

LPDC Handbook

Adams County/
Ohio Valley
School District

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November 2006

Dear Colleagues:

This handbook is the result of decisions made by your District Oversight LPDC. The District Oversight Committee is made up of seven members, as per the negotiated contract, Sections 6.27-6.30

The purpose of this document is to provide “*a format for individual professional development plan proposals for district-wide use.*” We thank previous District Oversight LPDC members for their service. Members of the District Oversight LPDC completing the previous revisions in 2003 were:

- Rebecca Semple, Chairperson North Adams High School
- Caroline Grooms, Woolard Elementary
- Dennis Grooms, West Union High School
- Susan Spurlock, North Adams Elementary
- John Lawhorn, Personnel Director
- Sheila Roush, Elementary Supervisor
- Peggy Ginn, Secondary Supervisor

Due to changes in state and/or federal law and those requirements, the District Oversight LPDC believed it necessary to review and revise the handbook. The goal has been to update the handbook to comply with changes in law as well as to include information on decisions made by the District Oversight LPDC in the past few years.

There will be a need for the handbook to be reviewed and revised periodically. We hope you find this handbook useful.

Your 2008-2009 District Oversight LPDC,

Karen Young, Chairperson Administrative Office
Dennis Grooms, West Union High School
Jennifer Work-Caldwell, North Adams Elementary
Margie Semple, North Adams High School
Rodney Wallace, Supervisor State & Federal Programs
Rhonda Mason, West Union Elementary School
Joe Wills, Personnel Director

Charles P. Kimble, Superintendent

Adams County/Ohio Valley School District

District and Building LPDC Meeting Dates

District Oversight LPDC Committee

The District Oversight LPDC will meet every other month, if necessary. If there is no issue at hand, the meeting will be canceled with notification given to each building. If a meeting is necessary on an off month, a special meeting will be called and notification given to each building. Meetings will be held on the first Monday of September, November, January, March, and May for a review of the year and any modifications in the handbook. Minutes of the district LPDC meetings will be emailed to building LPDC members.

Building LPDC

Building LPDC meetings should be held every month, September-May, to check on the progress of ongoing Individual Professional Development Plans. Meeting dates and times are to be scheduled for the entire year and posted on the building and district calendars.

Renewal of Licenses outside LPDC Scope of Authority

Building LPDC's are only responsible for verifying the renewal eligibility for educators (teachers and administrators) holding 5-year professional licenses or 8-year certificates. All educators holding other types of licenses, specifically, 2-year alternative and 2-year provisional, should contact the Personnel Director or ODE website for guidance.

How to Renew a Currently Valid Five-Year Professional or Associate License

(1) Requirements for the renewal of a **professional** or **associate** license:

If Currently Employed in an Ohio School/District

For individuals currently employed in a school, school district, or an agency or institution registered with the Ohio Department of Education that has established a Local Professional Development Committee (LPDC):

Each educator is responsible for the design of an Individual Professional Development Plan (IPDP) based on the needs of the educator, the students, the school and the school district, subject to approval of the LPDC. In accordance with the approved plan, the educator must complete six semester hours or nine quarter hours of coursework related to classroom teaching and/or the area of licensure; or 18 continuing education units (CEUs) (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the LPDC of the employing school, district or agency since the issuance of the license to be renewed. Coursework, CEUs or other equivalent activities may be combined.

If Not Currently Employed in an Ohio School/District

For individuals **not** currently employed in a school, district or agency with a Local Professional Development Committee: Completion of six semester hours, or nine quarter hours, of coursework relevant to classroom teaching and/or an area of licensure since the issuance of the licensed to be renewed.

Four-Tier Teacher Licensure Structure – January 2011

Resident Educator License / Alternative Resident Educator License – 4 yr nonrenewable (may be extended on a case by case basis)

Resident Educator License Requirements	Alternative Resident Educator License Requirements
<ul style="list-style-type: none"> Bachelors degree An approved program of teacher preparation Examinations prescribed by State Board of Education (licensure exams) 12 semester hours of reading for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses 	<ul style="list-style-type: none"> Bachelors degree Major in the subject to be taught or extensive work experience Completion of an Intensive Pedagogical Training Institute (IPTI) Content area examination This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers and including an IPTI

Professional Educator License – 5 yr renewable

Requirements
<ul style="list-style-type: none"> Bachelors degree (except career-technical workforce development) Successfully completed the Ohio Resident Educator Program Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License - 5 yr renewable

A + B +C

A	B	C
Degree Requirement <ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	Experience <ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which At least five years are under a professional/permanent license/certificate 	Demonstration of Practice at the Accomplished/Distinguished Level: <ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5 yr renewable

A + B +C

A	B	C
Degree Requirement <ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	Experience <ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which At least five years are under a professional/permanent license/certificate or a Senior Professional Educator License 	Demonstration of Practice at the Distinguished Level: <ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio OR; Hold active NBC (National Board Certification (NBPTS)

Requirements for Transitioning or Renewing Certificates/Licenses

Requirements to Transition a Certificate to a Five-Year Professional License

As of September 2, 2002, all expired or expiring 4-year provisional certificates must be transitioned to a 5-year professional license under the Teacher Education and Licensure Standards, effective January 1, 1998.

Requirements for the transition of a currently expiring certificate

- Completion of the equivalent of six semester hours of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.
- Educators employed in the schools of Ohio must complete an approved Individual Professional Plan (IPDP), and meet all transition requirements through the Local Professional Development Committee (LPDC).

Requirements for the transition of a certificate that has lapsed for UP TO FIVE YEARS

- Completion of nine semester hours (13.5 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

Requirements for the transition of a certificate that has lapsed for MORE THAN FIVE YEARS

- Completion of 12 semester hours (18 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

NOTE: Transition of the following certificates may be obtained by an individual who evidences a currently valid license issued by the respective Ohio licensure board.

- School audiologist
- School nurse
- School social worker
- Occupational therapist
- School speech-language pathologist
- Physical therapist

Requirements to Renew a Currently Valid Two-Year Provisional License

Requirement for renewal of a currently valid provisional TEACHER license:

Completion of three (3) semester hours of coursework relevant to classroom teaching and/or the area of specialization since the issuance of the license to be renewed. EXCEPT: Failure to complete the entry year requirements for teachers successfully after the second attempt will result in the loss of the provisional license until such time as the candidate completes additional coursework, supervised field experiences and/or clinical experiences as designated by a college or university approved for educator preparation, and is recommended by such college or university.

Does not require LPDC involvement.

Requirements to Renew an Expired Five-Year Professional or Associate License

The requirement for the renewal of a professional or associate license that has lapsed for **up to** five years is:

- Completion of nine semester hours (13.5 quarter hours) of coursework relevant to classroom teaching and/or the area of the license to be renewed

The requirements for the renewal of a professional or associate license that has lapsed for **more than** five years is:

- Completion of 12 semester hours (18 quarter hours) of coursework relevant to classroom teaching and/or the area of licensure since the issuance of the license to be renewed, and upon the recommendation of the dean or head of Teacher Education at an institution approved to prepare teachers.

Requirements to advance from a Two-Year Provisional License to a Five-Year Professional License

Under Administrative Code Rule 3301-24-04, the following requirement must be met to advance from a two-year provisional license to a five-year professional teaching license:

- Successfully complete the Ohio Resident Educator Program

Those who hold Early Childhood (Pre-K through 3), Middle Childhood (4-9) and Intervention Specialist (K-12) licenses are also required to evidence a minimum of 12 semester hours in the teaching of reading, including at least one separate three semester-hour course in the teaching of phonics.

