

Writing an Individual Professional Development Plan

- NOTES:
- Plan must include four Elements from at least two different Standards
 - Indicator levels are for the purpose of self assessment and are not part of the evaluation process outlined in the Agreement between the Chagrin Falls Education Association and the Board of Education.
 - Online courses no longer need pre-approval by the LPDC



Standard (red): Choose a standards you would like to focus on.

Element (orange): Choose an element within the standards you would like to focus on.

Current Indicator level (green): Read through the indicators, and decide if you are proficient or accomplished within your chosen element

Target Indicator level (green): Then look to the next level up for your goal by the end of your IPDP

Indicators (green): Which specific Indicator(s) will you be working towards? (the higher level.)

Anticipated Outcomes(blue): What is the anticipated plan and outcome from/for professional development? (Measurable evidence related to practice in student achievement). Write your own, or choose from the possible evidence list.

Repeat for each standard/element. You must have at least 2 different standards represented in your IPDP.
4 different elements are required, 5 and 6 are optional.

Activities (purple): What activities do you plan on completing to achieve these standards? Write your own, or choose from the possible evidence list.

STANDARD 1: Students

Standard 1	Teachers understand student learning and development and respect the diversity of the students they teach		
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	a) Teachers demonstrate an understanding of research on human development, learning theory and the brain. b) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly.	c) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.	d) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.
1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.	a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.	b) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development. c) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.	d) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.
1.3 Teachers expect that all students will achieve to their full potential.	a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities. b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve.	c) Teachers set specific and challenging expectations for each individual student and each learning activity. d) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.	e) Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.
1.4 Teachers model respect for students' diverse cultures, language skills and experiences.	a) Teachers display knowledge of the interests or cultural heritage of groups of students and recognize the value of this knowledge (Danielson, 1996). b) Teachers set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms. c) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual. d) Teachers respect and value the native languages and dialects of their students, and	e) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. f) Teachers implement instructional strategies that support the learning of English as a second language and the use of Standard English in speaking and writing in the classroom. g) Teachers foster a learning community in which individual differences and perspectives are respected.	h) Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.

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	use students' current language skills to achieve content-area learning goals.		
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	<p>a) Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices.</p> <p>b) Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students, and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).</p> <p>c) Teachers refer students for screening and assessment when appropriate.</p> <p>d) Teachers seek and use support from specialists and other sources of expertise to enhance student learning.</p>	<p>e) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.</p> <p>f) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.</p>	<p>g) Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources.</p>
<p>Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such</p>			
<ul style="list-style-type: none"> ● Students work samples that build on life experiences, prior knowledge and interest ● Use of demographic information in planning, instruction and reflection ● Student conference notes illustrating efforts made for instructional differentiation ● Samples of grouping strategies accompanied by reasons for such groupings ● Samples of contracts developed for specific learning needs of diverse student ● Problem solving and critical thinking student work samples ● Modifications made for exceptional needs students, learning styles and achievement levels ● Samples of ELL modifications/accommodations ● Student-led or goal-setting conferences documentation ● Student reflection and self-evaluation samples 			

STANDARD 2: Content

Standard 2	Teachers know and understand the content area for which they have instructional responsibility		
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
<p>2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.</p>	<p>a) Teachers identify the relevant research, principles, theories and debates significant to the content they teach.</p> <p>b) Teachers use their knowledge and understanding of content area concepts, assumptions and skills in their planning and instruction.</p> <p>c) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning.</p>	<p>d) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning.</p> <p>e) Teachers seek out opportunities to enhance and extend their content knowledge.</p> <p>f) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.</p>	<p>g) Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators</p>
<p>2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p>	<p>a) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning.</p>	<p>b) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.</p> <p>c) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning.</p> <p>d) Teachers incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.</p>	<p>e) Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.</p>
<p>2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.</p>	<p>a) Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio academic content standards.</p>	<p>b) Teachers extend and enrich the curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards.</p>	<p>c) Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum</p>
<p>2.4 Teachers understand the relationship of knowledge within the</p>	<p>a) Teachers make relevant content connections between disciplines.</p>	<p>b) Teachers prepare opportunities for students to apply learning from different content areas to solve problems.</p>	<p>d) Teachers design projects that require students to integrate knowledge and skills across several content areas (Cotton, 1999).</p>

