

**VERMILION
LOCAL
SCHOOL DISTRICT**

**LPDC
HANDBOOK**

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LPDC BYLAWS

SECTION 1: LPDC OVERVIEW

1.1 INTRODUCTION (Taken from Quality Professional Development: A Guide for Ohio's Educators)

Most educators would agree, in theory, that professional development is a lifelong process of gaining new knowledge, insights, and skills for the purpose of improving practice. But ask a group of educators in the typical school to describe their experience with professional development.

Most will probably talk about attending college courses at night, leaving school to attend a one- or two-day workshop, or filing into an auditorium for a one-size-fits-all session on a teacher in-service day. If you were to ask them what the results of those experiences were, many would cite the credits or Continuing Education Units (CEUs) they earned toward the state's licensure requirements.

Few would talk in terms of ongoing, lifelong process. Few would describe their professional development as linked to that of their colleagues or closely tied to the improvement efforts of their schools. Few would point to themselves as the primary designers of their professional development experiences.

The relatively meaningless and ineffective professional development that occurs too often today is what many segments of the educational system value and support. Quality professional development will become widespread when:

- Teachers take control of their own learning, and
- The system expects, promotes, and supports their efforts.

Ohio's Local Professional Development Committees (LPDCs) were mandated to ensure that those two changes occur. In 1996, Ohio's General Assembly passed Senate Bill 230 authorizing the establishment of Local Professional Development Committees. This legislation signaled a major change in Ohio's approach to the development of its teaching force – it placed the responsibility for professional development in the hands of the educators themselves.

While the Ohio Department of Education still issues all certificates and licenses, two major changes have occurred:

- Each educator employed in an Ohio public school seeking to fulfill license renewal requirements must develop an Individual Professional Development Plan (IPDP) for course work, continuing education activities, or other equivalent activities. The plan must be based on the needs of the educator and his or her students, school, and district.
- To review and approve IPDPs, each public school district in Ohio now has a Local Professional Development Committee.

The LPDC Advisory Council was setup in 1999. The purpose of the Council was to provide visionary support and advocacy for the LPDC process. The Advisory Council created a framework for quality professional development that is to be used to guide the work of the state's Local Professional Development Committees.

1.2 ONLINE RESOURCES

The following are links to the Ohio Department of Education website.

Frequently Asked Questions About Teacher Certification and Licensure

http://www.ode.state.oh.us/teaching-profession/PDF/FAQ_Ctr_Teach.pdf

Quality Professional Development: A Guide For Ohio's Educators

<http://www.ode.state.oh.us/Teaching-Profession/PDF/OhiosQualityPDGuide.pdf>

Teacher Education and Licensure Standards (Updated January 1, 2003)

http://www.ode.state.oh.us/teaching-profession/teacher/certification_licensure/standards/standards.asp

How to Renew, Convert, Advance, or Transition a Certificate or License

http://www.ode.state.oh.us/teaching-profession/Teacher/Certification_Licensure/cl_rct.asp

Center for the Teaching Profession

Downloadable Certification/Licensure Applications, Academic Content Standards, Info on National Board Certification, Proficiency Tests, LPDC, Entry Year Info, Local Report Cards

<http://www.ode.state.oh.us/teaching-profession/>

Individual Certification Date

http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/certifact.asp

RPDC Regional Map

http://www.ode.state.oh.us/school_improvement/School_Leaders/Regional_Map.asp

LPDC Regional Licensure Consultants Map

http://www.ode.state.oh.us/Teaching-Profession/PDF/Reg_Lic_Consult_MapEmail.pdf

1.3 7 GUIDING PRINCIPLES OF QUALITY PROFESSIONAL DEVELOPMENT

At the heart of the LPDC Advisory Council’s framework are seven guiding principles of quality professional development that are based primarily on professional development research and the experiences of the LPDC pilots.

Each principle highlights an important component or characteristic of quality professional development. However, all seven principles are interdependent.

Each principle can be viewed through two different perspectives – that of individual educators who are seeking professional development that is meaningful and productive and that of the people and organizations whose role it is to support the professional growth of educators.

