Educational Service Center of Northeast Ohio

Local Professional Development Committee (LPDC) Manual

August, 2019
TABLE OF CONTENTS

Introduction

The Local Professional Development Committee

Roles and Responsibilities

Committee Formation

Membership

Committee Meetings

Special Meetings

Operating Procedures

Beginning the Individual Professional Development Plan Process

Submitting Your Plan

Professional Development Credit Criteria for License Transition and Renewal

Completing Renewal/Transition Process

Appeals Process

Instructions for completing the Individual Professional Development Plan

FORMS

Individual Professional Development Plan (IPDP) Form 1 (online)

Pre-Approval of Professional Development Activity Form 2

Review Form for Individual Professional Development Plan Form 3

Approval of Professional Development Activity Form 4

LPDC Appeal Form Form 5
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 coursework 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 Northeast Ohio’s Local Professional Development Committee is responsible for reviewing and approving coursework 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, EA and ESC programs and three alternates representing PEP, EA and ESC Programs.
- one administrator employed by the district and an alternate.
- one 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 of Northeast Ohio.

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.

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, develops the meeting agenda, and notifies the chairperson as to the number of items included on the meeting agenda. The chairperson will notify members of meeting cancellations due to lack of agenda items. Meetings will be held monthly at the Educational Service Center of Cuyahoga County at 1:30 pm. If a change in meeting date and time is necessary these will be posted on the ESC website prior to the meeting date.

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

All requests will receive a decision of (1) approved, (2) approved with conditions/pending, or (3) not approved/denied. 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.
A review of the Individual Professional Development Plans and professional development activities will be completed by the committee members using the IPDP Management Suite. 

[www.ipdp.ohconnect.org](http://www.ipdp.ohconnect.org)

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” is used for this purpose and must be submitted to the committee prior to these professional development activities being approved and used towards renewal.

BEGINNING THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN PROCESS

Submitting Your Plan
Those teachers under 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. Plans may also be amended as necessary by submitting revisions, via the IPDP Management Suite, to the committee and will need to be revised every five year licensure cycle.

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 professional license 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, although 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.
- 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
30 contact hours = 1 semester hour or 3 CEUs

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 six hours when deducting time for registration, breaks, and lunch. A maximum of six hours per day may be requested.

**Completing Renewal/Transition Process**
Educators with a professional license expiring on June 30th may begin to renew after November 1st of the year prior to expiration.

- Complete licensure renewal application through the OH/ID portal.
- Request official transcripts for all coursework completed.
- Complete record of all workshop hours and other approved activities and submit via the IPDP Management Suite for committee approval.

**Licenses expire on June 30th, LPDC paperwork should be submitted no later than April 30th.**

It is the responsibility of the employee to maintain current certification/licensure. The Educational Service Center of Northeast Ohio and the LPDC are here to support you through the process.
**Appeals Process**

We strongly encourage all employees to submit completed professional development activities to the committee on an annual 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 Northeast Ohio LPDC Appeal Form” and forward to the LPDC chairperson.
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 A FIVE-YEAR PROFESSIONAL LICENSE

Please submit to the LPDC your completed professional activities annually. 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 Northeast Ohio’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 Northeast Ohio’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 = 7 CEUs = 70 hours
- Total = 18 CEUs = 180 hours

Requirements for the transition of a license 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 license 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.

Licensure renewal may be obtained by an individual who evidences a currently valid license issued by the respective Ohio licensure board. A copy of the current state board license should be forwarded to the LPDC chairperson. These individuals are encouraged to have a current Individual Professional Development Plan on file to guide professional development planning and goals.

