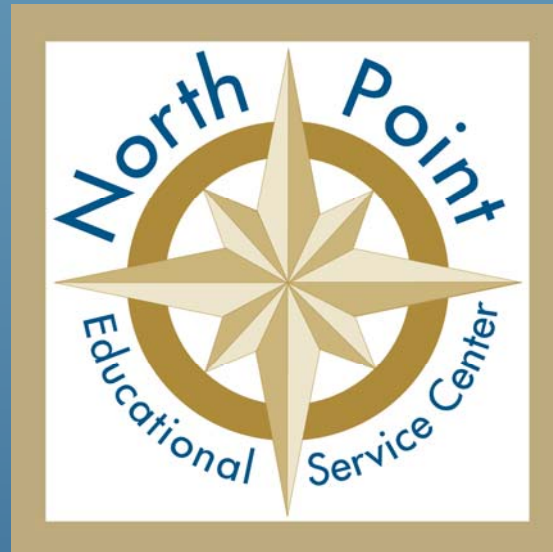


www.npesc.org



Local Professional Development Committee Guidelines

North Point Educational Service Center

(Revised May 2011)

**North Point Educational Service Center
LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS**

The following members represent your LPDC. As you work through your Individual Professional Development Plan (IPDP) and have any questions, please feel free to contact a member for assistance.

<u>Name</u>	<u>Location</u>	<u>Phone # / Email</u>	<u>Contract</u> (A = Administrative; T = Teacher)
Stacey Cavello	Norwalk High School	(419) 668-2079 sbrough@npesc.org	T
Donna Dresser	Erie County Detention Center	(419) 627-7611 ddresser@npesc.org	T
Krista Foley	Willard High School	(419) 935-0181 kfoley@npesc.org	T
Laurie Martin	Townsend Building	(419) 684-5385 lmartin@npesc.org	A
Denise Mitchell	NPESC/Genoa	(419) 855-3589 dmitchell@npesc.org	T
Kim Morrow	Townsend Building	(419) 684-5385 kmorrow@npesc.org	T
Judy Motolik	Meadowlawn Elementary	(419) 625-0214 jmotolik@npesc.org	T
Julie Myers	Edison Elementary	(419) 499-3000 ext. 1161 jmyers@npesc.org	A
Karen Ruf	Townsend Building	(419) 684-5385 kruf@npesc.org	A
Sandra Swick	Bataan Elementary	(419) 734-5362 sswick@npesc.org	T
<u>Alternates:</u>			
Sharon May	WSOS Sutton Center	(419) 734-1452 smay@npesc.org	T
Jack Nitz	Port Clinton Board of Education	(419) 732-2103 jnitz@npesc.org	A
<u>Chairperson:</u>			
Doug Crooks	NPESC/Sandusky	(419) 625-6274 dcrooks@npesc.org	A
<u>Secretary:</u>			
Mandy Martin	NPESC/Sandusky	(419) 625-6274 amartin@npesc.org	

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NOTE: The LPDC Guidelines and forms can be downloaded from the NPESC website at:
www.npesc.org.

COMMITTEE GUIDELINES

PURPOSE

The purpose of the North Point Educational Service Center Local Professional Development Committee is to review educators' coursework and other proposed professional development activities to determine if the requirements for transition/license renewal have been met.

MISSION

The mission of the North Point Educational Service Center Local Professional Development Committee is to foster and encourage relevant professional staff development in order to facilitate improved student performance and to ensure a fair and equitable process for credential renewal.

GOVERNANCE

The North Point Educational Service Center Local Professional Development Committee or the Ohio Department of Education's regulations, policies, procedures, and governance shall not supersede NPESC policy. Proposals to the NPESC LPDC and approvals/denials by the NPESC LPDC shall not override NPESC policy. Please refer to the Certificates/Licenses section in the NPESC Employee Handbook.

REPRESENTATION

The North Point Educational Service Center Local Professional Development Committee includes the following members:

- Seven members employed under a teacher contract.
- Three members employed under an administrative contract.
- Chairperson appointed by the NPESC Superintendent.
- Secretary appointed by the NPESC Superintendent.

COMMITTEE SELECTION AND RESPONSIBILITIES

The North Point Educational Service Center Local Professional Development Committee shall consist of the following roles and corresponding terms of office.

CHAIRPERSON

The Chairperson shall be appointed by the NPESC Superintendent. The Chairperson is a voting member of the committee.

The duties of the Chairperson include:

- preside at all LPDC meetings
- establish a meeting calendar, call all meetings, and set all agendas
- ensure that LPDC and IPDP processes and procedures are followed
- serve as a liaison to other district professional development committees
- serve as the appeals process contact and liaison
- serve as one of the LPDC reviewers of Center educator professional development plans for license renewals
- suggest training needs of LPDC members
- sign the necessary documents for license renewals as required by the Ohio Department of Education

SECRETARY

The Secretary shall be appointed by the NPESC Superintendent from the Central Office secretarial staff. The Secretary is a non-voting member of the committee.

The duties of the Secretary include:

- keep accurate minutes of the LPDC meetings
- send minutes and agenda to LPDC members at least 48 hours in advance of the next regularly scheduled meeting
- serve as general communication liaison with staff
- be responsible for all necessary committee correspondence
- keep LPDC records up-to-date and keep mailing lists of all committee members
- maintain a notebook or easily accessible electronic record of all committee activities
- keep IPDP files at the Central Office in order

COMMITTEE MEMBERS

Committee members are NPESC employees.

