

Southern Local Schools

Handbook
Of
Local Professional Development
Standards and Guidelines
For
Educators

Renewal of Educator Certificates/Licenses

September 1, 1998
Revised August 19, 2003
Revised January 31, 2008
Revised August 20, 2012

Handbook of Standards and Guidelines For LPDC and Educators

Table of Contents

Topic	Page Number
1 – Introduction	
Overview Explanation	
Professional Development Standards for Renewal	
Maintaining Educator Credentials	
Ohio Department of Education Approved CEUs	
2 – Local Professional Development Committee	
By-laws for Operation	
IPDP Guidelines and Procedures	
Timelines for Submission	
IPDP Completion	
The Sunshine Law	
The Appeals Process	
3 – Individual Professional Development Plan	
Directions for Preparation at the Beginning of a Renewal	
Four Ways to Renew	
Post Review and Certificate/License Renewal	
Goals' Identification Guide	
Goals' Identification Guide List	
Approved Professional Development Activities	
Approved Professional Development Activities List	
Criteria for Quality Professional Development Providers	
Approved Professional Development Providers	
Approved Professional Development Providers List	
The Appeals Process	
4 – Continuing Education Units	
CEU information	
Sample Provider CEU Certificate	
5 – Questions and Answers	
Questions and Answers	
6 – Glossary	

Glossary

7 – Appendix-Forms

- IPDP Educator Profile (Example)
- IPDP Educator Goal's Sheet (Example)
- IPDP Form (Example)
- IPDP Educator Profile
- IPDP Educator Goals Sheet
- IPDP Form
- IPDP Activity Log
- IPDP Other Approved Activity Log
- IPDP Notification of Completion
- IPDP Appeals Report of Reconsideration/Formal Appeal
- CEU Application for Approval of CEU Credits
- Certificate/License Verification Form (Needed to renew)

Introduction

Introduction

Overview Explanation

The Professional or Associate License Renewal Law (SB 230; ORC 3301-24-08), effective September 1998, changes the credential renewal process for all Ohio teachers. The intent of the law is to professionalize the renewal process itself and to require a much closer connection between renewal activities and classroom practice. Therefore, the new law establishes a local licensure board and expands the definition of acceptable credits towards license/certificate renewal, making it possible to receive credit for professional development activities that are designed and conducted within the working, collegial environment of the school and district.

The Local Professional Development Committee

The Southern Local Schools Local Professional Development Committee (LPDC), operating under the requirement of SB 230 and policies established by the Southern Local Schools Board of Education, must review all certificate/license renewal applications for all certificated employees. This includes reviewing semester hours, Continuing Education Units (CEUs), and "other approved activities" that are submitted for credit toward license renewal. The LPDC bases recommendations for license/certificate renewal on a teacher's Individual Professional Development Plan's compliance with the guidelines of the law and the Southern Local Schools Standards for Professional Development.

The SLS LPDC has five members: three teachers and two administrators. It is further explained on pages (2-6).

The Individual Professional Development Plan (IPDP)

Every certificated/licensed employee of the Southern Local Schools will maintain a self-developed Individual Professional Development Plan (IPDP) which describes activities that align their professional growth objectives with district, building, and student learning goals. That plan must be submitted for review to the LPDC. The IPDP may contain semester credits, CEUs and/or "other approved activities" designed by the applicant. With appropriate verification of completion, the LPDC will recommend final approval and forward notice of renewal to the Ohio Department of Education.

If the IPDP is not approved, a checklist identifying the reasons will be forwarded by the LPDC to the applicant. The plan may be modified and resubmitted. If the completed revised IPDP is not approved, it may be modified and resubmitted for approval. An appeals process is identified.

The Standards

The SLS Standards for Professional Development represents core expectations for content and quality which applies to all professional development activities planned by any SLS individual or committee, whether for certificate/license renewal or other objectives.

How CEUs Have Changed

In addition to IPDP review, the LPDC will have the responsibility of assigning Continuing Education Credits (CEUs) to proposed seminars, workshops, professional activities, etc. The State Department is no longer a CEU provider. This has become the function of the LPDC.

One CEU=10 contact hours of LPDC endorsed seminar or workshop participation. The LPDC will meet monthly to receive proposals for CEU activities and assign the number of CEU credits each activity is worth.

CEU endorsement will be based upon:

1. The information submitted to the LPDC in a CEU proposal prepared by building or district staff development committees, curriculum committees, ad hoc committees, or outside agencies.
2. Individual educators may propose CEU credit for activities not included in the descriptions above by submitting documentation describing the activity provider, content, and contact time (flyer, course catalog, etc.).

