

Section Five: Understanding and Using the Standards

Reading and working through this section will help educators self-assess, collaboratively discuss self-assessment results with a peer or supervisor, and develop specific goals and plans for their Individual Professional Development Plan (IPDP). It includes information and tools written to assist teachers and principals in using the standards to guide professional learning.

This section of the document is organized in three parts:

1. The first part addresses Ohio Standards for the Teaching Profession and will be of particular interest to teachers, and principals working with teachers, to develop plans for professional learning.
2. The second part addresses Ohio Standards for Principals and will be of particular interest to principals.
3. The third part addresses Ohio Standards for Professional Development and will be of interest to both teachers and principals.

While the information in this section includes tools written specifically for teachers and principals, educators working in central office administration or serving on school boards should also be aware of the importance of the standards and their uses in a standards-based educational system. Familiarity with the content of this document will help central office administration and school board members to provide policies and resources that will support educators as they continue to gain new skills and knowledge.

The Ohio Standards for the Teaching Profession define the expectations for Ohio's teachers based on what is known about the traits and skills of effective teachers. The big ideas emphasized in the standards are:

Standard 1 – Students: Effective teachers understand student learning and development, and respect the diverse students that they teach.

Standard 2 – Content: Effective teachers have a deep understanding of the content they teach.

Standard 3 – Assessment: Effective teachers understand and use varied assessments to evaluate student learning and inform instruction.

Standard 4 – Instruction: Effective teachers plan and deliver instruction that is tailored to the needs of each student.

Standard 5 – Learning Environment: Effective teachers create safe, supportive and respectful learning environments.

Standard 6 – Collaboration and Communication: Effective teachers collaborate and communicate with students, parents, other educators, administrators and community members to support student learning.

Standard 7 – Professional Responsibility and Growth: Effective teachers understand that professional development is a continuous process for which they are responsible.

How Might these Standards Affect Teachers?

The Ohio Standards for the Teaching Profession will not immediately change the process of licensure; that process remains the same. The standards, however, will inform initial licensure as institutions of higher education realign their programs and requirements to the standards, and entry year programs are analyzed to ensure that they adequately reflect the rigor of the standards. The Teacher Education and Licensure Standards reference the Ohio Standards for the Teaching Profession for more detailed descriptions of performance indicators in performance-based licensure for teachers and principals.

The Local Professional Development Committees (LPDCs) across the state will continue to make decisions about licensure renewal. (A regional team is developing standards-based criteria for LPDCs to use to evaluate individual professional development plans. These likely will be available in fall 2007 and will be released statewide at that time.) Teachers will continue to determine and set their own professional goals. The Ohio Standards for the Teaching Profession and the Ohio Standards for Professional Development will serve as a guide for teachers in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.



Understanding and Using the Standards

Senate Bill 2 directed the Educator Standards Board (ESB) and the Ohio Department of Education (ODE) to develop jointly a proposal for a career ladder program, defined as “a performance-based multilevel system of teaching positions or compensation levels within a school district or district building.” Because adult learning needs are varied, the ESB and ODE recognized the need for a differentiated system that allows for multiple entry points and multiple pathways. Because of the need to allow horizontal, vertical and diagonal movement within the careers of Ohio’s educators, the ESB and ODE determined that the phrase “career lattice” more accurately describes teachers’ progressions throughout their careers than does the phrase “career ladder.”

By articulating a career lattice framework, the ESB and ODE sought to create a comprehensive teacher leadership conceptual framework that enhances roles and responsibilities; encourages

increased knowledge, skills and performance; spreads a culture of career opportunities; and increases teacher productivity and fulfillment. This proposal for a career lattice program is firmly anchored in the Ohio Standards for the Teaching Profession and the Ohio Standards for Principals, both of which emphasize the importance of teacher leadership and shared leadership structures, and the Ohio Standards for Professional Development, which describe a process in which teachers can progress throughout their careers. The full text of the proposal is available online at: <http://esb.ode.state.oh.us/>.

