

FY_____

Individual Professional Development Plan

for

Agricultural Education

TEACHERS

A Non-evaluative, Program Assessment

Elements of this document reflect the goals of the following state and national standards:

Baldrige National Quality Program, Education Criteria for Performance Excellence
The Praxis Series: Professional Assessments for Beginning Teachers
National Vocational Education Teaching Standards
Ohio Department of Education, Individual Professional Development Plan

Individual Professional Development Plan - Agricultural Education

A Non-evaluative Program Assessment

Philosophy:

A responsibility of each agriculture educator is to be current and competent; therefore, each person involved with teaching agriculture education will develop an Individual Professional Development Plan (IPDP). This self assessment plan will be based on the individual's needs as dictated by societal, technological, and educational changes. The accomplishment of the plan will demonstrate the educator's commitment to career/technical education and life-long learning.

Definition:

Professional development includes the wide variety of opportunities for growth in knowledge, attitudes, and skills to enhance the work performance of the professional educator.

Basic Assumptions:

Professional Development . . .

- . . . is a non-evaluative personal growth assessment process.
- . . . is a complex process which must integrate the goals of the individual with the goals of the institution.
- . . . is essential to attracting and retaining quality career/technical educators.
- . . . is most successful in an environment which promotes planned experimentation and risk taking through strong leadership and support.
- . . . most likely to succeed when it is embedded in the philosophy and organizational structure of the institution.

Procedure for establishing and implementing your Individual Professional Development Plan:

1. Duplicate this document to create a working document.
2. Review the five major competency areas of this Individual Professional Development Plan to identify professional development goals.
3. Assess your **present competency level** for each competency builder (column 1).
4. Determine the **competency level desired** for each competency builder (column 2).
5. Establish your **priority** (1, 2, 3 etc.) for professional development in selected areas (column 3).
6. Establish 1 to 5 goals across all of the competency areas and identify appropriate activities and resources needed on your **Individual Professional Development Action Plan** on pages 11-12.
7. Identify your **professional partner**. (This person should be familiar with your career goals, professional assignment/job description, and background regarding educational and occupational preparation. This individual may be a career/technical colleague, a member of the district's administrative team, or an agriculture educator in another school district. Professional partner(s), in specific VEPD's, they may be individuals identified to support professional development.)
8. Review, adjust, and confirm your competency assessment and Individual Professional Development Action Plan with your professional partner.
9. Establish, with your professional partner, a progress review date to discuss progress on your plan for professional development.
10. Complete and file your **Professional Development In-service Needs Report** (page 15) with the VEPD/local school representative so statistical data can be accumulated to develop a meaningful in-service program.
11. Implement your Individual Professional Development Action Plan.
12. Record all professional development activities on your **Record of Accomplishment** page 13.
13. Meet with your professional partner on established progress review date to review progress and establish future direction. At the year-end review, complete the **year-end competency level** (column 4). This procedure will establish the present competency level for next year's plan.

Individual Professional Development Plan

Prepared by _____ School _____ FY _____

Professional Partner _____ District/VEPD In-service Focus _____

Preparation Date ___/___/___ Progress Review Date ___/___/___ Year-end Review Date ___/___/___

Education (Year) Nondegree ___ Bachelor's ___ Bachelor's + ___ Master's ___ Master's + ___ Doctorate ___

Certificate Type	1 4 8 P Area _____	Exp Date _____	Experience (in Years)
(Circle)	1 4 8 P Area _____	Exp Date _____	Business _____
	1 4 8 P Area _____	Exp Date _____	Teaching _____

Career/Professional Development Objective _____

Competency Code: 4 - Extremely competent 3 - Competent
 (Circle) 2 - Fairly competent, improvement needed 1 - Needs competence development

Competency A: Linking with Business/Industry/Labor/ Community/Governmental Agencies	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
1. Advisory Committee			_____		
- Conducts at least two meetings per year to review competency-based curriculum and evaluate equipment and facilities	4 3 2 1 NA	4 3 2 1 NA		4 3 2 1 NA	
- Committee is involved in student recruitment and job placement	4 3 2 1 NA	4 3 2 1 NA		4 3 2 1 NA	

