ORGANIZING FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT

For Educators and
Local Professional Development Committees

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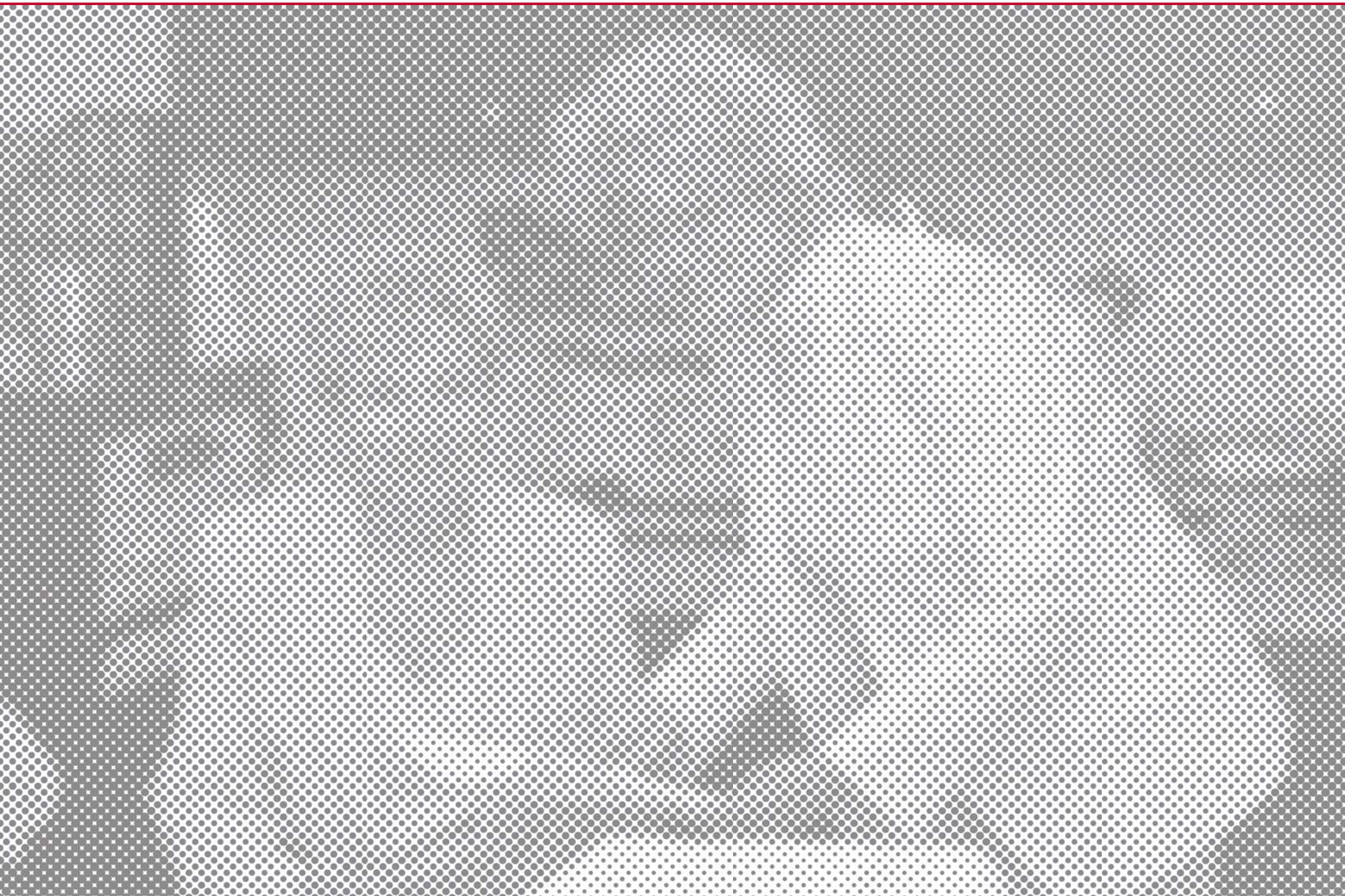
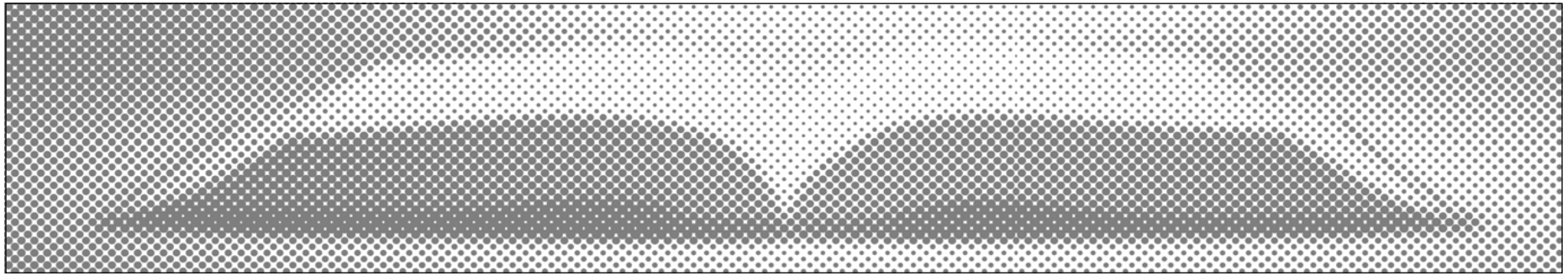