Proposals for CEU events and "other approved activities" must be submitted prior to the LPDC meeting date preceding the event for which approval is sought. Activities started without prior approval stand the risk of not being approved.

The Standards

SOUTHERN LOCAL SCHOOLS PROFESSIONAL DEVELOPMENT STANDARDS FOR LICENSE RENEWAL

The following statements are to be interpreted in reference to the area of certification/license for which you are seeking renewal.

Definition

Professional learning is purposeful activity that increases capacity to create the results we want for students.

Professional development shall be required for continued licensure for all educators. It shall be guided by the learning needs of all students and the axiom that all students can learn. It shall include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continuing basis. (3301-24-06)

Criteria

1. The Staff Development Plan/IPDP must have at least one objective related to student learning.
 - a. In what ways will my students be different as a result of this professional development activity in terms of their behavior?
2. The scope of the plan must be directly relevant to subject area content, instructional practices, and/or learners.
3. Staff Development Plans/IPDPs objectives must align with building and district staff development goals.
4. The staff Development Plan/IPDPs methods and products must exhibit intellectual quality.
 - a. Uses an expanded knowledge base
 - b. Seeks current theory relevant to the objective
5. The Staff Development Plan/IPDP must demonstrate a focused, sustained effort.
 - a. What will I do differently as a result of this professional development activity? Be specific in describing what adjustments, improvements, new activities will be undertaken to better accomplish teacher and student objectives.
6. The Staff Development Plan/IPDP must include proposed criteria for assessing the success of the plan's objectives.
7. A new Staff Development Plan/IPDP must be submitted after each licensure renewal within 90 days of receiving your new license.

Maintaining Educator Credentials

Certification and Licensure

How to Renew or Convert Your Ohio Certificate

IMPORTANT!

Renewal and/or conversion course work must be completed at a college or university approved by the Ohio Board of Regents to grant the baccalaureate degree, or the equivalent if completed outside the state of Ohio. Professional education course work must be completed at an institution approved for teacher education by the Ohio State Board of Education.

Converting the Provisional Certificate to a Professional Certificate

- Conversions (also referred to as upgrades) are not reviewed ~~no~~ approved by the district LPDC. Educators forward the application and supporting materials to the Educational Service Center (local districts) or the district Superintendent's Office (cities and villages), or directly to the Ohio Department of Education if not attached to a district.
- The last date for issuance of the 8-year professional certificate is September 1, 2006.
- The conversion of a 4-year provisional certificate to an 8-year professional certificate requires three (3) years of satisfactory experience in Ohio under the provisional certificate to be converted.
- The applicant must also be employed full time in an Ohio chartered school at the time of application.
- The conversion also requires the completion of 30 semester hours** or 45 quarter hours of a third or fourth year undergraduate or graduate course work leading to mastery in the teaching field, classroom teaching, or other field for which certification is held since the issuance of the original Ohio provisional certificate to be converted OR
- Evidence that an individual who holds a master's degree in the teaching field, classroom teaching or other field for which certification is held, has satisfactorily completed six (6) semester hours of graduate course work in the field of certification or related disciplines since the issuance of the initial certificate to be converted.
- The thirty (30) semester hours required to convert the Ohio certificate will be limited to course work in the following area:
 - Specific course work in any area/subject in which an individual is certified;
 - Course work taught by the education department;
 - Course work demonstrating a clear relationship to improving a person's teaching skills.
- There is no reduction in these required hours based upon experience.
- Ohio Department of Education and local LPDC approved CEUs may not be used toward the conversion of a certificate

Temporary, 1 Year Vocational, Adult Education, and Education Aide Permit

- These standards are in transition.

- Requests for Temporary, 1 year Vocational and Adult Education Certificates or Educational Aide Permits must be initiated by an Ohio chartered school district.
- Please contact your employing school district for further information.

Renewal with a Substitute Limitation

- Individuals who have not met the requirement for a renewal of their standard provisional or professional teaching certificate(s) may renew the certificate(s) with a limitation for substitute teaching only.
- The substitute limitation may be removed at any time by meeting the appropriate renewal requirements.

School Treasurer

- The renewal of a School Treasurer License requires the following since the issue date of the license to be renewed:
 (9) Semester hours or (13.5) quarter hours; OR
 (18) Ohio Department of Education approved CEUs taken OR
 Completion of (18) local CEUs approved by the district LPDC.
- Semester hours and or quarter hours may be mixed with CEUs. Refer to the conversion chart for information on how to convert semester/quarter hours and CEUs.
- School Treasurers may complete their course work at an institution approved to grant the Associate or Bachelors degree by the Ohio Board of Regents or the equivalent if completed outside the state of Ohio.
- The holder of a valid Ohio Superintendent certificate may renew a School Treasurer license with no additional course work.

