

## Online IPDP Kiosk Procedures

1) <https://kiosk.mcoecn.org/pls/apex31/f?p=185:3>

OR

2) Go to [www.chuh.org](http://www.chuh.org)  
Staff  
Employee Kiosk

3) Use your full email address and employee password (Note: If your password does not work, reset)

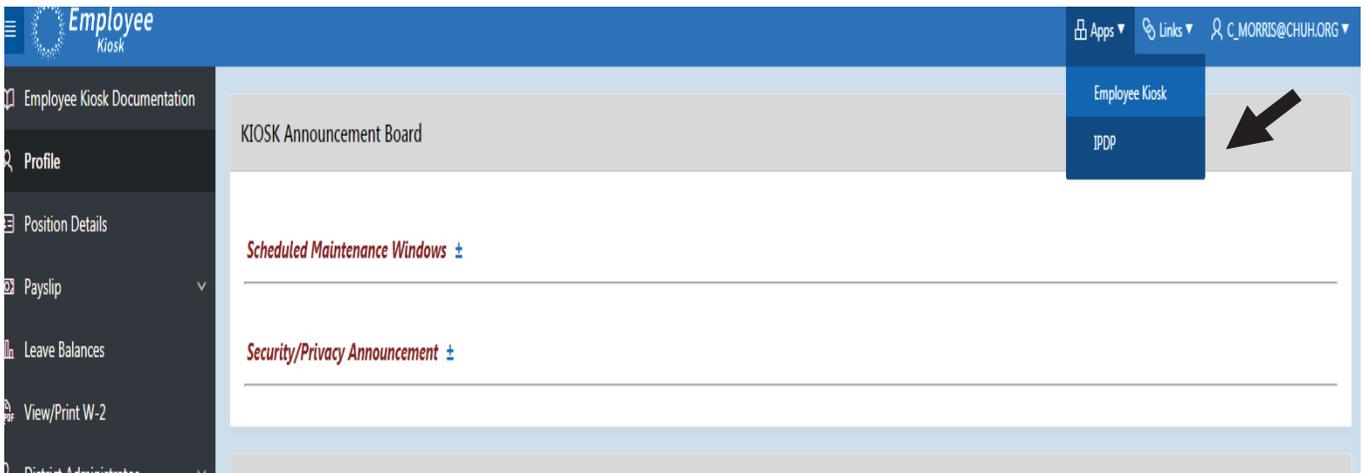


Email Address	<input type="text" value="c_morris@chuh.org"/>
Password	<input type="password" value="....."/>
<input type="button" value="Login"/>	

**First time** using the Kiosk? Click here to [register](#).

**Forgot your Password?** Click here to [reset](#).

4) Click on IPDP

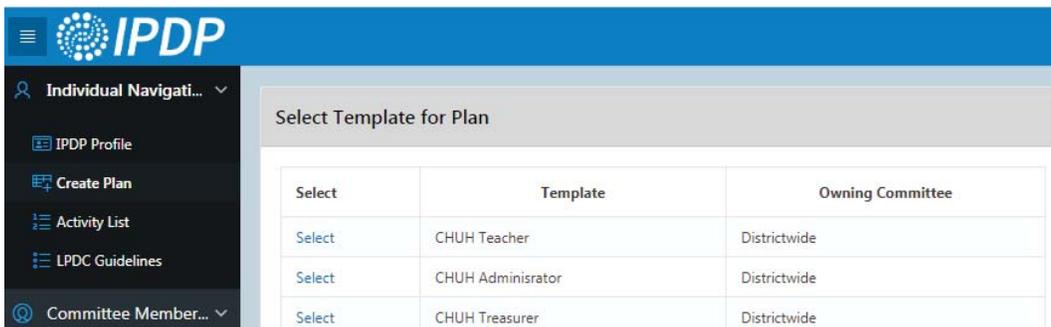


5) Review and make sure your certificate information is correct. Please notify HR if changes need to be made.

