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).

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