

PARMA CITY SCHOOL DISTRICT
INDIVIDUAL PROFESSIONAL DEVELOPMENT RESOURCE GUIDE
Professional Growth Options and Selection of Professional Goals

These are the options available to meet the requirements of transition to a license or renewal of a license:
Any Combination of the options listed below will meet the requirements:

• Option 1: **6 Semester Hours**

Requirements:

- a) Coursework for semester hours must meet the Standards and Guidelines for Professional Development.
- b) Coursework must be taken at an accredited college or university.
- c) Coursework taken from a two year community college/non-traditional setting must be pre-approved by the LPDC (Form 4)

• Option 2: **Other Approved Professional Development Activities (180 PDU's)**

- Professional conference, workshops, inservice
- Teacher assessment processes, mentoring, peer assistance and peer observation
- Curriculum development/action research, presentation, educational travel
- Membership on local, state or national committees
- Publication of article/book
- Educational project/research/alternative assessment
- Grant writing/program development
- Pursuit of National Board for Professional Teaching Standards (NBPT) certification
- Student teacher/practicum/field experience supervision / Administrative Internship supervision

• Option 3: **Combination of 1 and/or 2 above**

Requirements:

- a) Requirements and verifications for each type of activity included must meet the previous descriptions.
- b) The components of the project must be equivalent to 180 PDU's.
The following ratios apply:
 - 1 semester hour = 30 PDU's
 - 1 quarter hour = 20 PDU's
 - 1 TEPS credit = 20 PDU's
 - 1 clock hour = 1 PDU

From the following goals, select three (3) and write them in the space provided on Form 1 (IPDP). Your IPDP must include goals taken from the following areas. Please select and list three (3) goals.

1. Assessment and Evaluation

- a. Apply technology as an effective assessment tool.
- b. Construct effective evaluation instruments (rubrics).
- c. Expand the number and types of assessment tools.
- d. Apply assessment data to instruction.
- e. Correctly interpret and apply test scores.
- f. Seek input from parents and students for the purpose of improving instruction, classroom practices, and/or other job-related activities.

2. Content and Professional Knowledge

- a. Apply technology as an effective content tool.
- b. Acquire further knowledge and skills in a specific content area: _____
- c. Increase understanding of age-appropriate and developmental characteristics of students.
- d. Acquire and demonstrate use of educational theory and/or philosophy.

3. Communication Skills

- a. Apply technology as an effective communication tool.
- b. Present to various audiences.
- c. Enhance speaking skills.
- d. Improve writing skills.
- e. Further develop community-school relations.
- f. Enhance/increase communication with specific group: _____

4. Instructional Methodology

- a. Improve students' specific skills in _____
- b. Integrate higher-order thinking skills into daily learning activities.
- c. Facilitate students to teach themselves and others (cooperative learning, etc.).
- d. Have students become more proficient in solving problems by using a variety of tools and knowledge.
- e. Teach effectively across many disciplines.
- f. Develop interdisciplinary unit(s) of instruction which focus on _____
- g. Develop strategies to improve the learning environment for all students.
- h. Implement a variety of teaching methods that result in increased student achievement.
- i. Create a new and relevant unit of study in _____
- j. Initiate and pilot an innovative project: _____

5. Interpersonal Skills

- a. Apply technology as an effective interpersonal tool.
- b. Encourage others to achieve and succeed.
- c. Coordinate and direct the efforts of others.
- d. Facilitate groups to accomplish established goals.
- e. Motivate self and others.
- f. Develop and demonstrate personal leadership skills.
- g. Assess and monitor interpersonal skills.

6. Organizational and Leadership Skills

- a. Apply technology as an effective management tool.
- b. Seek out and apply for outside resources (example: grant writing).
- c. Collect data to use in planning and problem solving.
- d. Create conditions and environment for productive performance.
- e. Establish vision that encourages performance of self and others.
- f. Learn planning and organizational skills that improve self and others.
- g. Develop strategies to manage groups of people.
- h. Obtain skills for working with community members, colleagues, support staff, and/or supervisors.
- i. Implement specific strategies/programs to promote positive and improved student behavior.

7. Skills to Meet the Special Needs of Students

- a. Adapt instruction to all skill levels.
- b. Apply technologies as effective intervention tools.
- c. Increase awareness about specific topics relative to the special needs students (i.e. divorce, death, abuse, etc.).
- d. Sensitize all students to the needs of individuals (i.e. respect for differences, etc.).
- e. Understand social, emotional and developmental needs of students.
- f. Meet the needs of diverse populations.
- g. Develop a program that fosters respect for the diversity of people.
- h. Learn and apply ways of developing positive self-concepts in students.
- i. Implement inclusion techniques for special education students.
- j. Understand differences in how students learn and provide instruction to accommodate such diversity.
- k. Understand how students learn and develop and create opportunities for each student's academic development.
- l. Work cooperatively with a colleague to make appropriate changes for specific students.

8. District specific goals and/or Building Continuous Improvement Plan

- a. Increase achievement/OGT test scores by aligning curriculum, assessment, instructional strategies and/or use of technology.
- b. Improve public perception of school building/district.
- c. Develop a supportive mentoring program
- d. Increase volunteers in classroom, building and/or district.
- e. Develop and enhance classroom, building and/or district communication tools.
- f. Specific goals related to school district or individual building Continuous Improvement Plan: _____

9. Community Partnerships

- a. Work with parents/family members, school colleagues and community members to support students' learning and development.
- b. Become acquainted with community resources in order to utilize them effectively.
- c. Establish a specific partnership between the school and/or class and the community.
- d. Develop a mentoring program utilizing a specific group of community members.

10. Administrative Skills

- a. Apply technology as an effective administrative tool.
- b. Identify and follow through on a set of specific goals relative to current assignment.
- c. Increase personal communication skills with staff members.
- d. Research various management styles and employ the use of one to determine its effectiveness.
- e. Assess leadership and administrative strengths and weaknesses based upon input from other staff members.
- f. Develop an incentive program for use with staff members:

(be specific).
