

Directions for Completing Professional Development Forms

- Step 1: Complete pages 2 and 3 (Approval Form)
- Step 2: Give the entire packet to your building representative for LPDC approval. Your packet will be returned once approved.
Elementary: Dawn Kaufman
Middle School: Sue Rice
High School: Becky Kress
- Step 3: Upon completion of your coursework/professional development, complete the evaluation on pages 4 and 5.
- Step 4: Return your packet along with the documentation you have checked on page 5.

Directions for Completing a new IPDP

- Step 1: Complete pages 12 and 13
- Step 2: Give forms to your building representative for LPDC approval. A copy of the IPDP will be returned to you once approved.
Elementary: Dawn Kaufman
Middle School: Sue Rice
High School: Becky Kress

Notes:

- Forms can be printed individually by going to File, Print and clicking *Pages* in the print range box. Then, type in the page number(s) to be printed. Ex: 12-13
- Most forms are fill-in with the exception of pages 12 and 13, the IPDP form; however, you may fill in the example IPDP on pages 14-16.
- Forms are also available in the staff mail room.

The forms included in this packet come from ODE and will be the only forms accepted. 10/1/09

Brown Local Schools

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

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

Brown Local Schools

Number of contact hours	Number of CEUs requested
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Please turn to page entitled "Evaluation of Approved PD" and check the box or boxes in front of the PD standards you expect to address in this PD experience.

Signature of applicant _____ Date _____

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

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Brown Local Schools

Evaluation of Approved Professional Development
[To be completed *after* the PD experience]

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards.
Answer only those which apply to this PD experience.

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

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

Submitted documentation: (Check all that apply.)

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

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- Revise/Resubmit

Revision Advice:

-OR-

- Approved as written

Approval Signature _____ **Date** _____

Brown Local Schools



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

Approval Verification Form
For Educators Leaving a LPDC

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

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

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

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved professional development activities (CEUs)

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

Please print:
 Name of Authorized Signer Matthew J. Rodriguez
 Name of School/District Brown Local Schools
 LPDC IRN 046177
 Name of LPDC Brown Local Professional Development Committee
 LPDC chairperson Matthew J. Rodriguez
 LPDC address 401 W. Main St.
Malvern, OH 44644
 Chairperson phone number 330.863.1355 Ext. 5
 Chairperson email address rodriguezma@brownlocalschools.com

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

4/2009

25 South Front Street (877) 644-6338
Columbus, Ohio 43215 (888) 886-0181 (TTY)
education.ohio.gov

Brown Local Schools

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

Name: <i>Middle School Teacher</i>	IPDP Approval Date: <i>12/10/2008</i>
Teaching/Work Assignment: <i>Grade 6 Science</i>	
District & Building/School Name: <i>Small Town Middle School</i>	
Date(s) of Professional Development: <i>2/14/2009 to 4/30/2009</i>	
Location of Professional Development: <i>Central Office - Technology Lab</i>	
Title of Professional Development: (Specify) <i>Infusing Technology Into the Science Curriculum</i>	
Type Select one or more as appropriate. <ul style="list-style-type: none"> <input type="checkbox"/> College/university course <input checked="" type="checkbox"/> Ongoing series of workshop sessions <input type="checkbox"/> Conference <input type="checkbox"/> Single workshop <input type="checkbox"/> Professional Learning Team/Community Involvement <input type="checkbox"/> Independent study/action research <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> District leadership team, LPDC, curriculum development, school improvement <input type="checkbox"/> Coaching/mentoring student teachers, new teachers or teachers in need <input type="checkbox"/> Other, not listed above: (Specify)_____ 	
Description of PD <i>This is a series of workshops (10 sessions) that will focus on using the Smart Board, digital imager, and the internet to improve science instruction in the classroom. The teacher will be shown how to create and utilize computer learning games, power point presentations, webcasts, and webquests. The teachers will then develop products to use in their science classrooms. The teachers will be requested to focus on an area of science instruction where they feel they need additional teaching strategies and in-servicing.</i>	
IPDP Goal(s) applicable to this PD <i>Goal 2</i> <i>Explore varied teaching strategies and methods so as to best meet the needs of each individual learner in my classroom.</i> <i>Goal 3</i> <i>Acquire more knowledge about Earth Science so as to better understand the content standards and more effectively design and instruct the Earth Science Content Standards for my grade level.</i>	

Number of contact hours: 40	Number of CEUs requested: 4 CEUs
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Signature of applicant _____ Date _____

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Revision Advice:

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Approved as written

Approval Signature _____ Date _____

Evaluation of Preapproved Professional Development
[To be completed after the PD experience]

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards. Answer ALL that apply.

Standard 1: How has the PD been ongoing? –or- how will you extend this PD experience over time?
There were 10 workshop sessions and each session lasted for four hours. There were also out of class assignments to complete weekly. This professional development has provided me with the skills to better utilize technology in my science instruction. I plan to continue to integrate technology into my lessons. Some of the technology that I learned that I plan to continue to use was the creation of power points to share knowledge with students, computer learning games (i.e. Jeopardy, etc.) to review information, digital imaging to ensure that all students can see the demonstration, webcasts so that the students can receive and share information and web quests to allow students to research information on the internet. These activities are all designed to improve student achievement which is the number one priority in our district. While engaged in the professional development, I kept a journal describing which technology strategies I felt were benefiting my students the most. I plan to continue to journal which strategies and activities I feel are the most beneficial for improving student achievement.

Standard 2: What data sources guided you toward this PD?

Standard 3: How does the PD include opportunities for collaboration?
The workshops were attended by the majority of the science educators in our district and by our district technology coordinator. We worked together by grade level and/or content area of science to create products to use in our classrooms. We also set up a discussion board on our district website where we could communicate more easily with each other concerning infusing technology into our lessons. This discussion board has allowed us to share teacher developed products, computer knowledge, and reflections. We have also designated part of our monthly departmental meeting times to the discussion of infusing technology into our lessons.

Standard 4: How did the PD include varied learning experiences to accommodate adult learning needs?

Standard 5: Evaluate the PD as to its short- and long-term impact. Be as specific as possible.

Standard 6: How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? Be specific.

I have developed the skills to integrate technology (Smart Boards, power points, digital imagers, computer learning games, webcasts and web quests) into my classroom instruction and thereby improve my instructional process. By using a variety of teaching techniques I can better meet the needs of all of my student learners. By using the power points, computer learning games, and web quests, I can do more informal observations of the academic progress of my students. The questions on the power points and computer learning games provide a very quick indication as to how well each student is achieving. The web quests allow me to see how my students are doing while engaging in research on the computer.

This PD also provided me with a series of resources that are available on the internet to help support and inform my instruction (ORC, IMS, and the SMART Consortium). These resources provide support to help align my lessons to the state content standards for grade 6 science and provide lesson suggestions.

My students enjoy creating their own webcasts on the topics that we are studying and sharing those webcasts with their classmates and their families.

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

Submitted documentation: (Check all that apply.)

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

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Brown Local Schools
Individual Professional Development Plan / Goal Sheet

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

Brown Local Schools
Individual Professional Development Plan / Goal Sheet

Additional goals (if applicable):

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Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Individual Professional Development Plan / Goal Sheet

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

Goal 3

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

Educator Standard:

Teacher #2 Content

Teacher #4 Instruction

Additional goals (if applicable):

Empty box for additional goals.

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Section Two: Ohio Standards for the Teaching Profession

- 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 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.
- 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.
- 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.
- 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.