The materials needed to advance from a two- year provisional license to a five-year professional teaching license are:

- Application for a new five-year professional license
- Fee as established by the Ohio Department of Education
- Official transcript evidencing 12 semester hours in the teaching of reading including a three semester-hour course in phonics (This can be a part of the teacher preparation program.) **Required only for the Early Childhood, Middle Childhood and Intervention Specialist licenses.*

Local Professional Development Committee Structure
AC/OVSD-OVEA Master Agreement
Effective Date July 1, 2008-June 30, 2013

- 6.27 LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE STRUCTURE:** In accordance with ORC 3319.22, Local Professional Development Committees (LPDCs) shall review and verify standards and requirements for obtaining, upgrading and renewing temporary, associate, provisional and professional educator licenses.
- 6.28 DISTRICT OVERSIGHT LPDC:** The District Oversight LPDC shall decide equivalent activities toward Continuing Education Units (CEUs); develop a format for individual professional development plan proposals for district-wide use; other appropriate district-wide program decisions; establish a district-wide entry-year program pursuant to Department of Education Rules and Regulations 3301-24-04; establish a mentor program as appropriate for the entry-year program and/or other assistance; establish appropriate training for all members of district and building level LPDCs; review breaches of confidentiality at the district and/or building level LPDCs; and to establish and implement an Appeals Procedure.
- 6.28.1 DISTRICT OVERSIGHT LPDC MEMBERSHIP:** The District Oversight LPDC shall be comprised of seven (7) members, the majority of which shall be classroom teachers. A supplemental contract shall be issued for District Oversight LPDC members. The District Oversight LPDC shall be in place prior to the end of each school year.
- 6.28.1.1 OVERSIGHT ADMINISTRATOR MEMBERS:** Administrative members shall include three building and/or district level administrators as designated by the Superintendent.
- 6.28.1.2 OVERSIGHT TEACHER MEMBERS:** Four teacher members shall serve on a rotating basis and be in place by May 1, one (1) high school and one (1) elementary position will be up for election each year elected by simple majority by all teachers from among those elected to serve on building level LPDCs as follows: one (1) high school representative and one (1) elementary representative shall be elected from local LPDC members from the northern half of the county. North Adams High School, a combined North Adams Elementary School/Oliver Preschool, Peebles High School, and Peebles Elementary School shall be included in the northern half of the county. One (1) high school representative and one (1) elementary representative shall be elected from local LPDC members from the southern half of the county. The CTC (Career and Tech Center), West Union High School, and a combined West Union Elementary School/Tiffin Preschool shall be included in the southern half of the county. An alternate shall similarly be elected for each position.
- 6.28.1.3 TERMS OF OVERSIGHT TEACHER MEMBERS:** Teacher members shall serve a term of two (2) years in a staggered rotation. Oversight teacher members shall be elected for two-year terms beginning May 1. Committee members may succeed themselves.
- 6.28.2 DISTRICT OVERSIGHT LPDC OPERATING PROCEDURES:** Members of the District Oversight LPDC shall elect a chairperson at the first meeting of each year. Additionally, the Oversight LPDC shall determine its operating procedures and meetings schedule by consensus. Meetings shall be held, when possible, to keep district costs at a minimum. Where consensus is not possible, a vote of 70% of the full membership of the committee shall be required for action.
- 6.28.3 FILLING VACANCIES OF TEACHER MEMBERS:** Should a vacancy occur among the teacher members of the building level LPDC, the next-highest vote-getter for that position shall fill the unexpired term. If there is no such person, a special election shall be held.
- 6.29 BUILDING LEVEL LPDC:** Each building level LPDC shall review and approve individual professional development plan proposals by teachers and administrators at that building site based on the format and program established by the District Oversight LPDC and the rules and regulations of the Ohio Department of Education.

The LPDC and the Sunshine Law

1. As of May, 1998, the Ohio Department of Education has advised school districts that the provisions of the State's Sunshine Law should apply to the deliberations and activities of the Local Professional Development Committee.
2. District LPDCs should align the application of the Sunshine Law to their work by following whatever standards, procedures, and considerations used by the district Board of Education. Involving the district superintendent and treasurer in discussing these issues will insure that the committee operates in agreement with district standards.
3. The purpose of the Sunshine Law is to insure that public bodies have meetings that are open to the public and that such meetings are announced in advance. Committees and subcommittees of the Board are now covered by these provisions even if no Board members are present in the group. **The link between the LPDC as a "committee or subcommittee of the Board" is the reason for the application of the law to the LPDC.**
4. LPDC members should be careful about discussions regarding the deliberation of an educator's credentials, professional development plan, and/or renewal application by a majority of committee members outside of regularly-scheduled meetings.
5. Do not simply adjourn LPDC meetings into "executive session to discuss personnel." Board of Education must specify the specific purpose of the executive session, e.g., to discuss negotiations with staff, to discuss pending litigation, to discuss the investigation of charges against employees. The purpose of the executive session and which personnel issue will be discussed must be specifically stated. It is not necessary, however, to identify the name of the person who is the target of discussion.
6. Considering the provisions of the Sunshine Law in designing the LPDC's By-Laws and procedures will insure that the requirements do not create restraints for the committee. The following concise advise is offered to LPDCs:
 - a) Plan your meeting schedule for the year and announce it often in district and public communications.
 - b) Meet in an area which is large enough for additional seats.
 - c) Consider the meeting "open" to anyone who would like to attend.
 - d) Use the "open" nature of the meeting as a safeguard to conduct LPDC meetings professionally and efficiently.
 - e) Only consider "executive sessions" in the rare circumstance where an educator's IPDP, renewal materials, etc., involve legal questions, evaluation issues, etc.
 - f) Make sure that the LPDC's recording secretary notes any motion for executive session, the time entered and completed, the specific reason for the session, etc.
 - g) Contact the OSBA and obtain the brochure entitled *Understanding Ohio's Sunshine Law* for additional information (www.osba-ohio.org).

Certification, Licensure, and the LPDC

Senate Bill 230, approved by the Ohio Legislature and the State Board of Education in 1996, became effective for Ohio Educators on January 1, 1998 (for students entering university programs leading to licensure) and September 1, 1998 (for other applicable rules). The background for the adoption of Senate Bill 230 and its provisions can be found in this Handbook.

The comprehensive provisions of Senate Bill 230 are available in this Handbook. In outline form, the new rules will:

Eliminate “certificates” and replace them with “licenses.”

- Permanent certificates will remain for an educator’s career; no permanent licenses will be issued.
- Licenses issued will either be “provisional” (for entry year educators, who must pass a performance assessment to advance), or “professional” (the only license granted under the new rules, which lasts for 5 years, and is renewed with the appropriate professional development throughout an educator’s career.
- Professional development linked to an educator’s area of licensure, the needs of students, and the goals of the school district are required.
- A building Local Professional Development Committee (LPDC), comprised of a majority of classroom teachers and operating under provisions approved by law, your Board of Education, and teachers’ representative group, is required to review and approve an Individual Professional Development Plan (IPDP) submitted by an educator that identifies his/her professional development goals.
- That LPDC will likewise review and must approve coursework and locally issued CEUs that an educator wishes to use towards license renewal.
- The plan is required for those educators who will pursue locally approved CEUs or are moving into licensure.
- Only renewals of existing licenses go through your building LPDC process. Licenses in new areas and endorsements to existing licenses should contact the Personnel Director or check the ODE website for guidance.
- Educators holding an 8-year professional certificate should study the transition to licensure information very carefully, and particularly the deadline dates for expiration and for conversion of certificates. It is strongly recommended that you complete your upgrade paperwork twelve weeks prior to the deadline, which will impact your coursework and CEU deadlines.

If Your License/Certificate Expires This Year

- The building LPDC will communicate with all educators no later than early September.
- All educators must submit a new Educator Profile Sheet upon receipt of a new license.
- Educators who wish to take advantage of CEUs through their building LPDC, which is the only authority for approving CEUs as of July 1, 1998, must complete a professional development plan, which would include the *Goals Sheet*.
- University hours, and locally approved CEUs can be mixed for renewal. Please check the standards.
- Educators are encouraged to complete the required procedures with thought and caution, making sure that forms are complete and accurate. Please ask questions early and as often as needed to guarantee answers that help you to fulfill your obligations.
- Your building LPDC is also learning about licensure rules, provisions of Senate Bill 230, and their duties as members of your licensing committee. Please give your colleagues your support.

Individual Professional Development Plan:
Guidelines for Submission to the LPDC

- The District Oversight Local Professional Development Committee will publish a calendar of LPDC meeting dates and submission deadlines on the district website.
- Employees who have expiring licenses or are converting an 8 year certificate to a license must have their credentials reviewed and approved by the LPDC prior to submission of the renewal to the ODE.
- Only the approved forms are permissible for completion and submission of requirements.
- An IPDP **must** be on file before any coursework or LPDC-approved CEUs can be accepted.
- Any submitted paperwork deemed unreadable by the LPDC will be returned to the educator without review. The proposal may be resubmitted in appropriate form for consideration at the next regularly scheduled LPDC meeting.
- Reviewed IPDPs and CEU request forms are to be returned to the educator within five (5) days of the LPDC review meeting. IPDPs which are denied may be resubmitted with modification(s), or the educator may request reconsideration by the LPDC, or engage in the appeals' process as appropriate.
- The LPDC shall keep all IPDP reviews, evaluations and discussions in meetings confidential. No IPDP shall be used as an example without written permission of the party involved.
- Coursework must be from ODE accredited providers. Locally approved CEUs must be delivered by a provider on the LPDC approved list or approved by the LPDC in advance.
- Credit hours and CEUs used for the renewal of a license or conversion of an 8 year certificate to a license must have been earned during the life of the certificate or license to be renewed.
- Previously employed new hires to a district who hold an 8 year professional certificate or license issued by the ODE and who have coursework and activities approved by their prior LPDC during their current renewal cycle **shall have said coursework and activities approved** by the building LPDC when accompanied by verifiable supporting documentation. See the approval form.