Using this Document

The Ohio Standards for the Teaching Profession guide teachers as they reflect upon and improve their effectiveness throughout their careers. Similarly, the Ohio Standards for Principals promote leadership and provide guidance for principals' reflection and improvement across the span of their careers. Also, the Ohio Standards for Professional Development define effective professional development as an ongoing, systematic process, linked to the daily practice of educators and based on data-driven needs. They guide organizations and individuals in selection of high quality professional development to meet their varied educational needs.

As mandated by Senate Bill 2, following release of the *Standards for Ohio Educators*, a subcommittee of the Regional Local Professional Development Committee Support Team developed standards-based criteria for Local Professional Development Committees (LPDCs) to use to evaluate Individual Professional Development Plans (IPDPs), which is the core content of this document. In order for this publication to stand alone as an LPDC and IPDP resource, several other items have also been included:

- single page versions of each set of the Ohio Educator Standards;
- a section on Understanding and Using the Standards;
- a process model for individual educators to use as they prepare IPDPs; and
- the IPDP rubric, for use by the LPDC.



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 Principals

Standard 1

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

• 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.

Standard 2

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.

Standard 3

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

Standard 4

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.

Standard 5

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

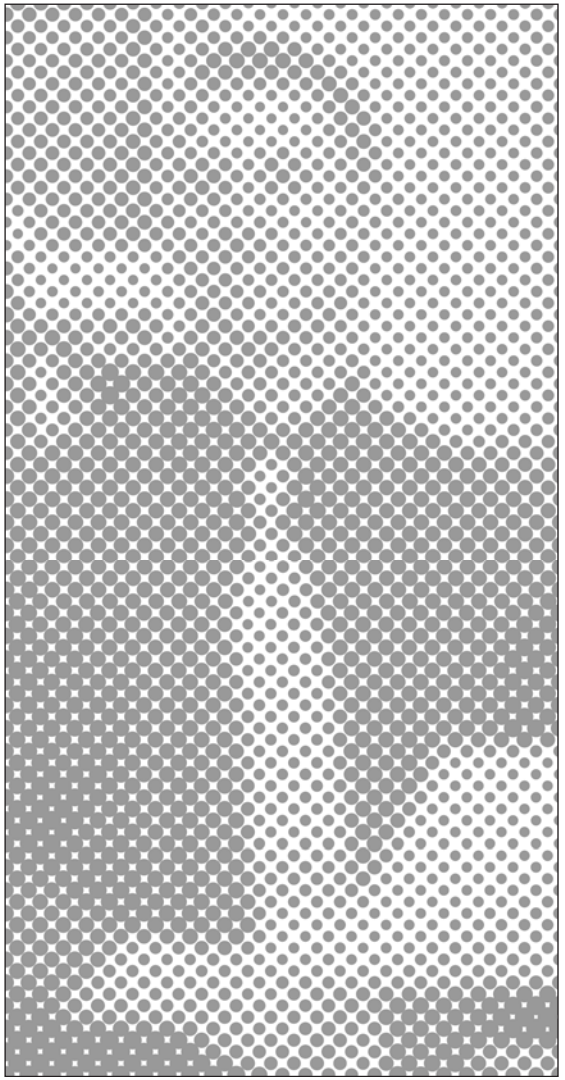
• Principals establish and maintain a safe school environment.