The terms of office and duties of the members of the LPDC include:

- members' terms of office may be up to 3 years
- in cases of assignment/location transfers of committee members, the Chairperson has the authority to adjust the term of office based upon the new contract type
- elect one of the members to act in the absence of the chairperson
- serve as staff information contact people
- serve as reviewers of Center educator professional development plans for license renewal
- suggest necessary professional growth needs for committee members
- remain current with LPDC guidelines and ODE licensure standards

COMMITTEE PROCEDURES

COMMUNICATION

Notices of LPDC meetings will be posted on the NPESC website (www.npesc.org) and listed in the service area newspapers. Meetings of the LPDC will operate under the Open Meeting Act (Sunshine Law) and will reflect the policy and procedures observed by the North Point Educational Service Center Governing Board.

Minutes and records of decisions made by the committee shall be maintained by the LPDC Secretary and kept on file at the Center.

MEETINGS

Frequency - The LPDC will meet monthly, September through June, as needed. The Chairperson has the right to cancel a meeting if there is no business to be conducted during that month. An emergency meeting of the LPDC may be called by the Chairperson with concurrence of a majority of the members.

Location - All meetings of the LPDC will be conducted at the North Point Educational Service Center in Sandusky.

Quorum - Five (5) out of eleven (11) voting members constitute a quorum for the purpose of conducting LPDC business. When considering an IPDP for an employee under a teaching contract, the committee must consist of a majority of teachers or employees under a teaching contract. When considering an IPDP for an employee under an administrative contract, the committee must consist of a majority of administrators or employees under an administrative contract.

APPEALS

If the IPDP is rejected by the LPDC, the educator shall be given the reasons for the rejection.

A written appeal request shall be submitted to the LPDC Chairperson within 10 working days prior to the next regularly scheduled LPDC meeting.

An appeal may be presented in person at the next regularly scheduled LPDC meeting. A signed request for inclusion on the agenda must be received by the LPDC Chairperson 10 working days prior to that regularly scheduled LPDC meeting.

Written notification of the appeal decision shall be provided to the educator within 10 working days following the LPDC meeting.

AMENDMENTS

The LPDC may recommend revision of this document by a majority vote of its members in favor of the amendment.

Amendments which alter the requirements for approved IPDP's and/or approved course/activity proposals shall not negatively impact any individual who has already begun pursuit of a license.

Amendments may be suggested by any certificated employee. Amendments are to be submitted in writing to the LPDC Chairperson, who shall make the LPDC aware of such suggestions at the next regularly scheduled LPDC meeting.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Every new employee of the North Point Educational Service Center, who holds an eight year Ohio professional certificate or a five year license, must have a current IPDP on file by September 30 or within 30 days of beginning employment. The new employee must notify the NPESC LPDC Secretary if he/she is utilizing previously approved CEU credit from another district's LPDC by submitting a verification form. (See: Reciprocity)

Current employees must have an IPDP on file within 30 days of license renewal.

The LPDC reserves the right to accept/decline proposals for any credit taken during which time an approved IPDP has not been on file.

If you have multiple licenses/certificates listed on your IPDP, your IPDP must be updated after each transition/license renewal.

Professional development included in an IPDP should focus on the educator's needs identified in the *Organizing for High Quality Professional Development* self-assessment tool (See: Appendix). The majority of the professional development selected should be relevant to the educator's current working assignment.

To guarantee review, an IPDP must be submitted at least 10 working days prior to the next scheduled committee meeting. IPDP's submitted after this cut off date will be reviewed at the next regularly scheduled LPDC meeting. Meeting dates are posted on the Center's website.

Reviewed IPDP's will be returned to the educator within 10 working days after the LPDC meeting.

IPDP's which are denied must be resubmitted within 10 working days prior to the next regularly scheduled LPDC meeting. A denied IPDP may be appealed. (See: Appeals)

If an employee is not able to be fingerprinted due to issues with print quality, the employee may submit a new IPDP for LPDC approval prior to receiving the renewal license from ODE. The LPDC will determine when this exception is appropriate for an employee.

RECIPROCITY

A previously employed new hire who holds a certificate/license issued by the ODE and who has coursework/activities approved by his/her prior LPDC during the current renewal cycle shall have said coursework/activities approved by the North Point Educational Service Center LPDC when accompanied by verifiable supporting documentation.

Upon employment, the educator will need to complete an NPESC IPDP following the procedures and criteria of the LPDC. This new IPDP must be on file with the LPDC by September 30 or within 30 days of employment. New employees must submit the Approval Verification Form for Educators Leaving a LPDC to document previously approved CEU credit. The verification form must be submitted to the NPESC LPDC Secretary.

PROFESSIONAL DEVELOPMENT ACTIVITY PROPOSALS AND CREDIT

Graduate coursework, CEU classes/workshops, and/or equivalent professional development activities may be used to satisfy the Ohio Department of Education renewal requirements.

Although required work within a Master's Degree program applies to the university degree, courses submitted to the LPDC for license renewal purposes must be relevant to an approved IPDP.

Please refer to the Continuing Education Unit Options charts in the Appendix to determine if your professional development activity requires pre-approval and post-approval from the LPDC. Pre-approval and post-approval forms must be submitted to the LPDC Secretary 10 working days prior to the next regularly scheduled meeting.