Individual Professional Development Plan:
Directions for Preparation at the Beginning of a Renewal Cycle

1 Each educator in the district should complete the one page *Educator Profile*, making sure to carefully type or print each and every line completely. This *Profile* will be maintained by the LPDC as the notice of how the educator plans to maintain your professional credentials, and will remain in effect as long as the certificate/license is valid or until the information within the *Profile* is changed.

2 The educator should identify the certificate/license data exactly as it appears on the certificate/license.

3 **Staple to the Educator Profile** a copy of your Certification/License History, printed from the ODE's Web Page (Address: <http://www.ode.state.oh.us>) .

4 If the educator **possesses a license**, or is moving into licensure, he/she must complete the **Educator Goal Sheet** (IPDP), relating both university hours and locally approved CEUs to professional growth goals. The goals should relate to the license being renewed.

5 Everyone should study the **Goals Identification Guide** to help select and clarify a goal or goals that will be meaningful to the educator, students, the school, and the school district. If one chooses a goal or goals from the **Approved Goals List**, he/she is assured that the LPDC will approve. Educators **are not restricted to this list**, however, and are encouraged to pursue any appropriate goals **with pre-approval** of the LPDC.

6 On the *Educator Goal Sheet*, an educator should **identify the goal(s)** you will pursue during the life of your certificate/license, the **activities** in which you will engage to help you achieve those goals, and if your activities involve any **professional development providers**, identify who or what those potential providers will be.

7 Your LPDC will want to insure that the professional development provider is recognized for quality. The *Approved Professional Development Providers* pages indicate those providers who have been pre-approved by the LPDC. This list is not all-inclusive, and will be reviewed annually with changes printed periodically. Educators must gain approval by the LPDC for providers **who do not appear on this list PRIOR to involvement**.

8 A companion for the *Professional Development Plan* is the educator's *Activity Log*, which is an excellent way to record progress toward meeting growth goals and the hours or CEUs completed for renewal.

9 The LPDC will distribute a *Plan Package* to educators at the beginning of September and ask educators to complete either the *Educator Profile* or the *Educator Profile and the Educator Goals' Sheet* and return it to the LPDC some time prior to the November meeting date.

10 The LPDC will schedule meetings that will enable it to review each building educator's *Plan Package*, prioritizing those educators whose licenses/certificates will expire in the current year for first review.

11 The LPDC will communicate in writing either the approval of the educator's IPDP or the reasons why the plan was not approved and what is needed for correction. After LPDC approval, the educator may pursue completion of plan goal(s) via identified activities with assurance of the LPDC's support.

Individual Professional Development Plan:
Directions for Post-review & Certificate/License Renewal

- 1 Insure that you have completed the activities affirmed on the original *Professional Development Plan*.
- 2 Submit official transcripts or grade reports and/or original CEU certificates to your LPDC.
- 3 Your LPDC will notify you if everything is in order and that your IPDP and renewal credentials have been approved. If your credentials are not approved, you will be asked to supply additional information and/or given reasons for the lack of approval.
- 4 Complete the appropriate Ohio Department of Education **renewal application form**, which is available from your building LPDC or online at the ODE website.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
Or <http://www.ode.state.oh.us> and choose: "Teaching in Ohio" from the menu.
Make sure that each section is completed and includes the signature of your LPDC Chair or designee. A mistake on this renewal application form is a critical issue in delaying your application approval by the Ohio Department of Education, who maintains final authority for the issuance of certificates/licenses.
- 5 Attach a check, made payable to **Ohio T.E.C.**, for the appropriate amount. Check the attached ODE *Application Form* for that amount.
- 6 Take the completed application form and payment to the Director of Personnel at Central Office.
- 7 If you are in doubt at any point in any of these steps, please contact one of the members of your building LPDC for clarification.

Individual Professional Development Plan:
Goals Identification Guide - Notes

1 This *Goals Identification Guide* is provided to assist educators in identifying goals that may help you to maximize your professional potential to yourself, your students, your school and your district. It is a guide, and is not intended to be inclusive. You are encouraged to develop goals that reflect those needs that will help you, your students, and/or your school district to succeed.

2 As quality goals, what appears here have been deliberated by the District Oversight LPDC and determined to be appropriate goals for the educators and classrooms in this school district, and as such, are “pre-approved.” This means that educators, in completing their professional development plans, can plan their growth and activities with the confidence that the district LPDC will support their efforts.

3 The educator who is transitioning to or renewing a license should remember that the selection of a goal or goals must be applicable to the specific area of licensure. This does not mean that a goal or goals would not apply to more than one area of licensure.

4 Your LPDC has been careful to recognize the above caution, and have identified the goals on this pre-approved list as potentially applicable to multiple certificates/licenses **if they are appropriate and validated** by the educator in the appropriate manner.

5 The school district’s Board of Education has an approved mission statement and goals for the Adams County/Ohio Valley School District. The educator should work to incorporate these goals into his/her professional development plan.

6 Remember that the identification of a goal or goals as part of a career-long professional growth plan is appropriate for all educators, whether they hold a permanent or other certificate or license. As a matter of law and of the provisions of the new licensure standards, the creation of a goal as a part of the educator’s professional development plan is required of certificated educators who will pursue local CEU credit, and of all licensed educators.

Individual Professional Development Plan:
Goals Identification Guide

1. Content Knowledge:

- 1.1. To learn how to apply technologies as effective content tools.
- 1.2. To enhance professional knowledge (psychologists, speech therapists, treasurers, etc.)
- 1.3. To increase teaching area knowledge (Elementary Art, English, Mathematics, etc.)
- 1.4. To develop teaching/learning units which promote student knowledge in my discipline.
- 1.5. To work with colleagues in ways which help to integrate my discipline within the school.

2. Professional Ethic:

- 2.1. To learn and/or demonstrate understanding and use of educational theory/philosophy.
- 2.2. To learn more about the communities which our schools serve.
- 2.3. To learn and apply new ways of improving race, ethnic, gender, cultural, socio-economic status relations among students/faculty/community.
- 2.4. To gain knowledge of where and how to acquire information assisting in my job responsibilities.
- 2.5. To add additional area(s) of certification/licensure to my credentials.
- 2.6. To seek an advanced degree.
- 2.7. To maintain current knowledge of local/county/State/national educational policies and issues.

3. Assessment & Evaluation Skills:

- 3.1. To learn how to apply technologies as effective assessment tools.
- 3.2. To learn how to apply assessment data to instruction.
- 3.3. To learn how to construct effective evaluation instruments.
- 3.4. To learn how to expand the number and types of assessment tools.
- 3.5. To learn how to interpret test scores.
- 3.6. To learn how to better teach test-taking skills.
- 3.7. To learn more about state and/or standardized testing purposes and creation.

4. Instructional Methodology:

- 4.1. To learn how to apply technologies as effective teaching and learning tools.
- 4.2. To learn how to improve student reading skills.
- 4.3. To learn how to integrate higher-order thinking skills.
- 4.4. To learn how to facilitate students to teach themselves and others (cooperative learning, etc.)
- 4.5. To learn how to teach students to solve problems via a variety of tools and knowledge.
- 4.6. To learn how to teach across many disciplines.
- 4.7. To learn teaching methods that promote increased student achievement.
- 4.8. To gain knowledge of how to adapt instruction to the individual needs of all students.
- 4.9. To learn how to challenge students to meet and exceed expectations, especially for students from poverty, students with disabilities, and students who are gifted or talented.

5. Communication Skills:

- 5.1. To learn how to apply technologies as effective communications tools.
- 5.2. To present to various publics.
- 5.3. To enhance speaking skills (students, parents, peers, others).
- 5.4. To enhance writing skills (students, parents, peers, others).
- 5.5. To improve non-verbal communications skills.
- 5.6. To discover ways to increase parental involvement in parent-teacher conferences.

6. Interpersonal Skills:

- 6.1. To learn how to apply technologies as effective interpersonal tools.
- 6.2. To learn how to coach others to achieve and succeed.
- 6.3. To learn how to coordinate or direct the efforts of others.
- 6.4. To learn how to encourage the involvement of others.
- 6.5. To learn how to facilitate groups (students, peers, others) to accomplish established goals.
- 6.6. To learn how to motivate self and others.