• 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.



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.

Understanding and Using the Standards

The Ohio Standards for the Teaching Profession define the expectations for Ohio's teachers based on what is known about the traits and skills of effective teachers. The big ideas emphasized in the standards are:

Standard 1 – Students: Effective teachers understand student learning and development, and respect the diverse students that they teach.

Standard 2 – Content: Effective teachers have a deep understanding of the content they teach.

Standard 3 – Assessment: Effective teachers understand and use varied assessments to evaluate student learning and inform instruction.

Standard 4 – Instruction: Effective teachers plan and deliver instruction that is tailored to the needs of each student.

Standard 5 – Learning Environment: Effective teachers create safe, supportive and respectful learning environments.

Standard 6 – Collaboration and Communication: Effective teachers collaborate and communicate with students, parents, other educators, administrators and community members to support student learning.

Standard 7 – Professional Responsibility and Growth: Effective teachers understand that professional development is a continuous process for which they are responsible.

How These Standards Affect Teachers

The Ohio Standards for the Teaching Profession have not immediately changed the process of licensure; that process remains the same. The standards, however, inform initial licensure as institutions of higher education realign their programs and requirements to the standards, and entry year programs are analyzed to ensure that they adequately reflect the rigor of the standards. The Teacher Education and Licensure Standards reference the Ohio Standards for the Teaching Profession for more detailed descriptions of performance indicators in performance-based licensure for teachers and principals.

The Local Professional Development Committees (LPDCs) across the state continue to make decisions about licensure renewal. Teachers will continue to determine and set their own professional goals, using the process outlined in this document as guidance. *The Standards for Ohio Educators and Organizing for High Quality Professional Development* serve as guides for teachers in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

Senate Bill 2 directed the Educator Standards Board to define a "master teacher" in a manner to be used uniformly by all districts and to adopt multiple, equal-weighted criteria to use in determining whether a person is a master teacher. It also requires districts to report the number of master teachers employed in a district in the Education Management Information System (EMIS), and requires the Ohio Department of Education to include the number of master teachers employed by each district on the district and building local report cards.

A master teacher demonstrates excellence inside and outside the classroom through consistent leadership and focused collaboration to maximize student learning. A master teacher strives for distinguished teaching and continued professional growth as specified by the Ohio Standards for the Teaching Profession.

To be designated as a Master Teacher in Ohio, eligible educators must clearly demonstrate each of the following criteria:

A. Consistent Leadership
B. Focused Collaboration
C. Distinguished Teaching – Focus on Students and Environment
D. Distinguished Teaching – Focus on Content, Instruction and Assessment
E. Continued Professional Growth

Several criteria are of particular interest to both LPDCs and individual educators preparing their IPDPs.

For example, serving as the chair of the LPDC may demonstrate (A) Consistent Leadership, or participation as a member of the LPDC or working with the LPDC to develop an IPDP may in part qualify under (B) Focused Collaboration.

Additionally, *Criterion E specifies*

> Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.

The Local Professional Development Committee, as the group charged with evaluating educators' IPDPs, may be called upon to assist educators with this portion of the application by providing them professional development documentation that may be a part of the LPDC's files.
Candidates must provide labeled and referenced evidence to support their response to the item, below.

> Describe your professional growth activities from the last three to five years.
> Within your narrative, address the following:
> - How you analyze your professional knowledge, strengths and weaknesses to develop targeted goals for professional growth
> - How your professional development is linked to daily practice and student achievement data
> - How your professional development integrates relevant and current best practices
> - How your professional development has had an impact on student learning

Understanding and Using the Standards

Using the Standards for the Teaching Profession for Self-Assessment

Ohio's Standards for the Teaching Profession were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Teacher Self-Assessment 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. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.
ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand how students learn and I know the developmental characteristics of different age groups of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of what students know and are able to do to meet the needs of all of my students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I expect that all students will achieve to their full potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate respect for my students' diverse cultures, language skills and experiences.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2: Content

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

ESSENTIAL QUESTION: *Do you have a deep understanding of the content you teach?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand and use the Ohio academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect my discipline with other content areas to plan and deliver effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect content to relevant life experiences and career opportunities.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3: Assessment