For CEU credit to be granted at the time of transition/license renewal, the NPESC LPDC Summary of Continuing Education Unit Options Completed for Licensure Renewal form must be completed and submitted with appropriate documentation.

The LPDC reserves the right to accept/decline proposals for any credit taken during which time an approved IPDP has not been on file.

Any proposal not submitted on the current form will be returned without review. The proposal shall be resubmitted in appropriate format for consideration at the next regularly scheduled LPDC meeting.

Activities which are part of one's regular duties will not be considered as a CEU option.

Participants in workshops cannot simultaneously use both contact hours and college credit as a CEU option toward the renewal of their license.

CONTINUING EDUCATION UNITS (CEU's)

Under the standards for license renewal, 18 continuing education units are required.

CEU's shall be assigned as deemed appropriate by the North Point Educational Service Center Local Professional Development Committee. The following guidelines will be used:

- 1 semester hour = 3 CEU's
- 1 quarter hour = 2 CEU's
- 10 contact hours = 1 CEU

These guidelines do not restrict the LPDC to awarding credit solely on contact-time basis. Justification must be provided for credit sought.

Once an LPDC Pre-Approval Activity Proposal Form has been approved, it is the responsibility of the individual to fully complete the components of the proposal in a timely manner. If modifications to the professional development activity are to be made, the individual must resubmit a pre-approval form for committee review. Deviations from the original proposal may result in a change in the number of CEU's granted for the professional development activity or possible denial of the activity. CEU's will be awarded after the submission of the LPDC Post-Approval Activity Form.

THREE WAYS TO TRANSITION/RENEW

Please refer to the Continuing Education Unit Options Professional Development Activities Requiring Submission of LPDC Pre-Approval and Post-Approval Forms and the Continuing Education Unit Options Professional Development Activities Not Requiring LPDC Pre-Approval charts in the appendix. The charts list the criteria and verification required for each professional development activity.

Three ways to transition/renew:

- Accumulate 6 Semester Hours
- Accumulate 18 CEU's or 180 Contact/Clock Hours
- Accumulate 18 CEU's using a combination

INSTRUCTIONS FOR TRANSITIONING/RENEWING LICENSES

RENEWAL PROCESS

You may begin the renewal process after January 1 of the year your certificate/license expires.

Calculate all CEU's earned since the license issue date.

When applying for licensure renewal, send the following (as a packet) to the LPDC Secretary at the NPESC Sandusky office. Please complete all necessary forms in their entirety. Failure to do so will delay the application process.

- Summary of Continuing Education Unit Options Completed for Licensure Renewal form with appropriate documents
- ODE Application with check payable as per the instructions on the application. This application can be downloaded from both the ODE and via a link on the NPESC websites.

CRIMINAL BACKGROUND CHECK REQUIREMENT

To comply with House Bill 190, the Ohio Department of Education (ODE) requires applicants for any license or permit that it issues to complete both an Ohio criminal background check and an FBI criminal background check.

If an application is received without the appropriate background check results on file, ODE will place the application on hold pending receipt of the results.

Important

Failure on your part to have an approved IPDP on file with the NPESC LPDC may result in no credit for coursework/CEU's taken thus far, potentially resulting in the non-renewal of your license and possibly impacting your employment status.

Refer to the Certificates/Licenses section of the NPESC Employee Handbook.



APPENDIX

NORTH POINT EDUCATIONAL SERVICE CENTER LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

CONTINUING EDUICATION UNIT OPTIONS

PROFESSIONAL DEVELOPMENT ACTIVITIES REQUIRING SUBMISSION OF LPDC PRE-APPROVAL AND POST-APPROVAL FORMS

Option	Maximum CEU's	CEU Value	Verification	Criteria	Form
Grant Writing	6 CEU's per license cycle	1 clock hour = 0.1 CEU	Copy of NPESC Governing Board approved grant	<ul style="list-style-type: none"> Grant must be approved by NPESC Superintendent and Governing Board CEU's not dependent on awarding of grant Documented clock hours in planning and preparing Final CEU credit determined by LPDC 	<ul style="list-style-type: none"> Pre-Approval Activity Proposal Form Post-Approval Activity Form Summary of CEU Options Completed for Licensure Renewal
National Board for Professional Teaching Standards Certification (NBPTS)	18 CEU's per license cycle	1 clock hour = 0.1 CEU	Copy of National Board for Professional Teaching Standards Certificate	<ul style="list-style-type: none"> Must be in the subject area of the individual's assignment National Board for Professional Teaching Standards Certificate must be completed or participation as candidate must be verified Final CEU credit determined by LPDC 	<ul style="list-style-type: none"> Pre-Approval Activity Proposal Form Post-Approval Activity Form Summary of CEU Options Completed for Licensure Renewal
Peer Observation	1 CEU per license cycle	1 clock hour = 0.1 CEU	Written summary of pre-conference, observation and post-conference	<ul style="list-style-type: none"> Must include a statement of authorization from your supervisor Final CEU credit determined by LPDC 	<ul style="list-style-type: none"> Pre-Approval Activity Proposal Form Post-Approval Activity Form Summary of CEU Options Completed for Licensure Renewal

NORTH POINT EDUCATIONAL SERVICE CENTER LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

