

<p style="text-align: center;">Individual Professional Development Plan (IPDP) Goals Identification Guide for TEACHERS</p>
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The WBESC LPDC provides this list of education goals from which an employee (teacher) may choose areas of professional growth. These identified goals will be placed on the IPDP and sent to the committee.

1. Standard 1 – Teachers understand student learning and development and respect the diversity of the students they teach.

- A. Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- B. Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- C. Teachers expect that all students will achieve to their full potential.
- D. Teachers model respect for students' diverse cultures, language skills and experiences.
- E. Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2. Standard 2 – Teachers know and understand the content area for which they have instructional responsibility.

- A. Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- B. Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- C. Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- D. Teachers understand the relationship of knowledge within the discipline to other content areas.
- E. Teachers connect content to relevant life experiences and career opportunities.

3. Standard 3 – Teachers understand and use varied assessment to inform instruction, evaluate and ensure student learning.

- A. Teachers are knowledgeable about assessment types, their purposes and the date they generate.
- B. Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- C. Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- D. Teachers collaborate and communicate student progress with students, parents and colleagues.

- E. Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4. Standard 4 – Teachers plan and deliver effective instruction that advances the learning of each individual student.

- A. Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- B. Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- C. Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- D. Teachers apply knowledge of how students think and learn to instructional design and delivery.
- E. Teachers differentiate instruction to support the learning of all students, including students identified as gifted, students with disabilities and at-risk students.
- F. Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- G. Teachers use resources effectively, including technology, to enhance student learning.

5. Standard 5 – Teachers create learning environments that promote high levels of learning and achievement for all students.

- A. Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- B. Teachers create an environment that is physically and emotionally safe.
- C. Teachers motivate students to work productively and assume responsibility for their own learning.
- D. Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- E. Teachers maintain an environment that is conducive to learning for all students.

6. Standard 6 – Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- A. Teachers communicate clearly and effectively.
- B. Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- C. Teachers collaborate effectively with other teachers, administrators and school and district staff.
- D. Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Standard 7 – Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- A. Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- B. Teachers take responsibility for engaging in continuous, purposeful professional development.
- C. Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.