7. Management & Administrative Skills:

- 7.1. To learn how to apply technologies as effective management tools.
- 7.2. To learn how to apply available resources to school improvement.
- 7.3. To learn how to collect data to use in planning and problem solving.
- 7.4. To learn how to create conditions and environment for productive performance.
- 7.5. To learn how to establish vision that encourages performance of self and others.
- 7.6. To learn planning and organizational skills which improve self and others.

8. Skills to Meet the Needs of Special Students:

- 8.1. To learn how to apply technologies as effective intervention tools.
- 8.2. To learn how to adapt instruction to all skills levels.
- 8.3. To learn how to increase my awareness of special needs students.
- 8.4. To learn how to sensitize all students to the needs of individuals.
- 8.5. To understand social/emotional needs of students and others.

9. School District and/or Building Specific Goals:

- 9.1. To learn how to apply technologies as effective teaching, learning, and productivity tools.
- 9.2. To improve attendance.
- 9.3. To ensure instructional accountability.
- 9.4. To increase parental involvement.
- 9.5. To increase student achievement on state tests.

Pre-Approved Professional Development Activities - Notes

1 Among the most exciting features in new licensure standards is the opportunity for an educator to be innovative and creative in designing professional development that is personal and intimate to his/her professional assignment, classroom, building, district, and students.

2 On the following pages is a list of activities which are considered legitimate learning experiences by your school district and the LPDC if they help educators to accomplish the goals of their Individual Professional Development Plan and are aligned to the Ohio Professional Development Standards/Strands. Educators within our school district may choose from these *Pre-Approved Activities* without pre-approval of their LPDC. Following the PD, educators must complete the **Evaluation of Approved Professional Development** form so the LPDC will be able to document which PD Standards/Strands are aligned to the activity. It would be the responsibility of the educator to choose Pre-Approved activities which align to individual goals and the Ohio Professional Development Standards/Strands. An activity which is pre-approved does not necessarily mean it is a good choice for an educator. Educators must document their efforts in the approved format, supply verification by colleagues of their time investment in some circumstances, and follow other guidelines as identified herein.

3 All educators are encouraged to be creative and innovative beyond this list, and to anticipate that the end result of the activity should be a product that enhances the educator's skills and knowledge, improves the school district, and ultimately helps students to achieve. Please remember that strategies/activities not included in the *Pre-Approved Activities* **must be pre-approved by your LPDC** so that any questions about their legitimacy to your plan can be answered long before the date for your certificate or license renewal.

4 The LPDC, through provisions of Senate Bill 230, has the authority to grant local CEU credit to activities such as those published here, or others which are presented to and approved by the building LPDC. The actual amount of the CEU is verified by the CEU guidelines (see Appendix) and by the educator in concert with the LPDC.

5 The educator is responsible for his/her Professional Development Plan and for selecting and pursuing activities which assist him/her in reaching the goals identified in the plan. Documenting time commitment, keeping records, and producing a "product" that can be reviewed by the building LPDC is a permanent responsibility of each educator.

6 Educators should be aware that the building LPDC may identify a maximum number of locally approved CEUs that can be attached to any single activity during a certificate or license renewal period. The intent of the building LPDC is to insure that the educator is maximizing the learning opportunities available to him/her.

7 Recommended maximum CEUs granted during renewal cycles are identified following each of the activities in the *Approved Activities* list which follows. During the transition time period between certificates and licenses, and while educators are in mid-renewal cycle, it is recommended that these maximum CEU figures apply to whatever number of years remain on the educator's provisional or professional certificate. (For example, if an educator completes a professional development plan for the three years remaining on an eight year certificate and is pursuing local CEUs during that time period, it is recommended that the full eight year maximum CEU credit for any individual activity be permitted.)

8 If an educator chooses to pursue an activity which does not appear on the approved list, he/she must gain the approval of the building LPDC prior to initiating the activity. The building LPDC will determine what, if any, maximum CEUs shall apply for the activity during the renewal cycle.

NOTE: Unlike former rules under certificates, licenses have no reduction of hours or CEUs because of experience; thus the 5 year renewal cycle assumes a total of 18 CEUs required for renewal (6 semester hours or 9 quarter hours).

Pre-Approved Professional Development Activities

1. **Business/Industry Partnerships** (*creating opportunities to partner with business and industry to improve the resources and knowledge base to insure that students and schools are all that they can be*).
 - Maximum CEUs granted per **5-year license cycle**: 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

2. **Community Service and/or Development** (*opportunities to become involved in the improvement of the school community that demonstrably improves the environment for learning within the district*).
 - Maximum CEUs granted per **5-year license cycle**: 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

3. **Continuous Improvement Planning, Site-Based Planning, and Strategic Planning** (*involvement in creating short- and long-range plan for the district, completing research or data collection to assist in planning, implementation of such plans, etc.*).
 - Maximum CEUs granted per **5-year license cycle**: 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

4. **Course of Study & Curriculum Revision Projects** (*internal district efforts, consortium projects, county-wide collaborations, projects that are part of university learning that directly impacts district and educator improvement, etc.*).
 - Maximum CEUs granted per **5-year license cycle**: 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

5. **Data Acquisition and Application** *(to apply existing and created data to analyze and improve the effective performance of the educator and the success of student and district goals).*
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

6. **Educational Service Center Activities** *(steering committees, task committees, related research and activities, training, internships, etc.)*
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

7. **Individual Inquiry** *(investigation, research and involvement that enables the educator to pursue an area of interest that will enhance performance and benefit his/her students, district, community, etc.)*
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

8. **Local Professional Development Committee Service** *(service as a member of an LPDC is considered legitimate growth and learning for the educator, and by the nature of the service will improve teaching and learning within the school district)*
 - Maximum CEUs granted per **5-year license cycle:** 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

9. **Mentoring** *(either as a part of the formal Entry Year Program, as supervision of student teachers, or by choice or assignment to aide a colleague or special project as an advisor)*
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

10. **National Board Certification** (*If successfully completed, the educator's study and research to lead toward certification by the National Board of Teacher Certification*)
 - Maximum CEUs granted per **5-year license cycle:** 18
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

11. **North Central Association** (*steering committees, task committees, related research and activities, etc.*)
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

12. **Presentation** (*opportunities to present to various publics which in itself create learning and growth for the educator and acquisition of skills which improve teaching and learning within the classroom, building, and district*)
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

13. **Professional Associations** (*service in office, steering committees, task committees, related research and activities, etc., if the educator can verify new skills and knowledge that will benefit his/her classroom, students, building, district, etc.*)
 - Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

14. **Program Creation** (*innovative creation of new programs, activities, etc., that is shown to benefit the educator's assignment, students, building, district*)
 - Maximum CEUs granted per **5-year license cycle:** 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.

15. **Published Research or Other Writing** (*opportunities for the educator to not only learn from the research and creation, but to communicate this growth and development to others*)
- Maximum CEUs granted per **5-year license cycle**: 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.
16. **Regional Professional Development Center** (*steering committees, task committees, related research and activities, etc.*)
- Maximum CEUs granted per **5-year license cycle**: 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.
17. **Research-Based Project** (*grant applications, teaching area research, opportunities to connect educational research to real improvement*)
- Maximum CEUs granted per **5-year license cycle**: 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.
18. **Technology Applications and Projects** (*within the classroom and district, effective management issues, etc.*)
- Maximum CEUs granted per **5-year license cycle**: 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.
19. **University Credit Learning** (*Universities that are recognized by the Ohio Department of Education as certificate or license grantees, whether in-State or out-of-State, are approved providers if the learning goals of the program help to complete the educator's IPDP, etc.*)
- Typically, these are credit hours, not CEUs.
 - During license renewal, the LPDC will approve hours that relate to the IPDP.
 - No limit on university hours approval.
 - Transcripts are official verification of completion.