This concept of a career lattice emphasizes the concept that the newly adopted Ohio standards for educators are designed to support teachers and principals throughout the stages of their careers that include:



The proposal for a career lattice program is carefully tied to Ohio’s new standards for educators. The proposal specifies that the *Ohio Standards for Professional Development* should be used to develop programs that result in teacher knowledge and skill enhancement and that the *Ohio Standards for the Teaching Profession* offer guidance for attainment of demonstrated knowledge and skills, particularly through the indicators at the Proficient, Accomplished and Distinguished levels. The career lattice program proposal, along with the newly adopted standards, represent a foundation for a vision of thinking about leadership in schools – rethinking the notion of leadership as a single person and instead promoting a vision of teachers and administrators working together in a collaborative, shared leadership process.

Using the Standards for the Teaching Profession for Self-Assessment

Ohio's Standards for the Teaching Profession were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Teacher Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I understand how students learn and I know the developmental characteristics of different age groups of students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use my knowledge of what students know and are able to do to meet the needs of all of my students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I expect that all students will achieve to their full potential. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I demonstrate respect for my students' diverse cultures, language skills and experiences. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 2: Content

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

ESSENTIAL QUESTION: *Do you have a deep understanding of the content you teach?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I understand and use the Ohio academic content standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I connect my discipline with other content areas to plan and deliver effective instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I connect content to relevant life experiences and career opportunities. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

ESSENTIAL QUESTION: *Do you understand and effectively use varied assessments?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I understand varied types of assessments, their purposes and the data they generate. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I select, develop and use a variety of diagnostic, formative and summative assessments. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I analyze data to monitor student's progress and learning, and to plan, differentiate and modify instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate and communicate student progress with students, parents and colleagues. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I involve learners in self-assessment and goal setting to address gaps between performance and potential. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 4: Instruction

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

ESSENTIAL QUESTION: *Do you plan and deliver effective instruction that advances the learning of each individual student?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I communicate clear learning goals and link learning activities to those goals. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I apply my knowledge of how students think and learn to my planning and instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I create and select activities that are designed to help students become independent learners and complex problem-solvers. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use resources effectively, including technology, to enhance student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 5: Learning Environment

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

ESSENTIAL QUESTION: *Have you created a learning environment that promotes learning and high achievement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I have created a classroom environment that is physically and emotionally safe. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I motivate my students to work productively and take responsibility for their own learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I create learning situations in which students work independently, collaboratively and/or as a whole class. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I maintain an environment that is conducive to learning for all students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 6: Collaboration and Communication

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

ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I communicate clearly and effectively. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate effectively with other teachers, administrators and school and district staff. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I collaborate effectively with the local community and community agencies, when appropriate to promote student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 7: Professional Responsibility and Growth

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

ESSENTIAL QUESTION: *Do you assume responsibility for your professional performance and development?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

I take responsibility for engaging in continuous, purposeful professional development.

I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

The Ohio Standards for Principals define the expectations for Ohio’s principals, based on what is known about the traits and skills of effective school leaders. The big ideas emphasized in the standards are:

- Standard 1 – Continuous Improvement:** Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Standard 2 – Instruction:** Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.
- Standard 3 – School Operations, Resources and Learning Environment:** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Standard 4 – Collaboration:** Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
- Standard 5 – Parents and Community Engagement:** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

How Might These Standards Affect Principals?

The Ohio Standards for Principals will not immediately change the process of licensure; that process remains the same. However, the standards will inform initial licensure as institutions of higher education realign their programs and requirements to the standards.

LPDCs across the state will continue to make decisions about licensure renewal. Principals will continue to determine and set their own professional goals. The criteria for assessing the effectiveness of IPDPs, however, will be revised to closely align with the expectations set forth in the standards, as mandated in SB 2. The Ohio Standards for Principals and the Professional Development Standards will serve as a guide for principals in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

Using the Standards for Principals for Self-Assessment

Ohio’s Standards for Principals were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Principal Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional and leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

In the best school systems, principals have a clear instructional mandate with performance incentives tied to meeting high student achievement goals. Principals are central to the system’s ability to create environments where students can meet the high challenge set out for them. As instructional leaders, principals can coach and develop those who have the greatest impact on student achievement: teachers.