The seven guiding principles describe quality professional development as:

1. **Results-Oriented:** Quality professional development increases the capacity of educators to improve student achievement.
2. **Individualized:** Quality professional development addresses educators’ varied experiences and learning needs.
3. **Job-Embedded:** Quality professional development is relevant to and embedded in each educator’s principal work.
4. **Collaborative:** Quality professional development creates communities of educators that support continuous inquiry, collaboration, and growth.
5. **Research-Based:** Quality professional development applies knowledge from learning theory and research, as well as lessons from sound educational practice.
6. **Data-Driven:** Quality professional development is based on student data, aligned with district and building goals, and focused on a specific set of targeted improvements in learning.
7. **Systemic:** Quality professional development is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

Thinking carefully about each of these principles is likely to lead to some important conclusions:

- First, the primary responsibility for an educator’s professional development lies with the educator.
- Second, quality professional development will change the work, the roles, and the relationship that exists in schools.
- Third, quality professional development will require new levels and types of support from the educational system.

Quality Professional Development: A Guide for Ohio’s Educators addresses each of these needed changes. See Online Resources section.

1.4 SENATE BILL 230

When fully implemented, the new licensure law (Senate Bill 230) eliminates certificates and replaces them with 2-year provisional and 5-year professional licenses. The transition is outlined in Appendix A, B, and C. To renew a license, the applicant must prepare an individual professional development plan (IPDP) and submit it to the Local Professional Development Committee for approval. This must be done at the beginning of the licensure cycle so that all coursework, workshops, conferences, and other educational activities that fulfill the goals outlined in the IPDP can count toward the renewal of your license. The plan must include course work for credit, continuing education activity, and/or equivalent educational activities relating to the licensure area or to classroom teaching. The goals setup in the IPDP must be based on the needs of the educator, the students, building, and district. Whenever a new license is obtained, the licensure cycle starts over again with the submission of a new IPDP.

By statute and regulation, the LPDC is charged with determining whether or not an individual's professional development plan is satisfactory and meets the established criteria: that is, to approve or disapprove the plan. The LPDC must also determine whether the completed activities meet the requirements for issuance and renewal of professional licenses. The Local Professional Development Committees must ensure that the professional development aligns with the ongoing continuous improvement of a district and school, and with improved student achievement as the goal.

SECTION 2: STRUCTURE OF THE LPDC

2.1 PURPOSE

The purpose of the Vermilion School District Professional Development Committee is to encourage professional staff development and to insure a fair and equitable review of course work and other professional development activities that educators propose to complete for the purpose of certificate/license renewal.

2.2 MISSION STATEMENT

The mission of the LPDC is to provide a structure through which educators can improve their professional practice. It allows educators to design and take ownership of quality professional development plans that can extend beyond traditional coursework and workshops to meaningful work-embedded activities. The goal is to balance individual priorities with school, district, community, and student needs to improve student learning while achieving successful certification/licensure renewal for the educator.

2.3 LPDC COMPOSITION AND SELECTION

Membership shall consist of seven (7) members as follows:

- Four teachers employed by the district and representing each of the four buildings selected by the VTA president
- One principal employed by the district and appointed by the district superintendent
- Two other administrators employed by the district and appointed by the district superintendent

At all times, the LPDC shall have a majority of teachers.

2.4 TERMS OF OFFICE

Terms shall coincide with the school year beginning September 1 and ending August 31 of the following year. New appointments will be made prior to August 31.

Members shall serve staggered terms to maintain continuity in the committee and avoid all members resigning in the same year. This will be regulated by the VTA president and district superintendent.

A mid-year evaluation of LPDC membership shall be made by the VTA president and district superintendent to determine whether adjustments/new appointments need to be made. Mid-year appointments will begin at the beginning of the second semester.

2.5 VACANCY

In the event of a vacancy, the LPDC member will be replaced in accordance with the guidelines outlined in the LPDC COMPOSITION AND SELECTION section above.

2.6 COMPENSATION

Monetary compensation will be determined by the Vermilion Board of Education in accordance with the agreement set forth by the district superintendent and VTA president.

2.7 RESPONSIBILITIES OF THE LPDC

A. To determine basic policies and protocols

- 1. Establish guidelines for professional development**
- 2. Design necessary forms**
- 3. Setup appeals process**
- 4. Establish specific timelines**
- 5. Create a monitoring system**
- 6. Setup a data management system**
- 7. Operate pursuant to the Open Meetings Act (Sunshine Law)**

B. To implement license renewal procedures

- 1. Review individual professional development plans (IPDP)**
- 2. Determine the value of activities and corresponding PDUs**
- 3. Meet and vote on plans**
- 4. Evaluate the effectiveness of the activities**
- 5. Send approval/disapproval notices**
- 6. Maintain files/records in an equitable manner**
- 7. Send recommendations to the Ohio Department of Education**
- 8. Monitor five year licensure plans**
- 9. Engage in appeals process**
- 10. Use discretion in discussion of all LPDC business**

2.8 SELECTION AND RESPONSIBILITIES OF THE LPDC MEMBERS

1. The Chairperson

The Chairperson shall be elected by a majority vote of the LPDC at the first meeting of each school year to serve throughout that school year. If the position of the chairperson becomes vacant during the school year, an election will take place at the next scheduled meeting to replace the vacancy. Anyone interested in serving may self-nominate. Co-chairs are an option. The chairperson shall be elected for a 1-year term.