Business Manager

- The renewal of a School Business Manager License requires the following since the issue date of the license to be renewed:
 (9) Semester hours or (13.5) quarter hours OR
 (27) Ohio Department of Education approved CEUs taken; OR
 Completion of (27) local CEUs approved by the district LPDC.
- Refer to the conversion chart for information on how to convert semester/quarter hours and CEUs.
- School Business Managers who hold a Master's degree need (6) semester hours or (9) quarter hours or (18) Ohio Department of Education or locally approved CEUs taken since the issue date of the license to be renewed.
- School Business Managers must complete their course work at an institution approved to grant the Bachelors degree by the Ohio Board of Regents or the equivalent if completed outside the state of Ohio
- The holder of a valid Ohio Superintendent certificate may renew a School Business Manager license with no additional course work.

Ohio Department of Education Approved CEUs

- The Ohio Department of Education will not issue CEU credits after July 1, 1998
- CEUs will be issued by Local Professional Development Committees in each district based upon the approval of a professional development plan, goals and activities proposed by the educator to the district LPDC.
- Educators should study criteria for applying for approval of local CEUs elsewhere in this handbook for further information on LPDC approved units.
- Ohio Department of Education approved CEUs are a means of documenting the completion of continuing education programs and may be used to renew 8-year professional certificates and licenses issued by the Ohio Department of Education.
- The ratio of semester and quarter hours to CEUs will remain the same when CEUs are issued by the district LPDC.
 - 1 semester hour = 3 CEUs
 - 1 quarter hour = 2 CEUs
 - 1 semester hour = 2/3 quarter hours
 - 1 ½ Quarter hours = 1 CEU
 - 10 contact hours = 1 CEU

Local Professional Development Committee

Southern Local Schools

LPDC By-Laws

Establishing Local Professional Development as authorized in Senate Bill 230, effective September 1, 1998

Article I: Name, Scope, and Number of committees

Section 1

The Southern Local Schools' Local Professional Development committee is hereby established as the name of the entity required by Senate Bill 230. This committee shall be district-wide in scope and shall be the only committee of its type authorized to operate within the district.

Article II: Aims and Purposes

Section 1

The purpose of the Southern Local Schools' Local Professional Development Committee is to review course work and other professional development activities completed by educators within the district for renewal of certificates or licenses.

In the discharge of its duties, the committee will:

- A) Foster the norm of continuous improvement
- B) Promote alignment of professional growth with individual, student, building and district needs and goals
- C) Promote best practices
- D) Emphasize increased student learning and achievement as a professional development priority
- E) Support the inquiry into and study of teaching and learning

Article III: Membership, Qualifications Training, Compensation

Section 1

The Southern Local Schools' Local Professional Development committee shall consist of a minimum of five (5) members. A majority of the members shall be teachers who shall be selected by the district bargaining unit via a slate of candidates nominated and ratified by the membership. Teacher membership shall be representative of primary (pre-school – 2), Intermediate (3 – 6), and junior-senior high school (7-12) levels. If at all possible, one of the three (3) teachers should be a special education teacher. The remaining members may be a combination of administrators from the district office administration. **An alternate administrator may be selected or appointed to attend meetings, and be a voting member only to review an administrative IPDP or when an administrative certificate/license is up for renewal.

Committee members shall be compensated through release time or stipends for their service as committee members to a maximum of ten (10) days

Section 2

Committee vacancies among teacher members shall be addressed by the bargaining unit who shall elect replacements as necessary. Similarly, administrative member vacancies shall be addressed by the district Superintendent's office.

Committee members who discover they are unable to fulfill their role as an active committee member may withdraw simply by notifying the chairperson(s) orally or in writing. No reasons need to be given.

Article IV: Roles and Terms of Office

The Southern Local Schools' Local Professional Development Committee shall consist of the following roles and corresponding terms of office.

Chairperson:

The Chairperson shall be elected by a majority vote, conducted either by a written ballot, of the committee members themselves. Anyone interested in serving as Chairperson may self-nominate. Co-Chairpersons are an option. Chairperson(s) are an option. Chairperson(s) shall be elected for a one-year term with one year LPDC experience. A term shall run from September to September, beginning September 1, 1998.

