

IPDP Planning Sheet

Step One: Self Assessment (pp. 17-19 in handbook)

Student Learning - Analysis of Classroom Data (See Appendix C, pg. 42 in handbook):

GLEs: What should my students know and be able to do? What are my areas of strength and what content do I need to acquire to strengthen my background?

School-wide implications: Consider the school/district Action Plan/s, present and future needs of students, changing demographics, etc.

Student performance data: Classroom level, local assessments, standardized tests.

Pedagogy: student learning styles, IEP needs, classroom management, parent connections, etc.

The Five Standards for Vermont Educators and the 16 Principles for Vermont Educators

(See Appendix E, pp. 59-62 in the handbook for worksheets to use in this area.)

Learning:

Professional Knowledge:

Collegueship :

Advocacy:

Accountability:

Endorsement competencies for your endorsement/s:

(See pg. 19. in the handbook for the DOE website to download your endorsement competencies.)

This is a new requirement for all Level II educators seeking license renewal after July 1, 2004. The Endorsement Competencies for all endorsements were revised and adopted by the VSBPE and State Board of Education in September 2003. State regulation requires that all educators begin addressing these revised competencies in IPDPs beginning on July 1, 2004.

Changes in my endorsement competencies:

Professional development needs to address these changes:

Step Two: Goal Development (pg. 20-21 in the handbook)

Goal/s to improve student learning:

Goal/s to strengthen practice:

Goal/s to address standards/principles/endorsement competencies:

Check for alignment of goals with school improvement initiatives/school action plans.