The duties of the Chairperson include:

- **Preside at all LPDC meetings**
- **Establish a meeting calendar, call all meetings, set agendas with input from the committee**
- **Ensure the LPDC and IPDP processes and procedures are followed**
- **Notify applicants of status of proposals (approval, resubmission, denial)**
- **Serve as the Appeals contact person**
- **Sign the necessary cover sheets for the certificate/license renewals as required by the Ohio Department of Education**
- **Ensure LPDC representation at other district meetings**
- **Maintain individual records**
- **Sign approval/disapproval forms for proposals**
- **Keep committee members updated on current issues involving LPDC procedure**
- **Participate in the review of LPDC proposals**
- **Serve as building staff information contact person**
- **Suggest necessary professional growth needs for committee members**
- **Continue to remain up-to-date on LPDC procedures and responsibilities**

2. The Secretary

The secretary shall be elected by a majority vote of the LPDC at the first meeting of each school year to serve throughout that school year. If the position of the secretary becomes vacant during the school year, an election will take place at the next scheduled meeting to replace the vacancy. Anyone interested in serving may self-nominate. The secretary shall be elected for a 1-year term.

The duties of the Secretary include:

- **Keep accurate minutes for the LPDC meetings**
- **Maintain a notebook of minutes or an electronic record of all committee activities**
- **Distribute minutes for the previous meeting at the beginning of the next meeting for review by committee members**
- **Serve as general communications liaison with staff**
- **Provide copies of the minutes to the superintendent and VTA president**
- **Send out notices to staff members as a complimentary service (not required) when possible to those who are in non-compliance**
- **Maintain LPDC database of licensure data by inputting names, certification data, IPDP dates**
- **Provide information derived from the database to the committee such as whose licenses up for renewal in a given year or names of those who have not submitted IPDPs**
- **Preside at LPDC meetings when the Chairperson is absent.**
- **Participate in the review of LPDC proposals**
- **Serve as building staff information contact person**
- **Suggest necessary professional growth needs for committee members**
- **Continue to remain up-to-date on LPDC procedures and responsibilities**

3. Committee Members

The duties of each committee member include:

- Participate in the review of LPDC proposals
- Serve as building staff information contact person
- Suggest necessary professional growth needs for committee members
- Continue to remain up-to-date on LPDC procedures and responsibilities

SECTION 3: PROCEDURAL GUIDELINES

3.1 GENERAL GUIDELINES

The LPDC policy and procedures cannot supersede the district policy and negotiated agreement. Proposals to the LPDC and approval by the LPDC cannot override the district policy and negotiated agreement. No decision of the LPDC or the LPDC appeals process is grievable.

3.2 QUORUM

To hold a meeting, a quorum must be present. A quorum shall be five (5) out of the seven (7) LPDC members. A majority of teachers must be present in order to conduct any type of business relating to teachers. Whenever an administrator's plan is being discussed or voted upon, the LPDC shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

3.3 CALENDAR

The LPDC shall hold regular meetings once per month. A scheduled calendar indicating dates, times, and location of meetings will be determined by the LPDC and posted at the beginning of the school year. Meetings can be postponed or rescheduled in the event that there is no business to conduct or a quorum of members cannot be present. An emergency meeting of the LPDC may be called by the chairperson with concurrence of a majority of the members.

3.4 LOCATION OF MEETINGS

LPDC meetings will be held at the chairperson's building, unless otherwise noted.

3.5 MINUTES

The secretary of the LPDC shall provide minutes of each meeting to the members. The minutes shall provide documentation of the business conducted at each meeting. These minutes shall be read and approved or amended at the beginning of each subsequent meeting.

3.6 RECORDS

All LPDC records will be kept at the LPDC Chairperson's building. Such records will be available to current LPDC members or staff members by appointment. Records of the LPDC are subject to Public Records Law

3.7 CONFLICT OF INTEREST

A committee member shall excuse himself/herself from review/voting on his/her own professional development plan or activity proposal or in any other occasion of conflict of interest.