The Recorder:

The Recorder shall be elected by a majority vote, conducted via a written ballot, of the committee members. Anyone interested in serving as Secretary/Recorder may self-nominate. The Recorder is elected for a one-year term. A term shall run from September to September, beginning September 1, 1998.

The members of the committee shall serve staggered two-year terms. A term shall go from September to September with no more than half of the remaining members new to the committee at any one time. Committee members may be re-elected to the positions they hold an unlimited number of times. In order to achieve a staggered term of office, at the end of the initial year, one current teacher member will resign and the vacancy will be filled by a bargaining unit election.

Article V: Duties

The duties of the Chairperson, Recorder, and the other committee members shall be as follows:

Section 1

The Chairperson(s)

- Preside at all Southern Local Schools' Local Professional Development Committee meetings.

- Call all meetings and set agendas in collaboration with the membership
- Agenda will include:
 - Review of newly submitted Individual Development Plans (IPDPs) using the Checklist as the focus of discussion.
 - Review of completed IPDPs for certificate/license renewal
 - Review of IPDP revisions
 - Review of Proposals of CEU credits
- Ensure adherence to the Individual Professional Development Plan review processes and procedures.
- Serve as Professional Growth Committee liaison
- Serve as appeals process contact as liaison
- Serve as reviewer of district educator individual professional development plans for certificate/license renewal
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc..

Section 2

The Recorder will:

- Keep accurate minutes of all Southern Local Schools' Local Professional Development Committee meetings. A record of each meeting's proceedings will be maintained and stored by the Superintendent's Office. Access to such records will be subject to current policies and agreements regarding personnel records.
- Send minutes to LPDC members at least a day in advance of each meeting. Notify the press at least a day in advance of each meeting.
- Serve as staff communication liaison
- Be responsible for all necessary correspondence
- Keep membership records up to date and keep a mailing list of all members including names, addresses and telephone numbers.
- Maintain a notebook or easily accessible electronic record of all committee activities.
- Serve as reviewer of district educator individual professional development plans for certification/license renewal.
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc.

Section 3

The committee members will:

- Elect one of their members by voice vote to act in the absence of the chairperson(s).
- Serve as staff information contact person

- Serve as reviewer of district educator individual professional development plans for certification/license renewal.
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc..

Article VI: Meetings

Section 1

Southern Local Schools' Local Professional Development Committee members shall determine frequency, time, and place of meeting within the following parameters.

- A) Attendance at any meetings scheduled for after school or in the summer shall be compensated at the normal stipend rate.
- B) The number of release day meetings in any one year shall not exceed ten (10) in numbers.
- C) The ten (10) release days are inclusive of any days which may be used for professional growth specific to LPDC member roles/duties/needs.

Article VII: IPDP Submission, Decision-Making and Appeals Processes

Section 1

All IPDPs will be submitted by September 30 and completed by March 1, (of the renewal year) annually. Notification of committee action on IPDPs shall occur by October 15 annually. A checklist/rubric will be used to monitor the progress of all submitted IPDPs from submission to pre-approved to implementation to completion. Any decision to approve or reject a submitted IPDP for certification/license renewal purposes must receive a majority vote of the full committee.

Educators up for renewal are provided with a copy of the approval guidelines criteria prior to development and submission of their IPDP for review. If the IPDP is rejected, the individual shall be given a copy of the same guidelines/criteria sheet with the reasons for rejection clearly marked. Educators whose plans have been rejected may submit a revised plan within (10) working days of the initial rejection notification, may secure more supportive materials to substantiate the legitimacy of their original plan, or may contact the LPDC Chairperson(s) for appeals process information.

Section 2

Beginning with certificate/license renewals coming due in June 1999, any educator wishing to appeal Southern Local Schools' Local Professional Development Committee rejection of their IPDP, must contact the Southern Local Schools' Local Professional Development Committee chairperson(s) within ten (10) working days following the reconsideration and receipt of the decision of the LPDC by the educator. The request to appeal should be made by the educator in writing to the Chairperson of the district LPDC.

The appeals procedure will include a description of the appeals process itself (page), an appeals form (page) and a calendar on which the educator can indicate convenient dates for meeting with the Appeals' Panel.

The educator may request review of his/her plan by an Appeals' Panel. This panel shall review the educator's individual professional development plan and its supporting materials exactly as they existed at the conclusion of the reconsideration stage.