20. **University Teaching** (*legitimate if the educator demonstrates the learning of new skills and knowledge that helps him/her achieve PDP goals, benefit the building and district, and help students achieve*)
- Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion.
 - Supply any product(s) to the LPDC for review and final approval.
21. **Public School Works Online Courses** (*courses required by law and/or district policy: slips trips and falls, blood borne pathogens, child abuse prevention, violence prevention, positive youth development, substance abuse prevention, fire safety, etc.*)
- Maximum CEUs granted per **5-year license cycle:** .8
 - Log time investment on the Activity Log
 - Complete the ***Other Activities Report*** that follows at conclusion
 - Supply transcript printed from Public School Works Website.
22. **Opening Day Inservices**
- Maximum CEUs granted per **5-year license cycle:** 3
 - Gain verification signature(s) of principal.
 - Complete ***Other Activities Report*** that follows at conclusion.
 - Supply product(s) to the LPDC for review and final approval.
23. **District short Cycle Assessments** (*internal district efforts, consortium projects, county-wide collaborations, projects that are part of university learning that directly impacts district and educator improvements, etc.*)
- Maximum CEUs granted per **5-year license cycle:** 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion
 - Supply any product(s) to the LPDC for review and final approval.
24. **Master Teacher Designation** (*If successfully completed, the educator's study and research to lead toward designation as a Master Teacher.*)
- Maximum CEUs granted per **5-year license cycle:** 6
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion
 - Supply any product(s) to the LPDC for review and final approval.
25. **National Board Recertification** (*If successfully completed, the educator's study and research lead toward recertification by the National Board of Teacher Certification.*)
- Maximum CEUs granted per **5-year license cycle:** 9
 - Log time investment on the Activity Log.
 - Gain verification signature(s) of colleague(s) of time investment.
 - Complete the ***Other Activities Report*** that follows at conclusion
 - Supply any product(s) to the LPDC for review and final approval.

Approved Professional Development Providers – Notes

1 This *Approved Provider List* is a companion to the *Professional Development Plan* and the *Pre-Approved Activities' List*. Educators should always check the date of *this Approved Provider List* to insure that the most current version is the reference.

2 Your LPDC has created the following list of *Approved Providers* of professional development, which indicates recognition by each LPDC that these institutions and organizations support the continuing professional development of educators; consider the delivery of quality professional development as part of their mission; and continually seek to be responsive to the individual needs of educators.

3 This list is not inclusive. Educators should seek professional development from providers who are committed to their needs and who have the expertise and skills to train and teach educators.

4 Educators who seek professional development from providers on this official list are not required to gain prior approval of the provider from their LPDC. Educators must gain approval from their LPDC for any providers who do not appear on this list prior to engaging in professional growth activities that they may wish to use for license renewal.

5 Educators renewing licenses should remember that locally approved continuing education units, whether approved through traditional “workshop” activities by these or other providers, or granted for “other locally approved activities,” must be linked to a goal or goals identified within the educator’s Professional Development Plan.

6 Educators who wish to recommend professional development providers for placement on this *Approved List* should do so through their building LPDC. The District Oversight LPDC will review this *Approved List* each year and will act to remove or add providers based upon recommendation, proven quality, and other criteria found in quality professional development.

7 Your school district and your Local Professional Development Committee are sincere in their efforts to establish high standards for the professional development of educators within the district. Those standards speak not only to the quality of the professional development, but to how responsive that development is to the needs of the educator, the district, and the building, and to the needs of the students. Your input on how your school district and your LPDC can improve the professional development opportunities and process within our school district is important. Please relate any suggestion, concerns and issues to your building LPDC.

Criteria for Quality Professional Development Providers

1 The following criteria are generally believed to be the standards for quality professional development providers - those individuals and/or institutions that relate and deliver education and training to educators.

2 These criteria will always remain under review, and will be used by the Adams County/Ohio Valley School District's District Oversight LPDC in its review and determination of *Approved Professional Development Providers*. These criteria will also be used by building LPDCs in their determination of whether other providers that are requested for approval by educators seeking credit toward certificate/license renewal meet the district's standards for quality professional development.

3 Potential providers are encouraged to contact the district if they believe they meet these criteria and would want to be considered for the *Approved Provider's List*.

- a) The provider is recognized locally, regionally, state-wide, and/or nationally for expertise and skills in working with educators and schools to improve performance and enhance student learning.
- b) The provider grounds training in research, current best practices, and an assessment of the needs of current educators and schools.
- c) The provider has an understanding of the need for continuous improvement of school districts and educators.
- d) The provider is knowledgeable of the Ohio's certification and licensure regulations and the role of both the educator and the building Local Professional Development Committee in maintaining credentials.
- e) The provider has demonstrated an interest in and willingness to respond to educators on the basis of individual needs.
- f) The provider is responsive to the establishment of quality professional development standards.
- g) The provider establishes clear goals for the training of educators and provides those goals to the educator as a matter of evaluation and as a record of professional growth which will be included in the educator's professional development plan.
- h) The provider is willing to work with the educator, school district and building Lads in establishing standards and providing reporting forms for educators who complete training opportunities.
- i) The provider demonstrates an understanding of the needs of adult learners, and of the learning needs of students to whom educators and school districts are responsible.
- j) The provider requests evaluation of its performance in delivering professional development to educators and demonstrates responsiveness toward improving as a trainer of professionals.

Approved Professional Development Providers

- *Adams County/Ohio Valley School District*
- *Adams County Department of Job and Family Services*
- *Adams County Health Department*
- *Adams County Hospital*
- *Alignment of the Foundational Approaches in Science Teaching (FAST)*
- *American Association of School Administrators (AASA)*
- *American Federation of Teachers (AFT)*
- *Appalachian Rural Systemic Initiative*
- *Association for Supervision and Curriculum Development (ASCD)*
- *Association of School Business Officials (ASBO)*
- *Auditor of the State of Ohio & related*
- *Buckeye Association of School Administrators (BASA)*
- *Center of Science and Industry (COSI)*
- *Cincinnati Educational Television CET*
- *Educational Service Centers*
- *Employing District Professional Development Activities*
- *eTECH-Ohio*
- *Fulbright Scholarship Program Offerings*
- *Government Finance Officer's Association*
- *Hopewell Services & related organizations*
- *Industrial Information Institute (III)*
- *INFOHIO*
- *Instructional Technology Services of Central Ohio (ITSCO)*
- *National Council Teacher of English (NCTE) and related Organizations*
- *National Council of Teachers of Mathematics (NCTM) and related Organizations*
- *National Education Association (NEA)*
- *National Endowment for the Humanities*
- *North Central Association of Colleges and Schools (NCA)*
- *North Central Regional Educational Laboratory (NCREL) and related Organizations*
- *Ohio Association of Elementary School Administrators (OAESA) and related*
- *Ohio Association of Pupil Service Administrators (OAPSA)*
- *Ohio Association of School Business Officials (OASBO) and related Organizations*
- *Ohio Association of School Personnel Administrators (OASPA) and related*
- *Ohio Association of Secondary School Administrators (OASSA)*
- *Ohio Board of Regents*
- *Ohio Approved Certification/Licensure Colleges and Universities*
- *Ohio Approved Programs from Other States*
- *Ohio CASE (Council of Administrators of Special Education)*
- *Ohio Center for Law Related Education*
- *Ohio Council of Teachers of English and Language Arts (OCTELA)*
- *Ohio Department of Education (ODE)*
- *Ohio Education Association (OEA)*
- *Ohio Education Library Media Association (OELMA)*
- *Ohio Federation of Teachers (OFT)*
- *Ohio Network: Training and Assistance to Schools & Communities (ONTASC)*

Approved Professional Development Providers, Continued:

- *Ohio Regional Professional Development Centers (RPDC's)*
- *Ohio School Boards Association (OSBA)*
- *Other State Departments of Education*
- *Ohio Council of Counselors Association*
- *Ohio University-Southern office of Professional Development (Southern Outreach)*
- *Rural Education Aligned for Learning (Project REAL)*
- *Science Education Council of Ohio (SECO)*
- *Science Education for Public Understanding Program (SEPUP)*
- *Southwestern Ohio Educational Association (SWOEA)*
- *Southern Ohio Instructional Television Association (SOITA)*
- *South Central Ohio Computer Association (SCOCA)*
- *Treasurer of the State of Ohio*
- *United States Department of Education (USDOE)*

The Appeals Process

1 The review and approval of an educator's professional development plan by the building LPDC is a matter of legal and ethical importance, and the school district and its Local Professional Development Committees recognize the need to provide due process to an educator who feels that his/her professional development plan has not received fair consideration by the building LPDC in accordance with Ohio law and district procedures.

2 It is the belief of those who worked together to create the district's policies and procedures for the submission of educator professional development plans and the review and approval of those plans by the district's LPDC that **appeals can be avoided** by:

- a) Creating policies and procedures which are available to everyone and easy to follow;
- b) Sharing legal requirements and licensure standards with all educators;
- c) Clearly communicating to district educators what the expectations are for preparing a professional development plan, gaining approval for local CEUs, and renewing their license through the building LPDC;
- d) Insuring that district educators understand their personal and professional responsibilities to seek professional growth which improves teaching and learning within their classroom, building, and school district;
- e) **Impressing upon each educator that he/she is responsible for maintaining records of professional development throughout his/her career, and that he/she bears responsibility for any and all requirements for maintaining appropriate credentials.**

3 **The appeals process** is initiated in writing by an educator whose professional development plan is not approved by the building LPDC. For the purposes of definition, the "plan" includes all of its components: educator goals, activities, and approval of local continuing education units and university coursework.