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

ESSENTIAL QUESTION: *Do you understand and effectively use varied assessments?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand varied types of assessments, their purposes and the data they generate.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I select, develop and use a variety of diagnostic, formative and summative assessments.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I analyze data to monitor students progress and learning, and to plan, differentiate and modify instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate and communicate student progress with students, parents and colleagues.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I involve learners in self-assessment and goal setting to address gaps between performance and potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 4: Instruction

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

ESSENTIAL QUESTION: *Do you plan and deliver effective instruction that advances the learning of each individual student?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate clear learning goals and link learning activities to those goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I apply my knowledge of how students think and learn to my planning and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I create and select activities that are designed to help students become independent learners and complex problem-solvers.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use resources effectively, including technology, to enhance student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 5: Learning Environment

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

ESSENTIAL QUESTION: *Have you created a learning environment that promotes learning and high achievement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have created a classroom environment that is physically and emotionally safe.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I motivate my students to work productively and take responsibility for their own learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

I create learning situations in which students work independently, collaboratively and/or as a whole class.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I maintain an environment that is conducive to learning for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.
ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate clearly and effectively.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with other teachers, administrators and school district staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with the local community and community agencies, when appropriate, to promote student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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.
ESSENTIAL QUESTION: *Do you assume responsibility for your professional performance and development?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take responsibility for engaging in continuous, purposeful professional development.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Principal Self-Assessment 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 instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1:

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

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I identify and include stakeholders in the process of developing a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setbacks and failures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate the expectation of high learning and achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify changes needed to improve student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I engage stakeholders in the change process through effective communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2:
Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.
ESSENTIAL QUESTION: *Are you the instructional leader for the school?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I provide teachers with a basic understanding of the academic standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of resources aligned to the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that curriculum, instruction and assessments are aligned with the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor implementation of academic content standards in curriculum and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I make systematic classroom visits and provide feedback on classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I keep informed about current research and theory on effective curriculum design and instructional strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share current research and theory on effective curriculum design and instruction strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2:

I serve as a model for effective teaching.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model the use of data to inform and make decisions.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate data about student progress to the school community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in professional development to increase teachers' knowledge and skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I facilitate professional development opportunities that support classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use staff and student data to identify professional development needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide ongoing opportunities for teachers to reflect on their practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.
ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that behavioral policies and procedures are consistently applied from day-to-day and student-to-student.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement routines that ensure safety for all.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3:

I use building and district procedures for crisis management.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am accessible to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assess how well the physical, social and cultural environment supports student needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify available resources to address the physical and mental health needs of the students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I treat all students, parents and community members with respect.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I manage the budget to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and equitably allocate resources to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I effectively use technology to manage school operations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I supervise and evaluate all staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I give both formal and informal recognition to staff and students for achievement, improvement and effort.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement procedures to comply with local, state and federal mandates.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate local, state and federal mandates to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that staff, students and parents receive information about legal requirements and policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