CONTINUING EDUICATION UNIT OPTIONS

PROFESSIONAL DEVELOPMENT ACTIVITIES REQUIRING SUBMISSION OF LPDC PRE-APPROVAL AND POST-APPROVAL FORMS, CONTINUED

Option	Maximum CEU's	CEU Value	Verification	Criteria	Form
Professional Committee	3 CEU's per license cycle	1 clock hour = 0.1 CEU	Copy of the professional committee meeting agenda(s)	<ul style="list-style-type: none"> • Must be pre-approved by the NPESC Superintendent • Must be service on formal educational committee sanctioned by local, state, national or international organization • Must contribute to the education profession or add to the body of knowledge in the individual's specific field • Final CEU credit determined by LPDC 	<ul style="list-style-type: none"> • Pre-Approval Activity Proposal Form • Post-Approval Activity Form • Summary of CEU Options Completed for Licensure Renewal
Self-Directed Educational Activity	<u>Educ. Project</u> = 3 CEU's; <u>Educational Travel</u> = 1 CEU; <u>Professional Presentation</u> = 6 CEU's; <u>Professional Reading</u> = 1 CEU; <u>Publication of Original Work</u> = 18 CEU's for book; 6 CEU's for article; <u>Research</u> = 1 CEU	1 clock hour = 0.1 CEU Publication of Original Work: 6 to 18 CEU's for book; 3 to 6 CEU's for article(s) in an edited professional journal or magazine	<u>Educational Project</u> : written summary of project; copy of final product <u>Educational Travel</u> : written summary of trip; copy of itinerary <u>Professional Presentation</u> : written summary of presentation; copy of meeting agenda <u>Professional Reading</u> : written summary of reading(s) <u>Publication of Original Work</u> : copy of published work <u>Research</u> : written report of research conducted, findings, and applications	Activity must contribute to the education profession or add to the body of knowledge in the individual's specific field Final CEU credit determined by LPDC Professional Presentation: <ul style="list-style-type: none"> • Applies to first presentation for each license/certificate cycle • Must be beyond the normal work expectations Publication of Original Work: <ul style="list-style-type: none"> • Must be a commercially published book or article 	<ul style="list-style-type: none"> • Pre-Approval Activity Proposal Form • Post-Approval Activity Form • Summary of CEU Options Completed for Licensure Renewal

NORTH POINT EDUCATIONAL SERVICE CENTER LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

CONTINUING EDUICATION UNIT OPTIONS

PROFESSIONAL DEVELOPMENT ACTIVITIES NOT REQUIRING LPDC PRE-APPROVAL

Option	Maximum CEU's	CEU Value	Verification	Criteria	Form
College / University Course <i>* Does not automatically mean tuition reimbursement ~ please refer to the NPESC Handbook for policy on reimbursement</i>	Unlimited	1 semester hour = 3 CEU's 1 quarter hour = 2 CEU's	Official transcripts	<ul style="list-style-type: none"> • Must be taken through an accredited college or other approved post secondary educational institution listed in the Higher Education Directory • Must be taken for credit with a grade of "C" or better, a "P" in pass/fail course • Coursework must be in education or in a content area directly related to the individual's teaching assignment or working with students * 	<ul style="list-style-type: none"> • Summary of CEU Options Completed for Licensure Renewal
Cooperating Teacher/ Administrator	6 CEU's per license cycle	3 CEU's per semester 2 CEU's per quarter	Monthly log of topics discussed and time spent	<ul style="list-style-type: none"> • Must be supervisor of graduate/ undergraduate student (or) graduate/ undergraduate intern (or) student teacher 	<ul style="list-style-type: none"> • Summary of CEU Options Completed for Licensure Renewal
Mentoring	6 CEU's per license cycle	Full year = 3 CEU's / year Half year = 1.5 CEU's / year	Signature of NPESC Lead Mentor on Summary of CEU Options Completed for Licensure Renewal form	<ul style="list-style-type: none"> • Must be mentoring of teacher, administrator, or specialist following the EYP (Entry Year Program) guidelines 	<ul style="list-style-type: none"> • Summary of CEU Options Completed for Licensure Renewal

NORTH POINT EDUCATIONAL SERVICE CENTER LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

CONTINUING EDUICATION UNIT OPTIONS

PROFESSIONAL DEVELOPMENT ACTIVITIES NOT REQUIRING LPDC PRE-APPROVAL, CONTINUED

Option	Maximum CEU's	CEU Value	Verification	Criteria	Form
Professional Conference/ Workshop	Unlimited	1 clock hour in workshop = 0.1 CEU	Certificate of Attendance listing: - Workshop title - Date/time - Objectives - Number of contact hours - Attendee's name - Signature of official from sponsoring organization	<ul style="list-style-type: none"> • Must include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness in education • Must be Highly Qualified Professional Development 	<ul style="list-style-type: none"> • Summary of CEU Options Completed for Licensure Renewal
Teaching an Adult Vocational, Technical, College or University Course	6 CEU's per license cycle	3 CEU's per semester course 2 CEU's per quarter course	Log of preparation time and syllabus for the course	<ul style="list-style-type: none"> • May be used for the first time teaching the course • Final CEU credit determined by LPDC 	<ul style="list-style-type: none"> • Summary of CEU Options Completed for Licensure Renewal

**North Point Educational Service Center
Individual Professional Development Plan**

Name: _____ Date Submitted: _____
Position: _____ Building: _____

Please list: License Type(s) and Teaching Fields Issue Date/Expiration Date

Please check one: New IPDP Revised IPDP – Send your previously approved IPDP to the LPDC Secretary.
Note: You may not revise an IPDP to claim credit for an activity completed prior to the revision approval date.