– *Creating a World-Class Education System in Ohio, Achieve and McKinsey*

Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|--|------------|-------------|----------------|-----------------|-------------|
| I identify and include stakeholders in the process of developing a shared vision. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I implement a process for the development of a shared vision. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I remain focused on the vision through difficulties, setbacks and failures. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I identify goal areas that promote high levels of achievement for all students and staff. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I focus attention on established goals. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I communicate the expectation of high learning and achievement for all students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I identify changes needed to improve student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I engage stakeholders in the change process through effective communication. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I respond to building, district, community and societal changes and issues that affect the instructional needs of students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 2:

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

ESSENTIAL QUESTION: *Are you the instructional leader for the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I provide teachers with a basic understanding of the academic standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I monitor the use of resources aligned to the academic content standards. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I ensure that curriculum, instruction and assessments are aligned with the academic content standards | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I monitor implementation of academic content standards in curriculum and instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I make systematic classroom visits and provide feedback on classroom instruction. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use disaggregated achievement data to determine the performance and needs of particular students and groups. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I keep informed about current research and theory on effective curriculum design and instructional strategies. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I share current research and theory on effective curriculum design and instruction strategies. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Standard 2:

I serve as a model for effective teaching.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I model the use of data to inform and make decisions.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I communicate data about student progress to the school community.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I participate in professional development to increase teachers' knowledge and skills.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I facilitate professional development opportunities that support classroom instruction.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I use staff and student data to identify professional development needs.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I provide ongoing opportunities for teachers to reflect on their practice.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I ensure that behavioral policies and procedures are consistently applied from day to day and student to student.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I implement routines that ensure safety for all.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

Understanding and Using the Standards

Standard 3:

I use building and district procedures for crisis management.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I am accessible to students, staff and parents.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I assess how well the physical, social and cultural environment supports student needs.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I identify available resources to address the physical and mental health needs of the students and staff.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I treat all students, parents and community members with respect.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I manage the budget to support student and staff learning.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I identify and equitably allocate resources to support student and staff learning.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I effectively use technology to manage school operations.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I supervise and evaluate all staff.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I give both formal and informal recognition to staff and students for achievement, improvement and effort.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I implement procedures to comply with local, state and federal mandates.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I communicate local, state and federal mandates to students, staff and parents.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

I ensure that staff, students and parents receive information about legal requirements and policies.

| | | | | |
|------------|-------------|----------------|-----------------|-------------|
| 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
|------------|-------------|----------------|-----------------|-------------|

Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I establish and reinforce expectations, roles, norms and responsibilities for effective working teams. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I develop structures for collaboration among all teachers and other education support personnel. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I seek input from staff, students, parents and community members. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I share leadership responsibilities with staff. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I serve as a role model for the leadership behaviors I seek to instill in others. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I participate in leadership development activities with staff. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I identify strengths and interests of the building staff in order to identify potential leaders. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Standards

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

ESSENTIAL QUESTION: *Do you involve and engage parents and community in the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

| | | | | | |
|---|------------|-------------|----------------|-----------------|-------------|
| I represent the school at community functions and advisory groups. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I use print and electronic media to inform the community about the school. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I practice two-way communication with parents about student progress. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I inform the community about the school's expectations for student learning. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I welcome community involvement. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I identify and use community-based resources to increase achievement among all students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |
| I support cooperation by using strategies to remedy instances of intolerance of individuals and groups. | 1 Never | 2 Rarely | 3 Sometimes | 4 Frequently | 5 Always |

Understanding and Using the Ohio Standards for Professional Development

The Ohio Standards for Professional Development define the characteristics of High Quality Professional Development (HQPD). The big ideas emphasized in the standards are that HQPD is:

- Standard 1 – Continuous:** High Quality Professional Development is a purposeful, structured and continuous process that occurs over time.
- Standard 2 – Data-Driven:** High Quality Professional Development is informed by multiple sources of data.
- Standard 3 – Collaborative:** High Quality Professional Development is collaborative.
- Standard 4 – Varied:** High Quality Professional Development includes varied learning experiences that accommodate individual educators' knowledge and skills.
- Standard 5 – Evaluated:** High Quality Professional Development is evaluated by its short- and long-term impact on professional practice and achievement of all students.
- Standard 6 – Results-Oriented:** High Quality Professional Development results in the acquisition, enhancement or refinement of skills and knowledge.

Audiences for Ohio Standards for Professional Development

The Ohio Standards for Professional Development define the characteristics of an HQPD system, and will be useful to many different groups within Ohio's educational system, including:

- **individual educators (teachers and principals)** planning their own professional development;
- **planners** of professional development;
- **providers** of professional development;
- **evaluators** of existing professional development programs and systems.

Many stakeholders play a role in ensuring the success and effectiveness of ongoing professional development for educators; all of these stakeholders will have an interest in the Ohio Standards for Professional Development. As a result, companion guides and technical manuals specific to the needs of each of these audiences will be developed and disseminated in the 2007-2008 academic year. The information and tools that follow here are written for individual teachers and principals planning their professional learning. Reading and working through this section will help individual educators develop their specific goals and plans for their IPDPs.

Understanding and Using the Standards

Using the Standards for Professional Development

While the specific process for determining professional development activities varies by district, the Ohio Standards for Professional Development suggest a general process that can be followed in concert with any specific process used by an Ohio district.

The Standards suggest a five-step process for professional development planning by individual educators. The steps in this standards-based planning cycle include:

- Step 1: Examine Data** – Educators should self-assess and evaluate the available data to determine the needs of their students, school, district and state.
- Step 2: Determine Learning Priorities** – Educators should analyze the data collected in Step 1 to identify specific goals for professional learning.
- Step 3: Align Initiatives** – Educators should use the information gained from Steps 1 and 2 to identify specific actions and activities that will allow for professional learning.
- Step 4: Develop Implementation Strategies** – Given the results of the work done in Steps 1 through 3, educators should develop specific implementation strategies and plans for evaluation.
- Step 5: Monitor, Assess and Reflect** – Educators should plan the ways in which they will evaluate the effectiveness of their professional development efforts.

These five steps describe a continuous cycle of professional learning. Educators should realize that professional development is a career-long cycle of improvement.

Step 1: Examine Data

Multiple sources of data must be evaluated to gain a complete picture of a teacher’s or principal’s performance. Educators should conduct a self-assessment. Questions such as the following can help focus this self-assessment.

- What are my strengths and weaknesses?
- To what extent do I meet the Ohio standards?
- What does my self-assessment suggest as areas for growth in my performance?

This document provides a self-assessment tool for teachers, the Teacher Self-Assessment Tool: Standards-Based Guiding Questions (pages 79-83), and one for principals, the Principal Self-Assessment Tool: Standards-Based Guiding Questions (pages 85-90).

Educators should also evaluate the available data to determine the needs of the students in their classrooms or schools. Questions such as the following can aid this process of data collection.

- What are my students’ strengths? Have these changed over the past two to three years? How? Why?
- What are my students’ weaknesses? Have these changed over the past two to three years? How? Why?
- What is the current learning environment in my classroom or school?
- What do I know about the backgrounds of students in my classroom or school? Is there additional information I should gather? How can this information impact my teaching or leadership?
- What does research suggest about effective instruction in my content area or effective school leadership?
- What do evaluations of my performance from my peers or school and district leaders suggest as areas for growth?