- 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
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).
<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Quarter Hours</th>
<th>CEU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td>2/3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>1 1/3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1 2/3</td>
<td>2.5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2 1/3</td>
<td>3.5</td>
<td>7</td>
</tr>
<tr>
<td>2 2/3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>4.5</td>
<td>9</td>
</tr>
<tr>
<td>3 1/3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3 2/3</td>
<td>5.5</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>4 1/3</td>
<td>6.5</td>
<td>13</td>
</tr>
<tr>
<td>4 2/3</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>7.5</td>
<td>15</td>
</tr>
<tr>
<td>5 1/3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>5 2/3</td>
<td>8.5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>10.5</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>13.5</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>16.5</td>
<td>33</td>
</tr>
<tr>
<td>12</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>19.5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>22.5</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>25.5</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>28.5</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>34.5</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>37.5</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>40.5</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>43.5</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>
Ohio's Educator Standards

The Educator Standards Board (ESB) was established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

In 2004, Senate Bill (SB) 2 placed into 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.

The State Board of Education adopted the new teacher, principal and professional development standards in October 2005. The Standards for Ohio Educators book details the standards and how they can be used.

The Ohio Continuum of Teacher Development: A Resource Tool for Educators supports Ohio's educators as they develop the skills and knowledge necessary to provide the highest quality education to Ohio students. Based on the Ohio Standards for the Teaching Profession, the Continuum describes teachers' progress throughout the course of their careers.

STANDARDS
FOR OHIO'S TEACHERS

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.

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.

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   - Teachers are knowledgeable about assessment types, their purpose 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.

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 independent learners and complex problem-solvers.
   - Teachers use resources effectively, including technology, to enhance student learning.

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.

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.

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.
**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.

<table>
<thead>
<tr>
<th>Teacher Self-Evaluation Tool: Standards-Based Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1: Students</strong></td>
</tr>
<tr>
<td>Teachers understand student learning and development, and respect the diversity of the students they teach.</td>
</tr>
<tr>
<td>To what extent do I understand student learning and development?</td>
</tr>
<tr>
<td>To what extent do I understand the diversity of my students and its impact on their learning and needs?</td>
</tr>
</tbody>
</table>

| **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

#### Standard #4: Instruction
Teachers plan and deliver effective instruction that advances the learning of each individual student.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 Minimally</th>
<th>2 Somewhat</th>
<th>3 Adequately</th>
<th>4 Very Well</th>
<th>5 Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do I align instructional goals and activities with school and district priorities and Ohio’s academic content standards?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>To what extent do I plan and deliver instruction that is planned and revised based on data about my students’ learning and performance?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>How effectively do I differentiate instruction to meet the needs of each of my students?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>How effectively do I create and select activities that help my students become independent learners and complex problem-solvers?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
</tbody>
</table>

#### Standard #5: Learning Environment
Teachers create learning environments that promote high levels of learning and achievement for all students.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 Minimally</th>
<th>2 Somewhat</th>
<th>3 Adequately</th>
<th>4 Very Well</th>
<th>5 Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent have I created a positive and supportive learning environment?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>To what extent have I created a safe learning environment?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>How effectively do I motivate my students and encourage independent learning?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>How effectively have I incorporated collaborative learning in my classroom?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 Minimally</th>
<th>2 Somewhat</th>
<th>3 Adequately</th>
<th>4 Very Well</th>
<th>5 Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do I communicate and collaborate with students’ families?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>To what extent do I communicate and collaborate with my colleagues and school administrators?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 Minimally</th>
<th>2 Somewhat</th>
<th>3 Adequately</th>
<th>4 Very Well</th>
<th>5 Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively has my professional development led to measurable growth or change in my performance as a teacher?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
<tr>
<td>To what extent have I sought opportunities to make improvements in my school and my students’ achievement?</td>
<td>1 Minimally</td>
<td>2 Somewhat</td>
<td>3 Adequately</td>
<td>4 Very Well</td>
<td>5 Fully</td>
</tr>
</tbody>
</table>
### Self-Assessment Summary Tool