Standards for the Teaching Profession and Standards for Principals

Complete the standards evaluation tool found in the *Organizing for High Quality Professional Development* manual. Professional development plans should be based on the results of your self-assessment.

Standards for the Teaching Profession for Self-Assessment, pages 10-13

Standards for Principal Self-Assessment, pages 14-19

Once you have completed the self-assessment, list two of your professional development learning goals. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for and application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. Refer to the *Organizing for High Quality Professional Development* manual, pages 21-23.

Sample for professional development learning goal:

Goal 1: I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.

Educator Standards:

Teacher Standard 1 – Teachers understand student learning and development

Teacher Standard 5 – Teachers create learning environments

Goal 1:

Educator Standard(s):

Goal 2:

Educator Standard(s):

Professional Development Activities

Listed below are the professional growth options you might pursue to obtain your license renewal. Refer to the Continuing Education Unit Options listed in the NPESC LPDC Guidelines for activity descriptions (www.npesc.org). Please note that some of these require LPDC pre-approval.

Professional Development Activities Requiring Pre-Approval by LPDC

- National Board Certification
- Professional Committee
- Grant Writing
- Peer Observation
- Self-Directed Educational Development Activity

Professional Development Activities Not Requiring Pre-Approval

- College/University Course
- Professional Conference/Workshop
- Mentoring
- Cooperating Teacher/Administrator
- Teaching an Adult Vocational, Technical, College, or University Course

Submit this form to the LPDC Secretary at our Sandusky Office. Form must be received at least ten working days prior to the next scheduled committee meeting. Meeting dates are posted on the NPESC website calendar.

Date Received: _____ LPDC Reviewed on: _____

Approved Denied
LPDC Chairman: _____ Please resubmit by: _____

North Point Educational Service Center LPDC Pre-Approval Activity Proposal Form

Name: _____ Date Submitted: _____

Position: _____ Building: _____

Anticipated Start Date: _____ Anticipated End Date: _____

The professional development activity must be approved prior to the Start Date. Refer to the Continuing Education Unit Options listed in the NPESC LPDC Guidelines for the maximum number of CEU's that may be requested per licensure cycle. Final CEU credit will be determined by the LPDC upon completion of the activity and submission of the appropriate documents. One form must be completed for each professional development activity selected.

A. I am applying for the following professional development activity:

- Grant Writing
- National Board Certification
- Peer Observation
- Professional Committees
- Self-Directed Educational Activity (*Check one*):
 - Educational Project
 - Educational Travel
 - Professional Presentation
 - Professional Reading
 - Publication of Original Work
 - Research

B. On a separate piece of paper, please give in-depth answers for the following questions. A log showing dates and hours spent completing the activity must be kept and turned in with the Post-Approval Activity Form.

1. Give a description of the professional development activity you have selected.
2. a. What are the learning goals of this professional development activity? (Goals should be understood to mean your desired learning outcomes or objectives for the activity.)

b. What activities, methods, materials, and resources will be used, and how do they align with the goals of this professional development activity?
3. What will be the end result/professional benefit of this activity?
4. How does this professional development activity relate to your IPDP goals?

Send this form to the LPDC Secretary, NPESC, Sandusky Office

Date Received: _____ LPDC Reviewed on: _____

Approved
LPDC Chairman: _____

Denied, please resubmit by: _____

***** IMPORTANT! Save this form. You will need to turn this in at the time of your renewal *****

North Point Educational Service Center LPDC Post-Approval Activity Form

Name: _____ Date Submitted: _____

Position: _____ Building: _____

Start Date: _____ End Date: _____

LPDC Pre-Approval Date: _____

A. I applied for the following professional development activity:

- Grant Writing
- National Board Certification
- Peer Observation
- Professional Committees
- Self-Directed Educational Activity (*Check one*):
 - Educational Project
 - Educational Travel
 - Professional Presentation
 - Professional Reading
 - Publication of Original Work
 - Research

B. On a separate piece of paper, please give in-depth answers for the following questions.

1. What was the end result/professional benefit of this activity?
2. How will your attitudes, knowledge, and/or skills be enhanced by this professional development activity?
3. If appropriate, how will this professional development activity lead to improved student achievement?

C. Please submit the following verification document for the professional development activity selected.

- Grant Writing: Copy of the NPESC Governing Board approved grant
- National Board Certification: Copy of your NBPTS Certificate
- Peer Observation: Written summary of pre-conference, observation, and post-conference
- Professional Committee: Copy of the professional committee meeting agenda(s)
- Educational Project: Written summary of project; copy of the final product
- Educational Travel: Written summary of the trip; copy of the itinerary
- Professional Presentation: Written summary of the professional presentation; copy of meeting agenda
- Professional Reading: Written summary of the professional readings
- Publication of Original Work: Copy of the published original work
- Research: Written report of research conducted, findings, and applications

D. Now that my professional development activity is complete, I am requesting _____ CEU(s).
Attached is a log showing dates and hours spent completing the professional development activity.

Send this form to the LPDC Secretary, NPESC, Sandusky Office.

Date Received: _____ LPDC Reviewed on: _____

Number of CEU's Granted by LPDC: _____

LPDC Chairman: _____

*** **IMPORTANT!** Save this form. You will need to turn this in at the time of your renewal ***

North Point Educational Service Center LPDC

Summary of Continuing Education Unit Options Completed for Licensure Renewal

Name: _____ Date Submitted: _____

Position: _____ Building: _____

Issue Date of License: _____ IPDP Approval Date: _____

Directions: This form is to be turned in to the NPESC LPDC at the time of your licensure renewal. Please put an 'X' on the blank to indicate the professional development option(s) you are using for renewal. Be sure to submit the required documents as listed for each of the activities you have selected. Please refer to the Continuing Education Unit Options chart in our NPESC LPDC Guidelines for limitations of the number of CEU's per licensure cycle.