3.8 REVIEW OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS AND ACTIVITY PROPOSALS

The IPDP or Approval Form must be submitted to the LPDC building representative or other LPDC member prior to the scheduled meeting.

The plan or activity proposal will be reviewed by the LPDC and judged in accordance with criteria set forth by the Ohio Department of Education and the LPDC.

A majority of LPDC members must be in agreement that the IPDP or Approval Form meets the criteria set forth in order for the IPDP or Approval Form to be approved.

Each person submitting a proposal will be notified in writing of the action taken by the LPDC within 7 days of the LPDC meeting.

A copy of all proposals and actions will be placed in the individual's LPDC file.

3.9 RECIPROCITY

The LPDC is a collegial effort to support and maintain quality education. Therefore, new employees who hold an Ohio Certificate/License and who have had an IPDP approved by their prior LPDC during their current renewal cycle shall have that IPDP approved by the Vermilion Local Schools LPDC when accompanied by supporting documentation.

3.10 AMENDMENTS

The LPDC may make recommendations and amend this document by a majority vote of its members who are in favor of the amendment. Any such amendment must be agreed upon by the VTA president and district superintendent. Amendments altering the requirements shall not negatively impact any individual who has already begun pursuit of a certificate or a license.

3.11 APPEALS

Staff members who disagree with a decision of the LPDC and wish to appeal should file the Appeal Form within twenty school days after the LPDC's regular scheduled meeting.

Reasons for Appeal

1. **Rejection of the IPDP. Problem areas might include:**
 - **Incomplete plan**
 - **Plan lacks relevance to current assignment**
 - **Goals unrelated to the individual, assignment, and district**
 - **Outcomes for each goal lacks clarity**
 - **Insufficient activities and corresponding timelines**
 - **Lack of appropriate evaluation procedures**
2. **Rejection of Activity Proposal. Problem areas might include:**
 - **Activity proposal does not align with IPDP.**
 - **Not an accredited institution**
 - **Does not meet the criteria for quality professional development**
3. **Recommendation of non-renewal of certificate/license**
 - **Does not have enough Professional Development Units during licensure cycle to fulfill requirement**

Process to be Used in Appeal

Level 1 Appeal - Reconsideration

1. **Complete LPDC Appeal Form**
2. **Meet with the LPDC**
3. **Receive written response from the LPDC within 7 days of appeal.**
4. **Accept (appeal process ends) or reject (Level II appeal begins) LPDC decision.**

Level 2 Appeal – Third Party Review

1. **Committee made up of a Certified/licensed educator chosen by employee, a Certified/licensed educator chosen by LPDC, and a Certified/licensed educator agreed upon by both the employee and LPDC**
2. **Committee hears appeal and renders decision.**
3. **Accept (appeal process ends) or reject (Level III appeal begins) decision of Third Party Review Panel.**

Alternate Level 2 Appeal – Third Party Review

1. **Committee made up of superintendent, VTA president, and mutually agreed upon third person.**
2. **Committee hears appeal and renders decision.**
3. **Accept (appeal process ends) or reject (Level III appeal begins) decision of Third Party Review Panel.**

Level 3 Appeal

1. **Use out-of-district resources (e.g. LPDC of neighboring school district; Ohio Department of Education; court)**
2. **Resource group hears appeal and renders final decision.**

SECTION 4:

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

4.1 INDIVIDUAL RESPONSIBILITY

Every certified staff member of the Vermilion Local School District who intends on renewing an Ohio provisional/professional certificate/license must have an approved Individual Professional Development Plan on file. This plan will serve as a guideline for the individual's professional development during that renewal cycle. This must be done at the beginning of the licensure cycle so that all coursework, workshops, conferences, and other educational activities that fulfill the goals outlined in the IPDP can count toward the renewal of your license. Whenever a new license is obtained, the licensure cycle starts over again with the submission of a new IPDP.

Each individual is responsible for maintaining his/her own professional development records and completing the necessary paperwork for license renewal in a timely fashion. It is the responsibility of each certified/licensed employee to monitor the expiration date(s) of his/her certificate(s) or license(s). The employee is reminded to review the requirements for renewal annually and to check online resources and/or ask the LPDC, superintendent, and/or his designee if unsure of the process.