Remember, data sources extend far beyond state-mandated assessment results. Student demographics; student participation; student work and classroom performance; internal, formative assessment results; and school climate assessments are all potential sources of data. Some of this data already may have been collected by a school leadership team. Data may be collected and analyzed more efficiently as a small group activity.

| Data Source | Data Findings/Summary | What Does Analysis of Data Suggest? |
|-------------|-----------------------|-------------------------------------|
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Step 2: Determine Learning Priorities

Educators should analyze the data collected in Step 1 to identify specific goals for professional learning.

- What patterns emerge from the data?
- How are strengths and weaknesses in my teaching and leadership connected to student performance?

Teachers and principals should list professional learning goals suggested by the data collected in Step 1.

- What do student data reveal as areas I should emphasize in my professional learning?
- What does my self-assessment reveal as areas I should emphasize in my professional learning?

To focus professional learning priorities to two or three goals, analyzing the data against the priorities of the school, district and state may be helpful. Asking questions such as the following may help educators determine their priorities and focus their goals:

- What are my district's goals?
- What are my school's improvement goals?
- What has Ohio identified as best practices for Ohio teachers and principals?
- Given the goals of my school, district and state, and the data collected in Step 1, what additional knowledge and skills do I need to perform more effectively?

Specific Goals

Goal 1:

Goal 2:

Goal 3:

Step 3: Align Initiatives

Now educators should have a set of two to three professional learning goals. What specific actions and activities will allow for professional learning in these areas? Professional development does not include only workshops or higher education courses; among other activities, professional development can take the form of:

- A training program
- Peer coaching
- Informal peer observation
- Collaborative planning
- Action research
- Off-site visitations
- Team teaching
- Collaborative planning
- A mentoring or shadowing program
- Analyzing student work
- Collecting and analyzing student data
- Researching best-practice solutions

Next, research and compile a list of possible activities and actions that will meet the goals identified in Steps 1 and 2. Keep in mind the importance of including a variety of learning experiences (see PD Standard 4.2) and planning a logical sequence of learning experiences (see PD Standard 4.3).

| Specific Goals | Possible Activities/Actions |
|----------------|-----------------------------|
| Goal 1: | |
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| | |
| Goal 2: | |
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| | |
| Goal 3: | |
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Step 4: Develop Implementation Strategies

Given the results of the work done in steps 1 through 3, educators should develop specific implementation strategies and plans. Educators should also plan the ways in which they will evaluate the effectiveness of their professional development efforts. Teachers and principals should consider how they will evaluate the short- and long-term impact of professional development on their instructional and leadership practices.

| Specific Goals | Proposed Activities/Actions and Dates/Duration | <ul style="list-style-type: none">• How Will I Know When I Have Met My Goal?• How Will My Knowledge, Attitude, Skills, Aspirations or Behaviors Change?• What Evidence Will Demonstrate This Change? |
|----------------|--|--|
| Goal 1: | | |
| Goal 2: | | |
| Goal 3: | | |

Step 5: Monitor, Assess and Reflect

Continuous monitoring, assessment and reflection about the effectiveness of professional development is essential. Identifying, collecting and organizing evidence in support of the effectiveness of professional development efforts is important. Different types of evidence will illustrate the work that teachers and principals are doing and the outcomes of their professional development efforts. Evidence may include artifacts, products, documents and data. The Ohio Standards for Professional Development suggest that the effectiveness of professional development should be assessed on multiple levels:

- participant satisfaction and learning (see Standard 5.1);
- application of new skills (see Standard 5.2);
- organizational change (see Standard 5.3);
- student achievement (see Standard 5.4).