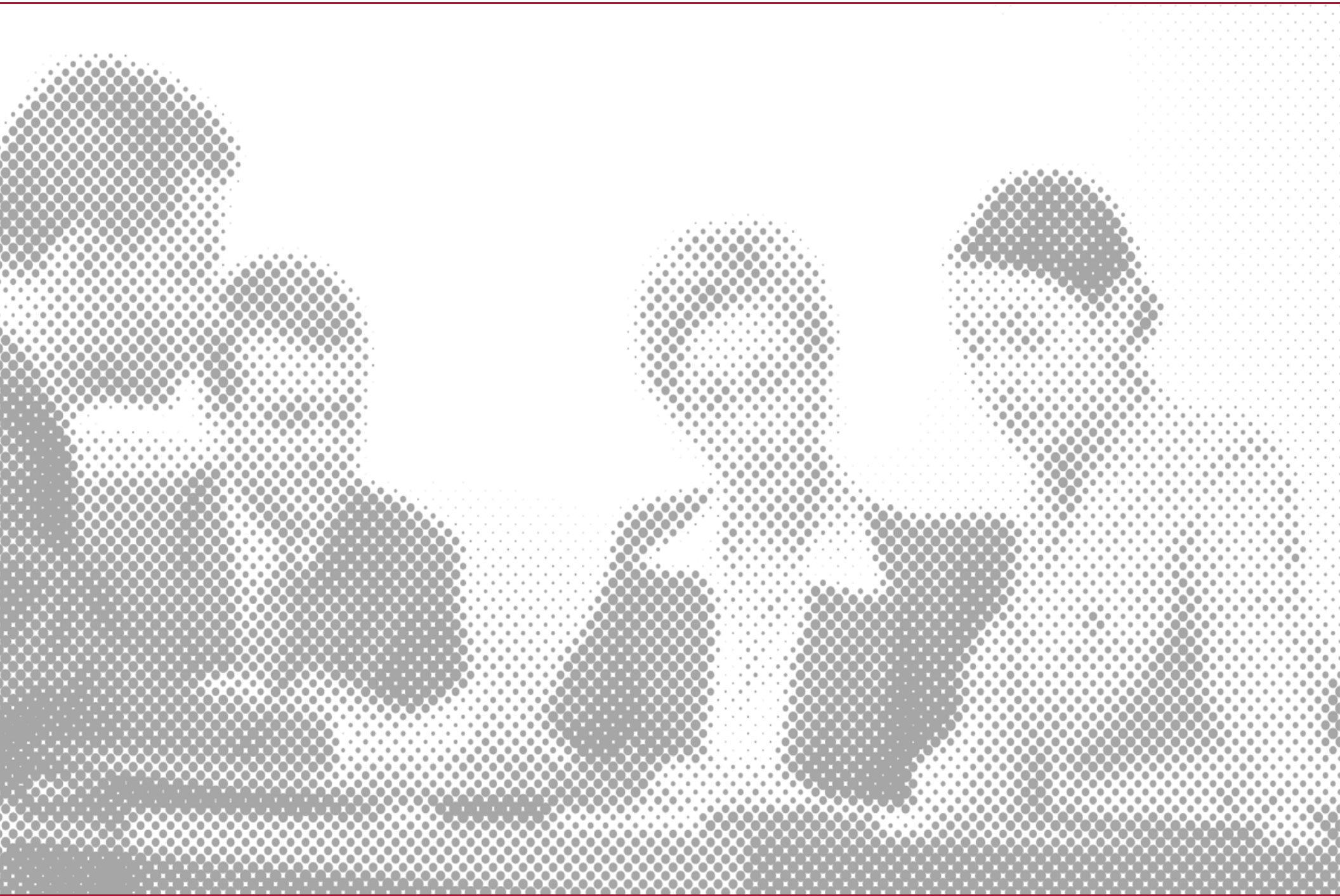
Understanding and Using the Standards

Standard 4:
Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I develop structures for collaboration among all teachers and other education support personnel.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek input from staff, students, parents and community members.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share leadership responsibilities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I serve as a role model for the leadership behaviors I seek to instill in others.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in leadership development activities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify strengths and interests of the building staff in order to identify potential leaders.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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.
ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*
Consider each of the statements below. Choose the response that most accurately represents your performance.

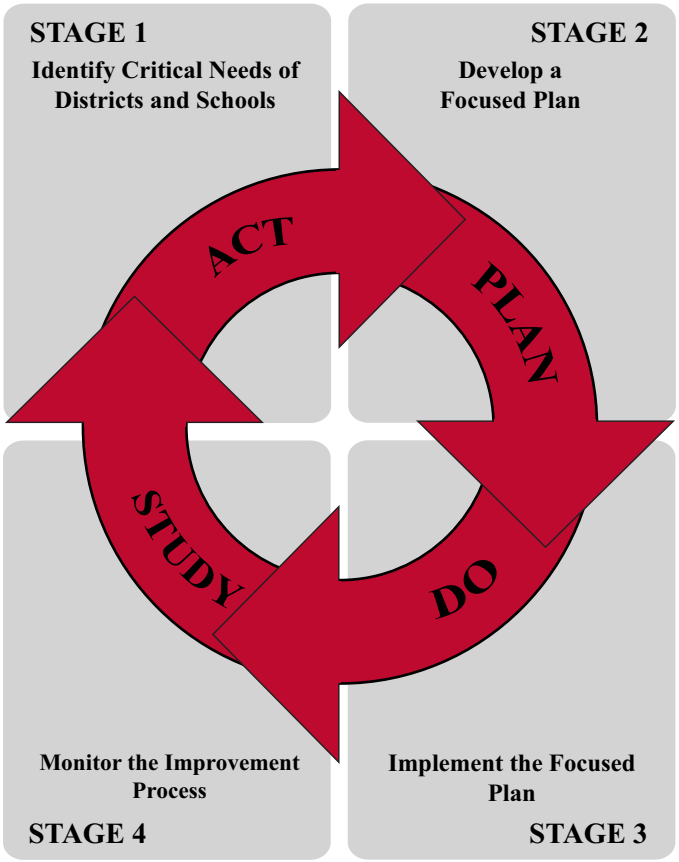
I represent the school at community functions and advisory groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use print and electronic media to inform the community about the school.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I practice two-way communication with parents about student progress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I inform the community about the school's expectations for student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I welcome community involvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and use community-based resources to increase achievement among all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I support cooperation by using strategies to remedy instances of intolerance of individuals and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always