4.2 PROFESSIONAL DEVELOPMENT

Professional development included within the IPDP should reflect the needs of the community, district, building, classroom, or individual. The majority of the professional development indicated should be relevant to the current working assignment(s). The exception of this would be for the individual who is participating in an approved graduate level program designed to meet the certification/license requirements for administration, supervision, or guidance.

4.3 LICENSURE REQUIREMENTS

To transition to or renew a 5-year license, educators will need to demonstrate completion of:

- 6 semester hours related to classroom teaching and/or area of licensure; or
- 18 CEUs (180 Professional development units or contact hours); or
- Equivalent Other Activities related to classroom teaching and/or area of licensure if approved by the LPDC and converted to Continuing Education Units (CEUs). (Remember: 10 professional development units (contact hours) = 1 CEU; 30 PDUs = 3 CEUs = 1 semester hour)

Educators can combine the three types of activities if total activities equal 18 CEUs.

4.4 CERTIFICATE RENEWAL

The requirements for renewal of four-year provisional certificates during the transition are identical to the licensure renewal requirements listed above. The requirements for renewal of eight-year professional certificates (renewable until 9/2/06) are 12 semester hours or 36 CEUs. However, educators wishing to renew certificates can deduct one semester hour or 3 CEUs for each year of satisfactory work experience under the certificate to be renewed. Educators seeking renewal of a certificate do not need to submit an IPDP unless they are requesting Equivalent Other Activities.

4.5 STEPS FOR COMPLETING THE IPDP

1. Goals

The goals setup in the IPDP must be based on the needs of the educator, the students, building, and district. A goal statement should:

- State an intention to engage in learning. Use an action verb that signifies learning .
- Describe an area related to practice that will be the focus of the educator’s learning.
- Describe how learning will be demonstrated.

Possible Goal Components (mix and match)		
I will:	In what area of improvement:	For the purpose of:
Learn about	a method (cooperative learning)	writing...
Read widely in	a program (history day)	presenting...
Study theory/practice of	a discipline (science)	developing...
Become skillful at	a population (gifted/ADHD)	designing...
Gain an understanding of	an organizational pattern (multiage)	documenting...
Explore	an area (school reform)	creating...
Investigate	an curriculum area (music)	demonstrating...

So that student achievement will be increased.

****See Appendix D: IPDP Guide for Development of Professional Goals for more idea.**

2. Basis For Goals

This is the rationale section. The educator should describe the relationship of each goal to his or her needs, as well as to the needs of the students, the building, and the district. To substantiate a need, an educator could cite:

- Student achievement data (performance on proficiency tests, standardized tests, or performance-based assessments)
- Other data relevant to student achievement (attendance, discipline, study habits, school safety, student health, family involvement)
- Goals stated in the building and district continuous improvement plans
- Information from the educator’s self-assessment or reflection, feedback from superiors, peers, or students about the educator’s practice.
- Standards or requirements associated with job responsibility or an upcoming position.

3. Activities

For each goal statement, the educator should describe how the learning will take place. This could be done by taking courses, workshops, conferences, developing a project (other educational activity). When the IPDP is submitted, we don't always know exactly what activities we will use to complete the goal so several possibilities could be listed here.

Remember that **Approval Forms** for each activity must be submitted to the LPDC until your requirements are met.

Evidence of Completion must also be submitted to the LPDC as these activities are completed:

- For college courses, the educator can submit transcripts to verify completion. A satisfactory grade on a transcript signifies that the educator has gained knowledge and done significant work in the area studied.
- For workshops and conferences, a certificate of attendance must be submitted along with the Workshop Evaluation Form.
- For Equivalent Other Activities, educators must demonstrate that they have completed the learning activity and submit the Evaluation Form for the Equivalent Other Activity. A few possibilities include portfolios, journals, lesson plans, curricula, assessments, annotated bibliographies, evaluation plans for action research projects, and comments from coaches, peers, students, and parents.

** See Appendix E for examples of Equivalent Other Activities.

SECTION 5: FREQUENTLY ASKED QUESTIONS

When should I complete my IPDP?

The IPDP should be completed prior to taking any coursework or activities. This allows the LPDC to determine if the proposed plan meets the requirements of the educator licensing rules.

Will all semester hours count?

All masters degree work within the masters degree program will count towards the university degree and all approved coursework will count towards your advancement on the payscale. However, courses submitted to the LPDC for license renewal must relate to one of the goals listed on the IPDP.

What if I want to upgrade my license/certificate?