Certificates

Certificate ↑	Term	Classification	Category	Type	Issue Date	Expiration Date	Effective Year	Teaching Fields	Endorsement Fields
ZC7106307 - Permanent - Professional - Permit - Staff - 03/26/2012	Permanent	Professional	Permit	Staff	03/26/2012	-	2012		

6) Click on Create Plan and select template



7) Fill in Name of Plan (Your Name), confirm Applies to Licenses has appropriate checks, describe your long term educational plan, and provide three goals based on the Development Plan Focus Area (Below the professional Development Plan Goals, check ALL that apply)

**Development Plan - Header**

Plan Template  
**CHUH Teacher**

Name Of Plan:

Select Committee <sup>?</sup>  
CH-UH LPDC Committee

Approving Supervisor  
None

Applies to Licenses  
 ZC7106307 - Permanent - Professional - Permit - Staff - 03/26/2012

Mission:  
Other

Other Mission Desc:

Describe Your Long Term Education Plan

**Procedure - Professional Development Plan Goals**

Goal One:

0 of 2000

Goal Two:

0 of 2000

Goal Three:

0 of 2000

**Development Plan - Focus Areas**

Select	Focus Area
<b>Teachers understand student learning and development, and respect the diversity of the students they teach.</b>	
<input type="checkbox"/>	Displaying knowledge of how students learn and of the developmental characteristics of age groups.
<input type="checkbox"/>	Understanding what students know and are able to do and use knowledge to meet needs of all students.
<input type="checkbox"/>	Expecting that all students will achieve to their full potential.
<input type="checkbox"/>	Modeling respect for students' diverse cultures, language skills and experiences.
<input type="checkbox"/>	Recognizing characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
<b>Teachers know and understand the content area for which they have instructional responsibility.</b>	
Select	Focus Area
<input type="checkbox"/>	Knowing the content I teach and use my knowledge of content-area concepts, assumptions and skills to plan instruction.
<input type="checkbox"/>	Understanding and using content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
<input type="checkbox"/>	Understanding school and district curriculum priorities and the Ohio academic content standards.
<input type="checkbox"/>	Understanding the relationship of knowledge within the discipline to other content areas.
<input type="checkbox"/>	Connecting content to relevant life experiences and career opportunities.
<b>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b>	
Select	Focus Area
<input type="checkbox"/>	Becoming knowledgeable about assessment types, their purposes and the data they generate.
<input type="checkbox"/>	Selecting, developing and using a variety of diagnostic, formative and summative assessments.
<input type="checkbox"/>	Analyzing data to monitor student progress and learning, and to plan, differentiate and modify instruction.
<input type="checkbox"/>	Collaborating and communicating student progress with students, parents and colleagues.
<input type="checkbox"/>	Involving learners in self-assessment and goal setting to address gaps between performance and potential.



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

Select	Focus Area
<input type="checkbox"/>	Aligning my instructional goals and activities with school and district priorities and Ohio's academic content standards.
<input type="checkbox"/>	Using information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
<input type="checkbox"/>	Communicating clear learning goals and explicitly link learning activities to those defined goals.
<input type="checkbox"/>	Applying knowledge of how students think and learn to instructional design and delivery.
<input type="checkbox"/>	Differentiating instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
<input type="checkbox"/>	Creating and selecting activities that are designed to help students develop as independent learners and complex problem-solvers.
<input type="checkbox"/>	Using resources effectively, including technology, to enhance student learning.

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

Select	Focus Area
<input type="checkbox"/>	Treating all students fairly and establishing an environment of what is respectful, supportive and caring.
<input type="checkbox"/>	Creating an environment that is physically and emotionally safe.
<input type="checkbox"/>	Motivating students to work productively and assume responsibility for their own learning.
<input type="checkbox"/>	Creating learning situations in which students work independently, collaboratively and/or as a whole class.
<input type="checkbox"/>	Maintaining an environment that is conducive to learning for all students.

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

Select	Focus Area
<input type="checkbox"/>	Communicating clearly and effectively.
<input type="checkbox"/>	Sharing responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
<input type="checkbox"/>	Collaborating effectively with other teachers, administrators and school and district staff.
<input type="checkbox"/>	Collaborating with the local community and community agencies, and where appropriate, to promote a positive environment for student learning.

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

Select	Focus Area
<input type="checkbox"/>	Understanding, upholding and following professional ethics, policies and legal codes of professional conduct.
<input type="checkbox"/>	Taking responsibility for engaging in continuous, purposeful professional development.
<input type="checkbox"/>	Being an agent of change and seeking opportunities to positively impact teaching quality, school improvements and student achievement.

8) Either Save Plan to Work on Later or Submit Plan for Approval.

**Save Development Plan**

User Comment:

9) The LPDC will receive an email to review your plan at our next LPDC Committee Meeting. You will receive a confirming email once your IPDP is reviewed.