4 **Reconsideration** is the first step in an appeal. If the building LPDC does not approve an educator's professional development plan, the educator has the opportunity to request reconsideration of his/her plan by the building committee. This request should be **made in writing** by the educator to the chairperson of the building LPDC. During this reconsideration, the educator may submit such additional documentation, explanation or correction to permit approval of the educator's professional development plan by the committee. Following the conclusion of this reconsideration process and deliberation of the building LPDC, the committee shall communicate its approval or lack of approval of the educator's profession development plan **in writing and within ten days** to the educator.

5 The **District Oversight Committee** may follow the reconsideration step if the educator does not gain approval of his/her educator's professional development plan by the building LPDC. If the professional development plan is not approved, the educator may request review of his/her plan by the District Oversight Committee. This request should be made by the educator **in writing to the chairperson** of the District Oversight Committee within ten days following the reconsideration and receipt of the decision of the building LPDC by the educator. The District Oversight Committee shall review the educator's professional development plan and its supporting materials **exactly as they existed** at the conclusion of the reconsideration stage.

6 The District Oversight Committee shall consist of seven members:

- Four Ohio certificated/licensed educators (One high school and one elementary educator from North Adams and Peebles area and one high school and one elementary educator from the West Union area.)
- Three administrators : As designated by the Superintendent

7 The **District Oversight Committee shall meet one time** together to conduct a review of the materials and facts and:

- a) Hear from the educator why his/her professional development plan should be approved;
- b) Hear from the building LPDC chairperson or representative why the committee did not approve the plan;
- c) Review the plan, its accompanying materials, the district's policies and procedures for maintaining educator credentials, and applicable Ohio law;
- d) Deliberate and issue a written decision jointly to the educator and the building LPDC **within three days.**

8 The decision by the District Oversight Committee is the final step in the process. It remains the prerogative of the educator to **submit, revise, or correct** a professional development plan that has not been approved by the building LPDC at **any time before, during, or after** the appeals process in order to gain committee approval.

Continuing Education Units
Guidelines for Providers and Educators

1 Educator professional development activities used for renewal of licenses must be reviewed by the building Local Professional Development Committee (LPDC). The LPDC may approve the professional development activity or ask that it be revised based upon the following:

- a) the inclusion of the activity in the educator’s Professional Development Plan;
- b) the review and approval of that plan by the LPDC;
- c) the application of the activity to district, building, classroom, student and/or the educator’s professional goals;
- d) the assignment of Continuing Education Units (CEUs) to the activity based upon the guidelines below.

2 The Ohio Department of Education no longer approves nor issues Continuing Education Units. The approval and official award of CEUs will be solely the responsibility of the building LPDC as per the requirements of Senate Bill 230. **It is the sole responsibility of the educator to maintain a record of building-approved CEUs throughout his/her career.**

3 The guidelines used for the approval and award of continuing education units to educators by the building LPDC are identical to those traditionally used by the Ohio Department of Education, and which remain as requirements in the provisions of Senate Bill 230.

- a) **One hour** of professional development activity equates to .1 CEU (one tenth unit).
- b) **Ten hours** of professional development activities equates to 1.0 CEU (one full unit).
- c) When university hours and CEUs are combined for the renewal of the educator’s certificate or license, **3.0 CEUs** equates to **1.0 semester hour**.
- d) The definition of “approved activity” is dependent up the communication between the educator, his/her development plan, and the building LPDC.
- e) A glossary of ***Approved Professional Development Activities*** is included within LPDC Handbook (pp. 20-24).
- f) That list is not all-inclusive, and educators are encouraged by the LPDCs to create and adapt activities to their individual needs and, as applicable, the needs of students, classroom, building, district, and employment responsibilities within the District.
- g) An educator need not seek external “providers” to gain professional development CEUs, and all professionals are encouraged to pursue individual inquiry, research and other innovative and personal learning experiences that benefit their professional assignment and performance.
- h) However, the educator should insure that the LPDC will approve such work for CEU credit prior to beginning the activity.
- i) When external “providers” are sought by the educator, he/she should verify that the building LPDC recognizes them as a ***Quality Professional Development Provider***.

Licensure Notes

Standards for Maintaining Educator Credentials

Renewal with a Substitute Limitation

- Individuals who have not met the requirements for a renewal of their standard provisional or professional teaching license(s) may renew the license(s) with a limitation for substitute teaching only.
- The substitute limitation may be removed at any time by meeting the appropriate renewal requirements.
- Substitute licensees will be issued by the Department of Education. Educators working under this license are not required to develop a professional development plan or work through a LPDC.
- Substitute teachers who hold standard 4 year provisional certificates, 8-year professional certificates, or 5-year licenses may request to work through their building LPDCs, or follow the procedures outlined in the next section.
- LPDCs may choose to include substitute teachers who hold standards certificates and are employed within the district in their review process, which would enable the substitute teacher to take advantage of locally approved CEUs. Otherwise, the substitute renews through the ODE with university coursework.

Individuals Not Employed In Schools

- Persons not employed in schools at the time their certificate/license expires apply directly to the ODE for renewal.
- Only university coursework can count toward renewal in this manner.

REQUIREMENTS FOR RENEWAL OF THE PROFESSIONAL SCHOOL TREASURER AND SCHOOL BUSINESS MANAGER LICENSES

(A) The professional license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the following requirements have been completed since the issuance of the license to be renewed:

1. Six (6) semester hours or nine (9) quarter hours of coursework related to the area of licensure,
OR

2. Eighteen (18) continuing education units [one hundred and eighty (180) contact hours] or other equivalent activity related to the area of licensure as approved by the local professional development committee of the employing school or school district.

Each licensed individual wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the individual, the students, the school, and the school district.

Coursework or continuing education units or other equivalent activities may be combined.

(B) Renewal of the professional license for individuals not currently employed in a school or school district shall require completion of six (6) semester hours or nine (9) quarter hours of coursework relevant to the area of licensure since the issuance of the license to be renewed.

(C) A professional license that has lapsed for up to five years due to not meeting the professional development requirements may be reinstated upon completion of nine (9) semester or thirteen and one-half (13.5) quarter hours of coursework relevant to the area of licensure since the issuance of the license to be renewed.

(D) A professional license that has lapsed for more than five years due to not meeting the professional development requirements may be reinstated upon completion of twelve (12) semester or eighteen (18) quarter hours of coursework relevant to the area of licensure since the issuance of the license to be renewed.

Contact Information

Office of Educator Licensure

Don.White@ode.state.oh.us

(614) 466-3593

Coursework Conversion Chart

Semester Hours	Quarter Hours	CEUs
$\frac{2}{3}$	1	2
$1 \frac{1}{3}$	2	4
2	3	6
$2 \frac{2}{3}$	4	8
$3 \frac{1}{3}$	5	10
4	6	12
$4 \frac{2}{3}$	7	14
$5 \frac{1}{3}$	8	16
6	9	18
$6 \frac{2}{3}$	10	20
$7 \frac{1}{3}$	11	22
8	12	24
$8 \frac{2}{3}$	13	26
$9 \frac{1}{3}$	14	28
10	15	30
$10 \frac{2}{3}$	16	32
$11 \frac{1}{3}$	17	34
12	18	36

Individual Professional Development Plan:

Educator Profile

Last Name	First Name:	M.I.:
Date of Birth (mm/dd/yyyy) / /	State ID #	
Do you have a Masters degree (or equiv) Yes / No		(State ID# may be found on license or ODE CORE website)
Home Street Address:		
City:	State:	Zip:
School Phone:	Home Phone:	

List all permanent certificates or those which you will upgrade on this single sheet.

If you are renewing certificates or licenses, place only one on this sheet, and use additional Profile Sheets for each one you will renew. **Attach your ODE history printout** or copies of all current credentials. Indicate how you intend to renew each.

Credential#	2-Yr, 5-Yr, 8-Yr, or Permanent	Expires	List All Areas	Renew by Hrs/CEUs	Check if Upgrade
1					
2					
3					
4					

Teaching/Professional Assignment(s) for present school year:

Position	Grade(s)	Building
a.		
b.		
c.		

