflections on approved PD activities. Enter on matrix document.</p> 	<p>Complete final evaluation to assure that all six PD standards are addressed.</p> 



Think of it as a PROCESS rather than a plan.

**Individual Professional Development Plan:
Educator Profile**

Last Name _____ First Name: _____ M.I.: _____

Date of Birth (mm/dd/yyyy) / / State ID # _____
(State ID# may be found on license or ODE CORE website)

Do you have a Masters degree (or equiv) Yes / No _____

Home Street Address: _____

City: _____ State: _____ Zip: _____

School Phone: _____ Home Phone: _____

List all permanent certificates or those which you will upgrade on this single sheet.
If you are renewing certificates or licenses, place only one on this sheet, and use additional Profile Sheets for each one you will renew. **Attach your ODE history printout** or copies of all current credentials. Indicate how you intend to renew each.

<i>Credential#</i>	<i>2-Yr, 5-Yr, 8-Yr, or Permanent</i>	<i>Expires</i>	<i>List All Areas</i>	<i>Renew by Hrs/CEUs</i>	<i>Check if Upgrade</i>
1					
2					
3					
4					

Teaching/Professional Assignment(s) for present school year:

<i>Position</i>	<i>Grade(s)</i>	<i>Building</i>
a.		
b.		
c.		

Submission & Review:

Educator Signature: _____ Date: _____

LPDC Review: _____ Date: _____

**Adams County/Ohio Valley School District LPDC
Individual Professional Development Plan / Goal Sheet**

Name:	Submission Date:
Date of Birth:	State ID #
Building/Assignment:	
Type of Certificate/License:	
Area of Licensure:	
Issue Date:	Effective Date:
	Expiration Date:
Plan Type Select one: <input type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: <i>From</i> _____ <i>to</i> _____	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (<i>See sample goal below.</i>)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 Educator Standard	
Goal 2 Educator Standard	
Goal 3 Educator Standard	

**Adams County/Ohio Valley School District LPDC
Individual Professional Development Plan / Goal Sheet**

Additional goals (if applicable):

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Preapproval Form: To be submitted *prior* to engaging in PD

Name:	IPDP Approval Date:
Teaching/Work Assignment:	
Building/School Name:	
Date(s) of Professional Development:	
Location of Professional Development:	
Title of Professional Development: (Specify)	
<p>Type Select one or more as appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> College/university course <input type="checkbox"/> Ongoing series of workshop sessions <input type="checkbox"/> Conference <input type="checkbox"/> Single workshop <input type="checkbox"/> Professional Learning Team/Community Involvement <input type="checkbox"/> Independent study/action research <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> District leadership team, LPDC, curriculum development, school improvement <input type="checkbox"/> Coaching/mentoring student teachers, new teachers or teachers in need <input type="checkbox"/> Other, not listed above: (Specify)_____ 	
Description of PD	
IPDP Goal(s) applicable to this PD	

Preapproval Form (continued)

Number of contact hours	Number of CEUs requested
--------------------------------	---------------------------------

Please turn to page entitled "Evaluation of Approved PD" and check the box or boxes in front of the PD standards you expect to address in this PD experience. Refer to *Organizing for HQPD* [available on [this page](#)]. See the IPDP Rubric on pages 25-31 to gauge the alignment.

Signature of applicant _____ Date _____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit
Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Evaluation of Approved Professional Development

[To be completed *after* the PD experience and submitted to the LPDC no later than the last LPDC meeting of the school year]

Name _____ Building _____ Contact Hours or CEUs _____

PD Activity _____ Date of PD _____

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards.

Answer only those which apply to this PD experience. Refer to *Organizing for HQPD* [available on ODE website: SEARCH high quality professional development.] **See the IPDP Rubric on pages 25-31 to formulate your responses.**

<input type="checkbox"/> Standard 1: How is this PD purposefully structured to occur over time?
<input type="checkbox"/> Standard 2: What data sources guided you toward this PD?
<input type="checkbox"/> Standard 3: How does the PD include opportunities for collaboration?
<input type="checkbox"/> Standard 4: How did the PD include varied learning experiences to accommodate adult learning needs?
<input type="checkbox"/> Standard 5: Evaluate the PD as to its short- and long-term impact. Be as specific as possible.
<input type="checkbox"/> Standard 6: How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? Be specific.

Evaluation of Approved Professional Development (continued)

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- Certificate of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- Other: (Specify)_____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

- Revise/Resubmit**

Revision Advice:

-OR-

- Approved as written**

Approval Signature_____ **Date**_____

Adams County/Ohio Valley Professional Development Activity Log / Summary

Educator completes white section on the left and submits to the LPDC no later than the last LPDC meeting of the school year/LPDC completes shaded area on the right.