The Process Model that follows was developed by a subcommittee of the Regional Local Professional Development Committee Support Team to facilitate the transition to an Individual Professional Development Plan (IPDP) evaluation rubric, as mandated by Senate Bill 2.

Aligning the process used by the Local Professional Development Committees (LPDCs) statewide provides a consistency of both systems and expectations for educators' individual professional development. Every effort was made to keep the process simple, yet open to customization by LPDCs as necessary. This four-step Process Model aligns with PLAN-DO-STUDY-ACT and with the Ohio Improvement Process.

Ohio Improvement Process

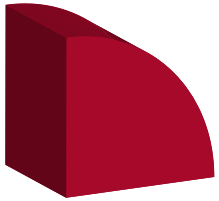


Educators are asked to

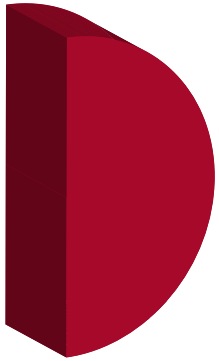
- examine their practice;
- determine priorities and goals;
- complete the IPDP according to the LPDC policy; and
- obtain pre-approval from the LPDC (per district policy)

New to the IPDP language is the inclusion of "SMART" goals.

Process Model

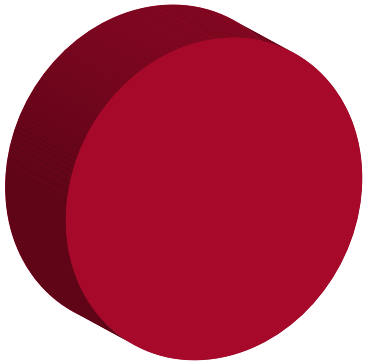


Examine Your Practice



Determine Priorities and Goals

Complete IPDP According to LPDC Policy



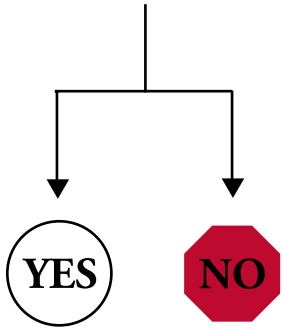
Obtain Pre-Approval from LPDC*

*per district policy

1. Examine multiple sources of data
2. Complete the appropriate educator standards' self-evaluation
3. Consider school and district goals
4. Provide a goal rationale

- Prioritize your needs
- Relate goals to license, current assignment, future plans, district/ building goals
- Write SMART goals, which can be modified as needed

S pecific
M easurable
A ttainable
R esults-based
T ime-bound



Revise and Resubmit
(see steps 1-3)

Write SMART Goals

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
I will acquire	*multiple strategies*	*to improve classroom discipline*	*by participating in a building-level book study*	*January–March 2008*
I will investigate	*interdisciplinary strategies*	*to incorporate more connections between core subjects in my classroom*	*by participating in Sustainable Development's Distance learning course on interdisciplinary education*	*Summer 2008*
I will enhance my abilities in teaching	*special needs students*	*to improve student learning*	*by attending ASCD's Differentiation Conference*	*July 4-8, 2008*
I will enhance my skills	*in both interpreting and using data*	*to appropriately adjust instruction to enhance student learning*	*by participating in online training on Value-Added*	*April–June 2008*

NOT
I am getting my master's degree

INSTEAD
I am taking graduate coursework in collaborative learning to implement in my classroom and to work toward my master's degree.