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discipline to other content areas.		c) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.	e) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.
2.5 Teachers connect content to relevant life experiences and career opportunities.	a) Teachers facilitate learning experiences that connect to real-life situations and careers.	b) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning.	c) Teachers design innovative learning activities that replicate real life and workplace activities. d) Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences.
Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such			
<ul style="list-style-type: none"> ● Units of study that demonstrate knowledge of content ● Lesson plans with academic content standards alignment referenced ● Samples of instruction planned around key concepts ● Lesson and unit plans include appropriate resources available for enrichment ● Curriculum mapping ● Evidence of leading professional development or serving as an adjunct in higher education 			

STANDARD 3: Assessment

Standard 3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning			
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	a) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning. b) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.	c) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle. d) Teachers demonstrate an understanding of assessment related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them.	e) Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.
3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	a) Teachers align classroom assessments with curriculum and instruction. (Cotton, 1999) b) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.	c) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles. d) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities.	e) Teachers work with other educators to design and revise assessment policies and procedures as appropriate. f) Teachers enhance other educators' knowledge of best practices in assessment.
3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	a) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction. b) Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. c) Teachers maintain accurate and complete assessment records as needed for data-based decision making.	d) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. e) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles. f) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success.	g) Teachers promote the use of student data to inform curriculum design. h) Teachers promote the use of student data to implement targeted strategies for instruction.
3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.	a) Teachers define assessment criteria and standards and relate these to students. b) Teachers provide substantive, specific and timely feedback of student progress to	c) Teachers use a variety of means to communicate student learning and achievement. d) Teachers design and share resources with	e) Teachers lead collaborative efforts to create common assessments among grade level and/or content-area teachers, and share assessment results with colleagues to

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	students, parents and other school personnel while maintaining confidentiality.	parents to facilitate their understanding of their child’s learning and progress.	collaboratively plan instruction that will best meet individual student needs.
3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	<p>a) Teachers model the use of self assessment and goal-setting.</p> <p>b) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained. c</p>	<p>) Teachers prepare student self assessment tools and strategies, regularly monitor their use and encourage student goal-setting.</p> <p>d) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.</p>	<p>e) Teachers create a learning environment in which students develop their own self-improvement plans and measure their own progress.</p> <p>f) Teachers improve colleagues’ abilities to facilitate student self assessment and goal setting.</p>

Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such

- Student assessments: formal and teacher-made
- Data based decisions
- Sample student awards
- State-mandated standardized tests
- Student progress reports
- Writing samples from fall and spring that show growth
- Student reflections, self-evaluations or peer evaluations
- Lab reports from fall and spring
- Student anecdotal records
- Rubrics developed for different units, projects, lessons
- Examples of testing modifications

STANDARD 4: Instruction

Standard 4	Teachers plan and deliver instruction that advances the learning of each student		
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.	a) Teachers follow district curriculum priorities. b) Teachers select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.	c) Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards.	d) Teachers actively participate in the development and implementation of district initiatives focused on improving student performance and closing the achievement gap. e) Teachers assume leadership roles to define and revise district, region and state curriculum priorities
4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.	a) Teachers use preassessment data and information they have gathered about students’ learning needs and performance to develop appropriate learning activities. b) Teachers adjust instruction based on student learning. c) Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.	d) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. e) Teachers make curriculum and instructional decisions that respond to the immediate teaching context and student needs.	f) Teachers reflect critically on their own and others’ instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	a) Teachers clearly communicate learning goals to students. b) Teachers communicate to students the link between learning activities and goals	c) Teachers establish and communicate challenging individual learning goals based on the needs of each student. d) Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals	e) Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.
4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.	a) Teachers understand the cognitive processes associated with learning, and demonstrate through instruction that they know how to stimulate these processes.	d) Teachers articulate a logical and appropriate rationale for the sequence of learning activities.	g) Teachers evaluate instructional processes in order to ensure a systematic, purposeful, research-supported process for teaching new knowledge or skills.