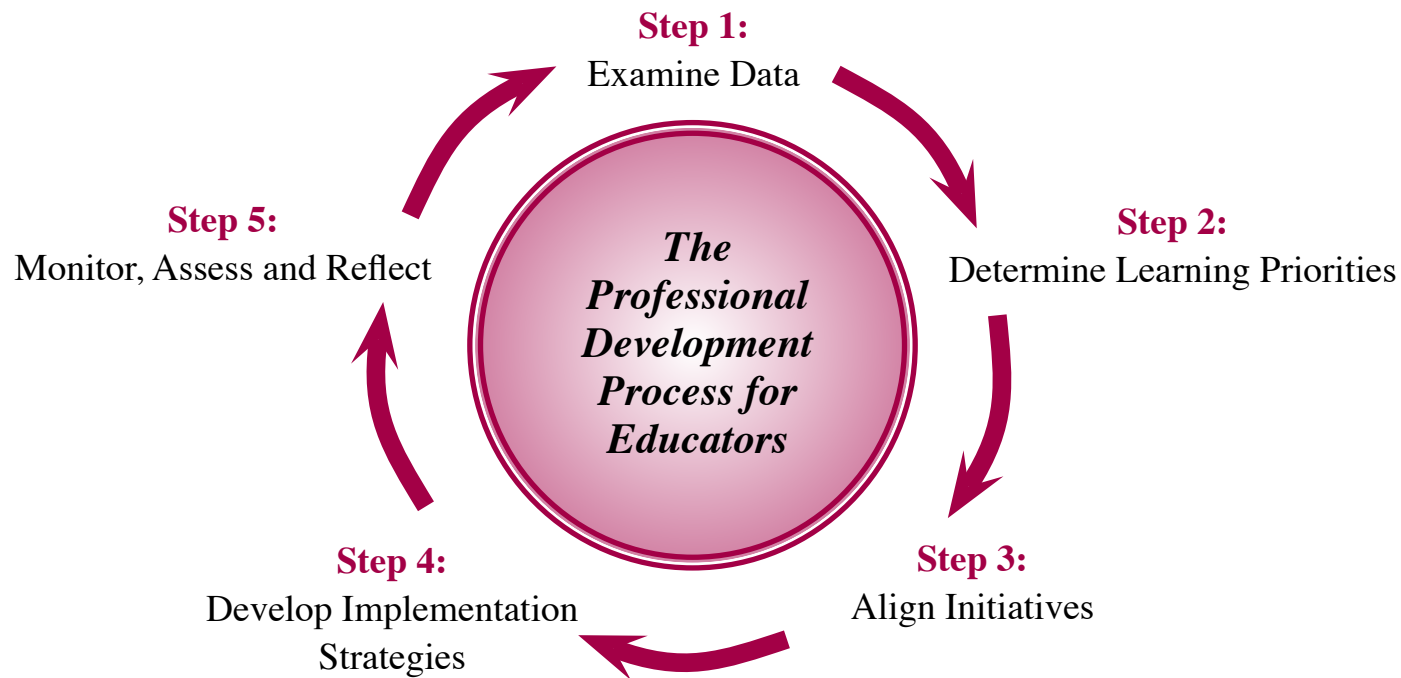
| Specific Goals | Proposed Actions and Dates/Duration | How and When Will Opportunities for Assessment and Reflection Be Incorporated? | What Are Expected Results? What Evidence Will Demonstrate These Results? |
|----------------|-------------------------------------|--|--|
| Goal 1: | | | |
| Goal 2: | | | |
| Goal 3: | | | |

Educators are expected to identify their plans for evaluating their professional learning. During the course of professional learning, these various evaluations will be conducted and, as a result, IPDPs and needs may change mid-cycle. This is to be expected as part of the ongoing cycle of professional learning. Submitting evidence of this as part of the IPDP process can demonstrate the importance of ongoing evaluation of professional learning.

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In Conclusion

High Quality Professional Development is a process that continues throughout educators' careers. Continuing reflection; new knowledge of teaching, learning and content; new students; and new professional challenges will reveal ongoing emphases for professional development efforts. The completion of each plan provides the opportunity to address new or continuing professional development goals in the next cycle.



Our goal is that the standards and information within this document are helpful as you engage in the cycle of professional learning. Together, we can continue to make Ohio's educational system a world-class system that will prepare students for the 21st century.