The Ohio Department of Education will still handle upgrades. The LPDC is limited to license renewal only.

Can IPDP activities be completed during the school day?

Yes, however, the intent of license renewals is to update and improve professional skills and knowledge. Therefore, the regular duties of your current position may not be included in our IPDP.

May I revise my IPDP once I have submitted it?

Yes. IPDPs may be revised and resubmitted to the LPDC.

What type of coursework is needed to upgrade my certificate?

Coursework required to upgrade an Ohio certificate is limited to coursework in the following areas:

- Coursework in the content area/subject in which the individual is certificated,
- Professional education coursework provided at an approved teacher education institution, or;
- Coursework demonstrating a clear relationship to improving the applicant's teaching skills.

All coursework must be completed at a college or university that is approved by the Ohio Board of Regents. Professional education coursework must be completed at an institution approved by the State Board of Education for teacher preparation.

Do I have to develop an IPDP for each certificate or license I hold?

No. A plan can be developed that addresses more than one area of certification/licensure. Professional development activities can be applied to more than one area of certification/licensure.

Will I still be able to use my years experience to reduce my renewal requirements?

Experience may be counted only if you are exercising your one time renewal under the 1987 standards. Licensure does not allow credit for experience.

Under what circumstances will an educator apply directly to the Ohio Department of Education rather than through an LPDC?

- If you are not currently employed or are working in an institution without an LPDC
- If you are upgrading a certificate to a professional or a permanent under the 1987 standards
- If you are applying for a new certificate or license, or are adding areas
- If you are renewing substitute, temporary, or one-year vocational certificates or licenses
- If you are apply for your first 5-year license after completing the Entry Year Program

Once I apply for my new certificate, how soon can I start taking the courses, workshops, or other activities for the next licensure cycle?

First of all, you must submit a new IPDP dated after the Issue Date of your new certificate/license. Only courses, workshops, and other activities done after the Issue Date of your new certificate/license will count towards the new licensure cycle.

Do I have to submit an IPDP if I am under the Entry Year Program?

No. You have separate requirements that need to be met that are totally independent from the LPDC.

How do I renew my ODE certificates/licenses if I hold a license through another professional board?

If you hold the following ODE certificates/licenses you do not need to renew through the LPDC:

- School social worker
- School audiologists
- Speech-language pathologists
- School nurses
- Physical therapists
- Occupational therapists
- PT assistants
- OT assistants

You must maintain your licensure through your respective board and send your application directly to the Ohio Department of Education, with a copy of your professional license, to renew Ohio Department of Education certificates/licenses.

May I teach with an expired certificate or license?

No. A person serving as an educator in the schools of Ohio must have a currently valid certificate or license for the position in which they are working.

I am no longer working but I want to renew my certificate. When I was working, I completed continuing education units (CEUs) through my LPDC. Are those CEUs still acceptable for renewal?

Yes. Completed professional development activities approved by an LPDC will be honored by other LPDCs and by the Ohio Department of Education. It is your responsibility to obtain the approved/signed authorization form and submit it to your new LPDC or the Ohio Department of Education at the time of application for renewal.

What is the purpose of a temporary full-time teaching license?

Temporary full-time teaching licenses may be requested by an employing school district superintendent if a position has been posted with the Ohio Department of Education for two weeks or longer and a suitable candidate with the required or license cannot be found. The request for the license must come from the school district and the license is valid for one year.

If I have a temporary license do I need to submit an IPDP?

No. You will either renew your temporary certificate or upgrade to a professional license. Neither of these is covered under the LPDC.

APPENDIX D

IPDP GUIDE FOR DEVELOPMENT OF PROFESSIONAL GOALS

This guide may be used to assist the educator in formulating his/her IPDP. The IPDP may include but is not limited to goals taken from the following areas. Make sure you begin your goal with a learning verb such as “I will learn...” or “I will become more familiar with ways....” See the “Possible Goal Components” Chart in Section 4.4 for other examples of learning verbs.

ASSESSMENT AND EVALUATION

- a. To apply technology as an effective assessment tool.
- b. To construct effective evaluation instruments such as rubrics for use in my role.
- c. To expand the number and types of assessment tools used in my current role.
- d. To apply assessment data to instruction.
- e. To correctly interpret and apply test scores.
- f. To seek input from parents and students for the purpose of improving instruction, classroom practices, and/or job-related activities.
- g. To seek input from colleagues and/or other staff members for the purpose of improving job-related activities.
- h. To learn more about the creation, purposes, and uses of proficiency, competency and/or standardized testing.