Professional Development Activities Requiring Submission of LPDC Pre-Approval and Post-Approval Forms

- ___ Grant Writing
 - * Submit copies of the Pre-Approval Activity Proposal Form and the Post-Approval Activity Form
 - * Enter number of CEU's granted by the LPDC on the Post-Approval Form: _____ (maximum 6)

- ___ National Board for Professional Teaching Standards Certification (NBPTS)
 - * Submit copies of the Pre-Approval Activity Proposal Form and the Post-Approval Activity Form
 - * Enter number of CEU's granted by the LPDC on the Post-Approval Form: _____ (maximum 18)

- ___ Peer Observation
 - * Submit copies of the Pre-Approval Activity Proposal Form and the Post-Approval Activity Form
 - * Enter number of CEU's granted by the LPDC on the Post-Approval Form: _____ (maximum 1)

- ___ Professional Committee
 - * Submit copies of the Pre-Approval Activity Proposal Form and the Post-Approval Activity Form
 - * Enter number of CEU's granted by the LPDC on the Post-Approval Form: _____ (maximum 3)

- ___ Self-Directed Educational Development Activity
 - * Submit copies of the Pre-Approval Activity Proposal Form and the Post-Approval Activity Form
 - * Enter number of CEU's granted by the LPDC on the Post-Approval Form: _____ (see chart)

Professional Development Activities Not Requiring Pre-Approval

- ___ College/University Course
 - * Submit official transcript
 - * Number of semester hours taken _____ ; number of quarter hours taken _____
 - * Number of CEU's requested (semester = 3 CEU's; quarter = 2 CEU's): _____ (unlimited)
 - * LPDC will determine number of CEU's to be granted.

- ___ Cooperating Teacher/Administrator
 - * Name of university: _____
 - * Beginning and ending dates: _____
 - * Indicate if this was for a semester or quarter: _____
 - * Submit monthly log of topics discussed and time spent
 - * Number of CEU's requested (semester = 3 CEU's; quarter = 2 CEU's): _____ (maximum 6)
 - * Signature of your NPESC supervisor: _____ Date: _____
 - * LPDC will determine number of CEU's to be granted.

Summary of Continuing Education Unit Options Completed for Licensure Renewal, continued

Professional Development Activities Not Requiring Pre-Approval, continued

- ___ Mentoring
- * Indicate if this was: full year of mentoring, dates (mm/yy): _____ to _____
 - half year of mentoring, dates (mm/yy): _____ to _____
 - * Number of CEU's requested (year = 3 CEU's; half-year = 1.5 CEU's): _____ (maximum 6)
 - * Signature of NPESC Lead Mentor: _____ Date: _____
 - * LPDC will determine number of CEU's to be granted.
- ___ Professional Conference/Workshop
- * Submit copy of Certificate(s) of Attendance listing workshop title, date, time, objectives, number of contact hours, attendee's name and signature of official from the sponsoring organization
 - * Number of CEU's requested (total number of contact hours divided by 10): _____ (unlimited)
 - * LPDC will determine number of CEU's to be granted.
- ___ Teaching an Adult Vocational, Technical, College, or University Course
- * Name of school: _____
 - * Dates and time schedule for the course: _____
 - * Submit log of preparation time and syllabus for the course
 - * Number of CEU's requested (semester = 3 CEU's; quarter = 2 CEU's): _____ (maximum 6)
 - * LPDC will determine number of CEU's to be granted.

Credit Requested for the Completed Professional Development Activities

Indicate the number of CEU's requested:

<u>Professional Development Activities Completed</u>	<u>Total CEU's Requested</u>
_____ semester hours (1 semester hour equals 3 CEU's)	= _____
_____ quarter hours (1 quarter hour equals 2 CEU's)	= _____
_____ activity CEU's (total number of contact hours divided by 10)	= _____

Applicant's Signature

Send this form along with required documents to the LPDC Secretary, NPESC, Sandusky Office.

FOR COMMITTEE USE ONLY

CEU's Approved by the NPESC LPDC

In the judgment of the NPESC LPDC, the professional development activities marked below are verified and are worth a total of _____ CEU's.

CEU's Granted for Professional Development Activities Requiring Pre-Approval and Post-Approval by LPDC:

- | | |
|------------------------------------|---------------------------------|
| _____ Grant Writing | _____ Professional Committee |
| _____ National Board Certification | _____ Self-Directed Educational |
| _____ Peer Observation | _____ Development Activity |