Submission & Review:

Educator Signature:	Date: / /
LPDC Review:	Date: / /

**Individual Professional Development Plan:
Educator Goals Sheet**

1. Last Name: _____ First Name: _____ M.I.: _____

2. Social Security # (Used for Certificate/Licensure Verification): _____

3. Identify your Professional Development Goal(s). List activities you will use to pursue each goal and the certificate(s)/license(s) to which each will apply. The goals which appear below should refer only to the certificate/license identified on the companion Profile Sheet. **Use a separate Profile Sheet and a separate companion Goals Sheet for each certificate/license which you will renew or convert.** The *Goals Identification Guide* contains suggestions, but the goal(s) should be specific and intimate to you and your professional development as it relates to students, building, district, and/or community. There is no specified minimum or maximum number of goals.

a. Goal: To _____
 Activity(ies): _____
 Completed via Hours, CEUs, or Both: _____
 Applicable to certificate/license on the companion Profile Sheet. _____

b. Goal: To _____
 Activity(ies): _____
 Completed via Hours, CEUs, or Both: _____
 Applicable to certificate/license on the companion Profile Sheet. _____

c. Goal: To _____
 Activity(ies): _____
 Completed via Hours, CEUs, or Both: _____
 Applicable to certificate/license on the companion Profile Sheet. _____

Educator Signature: _____ Date: ____/____/____

LPDC Review: _____ Date: ____/____/____

Note: _____

Educator Signature: _____ Date: ____/____/____

LPDC Review: _____ Date: ____/____/____

Note: _____

Educator Signature: _____ Date: ____/____/____

LPDC Review: _____ Date: ____/____/____

Note: _____

**“Other Activity” Continuing Education Unit:
Request for Building LPDC Approval**

1. Last Name: _____ First Name: _____ M.I.: _____

2. Social Security # (Used for Certificate Verification): _____

3. School Phone: _____ Home Phone: _____

4. **For an “Other Activity”:** If you are seeking locally approved CEU credit by your LPDC through an activity other than a workshop, complete this section:

a) Describe the activity – please check the ***Pre-Approved Professional Development Activities*** for those that have been pre-approved by your LPDC as legitimate activities to be used by district educators towards meeting their goals.

b) Identify the number of activity hours that you will or have invested in this activity:

c) Gain the signature of a district administrator or colleague who can verify and affirm your estimation of those activity hours:

Signature: _____ Title: _____

d) Why and/or how has this activity improved your professional skills, the learning of your students, and/or the quality of your school district? How will you share your learning with colleagues?

e) Attach a copy of any work products that have resulted from your activity.

f) Attach any additional information that you think might help your LPDC to review and approve your request for CEU credit for these **Other Activities**.

Signature of Submission: _____ Date: _____

Signature of LPDC Chair: _____ Date: _____

CEUs granted per this request: _____ Effective Date: _____

Workshop Continuing Education Unit:

Request for District LPDC Approval

1. Last Name: _____ First Name: _____ M.I.: _____
2. Social Security # _____
3. School Phone: _____ Home Phone: _____
4. **For a Workshop:** If you are seeking local district LPDC approval for CEU credit, carefully complete this section. The workshop Certificate of Completion should be supplied to the LPDC for final award of CEU credit, which can only be approved by the employing district LPDC.

- a) Identify Provider: _____
- b) Identify Presenter or Director: _____
- c) Identify a phone number contact for Presenter/Director: _____
- d) Identify the workshop date(s): _____
- e) Identify the number of clock hours of workshop instruction: _____

**Conversion: One activity hour is equal to one-tenth (0.1) CEU credit. 10 activity hours are equal to one (1) CEU. The LPDC will determine CEU credits based upon district guidelines. Study the Handbook.*

f) Attach the workshop program or synopsis indicating the workshop date(s), daily agenda with times, and a description of workshop content and activities.

g) You are reminded that CEU credits used to renew a **license**, whether from the Ohio Department of Education (issued only until July 1, 1998), or approved locally by your LPDC, must assist you in accomplishing the goals of your Individual Professional Development Plan, and that this plan must address student, district, and educator development needs.

h) If this Provider does not appear on the list of your district's **Approved Professional Development Providers**, your request for CEU credit must be pre-approved by your LPDC. Gain the signature of the LPDC Chairperson here for **Pre-approval**:

LPDC Chairperson: _____ Date: _____

**Signature verifies that the LPDC has pre-approved this Workshop Provider.*

Individual Professional Development Plan: Guidelines for Review by the LPDC

Educator: _____ ID#: _____

Certificate: _____ Renewal Date: ____/____/____

Date Submitted to LPDC: ____/____/____ Date Reviewed by LPDC: ____/____/____

Review checklist for the LPDC:

Yes	No	N/A	<i>The IPDP Proposal:</i>
			Is legible
			Is thorough and complete
			Is clear and specific
			Establishes goals that are in the best interests of the educator, students, and district
			Relates to established district and/or building goals as applicable
			Proposes university hours and CEU activities that relate to the area(s) of certification/licensure
			Indicates hours and CEUs proposed for renewal that are within the life of the certificate/license
			Contains documentation as necessary to support the proposal

This proposal has been: **Approved**
 Denied for the reasons listed below – candidate should modify and resubmit for approval:

Individual Professional Development Plan:
Appeals - Report of Reconsideration or Formal Appeal

1. This is a report to the educator of the deliberation and decision of

- The Building LPDC following Reconsideration
- The District Oversight Committee following a Formal Appeal

2. Educator: _____

3. School Phone: _____ Home Phone: _____

4. Report of Decision to the Educator: _____

Following deliberation, your Professional Development Plan is hereby

- Approved as reviewed
- Not Approved as reviewed

5. Comments: _____

6. Affirmation _____

Signature: _____





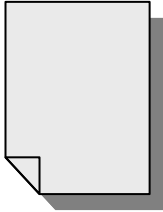
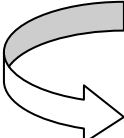
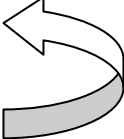
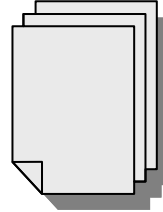
Signature: _____

Signature: _____

_____ In representation of the Building LPDC on Reconsideration. Return this report to the educator within 10 days.

_____ In representation of the District Oversight Committee on Formal Appeal. Return this report to the educator within 3 days.

LPDC Step-by-Step IPDP Approval Process

1	2	3	4
 <p>Approval of Goals</p>	 <p>Pre-approval of PD</p> <p><i>* if required by LPDC</i></p>	 <p>Evaluation of Approved PD</p>	 <p>Review for License Renewal</p>
<p>Approve educator's IPDP goals.</p> 	<p>Review educator's submissions for preapproval of PD activity.</p> 	<p>Review educator's evaluations of & reflections on approved PD activities. Enter on matrix document.</p> 	<p>Complete final evaluation to assure that all six PD standards are addressed.</p> 



Think of it as a PROCESS rather than a plan.

**Individual Professional Development Plan:
Educator Profile**

Last Name _____ First Name: _____ M.I.: _____

Date of Birth (mm/dd/yyyy) / / State ID # _____
(State ID# may be found on license or ODE CORE website)

Do you have a Masters degree (or equiv) Yes / No _____

Home Street Address: _____

City: _____ State: _____ Zip: _____

School Phone: _____ Home Phone: _____

List all permanent certificates or those which you will upgrade on this single sheet.
If you are renewing certificates or licenses, place only one on this sheet, and use additional Profile Sheets for each one you will renew. **Attach your ODE history printout** or copies of all current credentials. Indicate how you intend to renew each.

<i>Credential#</i>	<i>2-Yr, 5-Yr, 8-Yr, or Permanent</i>	<i>Expires</i>	<i>List All Areas</i>	<i>Renew by Hrs/CEUs</i>	<i>Check if Upgrade</i>
1					
2					
3					
4					

Teaching/Professional Assignment(s) for present school year:

<i>Position</i>	<i>Grade(s)</i>	<i>Building</i>
a.		
b.		
c.		

Submission & Review:

Educator Signature: _____ Date: _____

LPDC Review: _____ Date: _____

**Adams County/Ohio Valley School District LPDC
Individual Professional Development Plan / Goal Sheet**

Name:	Submission Date:
Date of Birth:	State ID #
Building/Assignment:	
Type of Certificate/License:	
Area of Licensure:	
Issue Date:	Effective Date:
	Expiration Date:
Plan Type Select one: <input type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: From _____ to _____	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See <i>sample goal below.</i>)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 Educator Standard	
Goal 2 Educator Standard	
Goal 3 Educator Standard	

**Adams County/Ohio Valley School District LPDC
Individual Professional Development Plan / Goal Sheet**

Additional goals (if applicable):

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Preapproval Form: To be submitted *prior* to engaging in PD

Name:	IPDP Approval Date:
Teaching/Work Assignment:	
Building/School Name:	
Date(s) of Professional Development:	
Location of Professional Development:	
Title of Professional Development: (Specify)	
<p>Type Select one or more as appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> College/university course <input type="checkbox"/> Ongoing series of workshop sessions <input type="checkbox"/> Conference <input type="checkbox"/> Single workshop <input type="checkbox"/> Professional Learning Team/Community Involvement <input type="checkbox"/> Independent study/action research <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> District leadership team, LPDC, curriculum development, school improvement <input type="checkbox"/> Coaching/mentoring student teachers, new teachers or teachers in need <input type="checkbox"/> Other, not listed above: (Specify)_____ 	
Description of PD	
IPDP Goal(s) applicable to this PD	

Preapproval Form (continued)

Number of contact hours	Number of CEUs requested
--------------------------------	---------------------------------

Please turn to page entitled "Evaluation of Approved PD" and check the box or boxes in front of the PD standards you expect to address in this PD experience. Refer to *Organizing for HQPD* [available on [this page](#)]. See the IPDP Rubric on pages 25-31 to gauge the alignment.