CONTENT AND PROFESSIONAL KNOWLEDGE

- a. To apply technology as an effective content tool.
- b. To enhance professional knowledge (psychology, speech therapy, etc.).
- c. To acquire further knowledge and skills in a specific content area:
- d. To increase understanding of age-appropriate and developmental characteristics of students.
- e. To acquire and demonstrate use of educational theory and/or philosophy.
- f. To develop, document, and evaluate district, school or classroom based research.
- g. To update current knowledge of district, state and federal educational policies/laws.
- h. To work with colleagues in ways which help integrate my discipline within the school.

COMMUNICATION SKILLS

- a. To apply technology as an effective communication tool.
- b. To present to various audiences.
- c. To enhance speaking skills (students, parents, peers, others).
- d. To enhance writing skills (students, parents, peers, others).
- e. To enhance school-community relations.
- f. To enhance/increase communication with a specific group:
- g. To seek ways to increase parental involvement.

INSTRUCTIONAL METHODOLOGY

- a. To improve students' specific skills in
- b. To integrate higher-order thinking skills into daily learning activities.
- c. To facilitate students to teach themselves and others (cooperative learning, etc.)
- d. To have students become proficient in solving problems by using a variety of tools and knowledge.
- e. To teach effectively across many disciplines.
- f. To develop interdisciplinary unit(s) of instruction which focus on:
- g. To develop strategies to improve the learning environment for all students.
- h. To implement a variety of teaching methods that result in increased student achievement.
- i. To create a new and relevant unit of study in
- j. To initiate and pilot an innovative project:

INTERPERSONAL SKILLS

- a. To apply technology as an effective interpersonal tool.
- b. To encourage others to achieve and succeed.
- c. To coordinate and direct the efforts of others (students, parents, peers, etc.)
- d. To facilitate groups to accomplish established goals.
- e. To motivate self and others.
- f. To develop and demonstrate personal leadership skills.
- g. To assess and monitor interpersonal skills.

ORGANIZATIONAL AND LEADERSHIP SKILLS

- a. To apply technology as an effective management tool.
- b. To seek out and apply for outside resources (example: grant writing)
- c. To apply available resources to school improvement.
- d. To collect data to use in planning and problem solving.
- e. To create conditions and environment for productive performance.
- f. To establish vision that encourages performance of self and others.
- g. To learn planning and organizational skills that improve self and others.
- h. To develop strategies to manage groups of people.
- i. To obtain skills for working with community members, parents, colleagues, support staff, and/or supervisors.
- j. To implement specific strategies/programs to promote positive and improved student behavior.

SKILLS TO MEET THE SPECIAL NEEDS OF STUDENTS

- a. To adapt instruction to all skill levels.
- b. To apply technologies as effective intervention tools.
- c. To increase awareness about specific topics relative to the special needs of students (i.e. divorce, death, abuse, etc.)
- d. To sensitize all students to the needs of individuals (i.e., respect for differences, etc.)
- e. To understand social, emotional and developmental needs of students.
- f. To meet the needs of diverse populations.
- g. To learn and apply ways of developing positive self concepts in students.
- h. To implement inclusion techniques for special education students.
- i. To understand differences in how students learn and provide instruction to accommodate such diversity.
- j. To work cooperatively with a colleague to make appropriate changes for specific students.

SCHOOL DISTRICT AND/OR BUILDING SPECIFIC GOALS

- a. To increase proficiency test scores by aligning curriculum, assessment, instructional strategies, and/or use of technology.
- b. To improve public perception of school building/district.
- c. To develop a supportive mentoring program.
- d. To increase volunteers in classroom, building, and/or district.
- e. To develop and enhance classroom, building and/or district communication tools.
- f. Specific goals related to district's Strategic Plan:
- g. Specific goals relate to the building:

COMMUNITY PARTNERSHIPS

- a. To work with parents/family members, school colleagues, and community members to support student's learning and development.
- b. To utilize community resources in current role.
- c. To establish a specific community partnership with my building and/or class.
- d. To develop a mentoring program utilizing a specific group of community members.