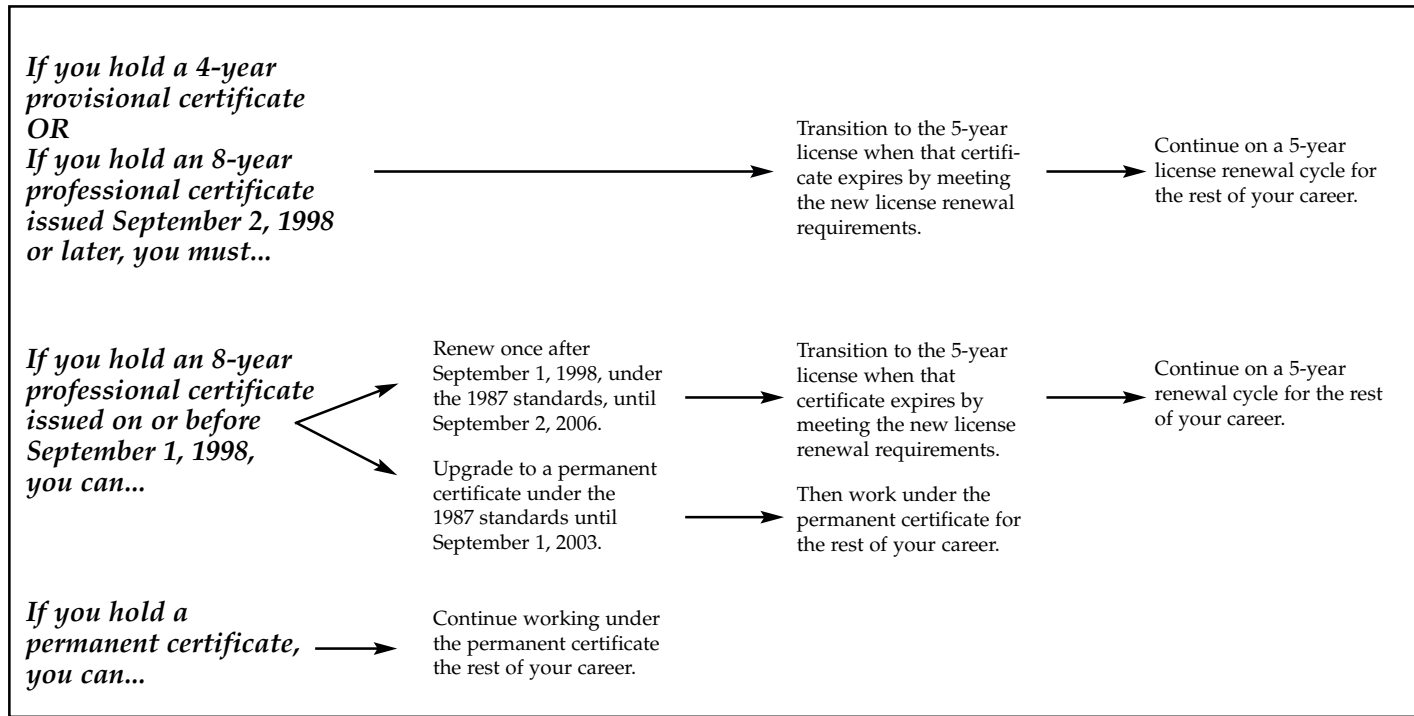
CEU's Granted for Professional Development Activities Not Requiring Pre-Approval:

- | | |
|---|--|
| _____ College/University Course | _____ Professional Conference/Workshop |
| _____ Cooperating Teacher/Administrator | _____ Teaching an Adult Vocational, |
| _____ Mentoring | _____ Technical, College, or University Course |

Date Received: _____ LPDC Reviewed on: _____

LPDC Chairman: _____

TRANSITION FROM CERTIFICATION TO LICENSURE

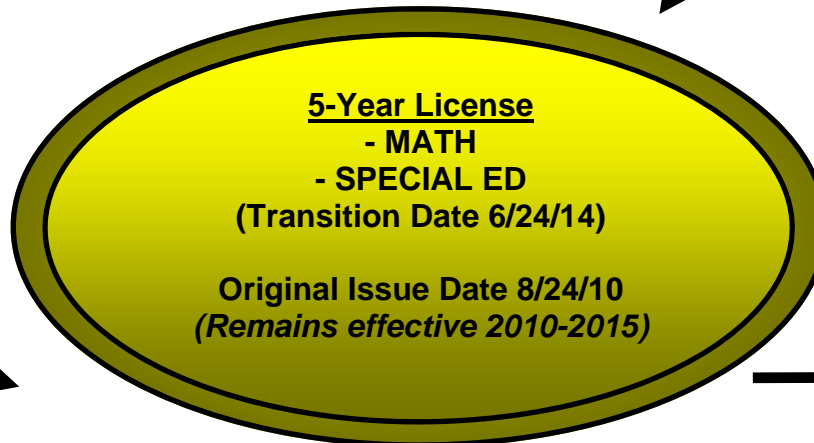
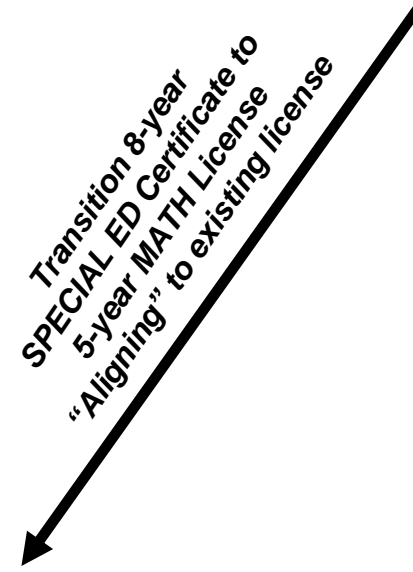
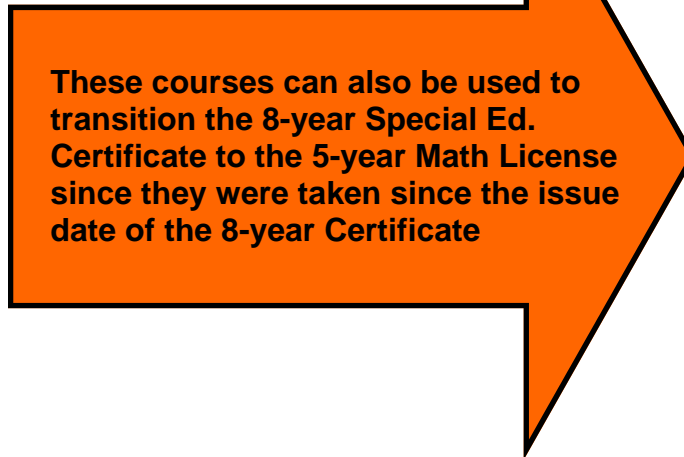