**Directions:** Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strengths</th>
<th>Areas for Growth</th>
<th>Priorities (Check 2)</th>
</tr>
</thead>
</table>
| Standard 1: Students | - Knowledge of how students learn and of student development  
- Understanding of what students know and are able to do  
- High expectations for all students  
- Respect for all students  
- Identification, instruction and intervention for special populations | | |
| Standard 2: Content | - Knowledge of content  
- Use of content-specific instructional strategies to teach concepts and skills  
- Knowledge of school and district curriculum priorities and Ohio’s Learning Standards  
- Relationship of knowledge within the discipline to other content areas  
- Connection of content to life experiences and career opportunities | | |
| Standard 3: Assessment | - Knowledge of assessment types  
- Use of varied diagnostic, formative and summative assessments  
- Analysis of data to monitor student progress and to plan, differentiate, and modify instruction  
- Communication of results  
- Inclusion of student self-assessment and goal-setting | | |
| Standard 4: Instruction | - Alignment to school and district priorities and Ohio’s Learning Standards  
- Use of student information to plan and deliver instruction  
- Communication of clear learning goals  
- Application of knowledge of how students learn to instructional design and delivery  
- Differentiation of instruction to support learning needs of all students  
- Use of activities to promote independence and problem-solving  
- Use of varied resources to support learner needs | | |
| Standard 5: Learning Environment | - Fair and equitable treatment of all students  
- Creation of a safe learning environment  
- Use of strategies to motivate students to work productively and assume responsibility for learning  
- Creation of learning situations for independent and collaborative work  
- Maintenance of an environment that is conducive to learning for all students | | |
| Standard 6: Collaboration & Communication | - Clear and effective communication  
- Shared responsibility with parents/caregivers to support student learning  
- Collaboration with other teachers, administrators, school and district staff  
- Collaboration with local community agencies | | |
| Standard 7: Professional Responsibility and Growth | - Understanding of and adherence to professional ethics, policies and legal codes  
- Engagement in continuous, purposeful professional development  
- Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement | | |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Mission, Vision and Core Values</td>
<td>The effective educational leader develops, advocates and enacts a shared mission, vision and core values.</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Ethics and Professional Norms</td>
<td>The effective educational leader acts ethically and according to professional norms.</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> School Improvement</td>
<td>The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Curriculum, Instruction and Assessment</td>
<td>The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> Professional Capacity of School Personnel</td>
<td>The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.</td>
</tr>
<tr>
<td><strong>Standard 6:</strong> Equity and Cultural Responsiveness</td>
<td>The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.</td>
</tr>
<tr>
<td><strong>Standard 7:</strong> Community of Care and Support</td>
<td>The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.</td>
</tr>
<tr>
<td><strong>Standard 8:</strong> Meaningful Engagement of Families and Community</td>
<td>The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.</td>
</tr>
<tr>
<td><strong>Standard 9:</strong> Strategic Staffing</td>
<td>The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.</td>
</tr>
<tr>
<td><strong>Standard 10:</strong> School Operations</td>
<td>The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.</td>
</tr>
</tbody>
</table>
Revised Standards

**DOMAIN I: LEADERSHIP**

**Narrative Summary:** The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.

- **Standard 1:** Mission, Vision and Core Values
- **Standard 2:** Ethics and Professional Norms
- **Standard 3:** School Improvement

**DOMAIN II: LEARNING**

**Narrative Summary:** The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student’s well-being and academic success.

- **Standard 4:** Curriculum, Instruction and Assessment
- **Standard 5:** Professional Capacity of School Personnel

**DOMAIN III: CULTURE**

**Narrative Summary:** The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student’s well-being and academic success.

- **Standard 6:** Equity and Cultural Responsiveness
- **Standard 7:** Community of Care and Support
- **Standard 8:** Meaningful Engagement of Families and Community

**DOMAIN IV: MANAGEMENT**

**Narrative Summary:** The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well-being and academic success.

- **Standard 9:** Strategic Staffing
- **Standard 10:** School Operations
Self-Assessment Tool for Principals

The Ohio Standards for Principals define expectations for Ohio’s principals based on what is known about the skills and practices of effective building leaders. The standards can be used as a guide for principals as they self-assess their professional effectiveness to identify strengths and opportunities for professional growth.

One way to consider your strengths and opportunities for growth is to respond to focused, guiding questions related to effective instructional and leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be opportunities for growth. Remember that this tool is confidential — it is not intended as an external tool for evaluation. This is a chance to be personal and honest in your assessment for continuous improvement and professional growth. Keep in mind, the evidence/observable behaviors provided are not an exhaustive list of examples.

