

LPDC Members are available to assist you in writing your plan. Come to a regularly scheduled Meeting.

LPDC “IPDP POINTERS”

Revised June 2012

GENERAL INFORMATION

1. One plan should cover all licenses held
2. When submitting a new IPDP – don’t recopy the old one or someone else’s
3. Type, print, or write **CLEARLY** – check **SPELLING**
4. Submit professional-looking document

AVOID:

- Writing activities instead of goals
- Vague educational jargon
- “To keep current new practices, theories and strategies related to education”
- “To earn a Master’s Degree”
- “To take classes required for a Master’s Degree”
- “To take classes to renew my license”
- “To provide skills that will help students become lifelong learners”
- “To prepare/develop lessons and skills for use by my department members”
- “To provide students a nurturing and creative environment”

IPDP GOAL IDEAS (Write at least 3 goals, covering the first six standards)

- Educators should address all licenses held
- Generally specific to cover all courses.
- Should reflect your proposed learning goals for the five-year cycle

- ✓ **Important Goals to consider**
- KNOWLEDGE GROWTH IN ALL SUBJECT/CONTENT AREAS COVERED BY YOUR LICENSURE**
- Classroom/behavior management
 - Technology
 - Educational/Instructional Leadership
 - Evaluation techniques and supervision methods
 - Collaboration strategies
 - Parent/community involvement

DON’T FORGET!

At least one goal MUST address SUBJECT/CONTENT areas covered by your licensure.

1. WHAT ARE YOUR IPDP GOALS?

TO:

- enhance and develop skills in _____ (content area)
- become familiar with and increase my understanding of technology in the classroom
- develop skills in educational/instructional leadership
- increase understanding of age appropriate and developmental characteristics of students
- learn a variety of teaching methods
- increase knowledge of instructional techniques
- obtain skills for working with parents, colleagues, and students
- learn how to implement classroom inclusion techniques
- learn strategies to instruct and assist special education students
- explore ways to develop critical thinking skills w/students
- learn and apply new administrative and managerial skills
- learn strategies to promote positive student behavior
- to learn about ..., learn and apply ..., study/update knowledge ...
- study theory/practice of ...
- refine understanding of ...
- to become a National-Board Certified teacher

2. HOW DO YOUR IPDP GOALS RELATE TO SUBJECT AREA CONTENT, INSTRUCTIONAL PRACTICES, AND/OR STUDENT LEARNING?

Skills developed
Increased knowledge
Strategies learned
Increased understanding



through my IPDP goals will

- enable me to work better with ...
- help me provide quality instruction ...
- impact student learning by ...
- assist in the implementation of ...
- enhance the learning environment ...
- increase student learning ...
- relate to my subject area and ...
- help address the needs of students ...
- enable me to develop best practices for ...

Switzerland of Ohio Local School District Objectives

- To Graduate 100% of our students.
- To have 100% of our students pass the various grade level components of the statewide testing program at the grade level for which testing is assigned.
- To have 100% of our graduates continue their education or their chosen career.

3. HOW DOES YOUR PLAN ALIGN WITH YOUR SCHOOL/DISTRICT OBJECTIVES ?

- ⇒ To Graduate 100% of our students
- ⇒ To have 100% of our students pass the various grade level components of the statewide testing program at the grade level for which testing is assigned.
- ⇒ To have 100% of our graduates continue their education or their chosen career.

4. HOW WILL YOU EVALUATE THE SUCCESS OF YOUR PLAN'S OBJECTIVES?

Include ideas such as:

- Increased
 - Parent communication/involvement
 - Staff communication/collaboration
- Improved
 - Student behavior
 - Student achievement
 - Increased student enthusiasm for ...
- Assessments
 - Written tests
 - Oral examinations
 - Observations
 - Self-reflection
 - Decreased student misbehavior

Your IPDP identifies your goals for learning. The IPDP process enables you to reflect upon your practice and take responsibility for your continued professional learning. Educators are responsible for keeping their own professional development plans (one copy is filed in the LPDC Office) and maintaining documentation that the activities outlined in the plan have been completed.

STATE OF OHIO RATIONALE

VISION

IPDPs

An integral component of Ohio's *Teacher Education and Licensure Standards* is the **Individual Professional Development Plan (IPDP)**. Writing an IPDP requires educators to reflect upon their practice and to plan for ongoing professional growth which is aligned with the continuous improvement of their schools and districts. Creating an IPDP also represents a new level of opportunity for educators in determining their own needs and selecting the means to address them.

Reviewing IPDPs is one of the major responsibilities of LPDCs. Each LPDC has been required to create a procedure for reviewing IPDPs in order to ensure that the goals and strategies included by each teacher or administrator are relevant to the needs of the district, school, students, and the educator. LPDCs are also responsible for creating the criteria upon which these decisions are based.

IPDP review represents a shift from "seat time" to relevance in determining credit for professional development. LPDCs are obligated to deny an IPDP activity or strategy that is not clearly related to the educator's area of licensure and/or classroom teaching. Review is a much more time-consuming process than simply counting hours, but the end result is quality professional development that meets identified needs.

PRACTICE

3301-24

- **Senate Bill 230** made into law the standards for licensure drafted by the Standards Review Committee and the Ohio Teacher Education and Certification Advisory Commission. *Ohio Administrative Code 3301-24* (available at www.ode.state.oh.us) establishes new licensure guidelines, including the IPDP.
- **LPDCs may not grant retroactive credit for work done before an IPDP is approved. Credit for licensure is based on criteria that relates professional growth to goals determined by needs of the district, building, students, and the educator. Without an IPDP that indicates how goals address these needs, LPDCs may NOT grant credit.**
- **An IPDP is required for each license cycle. Write your new IPDP when your new license is issued.**

MODELS

Goal Writing

Central to any IPDP are the goals selected by the educator. To construct professional growth goals for themselves, educators must also keep in mind district goals, building goals, and the needs of their students. Goals should be based on increasing student learning and the knowledge or skills an educator needs to facilitate student achievement.

Goals also must be observable and measurable, relevant to the educator's responsibilities, and involve sustained engagement in content and experiences that increase knowledge. Most IPDP formats require educators to address these goal characteristics in writing prior to approval and then provide documentation to support work toward their achievement at the end of a cycle.