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	<p>b) Teachers use research based instructional strategies.</p> <p>c) Teachers implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p>	<p>e) Teachers link the content of each learning activity to the content of previous and future learning experiences.</p> <p>f) Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.</p>	
<p>4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p>	<p>a) Teachers gather and use student data to choose appropriate instructional strategies for groups of students.</p> <p>b) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students.</p> <p>c) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.</p>	<p>d) Teachers differentiate instruction to meet individual student’s learning needs.</p> <p>e) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.</p> <p>f) Teachers provide varied options for how students will demonstrate mastery.</p>	<p>g) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals.</p> <p>h) Teachers create professional development opportunities for colleagues to study research-based methodologies and design materials that support students’ individual learning needs.</p>
<p>4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</p>	<p>a) Teachers choose learning activities that support the development of students’ cognitive abilities.</p> <p>b) Teachers employ effective, purposeful questioning techniques during instruction.</p>	<p>c) Teachers provide complex, creative, open-ended learning opportunities for students.</p> <p>d) Teachers encourage students’ critical thinking by asking challenging questions about disciplinary content.</p>	<p>e) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning.</p>
<p>4.7 Teachers use resources effectively, including technology, to enhance student learning</p>	<p>a) Teachers use materials and resources that support their instructional goals and meet students’ needs.</p> <p>b) Teachers effectively use technology that is appropriate to their disciplines.</p> <p>c) Teachers effectively support students in their use of technology.</p>	<p>d) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student’s needs.</p> <p>e) Teachers develop students’ abilities to access, evaluate and use technology.</p>	<p>f) Teachers help their colleagues understand and integrate technology into instruction. g) Teachers create and select instructional materials from varied sources to engage students and meet their learning needs.</p>

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Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such

- Student work samples
- Samples of an activity or assignment
- Student Pre and Post Assessments
- Student interest surveys
- Lesson and/or unit plans evidencing a variety of instructional designs and strategies
- Evaluator or mentor observation notes
- Student assessments and lesson plans that reflect change based on the results of assessments
- Evidence of adaption of learning to meet student needs
- Documentation of a wide range of materials used, including technology
- Long and short range plans that include differentiated activities
- Lesson plans differentiated by student developmental levels and interest
- Videos of instruction that demonstrate the use of a variety of instructional strategies
- Individual student conference records

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STANDARD 5: Learning Environment

Standard 5		Teachers create learning environments that promote high levels of learning and achievement for all students		
Element	Indicators by Level			
	Proficient	Accomplished	Distinguished	
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	a) Teachers demonstrate caring and respect in their interactions with all students. b) Teachers develop and teach expectations for respectful interactions among students. c) Teachers use strategies to promote positive relationships, cooperation and collaboration among students.	d) Teachers create classrooms in which students demonstrate caring and respect for one another. e) Teachers seek out and are receptive to the thoughts and opinions of all students.	f) Teachers model expectations and behaviors that create a positive school and district climate of openness, respect and caring.	
5.2 Teachers create an environment that is physically and emotionally safe.	a) Teachers clarify standards of conduct for all students. b) Teachers use a variety of effective classroom management techniques. c) Teachers provide a safe learning environment that accommodates all students.	d) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students. e) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work.	f) Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.	
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.	a) Teachers foster student enthusiasm for and curiosity about the discipline. b) Teachers establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999).	c) Teachers encourage self directed learning by teaching students to outline tasks and timelines (Cotton, 1999). d) Teachers vary their roles in the instructional process (instructor, facilitator, coach) based on the content, focus of learning and student needs.	e) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.	
5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	a) Teachers use flexible learning situations, such as independent, small group and whole class. b) Teachers develop guidelines for and model cooperative learning.	d) Teachers employ cooperative learning activities. e) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning.	f) Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity. g) Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms.	