ADMINISTRATIVE SKILLS

- a. To apply technology as an effective administrative tool.
- b. To identify and follow-through on a set of goals specific to the needs of my current assignment.
- c. To increase personal communication skills to be used by me with staff members.
- d. To research various management styles and employ the use of one to determine its effectiveness.
- e. To assess my leadership and administrative strengths and weaknesses based upon input from individuals with whom I come into contact.
- f. To develop an incentive program for use with my staff members (be specific)

APPENDIX E

EXAMPLES OF OTHER EQUIVALENT ACTIVITIES

The "Other Equivalent Activities" category exists to encourage initiative, exploration, and professional leadership. In general, 1 PDU = 1 hour of contact time, 1 CEU = 10 contact hours. This is not an exclusive list. Additional suggestions may be presented to the LPDC.

Externship: An alternative placement in an external setting related to the teacher's professional practice which expands professional growth while maintaining employment by the Vermilion Local Schools. An externship is not equivalent to a sabbatical.

Observation/Assessment: Participation in a theoretical model that includes pre-observation, analysis of data and post observation. (i.e. Pathwise, TESA - Teacher Expectation Student Achievement, Mentoring, Student-Teacher Supervision).

Involvement In A Development/Improvement Process: Participation in response to a shared need for change at a school level that improves student outcomes. Initiating other models of school improvement including Intervention Based Assessment/Multi-Factored Evaluation, North Central Evaluation, Venture Capital, and other models of schools improvement.

Training: Participation as a trainer where new teaching techniques are identified and taught to a group of teachers for implementation in the classroom. Credit for initial development of a program will be given only for the first training activity. Credit for a previously-developed program will be based upon actual contact time in the training activity.

Inquiry/Action Research: Conducting a focused in-depth study of a concept, a theory or approach within a content field. Individuals or groups of teachers identify a problem of interest, explore ways of collecting data that may range from examining existing theoretical and research literature to gathering original classroom or school data, analyze and interpret data. Changes are made and new data are gathered and analyzed to determine the effects of the intervention. Credit is awarded to individuals based upon their contribution to the activity.

Grant Writing: Individuals or groups who write grant proposals will be awarded credit based on the amount of time and effort. Credit will not be dependent upon success in being awarded funding.

District, State, and National Committee Service: Commissions, task forces, and working groups, etc., of professional educational organizations such as ODE, RPDC, Strategic Planning, SERRC, and others.

Presenting At Local, State, and National Events/Conferences: To recognize academic presentations to educational organizations.

Publishing (books or articles): Publishing books or articles for professional journals which relate to professional practice.

Pursuing National Board Certification: A voluntary process which recognizes high quality of teaching. The entire Board Certification process must be completed, but Board Certification need not be awarded to complete licensure requirement.

Community/Business Educational Improvement Activity: Developing and/or implementing an activity that forms a partnership between school/community/business (i.e. Design and coordinate with local businesses a series of Math Nights for parents. Design and coordinate with local business professionals a school Career Day. Back-to-School Day).

APPENDIX F

GLOSSARY OF TERMS

Approved Institution A college or university that has been approved for the preparation of teachers, administrators, and school employees in pupil personnel services by the State Board of Education.

Appeal Process The process by which an educator can have the decision of a LPDC reviewed.

Certificate A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1987 *Teacher Education and Certification Standards*, to teach or practice in Ohio schools.

CEU Continuing Education Unit (CEU) is ten contact hours in a professional development program approved by the Local Professional Development Committee

Contact Hours The direct clock hours spent engaged in a professional development activity. (10 contact hours equals 1 PDU)

Educator An individual who has been certified or licensed by the State Board of education to teach or practice in Ohio schools.

Equivalent Activity Professional development activities that go beyond traditional workshops and course work to job-related activities.

Grace Renewal The one-time renewal under the 1987 *Teacher Education and Certification Standards*, after September 1, 1998.

IPDP (Individual Professional Development Plan) An individual plan that defines and directs an educator's professional development and which links the professional development to the needs of the district, the school, the students, and the educator.

LPDC (Local Professional Development Committee) Committees established by local school districts to oversee and review professional development plans, course work, continuing education units, and equivalent activities for the purpose of renewal of certificates and licenses.

License A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1998 *Teacher Education and Licensure Standards*, to teach or practice in Ohio schools.

Permanent Certificate A certificate that is good for the tenure of an educator's career and does not require further work for conversion to a license.

Professional Development An ongoing, job-related process to enhance, maintain, and refine the competencies of all staff to ensure quality outcomes for students.

PDU (Professional Development Unit) A Professional Development Unit is equivalent to ten (10) professional development contact hours approved by a Local Professional Development Committee. (One PDU is the equivalent of one CEU)

Reciprocity A policy that acknowledges and accepts credentials awarded by another authority.