

## **Guidelines for Writing Your IPDP**

### **Writing your IPDP Goals:**

You must include at least three goals in your IPDP and no more than five. Goals need to reflect teaching standards and professional self-growth. Keep goals simple and focused.

Key Points to writing a successful IPDP:

1. Your goals should focus on improving one of four areas: student learning, teaching skills, meeting building goals, or meeting district goals.
2. Goals should have 3 parts: verb that relates to learning, area of focus, rationale. See the next page for examples.
3. The IPDP must demonstrate a focused, sustained effort and align to Ohio Standards for your profession. See the links on the LPDC Website.
4. Submit your plan online. You may also submit pre-approvals at this time, but those will not be acted upon until you have an approved IPDP.
5. Goals such as “to earn a master’s degree” will not be approved.

### **Your Rights When a Plan Needs Revision:**

1. You may make multiple revisions to your plan.
2. You may seek advice from the LPDC members.
3. After two submissions and denials, you can proceed with the LPDC Appeals Process.

### **Next Steps:**

1. Once your IPDP is complete and approved, you can submit pre-approval forms for activities online.
2. You must keep track of all completed activities and submit verification to the LPDC and keep a copy for your files.
3. If you have an approved plan on file, and you leave Northern Local Schools, your plan will be given reciprocity. Submit the required paperwork from your new district to the Northern LPDC. We will complete it for you to give to your new LPDC.
4. If you are new to Northern Local Schools, complete the Verification Form for Educators from your prior LPDC.
5. When your license is up for renewal, you will need to ensure that your file is complete and you have the needed hours to complete your license application. With the continual changes in the state licensure process, you should remain in contact with the LPDC and review information on the LPDC and ODE websites.
6. Remain in contact with the LPDC.

## **Tips for writing IPDP Goals**

A learning goal should contain a verb that relates to learning:

- I will explore...
- I will research...
- I will learn about...
- I will study...
- I will become familiar with...

Learning goals should cite an area of knowledge:

- I will explore alternative assessment
- I will learn about the use of service learning in social studies
- I will study problem-based learning
- I will become familiar with the Internet as a research tool

Learning goals should cite a rationale:

- I will explore alternative assessment to help improve math achievement.
- I will learn about the use of service learning to share knowledge with colleagues.
- I will study problem-based learning to deepen understanding in science.
- I will become familiar with Internet research to help improve language arts instruction.

### Possible Goals Components for Your IPDP

The focus of all IPDPs should be the educator's learning goals.

Select one from each column to convey our learning goal. This is not an exhaustive list.

State an intention to engage in learning "I will...."(Use an action verb.)	Describe an area related to practice that will be the focus of the learning. (In what area of improvement?)	For the purpose of .... (rationale)  <b>in order to</b>
<ul style="list-style-type: none"> <li>. acquire</li> <li>. analyze</li> <li>. apply research</li> <li>. be able to</li> <li>. become familiar with</li> <li>. become knowledgeable</li> <li>. become proficient in</li> <li>. become skillful at</li> <li>. build relationships</li> <li>. contribute to</li> <li>. demonstrate</li> <li>. develop/design</li> <li>. enhance my understanding of</li> <li>. examine</li> <li>. expand</li> <li>. explore</li> <li>. gain a (greater) understanding of</li> <li>. gain skills in</li> <li>. implement</li> <li>. incorporate</li> <li>. interpret</li> <li>. investigate</li> <li>. learn about</li> <li>. learn how to</li> <li>. modify curriculum</li> <li>. obtain skills in</li> <li>. study</li> <li>. take part in</li> <li>. use</li> </ul>	<ul style="list-style-type: none"> <li>. multiple strategies</li> <li>. testing students on standards</li> <li>. interdisciplinary curriculum units</li> <li>. ways to develop students' thinking skills</li> <li>. ways of working with students with special needs</li> <li>. knowledge of cultures of student populations</li> <li>. recognizing differences in students</li> <li>. meet needs of diverse populations</li> <li>. strategies to improve learning environment</li> <li>. strategies to manage groups of students</li> <li>. ways of developing positive self- concepts</li> <li>. uses of technology in the classroom</li> <li>. develop new instructional techniques</li> <li>. implementation of classroom inclusion techniques</li> <li>. develop effective communication</li> <li>. develop effective questioning techniques</li> <li>. engage students in learning</li> <li>. professional ethics</li> <li>. educational theories</li> <li>. age appropriateness and developmental characteristics of students</li> <li>. with state and federal policies</li> <li>. district or classroom based research</li> <li>. new administrative/managerial skills</li> <li>. new ways to evaluate student performance</li> <li>. interpret student test data</li> </ul>	<ul style="list-style-type: none"> <li>. share knowledge with colleagues</li> <li>. deepen understanding in &lt;subject area&gt;</li> <li>. improve classroom discipline</li> <li>. update policies and procedures</li> <li>. modify curriculum</li> <li>. implement/apply/ demonstrate in the classroom</li> <li>. contribute to the teaching profession</li> <li>. incorporate into lesson plans</li> <li>. improve student learning</li> <li>. contribute to school and district</li> </ul>

Sample goal:

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