Signature of applicant _____ Date _____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit
Revision Advice:

-OR-

Approved as written

Approval Signature _____ Date _____

Evaluation of Approved Professional Development

[To be completed *after* the PD experience and submitted to the LPDC no later than the last LPDC meeting of the school year]

Name _____ Building _____ Contact Hours or CEUs _____

PD Activity _____ Date of PD _____

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards.

Answer only those which apply to this PD experience. Refer to *Organizing for HQPD* [available on ODE website: SEARCH high quality professional development.] **See the IPDP Rubric on pages 25-31 to formulate your responses.**

<input type="checkbox"/> Standard 1: How is this PD purposefully structured to occur over time?
<input type="checkbox"/> Standard 2: What data sources guided you toward this PD?
<input type="checkbox"/> Standard 3: How does the PD include opportunities for collaboration?
<input type="checkbox"/> Standard 4: How did the PD include varied learning experiences to accommodate adult learning needs?
<input type="checkbox"/> Standard 5: Evaluate the PD as to its short- and long-term impact. Be as specific as possible.
<input type="checkbox"/> Standard 6: How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? Be specific.

Evaluation of Approved Professional Development (continued)

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- Certificate of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- Other: (Specify)_____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

- Revise/Resubmit**

Revision Advice:

-OR-

- Approved as written**

Approval Signature_____ **Date**_____

Adams County/Ohio Valley Professional Development Activity Log / Summary

Educator completes white section on the left and submits to the LPDC no later than the last LPDC meeting of the school year/LPDC completes shaded area on the right.

Name _____ Building _____

Teaching Assignment _____

Date of Activity	Pre-Approved Professional Development		Documentation/ Signature Verification	Credit Granted	Approval Date ⁽¹⁾	Professional Development Strand ^(2,3)					
	# ^(*)	TITLE				1	2	3	4	5	6
09/12/08	18	<i>SAMPLE: Infusing Technology into the Science Curriculum</i>	<i>Certificate</i>	<i>3 CEUs</i>	<i>12/10/08</i>			✓	✓		

* Number from Pre-Approved Professional Development Activities – pages 20-24 LPDC Handbook

Directions to LPDC:

- (1) Enter date of each PD Evaluation submitted to the committee.
- (2) For THAT event or experience, rate the Alignment to Ohio PD Standards. Check off (✓) and initial any standard which earns an ADEQUATE or EXEMPLARY rating. (See IPDP Rubric, *Organizing for High Quality Professional Development*, pp. 25-31.)
- (3) Assure that each educator achieves ADEQUATE or EXEMPLARY in each of the SIX Ohio PD Standards before recommending him or her for renewal.

Adams County/Ohio Valley Professional Development Activity Log / Summary

Educator completes white section on the left and submits to the LPDC no later than the last LPDC meeting of the school year/LPDC completes shaded area on the right.

Name _____ Building _____

Teaching Assignment _____

Date of Activity	Pre-Approved Professional Development		Documentation/ Signature Verification	Credit Granted	Approval Date ⁽¹⁾	Professional Development Strand ^(2,3)					
	# ^(*)	TITLE				1	2	3	4	5	6
09/12/08	18	SAMPLE: Infusing Technology into the Science Curriculum	Certificate	3 CEUs	12/10/08			✓	✓		

* Number from Pre-Approved Professional Development Activities – pages 20-24 LPDC Handbook

Directions to LPDC:

- (1) Enter date of each PD Evaluation submitted to the committee.
- (2) For THAT event or experience, rate the Alignment to Ohio PD Standards. Check off (✓) and initial any standard which earns an ADEQUATE or EXEMPLARY rating. (See IPDP Rubric, *Organizing for High Quality Professional Development*, pp. 25-31.)
- (3) Assure that each educator achieves ADEQUATE or EXEMPLARY in each of the SIX Ohio PD Standards before recommending him or her for renewal.

District Name
Individual Professional Development Plan / Goal Sheet

Name: <i>Ms. Teacher</i>	Submission Date: <i>9/8/08</i>
Building/Assignment: <i>Suburban Middle School</i>	
Type of Certificate/License: <i>5 year professional</i>	
Area of Licensure: <i>Social Studies 7-12</i>	
Issue Date: <i>6/10/08</i>	Effective Date: <i>7/1/08</i>
	Expiration Date: <i>6/30/2013</i>
Plan Type Select one: <input checked="" type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: <i>From 12/10/08 to 6/30/2013</i>	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input checked="" type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See sample goal below.)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 <i>I will extend my knowledge of adolescent and middle school student development, as well as problems associated with this age group in order to help me plan appropriate lessons and interventions so students will be successful in my class.</i> Educator Standard: <i>Teacher # 1 Students</i>	
Goal 2 <i>I will improve my skills for leading, collaborating and mentoring students, pre-service teachers and peers to improve the quality of the instructional program.</i> Educator Standards: <i>Teacher # 6 Collaboration and Communication</i> <i>Teacher #7 Professional Responsibility and Growth</i>	
IPDP/MS sample	
51	

District Name

Individual Professional Development Plan / Goal Sheet

Goal 3

I will further my understanding and use of methods to integrate technology into the classroom and curriculum for instruction, assessment and as a tool for communication.

Educator Standard:

Teacher #2 Content

Teacher #4 Instruction

Additional goals (if applicable):

SAMPLE

District Name
Individual Professional Development Plan / Goal Sheet

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

SAMPLE

Ohio Standards for the Teaching Profession

Standard 1

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

teach.

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

Standard 2

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

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

Standard 3

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

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4

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

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

Standard 5

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

- Teachers create an environment that is physically and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

Standard 6

Teachers collaborate and communicate with students,

parents, other educators, administrators and the community to support student learning.

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

Standard 7

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

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

Ohio Standards for Professional Development

Standard 1

High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

Standard 2

High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

Standard 3

High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

Standard 4

High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

Standard 5

High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

Standard 6

High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Ohio Professional Development

Verification of Participation

Professional Development Program: *Provide title*

Date and Location: *Provide information*

Presenter/Facilitator (including title & credentials):

*Presenter 1
Title
Credentials/Employer*

*Presenter 2
Title
Credentials/Employer*

*Presenter 3
Title
Credentials/Employer*

*Presenter 4
Title
Credentials/Employer*

Program/Project Goals and Objectives

Participants will:

- *[state specifically; begin each bullet with a verb]*

Description of Professional Development Experience

Nature of Activity: *Workshop, Course, Series of Workshops, Conference session*

Contact Hours: *Specify actual hours of engagement*

Participant Role: *For example: Listening to presenters, participation in individual and group activities, exploration of relevance and potential applications of workshop content to local situation, interactive dialogue and questions with presenters and/or colleagues.*

This certificate verifies participation in the NAMEOF SPONSORING ORGANIZATION activity described above. Participants are responsible for conveying this information to their Local Professional Development Committee in a manner consistent with their local guidelines.

Meeting Facilitator (Print)

Participant (Print)

Signature

Signature

Date

Date



**Approval Verification Form
For Educators Leaving a LPDC**

This verifies that the following educator had an approved Individual Professional Development Plan and that

_____ (print - name of educator) _____ (Educator ID) _____ (birthdate)

has completed the following credits toward completion of the plan since _____ (date)

_____ college/university semester hours

_____ college/university quarter hours

_____ LPDC approved professional development activities (CEUs)

_____ (authorized signature) _____ (school/district IRN) _____ (date)

Please print:

Name of Authorized Signer _____

Name of School/District _____

LPDC IRN _____

Name of LPDC _____

LPDC chairperson _____

LPDC address _____

Chairperson phone number _____

Chairperson email address _____

Mail to: Office of Educator Licensure
25 South Front Street, Mail Stop 105, Columbus, Oh 43215-4183
Telephone 614-466-3593

4/2009