Competency A: Linking with Business/Industry/Labor/Community/Governmental Agencies <i>(continued)</i>	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
2. Technical, Professional, or Trade Organizations - Teacher is actively involved in related organization(s) Circle: OAAE, NAAE, OACTE, ACTE, Others: _____ _____ _____	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
3. Community Agencies/Organizations - Actively involved in related community group(s) (List) _____ _____ _____	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
4. Occupational/Technical Skills (instructor) - Demonstrates technical competencies in instructional area - Updates related skills at least every three years through part-time or summer work experience, volunteer internship, or a cooperative school/industry sabbatical	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Updates related skills at least every three years through part-time or summer work experience, volunteer internship, or a cooperative school/industry sabbatical	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
5. Local Training Needs Assessment - Instructor conducts annual and five-year assessments of local/occupational opportunities/needs.	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 N	
6. Cooperative and Early Placement - Students are placed and supervised in approved training stations with properly detailed and signed training plans and agreements	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Program develops community partnerships by using shadowing or mentoring techniques.	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
7. Other (List)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency B: Implementing Instruction	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
1. Curriculum					
- Is assessed local business/industry needs to develop instruction	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Developed course of study is based on employer-verified competency lists (OCAP, ITAC, TCP)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Identifies and relates current technology for the occupational area	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Integrates applied academics into the instructional program	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Incorporates entrepreneurship skills into the curriculum	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Provides for the assessment of student achievement based on identified competencies (OVCA program)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Involves students in Career Development Events (CDE), above the local level	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Integrates career/technical student organization (FFA) leadership activities as part of instructional program	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
2. Methodology used by instructor					
- Demonstrates understanding and application of learning theory and social factors affecting students	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Uses a variety of methods, resources, and techniques to suit content and student learning styles and abilities	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Establishes a classroom/laboratory climate where there is mutual respect and emphasis on learning	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Provides appropriate practice for the refinement of occupational skills	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Provides stimulation and motivation to encourage student learning	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Expects business/industry standards when evaluating student performance	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Adapts, develops, and employs appropriate techniques to evaluate identified student competencies	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency B: Implementing Instruction <i>(continued)</i>	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
3. Career/Technical Student Organization (FFA)					
<ul style="list-style-type: none"> - Provides leadership for an active local chapter that is state and nationally affiliated 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Promotes leadership and community involvement 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Fosters personal and professional development 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Students participate in events above the local level 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
4. The Program and Special Populations					
<ul style="list-style-type: none"> - Relates to students from diverse populations and various socio-economic backgrounds 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Adapts to students with physical, mental, and emotional characteristics 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Utilizes appropriate methods, techniques, and resources to provide effective learning for special student populations. 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
5. Equity					
<ul style="list-style-type: none"> - Program communicates and models gender and racially fair behavior 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Program content and instructional materials are gender and racially fair and helps students prepare for expanding roles 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Program uses gender-free course titles 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Gender and racially fair recruitment/place-ment strategies are used 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
6. Other (List)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency C: Managing Programs	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
1. Manage Records					
- Creates, stores and distributes timely records related to student and program performance	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
2. Classroom and Laboratory Environment					
- Equipment is maintained in a safe working condition	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Appropriate supplies and instructional materials are available when needed	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Simulates a business/industry environment	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
3. Program Promotion					
- There is a variety of creative activities that generate positive student and community awareness and interest in the program	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
4. Early Placement/Cooperative Education					
- Appropriate cooperative work stations are established	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Students are supervised at the work site	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- All students are required to keep appropriate work and financial records	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
5. Extended Curriculum Components After-school Hours					
- Timely instruction is provided when school is not in session, at a school, industry, or community/home site	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Each student and his/her parents is visited in the home environment	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- FFA activities are supervised	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Related SAE projects and student placement are supervised	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency C: Managing Programs (continued)	Present Competency Level	Competency Level Desired	Priority	Year-end Competency Level	Comments
6. Communicate With Local and State Educators - Maintains open lines of communication - Completes and submits requested materials in a timely manner (FFA roster; P'gm Status Report,etc) - Collaborates with other local school personnel and programs - Collaborates with business and industry 7. Other (List)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency D: Serving the Local Education Agency (School, District, VEPD) <i>(continued)</i>	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
4. State Program Evaluation Involvement					
<ul style="list-style-type: none"> - Instructor coordinates the state program evaluation process in an effective and timely manner for one's own program and/or serves on another program's review committee 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Implements state program evaluation recommendations 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
5. North Central Association and/or HSTW					
<ul style="list-style-type: none"> - Program participates in the selected accreditation process in a timely and effective manner within the school or serves on another school's review committee 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Implements recommendations 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
6. Participation in the development of the VEPD Plan	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
7. Other (List)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
Competency E: Contributes to the Profession	Present Competency Level	Competency Level Desired	Priority	Year-end Competency Level	Comments
1. Teacher Assistance					
<ul style="list-style-type: none"> - Program cooperates in providing student teaching experiences and/or assists new teachers in their orientation and initial teaching experience 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
<ul style="list-style-type: none"> - Presents at workshops and in-service meetings 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
2. Grants/Requests for Proposals (RFPs)					
<ul style="list-style-type: none"> - Instructor provides data/material(s) needed for grant applications 	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Competency E: Serving the Profession (continued)	Present Competency Level	Competency Level Desired	Priority	Professional Development Implications	Comments
3. Professional Education Associations - Instructor is a member and active participant in local, state, and/or national professional education association activities (reference A-2)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
4. Legislative Involvement (instructor) - Is informed about the legislative process - Is aware of and supportive of issues of interest and concern to career/technical educators and communicates information regarding one's program to legislators and other policy makers	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Is aware of and supportive of issues of interest and concern to career/technical educators and communicates information regarding one's program to legislators and other policy makers	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
5. Contributes to the Knowledge of the Field (instructor) - Authors for professional newsletters, texts, and educational and/or trade journals - Develops innovative and updated curriculum resources - Participates in formal research - Participates in data collection including task analysis or employment surveys, etc.	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Develops innovative and updated curriculum resources	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Participates in formal research	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
- Participates in data collection including task analysis or employment surveys, etc.	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	
6. Other (List)	4 3 2 1 NA	4 3 2 1 NA	_____	4 3 2 1 NA	