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	c) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills.		
5.5 Teachers maintain an environment that is conducive to learning for all students.	<p>a) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive (Cotton, 1999).</p> <p>b) Teachers transition between learning activities and use instructional time effectively.</p> <p>c) Teachers convert physical space to facilitate instruction.</p>	d) Teachers conduct periodic reviews of classroom routines and revise them as needed (Cotton, 1999).	e) Teachers influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).
<p>Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such</p>			
<ul style="list-style-type: none"> ● Classroom rules, agreements, schedules, routines and benchmarks posted ● Records of class meetings ● Photographs of classroom displays, learning centers, students at work, etc. ● Letter to parents outlining management procedures ● Student or parent surveys that address classroom climate ● Observation notes ● Student self-evaluation of behavior ● Demonstration of smooth transitions ● Classroom set-ups 			

STANDARD 6: Collaboration and Communication

Standard 6	Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning		
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
6.1 Teachers communicate clearly and effectively.	a) Teachers exemplify clear and effective communication by using clear and correct spoken and written language.	b) Teachers use effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), ask questions and stimulate discussion.	c) Teachers model effective verbal, nonverbal and media communication techniques, and support positive changes in colleagues' communication abilities and styles.
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	a) Teachers use a variety of strategies to communicate with parents and caregivers about student learning. b) Teachers maintain appropriate confidentiality in all communications with parents and caregivers. c) Teachers welcome communication from parents and reply in a timely manner.	d) Teachers form partnerships with parents and caregivers to support student learning and development. e) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning. f) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home.	g) Teachers create classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement.
6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.	a) Teachers establish productive relationships with members of the school community and consult with and learn from others. b) Teachers consult with and learn from colleagues in planning and implementing their own instruction.	c) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. d) Teachers use effective collaboration skills in their work with others within the school community.	e) Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement.
6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	a) Teachers, as part of an instructional team, identify when and how to access appropriate services to meet exceptional learning needs, and implement referrals appropriately. b) Teachers involve community members in classroom activities, as appropriate.	c) Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement. d) Teachers use various medical and social service providers in the community to support students' mental health and well-being.	e) Teachers build and sustain partnerships with the local community and community agencies in response to identified needs of students. f) Teachers serve as advocates for the local school system and communicate the value of their work within the community.

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Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such

- Notes of collaboration occurring with colleagues
- Log of phone contacts to parents
- Samples of work produced from collaboration with colleagues
- Documentation of meetings, committees and school event planning with parents and other community members
- Samples of parent newsletters
- Samples of classroom website at various times during the year
- Log of email contact with parents
- Log of parent conferences

STANDARD 7: Professional Responsibility and Growth

Standard 7	Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community		
Element	Indicators by Level		
	Proficient	Accomplished	Distinguished
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	<p>a) Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.</p> <p>b) Teachers separate their personal beliefs from their professional interactions with students and families.</p> <p>c) Teachers understand and follow district policies and state and federal regulations.</p>	d) Teachers help their colleagues access and interpret laws and policies, and understand their implications in the classroom.	e) Teachers help shape policy at the local or state level.
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development	<p>a) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction.</p> <p>b) Teachers know and use Ohio Standards for Professional Development.</p> <p>c) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves.</p>	<p>d) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders.</p> <p>e) Teachers analyze their content knowledge and instructional strengths and weaknesses, and present and implement targeted ideas for professional growth.</p>	<p>f) Teachers create and deliver professional development opportunities for others.</p> <p>g) Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.</p>
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	a) Teachers participate in team or departmental decision making.	b) Teachers are actively involved in professional and community organizations that advance teaching and learning.	<p>c) Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design.</p> <p>d) Teachers facilitate the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school and district.</p>

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Possible Evidence: This is not an exhaustive list of potential evidence sources and should not be interpreted as such

- Materials from workshops and seminars
- Log of extra-curricular activities or volunteer work
- Samples of materials from professional organizations, conferences, and networks that demonstrate professional collaborations
- Service on professional committees
- Written notes/reflections on professional goals
- Examples of sharing with other educators and administrators knowledge and information in areas of expertise
- Evidence of connecting the community to the classroom – list of speakers, etc.

Activities: This is not an exhaustive list of potential evidence sources and should not be interpreted as such

The following standards will be met in one or more of the following ways:

- online/internet courses,
- college courses,
- professional conferences/workshops,
- professional presentations,
- mentoring a teacher.