Name _____ Building _____

Teaching Assignment _____

Date of Activity	Pre-Approved Professional Development		Documentation/ Signature Verification	Credit Granted	Approval Date ⁽¹⁾	Professional Development Strand ^(2,3)					
	# ^(*)	TITLE				1	2	3	4	5	6
09/12/08	18	<i>SAMPLE: Infusing Technology into the Science Curriculum</i>	<i>Certificate</i>	<i>3 CEUs</i>	12/10/08			✓	✓		

* Number from Pre-Approved Professional Development Activities – pages 20-24 LPDC Handbook

Directions to LPDC:

- (1) Enter date of each PD Evaluation submitted to the committee.
- (2) For THAT event or experience, rate the Alignment to Ohio PD Standards. Check off (✓) and initial any standard which earns an ADEQUATE or EXEMPLARY rating. (See IPDP Rubric, *Organizing for High Quality Professional Development*, pp. 25-31.)
- (3) Assure that each educator achieves ADEQUATE or EXEMPLARY in each of the SIX Ohio PD Standards before recommending him or her for renewal.

Adams County/Ohio Valley Professional Development Activity Log / Summary

Educator completes white section on the left and submits to the LPDC no later than the last LPDC meeting of the school year/LPDC completes shaded area on the right.

Name _____ Building _____

Teaching Assignment _____

Date of Activity	Pre-Approved Professional Development		Documentation/ Signature Verification	Credit Granted	Approval Date ⁽¹⁾	Professional Development Strand ^(2,3)					
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- (3) Assure that each educator achieves ADEQUATE or EXEMPLARY in each of the SIX Ohio PD Standards before recommending him or her for renewal.

District Name
Individual Professional Development Plan / Goal Sheet

Name: <i>Ms. Teacher</i>	Submission Date: <i>9/8/08</i>
Building/Assignment: <i>Suburban Middle School</i>	
Type of Certificate/License: <i>5 year professional</i>	
Area of Licensure: <i>Social Studies 7-12</i>	
Issue Date: <i>6/10/08</i>	Effective Date: <i>7/1/08</i>
	Expiration Date: <i>6/30/2013</i>
Plan Type Select one: <input checked="" type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: <i>From 12/10/08 to 6/30/2013</i>	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input checked="" type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See sample goal below.)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 <i>I will extend my knowledge of adolescent and middle school student development, as well as problems associated with this age group in order to help me plan appropriate lessons and interventions so students will be successful in my class.</i> Educator Standard: <i>Teacher # 1 Students</i>	
Goal 2 <i>I will improve my skills for leading, collaborating and mentoring students, pre-service teachers and peers to improve the quality of the instructional program.</i> Educator Standards: <i>Teacher # 6 Collaboration and Communication</i> <i>Teacher #7 Professional Responsibility and Growth</i>	
IPDP/MS sample	
51	

District Name

Individual Professional Development Plan / Goal Sheet

Goal 3

I will further my understanding and use of methods to integrate technology into the classroom and curriculum for instruction, assessment and as a tool for communication.

Educator Standard:

Teacher #2 Content

Teacher #4 Instruction

Additional goals (if applicable):

SAMPLE

District Name
Individual Professional Development Plan / Goal Sheet

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Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

SAMPLE

Ohio Standards for the Teaching Profession

Standard 1

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.

Standard 2

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.

Standard 3

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 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.

Standard 4

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.

Standard 5

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.

Standard 6

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.

Standard 7

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 Professional Development

Standard 1

High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

Standard 2

High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

Standard 3

High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

Standard 4

High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

Standard 5

High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

Standard 6

High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Ohio Professional Development

Verification of Participation

Professional Development Program: *Provide title*

Date and Location: *Provide information*

Presenter/Facilitator (including title & credentials):

*Presenter 1
Title
Credentials/Employer*

*Presenter 2
Title
Credentials/Employer*

*Presenter 3
Title
Credentials/Employer*

*Presenter 4
Title
Credentials/Employer*

Program/Project Goals and Objectives

Participants will:

- *[state specifically; begin each bullet with a verb]*

Description of Professional Development Experience

Nature of Activity: *Workshop, Course, Series of Workshops, Conference session*

Contact Hours: *Specify actual hours of engagement*

Participant Role: *For example: Listening to presenters, participation in individual and group activities, exploration of relevance and potential applications of workshop content to local situation, interactive dialogue and questions with presenters and/or colleagues.*

This certificate verifies participation in the NAMEOF SPONSORING ORGANIZATION activity described above. Participants are responsible for conveying this information to their Local Professional Development Committee in a manner consistent with their local guidelines.

Meeting Facilitator (Print)

Participant (Print)

Signature

Signature

Date

Date



**Approval Verification Form
For Educators Leaving a 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 _____

LPDC IRN _____

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

4/2009