Professional Development Action Plan

Priority	Code*	Activity	Timeline	Resources
1		Goal: _____		
2		Goal: _____		

* Competency Code Example: A1, B6, C3

Professional Development Action Plan

Priority	Code*	Activity	Timeline	Resources
1	A1	<i>Goal: To generate more interest & enthusiasm in advisory committee members</i>		
		1. Participate in VEPD advisory committee workshop	12/1/00	VEPD resource person Guidelines for Adv. Comm.
		2. Observe machine trades advisory comm. meeting	1/16/01	Machine trade teacher
		Request colleague to critique film making	1/20/01	Local supervisor
SAMPLE				
2	C1	<i>Goal: To become proficient in computer use (classroom and records management)</i>		
		1. Participate in a computer workshop	6/01	Ag Ed Summit at ATI, Wooster
		2. Obtain software for recording student performance and setting up records	9/01	Software, Inc.
		3. Develop spreadsheets for student wage/hour records	9/01	Ag Ed Instructor and others
		4. Participate in computerized SAE records' workshop	10/01	FBPA sponsored workshop

* Competency Code Example: A1, B6, C3

PROFESSIONAL DEVELOPMENT IN-SERVICE NEEDS REPORT

Prepared by _____ School _____

Professional Partner _____ Date _____

Please rank (1,2,3, etc.) your top 5 personal growth needs as determined in your Individual Professional Development Plan. Present this sheet to your VEPD/local school representative who will bring together the needs of all personnel in an effort to develop a meaningful VEPD professional development program.

- | | |
|--|--|
| <p>_____ Effective Advisory Committees</p> <p>_____ Business/ Industry Partnerships</p> <p>_____ Marketing Career/Technical Education</p> <p>_____ School/Community Relations</p> <p>_____ Cooperative Education</p> <p>_____ Student Recruitment</p> <p>_____ Curriculum Development</p> <p>_____ Implementing Competency-Based Education</p> <p>_____ Integrating Applied Academics</p> <p>_____ Integrating Employability Skills</p> <p>_____ Integrating Entrepreneurship Skills</p> <p>_____ Integrating VSO Activities</p> <p>_____ Individual Career Planning</p> <p>_____ Lesson Planning</p> <p>_____ Preparing Instructional Materials</p> <p>_____ Classroom Management</p> <p>_____ Laboratory Management</p> <p>_____ Motivating Students</p> <p>_____ Managing Difficult Student Behavior</p> <p>_____ Working with Disadvantaged Students</p> | <p>_____ Working with Handicapped Students</p> <p>_____ Gender/Ethnic-Fair Environment</p> <p>_____ Program Evaluation</p> <p>_____ Supervision</p> <p>_____ Program Planning</p> <p>_____ Communicating Effectively</p> <p>_____ Strengthening Human Relations Skills</p> <p>_____ Grant Writing</p> <p>_____ Professional Organizations/Activities</p> <p>_____ Professional Writing</p> <p>_____ Mentoring</p> <p>_____ Legislative Process and Issues</p> <p>_____ Research</p> <p>_____ Adult Education</p> <p>_____ Occupational/Technical Update</p> <p>_____ _____</p> <p>_____ _____</p> <p>_____ Other (list)</p> <p>_____ _____</p> <p>_____ _____</p> |
|--|--|