Note: The requirement of a master's degree or thirty semester hours shall pertain to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002. Any individual who received a four-year provisional teaching certificate as their initial Ohio credential is exempt from the master's degree requirement.

Alignment of 8-Year Certificate to a 5-Year License



Renew 5-year MATH License by taking 6 semester hours in Fall 2007



To renew in 2015, the original issue date of 8/24/10 remains the key date for CEU/coursework eligibility



Aligning Licenses to Reduce Fees for Multiple License Holders

Example provided to demonstrate the most cost-effective method to renew multiple educator licenses.

Scenario 1

Cost if Jane Doe renews each of her licenses separately as they expire:

5-Year Professional License-Elementary Principal Valid 2003-2008	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2008-2013
8-Year Professional Certificate-Education of Handicapped (K-12) Valid 2001-2009	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2009-2014
8-Year Professional Certificate-Elementary (1-8) Valid 2002-2010	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2010-2015
5-Year Professional License-Assistant Superintendent Valid 2006-2011	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2011-2016

TOTAL: **\$800** in licensure fees plus cost of **4** BCII/FBI fingerprints

-OR-

Scenario 2

Cost if Jane Doe renews her multiple licenses using **alignment option** as they expire:

5-Year Professional License-Elementary Principal Valid 2003-2008	→	\$200 <i>plus</i> BCII/FBI fee New license valid 2008-2013
8-Year Professional Certificate-Education of Handicapped (K-12) Valid 2001-2009	→	\$ 20 (aligned to 2008 license) New license valid 2008-2013
8-Year Professional Certificate-Elementary (1-8) Valid 2002-2010	→	\$ 20 (aligned to 2008 license) New license valid 2008-2013
5-Year Professional License-Assistant Superintendent Valid 2006-2011	→	\$ 20 (aligned to 2008 license) New license valid 2008-2013

TOTAL: **\$260** in licensure fees plus cost of **1** BCII/FBI fingerprint

Under scenario 2, all of Ms. Doe's licenses will be renewable at the same time in 2013, and every five years thereafter, requiring *only one* application, *one* \$260 licensure fee and *one* BCII and FBI fingerprint.

Scenario 2 provides substantial cost savings to the multiple license holder.

Go to www.ode.state.oh.us search for keywords *alignment option*



ORGANIZING
FOR HIGH
QUALITY
PROFESSIONAL
DEVELOPMENT

Understanding and Using the Standards

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

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

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

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

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

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

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

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

How These Standards Affect Teachers

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

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

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

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

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

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

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

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

Additionally, *Criterion E specifies*

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

The Local Professional Development Committee, as the group charged with evaluating educators’ IPDPs, may be called upon to assist educators with this portion of the application by providing them professional development documentation that may be a part of the LPDC’s files.

Candidates must provide labeled and referenced evidence to support their response to the item, below.

Describe your professional growth activities from the last three to five years.

Within your narrative, address the following:

- How you analyze your professional knowledge, strengths and weaknesses to develop targeted goals for professional growth
- How your professional development is linked to daily practice and student achievement data
- How your professional development integrates relevant and current best practices
- How your professional development has had an impact on student learning

■ Understanding and Using the Standards

Using the Standards for the Teaching Profession for Self-Assessment

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

Teacher Self-Assessment Tool: Standards-Based Guiding Questions

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

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

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

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

Standard 2: Content

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

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

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

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

Standard 3: Assessment

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

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

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

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

Understanding and Using the Standards

Standard 4: Instruction

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

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

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

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

Standard 5: Learning Environment

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

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

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

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

Understanding and Using the Standards

I create learning situations in which students work independently, collaboratively and/or as a whole class.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I maintain an environment that is conducive to learning for all students.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

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

I communicate clearly and effectively.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I collaborate effectively with other teachers, administrators and school district staff.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I collaborate effectively with the local community and community agencies, when appropriate, to promote student learning.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

ESSENTIAL QUESTION: *Do you assume responsibility for your professional performance and development?*

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

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I take responsibility for engaging in continuous, purposeful professional development.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
------------	-------------	----------------	-----------------	-------------

I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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Understanding and Using the Standards

Principal Self-Assessment Tool: Standards-Based Guiding Questions

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

Standard 1:

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

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

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

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

Understanding and Using the Standards

Standard 2:

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

ESSENTIAL QUESTION: *Are you the instructional leader for the school?*

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

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

Understanding and Using the Standards

Standard 2:

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

Standard 3:

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

ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*

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

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

Standard 3:

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

Understanding and Using the Standards

Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

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

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

Understanding and Using the Standards

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

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

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