STANDARD 1: MISSION, VISION, CORE VALUES

The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

**Essential Question:** Have I engaged in collaborative planning to define and meet strategic goals and values?

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work in collaboration with students, staff and other stakeholders to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop, enact and evaluate a data-informed shared mission, vision and</td>
<td>not at all</td>
<td>partially</td>
<td>somewhat</td>
<td>almost fully</td>
<td>completely</td>
<td></td>
</tr>
<tr>
<td>core values.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I model, communicate and advocate for the school's mission, vision and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>core values in all aspects of leadership.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Some Examples of Evidence/Observable Behaviors

- Written and visible values and beliefs
- Mission and vision are articulated and modeled by others
- Evidence of involvement of others in the development of the mission and vision (collaboration of stakeholders)
- Evidence of involvement of others in the periodic evaluation of the mission and vision (collaboration of stakeholders)

### STANDARD 2: ETHICS AND PROFESSIONAL NORMS

The effective educational leader acts ethically and according to professional norms.

**Essential Question:** Do I demonstrate professionalism, model good ethical practices and seek continuous professional learning?

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

<table>
<thead>
<tr>
<th>I understand, uphold and model professional ethics, policies and legal codes of professional conduct.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I model and set high expectations for conduct that promote professional norms for students, staff, other stakeholders and self.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
</tbody>
</table>
### Some Examples of Evidence/Observable Behaviors

- Schoolwide code of conduct aligned with district and school priorities consistently implemented in the school and all school activities
- Models and holds self, students, staff and stakeholders in the school community accountable for adhering to high standards of behavior
- Adheres to Code of Professional Conduct for Ohio Educators
- Evidence of provided ethics training

### STANDARD 3: SCHOOL IMPROVEMENT

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

**Essential Question:** Do I facilitate and foster a culture of data analysis and inquiry to identify proven strategies for success?

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

<table>
<thead>
<tr>
<th>I develop the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
<tr>
<td>I develop a focused plan with processes and procedures for implementation.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I collaborate with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and make necessary adjustments.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
<tr>
<td>I engage and partner with staff and the public and private sectors to create and support a culture of continuous improvement.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
</tbody>
</table>

### Some Examples of Evidence/Observable Behaviors

- Data analysis and results of student performance
- Copy of school improvement plan
- External review reports
- Faculty meeting, leadership team meeting agendas
- Alignment of goal setting and professional development plans

### Your Evidence
STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.

**Essential Question:** Do I work to ensure all students are receiving a quality education that addresses needs and celebrates strengths?

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

<table>
<thead>
<tr>
<th>I support staff in recognizing, respecting and employing each student’s strengths, diversity and culture as assets of both teaching and learning for personalized instruction.</th>
<th>0  N/A</th>
<th>1  Not at all</th>
<th>2  Partially</th>
<th>3  Somewhat</th>
<th>4  Almost fully</th>
<th>5  Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ensure each student has equitable access to effective teachers, challenging learning opportunities, educational resources, including technology, and social support.</td>
<td>0  N/A</td>
<td>1  Not at all</td>
<td>2  Partially</td>
<td>3  Somewhat</td>
<td>4  Almost fully</td>
<td>5  Completely</td>
</tr>
<tr>
<td>I use standards to align, focus and implement curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.</td>
<td>0  N/A</td>
<td>1  Not at all</td>
<td>2  Partially</td>
<td>3  Somewhat</td>
<td>4  Almost fully</td>
<td>5  Completely</td>
</tr>
</tbody>
</table>
### Some Examples of Evidence/Observable Behaviors

- Monitoring of lesson and unit plans demonstrating alignment
- Involvement of instructional decisions (including intervention) based upon data
- Monitoring of classroom learning activities engage students in challenging work
- Data-informed instructional approaches are used in the classroom
- Observation of challenging student work
- Structure of the day/system provides services and access to teachers, learning opportunities and social supports to students

### STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

**Essential Question:** Do I instill and foster a culture of continuous improvement and growth?

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

<table>
<thead>
<tr>
<th>I support teachers and staff by providing ongoing, actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.</th>
<th>0 N/A</th>
<th>1 Not at all</th>
<th>2 Partially</th>
<th>3 Somewhat</th>
<th>4 Almost fully</th>
<th>5 Completely</th>
</tr>
</thead>
</table>

Ohio Department of Education
<table>
<thead>
<tr>
<th>I employ Ohio Standards for Professional Development to organize the school as a professional learning environment to achieve positive outcomes for each student.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I continually improve effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of Evidence/Observable Behaviors**

- Rigorous evaluation process is completed for each staff member
- Personalized, teacher-driven professional development focused on student learning
- Provided feedback is clear, actionable, specific to professional growth
- Teacher leaders are utilized to support development of peers
- All staff have formal and/or informal opportunities to engage in leadership

**Your Evidence**
**STANDARD 6: EQUITY AND CULTURAL RESPONSIVENESS**

The effective educational leader models, supports and cultivates a school climate characterized by equity and inclusiveness.

**Essential Question:** Have I done enough to remove obstacles and disparities in access to a valuable education for all students?

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

<table>
<thead>
<tr>
<th>I demonstrate cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.</th>
<th>0 N/A</th>
<th>1 Not at all</th>
<th>2 Partially</th>
<th>3 Somewhat</th>
<th>4 Almost fully</th>
<th>5 Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>I support students and staff by establishing norms of respect, caring, learning and safety.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
<tr>
<td>I cultivate and monitor a school culture characterized by equity and inclusiveness.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
<tr>
<td>I confront and address individual and collective behaviors that disregard and/or defy equity and cultural responsiveness.</td>
<td>0 N/A</td>
<td>1 Not at all</td>
<td>2 Partially</td>
<td>3 Somewhat</td>
<td>4 Almost fully</td>
<td>5 Completely</td>
</tr>
<tr>
<td>Some Examples of Evidence/Observable Behaviors</td>
<td>Your Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Community conversations about culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adults and children are accountable for language, attitude, and behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Established norms of respect, caring, learning and safety are displayed throughout the building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff and students demonstrate inclusive behaviors in a variety of settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Corrective action is documented for behaviors that disregard equity and cultural responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written and verbal communications from school leader demonstrate cultural awareness and inclusiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 7: COMMUNITY OF CARE AND SUPPORT**

The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.

**Essential Question:** Do I effectively advocate on behalf of all students and create a positive environment for meeting the needs of the whole child?

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

<table>
<thead>
<tr>
<th>I establish and sustain a professional culture of engagement and commitment to the education of the whole child.</th>
<th>0 N/A</th>
<th>1 Not at all</th>
<th>2 Partially</th>
<th>3 Somewhat</th>
<th>4 Almost fully</th>
<th>5 Completely</th>
</tr>
</thead>
</table>

Ohio | Department of Education
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use and sustain coherent systems of academic, physical, social and emotional supports to meet the needs of each student.</td>
<td>0</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I develop and sustain a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.</td>
<td>0</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I build and support positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.</td>
<td>0</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I promote a healthy work-life balance for staff and self.</td>
<td>0</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
</tbody>
</table>
### Some Examples of Evidence/Observable Behaviors

<table>
<thead>
<tr>
<th>Some Examples of Evidence/Observable Behaviors</th>
<th>Your Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive timely, data-informed interventions in areas of need (academic, physical, social and emotional).</td>
<td></td>
</tr>
<tr>
<td>Stakeholders (parents, staff, students, community) report positive relationships and interactions.</td>
<td></td>
</tr>
<tr>
<td>Perception surveys</td>
<td></td>
</tr>
<tr>
<td>Interactions with students, staff and stakeholders are deliberate, visible and organized</td>
<td></td>
</tr>
<tr>
<td>Demonstration of visibility during the school day and in support of co-curricular and extracurricular programs</td>
<td></td>
</tr>
<tr>
<td>Promotion of school activities through a variety of media</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

**Essential Question:** Do I effectively make connections, build partnerships and consult and seek solutions through the community?