NOT
Going to Value-Added Workshop

INSTEAD
I will acquire new ways of approaching and using data through Value-Added trainging and follow-up.

Directions:

The Individual Professional Development Plan (IPDP) Rubric provides Local Professional Development Committees (LPDCs) a standards-based evaluation tool which the LPDC should use to evaluate IPDPs.

First, educators should use the Standards for the Teaching Profession and the Standards for Principals, particularly the evaluation tools contained in this manual, to develop their IPDP goals.

Next, the LPDC should evaluate the IPDPs using the IPDP Rubric, which follows.

The IPDP Rubric is organized into six parts corresponding to the six Professional Development Standards. Each standard includes an Essential Question, which captures the essence of the standard.

The committee should check each IPDP against the Essential Question and scoring guidelines for each standard.

EACH standard must score adequate to exemplary in order for the IPDP to be approved. LPDCs may wish to develop score summary sheets, like the chart below, on which to record IPDP scores.

Score for Standard 1	Score for Standard 2	Score for Standard 3	Score for Standard 4	Score for Standard 5	Score for Standard 6
Numerical:	*Numerical:*	*Numerical:*	*Numerical:*	*Numerical:*	*Numerical:*
Ranking, circle one: Exemplary Adequate Needs Revision	*Ranking, circle one:* Exemplary Adequate Needs Revision	*Ranking, circle one:* Exemplary Adequate Needs Revision	*Ranking, circle one:* Exemplary Adequate Needs Revision	*Ranking, circle one:* Exemplary Adequate Needs Revision	*Ranking, circle one:* Exemplary Adequate Needs Revision

IPDP Rubric

Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

To meet the specific needs of students, professional development must focus on the strategic plan of the district or the priorities of the individual school. Therefore, an educator's Individual Professional Development Plan (IPDP) must align with stated priorities and approved building or district goals.

Standard 1 Essential Question: Is PD purposefully structured to occur over time?

- ☐ YES, use the scoring guidelines below.
- ☐ NO, the plan needs revision for Standard 1.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 1**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Clearly focuses on and aligns with school and district priorities	○ Relates to some of the school and/or district priorities	○ Makes no connection to school or district priorities	
○ Includes a continuous process of planning, implementation, reflection and evaluation	○ Includes several connected events	○ Includes no related events	
○ Includes varied activities and multiple resources	○ Includes more than one type of activity	○ Includes only one type of activity	
			Total =_____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.

To meet the specific needs of students, professional development must be based on an analysis of multiple sources of data. An educator's IPDP must reflect an examination of student or other relevant educational data, as well as an assessment of the educator's own skills and knowledge against Ohio's Standards for Educators.

Standard 2 Essential Question: Is the focus of the IPDP based on an examination of multiple sources of data?

☐ YES, use the scoring guidelines below.

☐ NO, the plan needs revision for Standard 2.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 2**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Analyzes multiple sources of student data (e.g., demographic, student work, classroom performance, internal/external formative and summative assessment results) to focus PD content	○ Examines limited data to make PD decisions	○ Rarely refers to collection and/or use of data for PD decisions	
○ Shows evidence of the use of data to analyze his/her practice	○ Shows limited use of data to analyze his/her practice	○ Shows no analysis of practice	
○ Uses current research to inform PD content and process	○ Examines some research to select PD content and process	○ Shows no evidence of research to select PD content and process	
○ Builds upon prior PD experiences to plan future PD	○ Makes some reference to prior PD for future PD choices	○ Never references prior PD in making PD decisions	
			Total =_____ of 8 7-8 Exemplary 3-6 Adequate 0-2 Needs revision

IPDP Rubric

Standard 3: High Quality Professional Development (HQPD) is collaborative.

High quality professional development encourages the collaboration of educators. An IPDP should delineate opportunities for collaboration and communication with other educators and administrators.

Standard 3 Essential Question: Does the IPDP provide opportunities for the individual to work with other educators?

☐ YES, use the scoring guidelines below.