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

<table>
<thead>
<tr>
<th>I develop and sustain positive, collaborative and productive partnerships with families and the surrounding community.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
<td></td>
</tr>
</tbody>
</table>

---

**Ohio Department of Education**
### I use the school as a resource to identify and address community needs and understands the context of its existence within the larger community.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
</tbody>
</table>

### I maintain a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
</tbody>
</table>

### I build and sustain productive partnerships with the public and private sectors to promote continuous improvement and student learning.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
</tbody>
</table>

### Some Examples of Evidence/Observable Behaviors

- Media documenting school and community activities and partnerships
- Evidence of memberships and/or participation in community organizations/activities
- Identified school programs that address a variety of community demographics and resources
- Participation in professional organizations at various levels (local, state, national)
STANDARD 9: STRATEGIC STAFFING

The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

**Essential Question:** Have I demonstrated an understanding of staff capacity to effectively utilize all available personnel to support student learning?

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in the acquisition of high-quality recruits.</td>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I develop and/or utilize clear selection criteria and hiring processes.</td>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I align the assignment of staff to students’ needs to ensure the use of staff members’ diverse expertise and skill sets and culturally responsive practices.</td>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I provide opportunities for staff to assume leadership roles within the school.</td>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
<tr>
<td>I implement an evaluation process that promotes professional growth and performance of staff.</td>
<td>N/A</td>
<td>Not at all</td>
<td>Partially</td>
<td>Somewhat</td>
<td>Almost fully</td>
<td>Completely</td>
</tr>
</tbody>
</table>
Some Examples of Evidence/Observable Behaviors

- Teacher and staff evaluations
- Staff selection process
- Staff professional development plans
- Teacher leaders are utilized to support the development of peers
- Student performance data
- Classroom observation data and reports

STANDARD 10: SCHOOL OPERATIONS

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Essential Question: Have I demonstrated a comprehensive understanding of school operative functions, procedures and policies?

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

<table>
<thead>
<tr>
<th>I collaborate with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers.</th>
<th>0 N/A</th>
<th>1 Not at all</th>
<th>2 Partially</th>
<th>3 Somewhat</th>
<th>4 Almost fully</th>
<th>5 Completely</th>
</tr>
</thead>
</table>
LPDC / IPDP Management Suite Instruction Sheet

August 2019

Updating your Profile

1. Proceed to https://ipdp.ohconnect.org/default.asp. Enter the user name and password supplied through Ohio Connect.

2. Proceed to the Profile page. Update the information listed for you, as necessary. If you do not have or know your state licensure ID (listed on your educator certificate/license) click on the link underlined in red after the State Certification ID box. This will open the Ohio Department of Education (ODE) 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. Review your list of certificates/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 2016-2021”
   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? Three to five sentences are appropriate.
   d. Check the appropriate boxes for those standards and subsets that correspond with your plan’s goals.
   e. Goals – at least two are required. (In the case of multiple licenses, educators are required to have at least one additional 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, as necessary, by going to View Plan and click on Revise Approved Plan found in the upper right hand corner.
Submitting Professional Development Activities for Approval

1. Once an IPDP 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, Please remember, clock hours should be divided by 10 to arrive at the number of CEUs being requested).
   e. Enter vendor (ESC of Northeast Ohio, 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.
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

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:
LPDC 2:8/19

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

LPDC 2:8/19

Approved _____ Date _____ Initials _____
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

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

Name: ___________________________________________ Date Submitted: ________________

Present Teaching Assignment: __________________________________________________________

---

REVISIONS

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

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

LPDC 3:8/19
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  Contact Hours  semester hours  

Rejected/Pending (circle) on ________ for the following reasons:  

IPDP not on file/approved  

Official verification materials not included/on file  

Reviewed by following LPDC committee members: 

Date: ________

Place in educator’s LPDC file
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

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 by LPDC chairperson. Copy is 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 _____________________________.

Confirmation of meeting is to be made within three business days by e-mailing

________________________________________ at _____________________________.

LPDC USE:
Notification of Appeal Hearing Sent On: ____________________________

Comments:

LPDC 5:8/19