☐ NO, your plan needs revision for Standard 3.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 3**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Includes ongoing opportunities for collaboration	○ Provides some opportunities for collaboration	○ Rarely provides opportunities for collaboration	
○ Includes regular participation in a learning community for a specified educational outcome	○ Includes occasional participation in learning team	○ Allows few if any opportunities for participation in learning teams	
○ Includes ongoing use of communication strategies to broaden collaboration, including technology	○ Includes occasional use of communication strategies to broaden collaboration, including technology	○ Fails to use communication strategies to broaden collaboration	
			Total =_____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs revision

Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

High quality professional development must accommodate the individual educator's level of knowledge and skill. Learning experiences should vary in intensity and duration and promote opportunities for self-directed, life-long learning. The sequence of learning experiences in the IPDP should enable the educator to systematically learn and implement new skills and knowledge.

Standard 4 Essential Question: Does the IPDP meet the needs and experiences of an adult learner?

☐ YES, use the scoring guidelines below.
☐ NO, your plan needs revision for Standard 4.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 4**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Includes a variety of learning experiences	○ Attempts to vary learning experiences	○ Fails to vary learning experiences or includes only single-day events	
○ Reflects a structured set of experiences, logically sequenced, and matched with goals and needs	○ Attempts to organize or match experiences with goals and needs	○ Fails to organize or match experiences with goals and needs	
○ Clearly addresses the educator's professional knowledge, strengths and weaknesses	○ Shows an attempt to address the educator's professional knowledge, strengths and weaknesses	○ Provides no evidence of consideration for the educator's professional knowledge, strength and weaknesses	
			Total =_____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

IPDP Rubric

Standard 5: High Quality Professional Development (HQPD) is evaluated by its short and long-term impact on professional practice and achievement of all students.

Evaluation data inform continuous improvement by identifying the effects of professional development in terms of intended outcomes. An educator's IPDP must include reflections and a planned evaluation.

Standard 5 Essential Question: Is a combination of evaluative measures planned to assess the effectiveness of PD over time?

- ☐ YES, use the scoring guidelines below.
- ☐ NO, your plan needs revision for Standard 5.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 5**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Documents evidence of new skills applied to practice	○ Includes some evidence of changes in practice	○ Fails to include evidence of change in practice	
○ Uses both formative and summative data to assess effectiveness of PD	○ Uses some data to assess effectiveness of PD	○ Uses no data to assess effectiveness of PD	
○ Measures initial satisfaction with and eventual impact of PD on student achievement through personal reflection, examination of PD implementation and evidence of the use of new knowledge and skills	○ Measures initial satisfaction with and eventual impact of PD on student achievement through personal reflection, examination of PD implementation or evidence of the use of new knowledge and skills	○ Fails to address initial satisfaction with OR impact on student achievement	
			Total =_____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

Standard 6: High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

The focus of all high quality professional development is on increased student learning. To ensure that students achieve at high levels, educators must have deep content knowledge and master varied instructional strategies. An educator's IPDP must provide the content needed to enhance or refine the educator's skills and knowledge.

Standard 6 Essential Question: Does the IPDP advance the educator's content knowledge and repertoire of instructional strategies?

☐ YES, use the scoring guidelines below.

☐ NO, your plan needs revision for Standard 6.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary *2 points each*	**Adequate** *1 point each*	**Needs Revision** *0 points each*	**Score for Standard 6**
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
○ Aligns to local, state and/or national standards and/or school and district curriculum priorities	○ Connects to local, state and/or national standards and/or school and district curriculum priorities	○ Makes little connection to local, state and/or national standards and/or school and district curriculum priorities	
○ Includes evidence of the use of content-specific, relevant and current best practices to advance educator learning	○ References the use of relevant and current best practices	○ Provides no evidence of relevant or current best practices	
○ Advances educator's ability to use relevant instructional practices to meet the varied needs of diverse learners	○ Mentions the need to use relevant instructional practices to meet the varied needs of diverse learners	○ Fails to address the varied needs of diverse learners	
○ Promotes understanding and use of varied assessments	○ References use of varied assessments	○ Fails to reference varied assessments	
○ Reflects an application of new knowledge and skills to engage students, families and communities in the learning process	○ Includes a limited awareness of the engagement of students, families and communities in the learning process	○ Fails to address engagement of students, families or communities in the learning process	
			Total = _____ of 10 8-10 Exemplary 4-7 Adequate 0-3 Needs revision

Acknowledgements

The dedicated time and expertise of the Regional Local Professional Development Committee Support Team served as the groundwork for this document. Individuals marked with * served on the subcommittee which developed the Process Model and IPDP Rubric. Their contributions provided both clarity and utility to the publication.

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