The Third Party Review Panel/Appeals Panel shall consist of three (3) Ohio certificated/licensed educators. These educators are to be employees of the school district. One panel member shall be selected by the educator; one panel member shall be selected by the district LPDC; and one panel member shall be mutually selected by the educator and the LPDC. The review Panel shall meet one time together to conduct a review of the materials and facts and:

- a) Hear from the educator why his/her individual professional development plan should be approved;
- b) Hear from the district LPDC or a 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 district LPDC within three (3) days.

These decisions must be returned within thirty (30) days of submission and is the final step in the process.

It remains the prerogative of the educator to submit, revise, or correct an individual professional development plan that has not been approved by the district LPDC at any time before, during, or after the Appeals' Process in order to gain committee approval.

Article VIII: Reciprocity

Southern Local Schools' LPDC shall accept outside district-approved IPDPs for any educator hired by the Southern Local Schools BOE from another district as fulfilling all necessary requirements of the Southern Local Schools renewal process. Hours already accumulated in the district of previous employment shall be honored. Remaining hours shall be accrued by attending Professional growth sessions. Exceptional cases are subject to committee review. The educators' IPDP will be requested as part of the application submission process and will be reviewed at the time of scheduling for an interview.

Article IX: Amending the By-Laws

Section 1

The By-laws Subcommittee of the SLS LPDC consisting of three (3) members of the full committee selected by the chairperson(s), shall meet annually to review the by-laws and recommend changes to the full committee by June of each year.

Section 2

Amendments shall be voted on via a roll call vote. A simple majority of members present and voting will prevail.

Section 3

The Southern Local Schools Board of Education and the Superintendent's office will receive copies of the ratified changes/additions for final approval.

Drafted: June, 1998

Revised: July 8, 1998 by LPDC

Reviewed: July 8, 1998 by LPDC

Revised: August 19, 2003 by current LPDC

Revised: January, 2008 by current LPDC

_____ by Teacher Association

Acted On: _____ by Board of Education

LPDC Guidelines and Procedures

Philosophy

As professional educators, we constantly must seek to continue, expand, and enhance our knowledge in relation to our positions. The idea behind the Local Professional Development Committee (LPDC) is to facilitate the massive task of required professional growth, with a goal of increased student achievement. This will be accomplished by reviewing course work and other professional development activities completed by educators within the district for renewal of certificates/licenses. Participation will be required as of September 1, 1998. As of September 1, 1998, everyone who needs to renew his or her certificate/license will be required to prepare an Individual Professional Development Plan (IPDC).

Aims and Purposes

The purpose of the Southern Local Schools' Local Professional Development Committee is to review course work and other professional development activities completed by educators within the district for renewal of certificates or licenses.

In the discharge of its duties, the LPDC will:

- A. Foster a norm of continuous improvement
- B. Promote alignment of professional growth with individual, student, building and district needs and goals
- C. Promote best practices
- D. Emphasize increased student learning and achievement as a professional development priority
- E. Support the inquiry into and study of teaching and learning

Composition of Membership

The Southern Local Schools will maintain one LPDC having a district-wide scope.

The Southern Local Schools' Local Professional Development Committee shall consist of a minimum of five (5) members. A majority of the members shall be teachers who shall be selected by the district bargaining unit via a slate of candidates recommended by the Association President and ratified by the membership. Teacher membership shall be representative of primary (pre-school - 2nd), intermediate (3rd - 6th), and junior-senior high school (7th - 12th) levels. If at all possible, one of the three (3) teachers should be a special education teacher. The remaining members may be a combination of administrators from the district office and/or from the building level who shall be selected or appointed by the district office administration. **An alternate administrator is to be selected/appointed, attend meeting, and be a voting member only to review and administrative IPDP or when and administrative certificate/license is up for renewal.

Committee members shall be compensated through release time or stipends for their service as committee members to a maximum of ten (10) days. A system of ongoing training shall be established. The training shall include evaluation training so that the committee can self-monitor its operation.

The members of the committee shall serve a minimum of two years. A term shall go from September to September. Committee members may be re-elected to the positions they hold an unlimited number of times. In order to achieve a staggered term of office, at the end of the initial year, one teacher member would resign and the vacancy will be filled by a bargaining unit election. Administrative vacancies will be filled by appointment of the Superintendent.

Relationship between the LPDC, the District's Continuous Improvement/Strategic Plan, and the Local Professional Development Activities

The LPDC will work cooperatively with the District's Continuous Improvement Plan and Local Professional Development Activities. LPDC members will be familiar with the Continuous Improvement Plan and/or strategic goals of the district and its schools, aligning the LPDC criteria appropriately.

The membership of the LPDC will elect a chairperson and Secretary/Recorder from its membership and other officers the committee deems necessary.

A quorum shall be 3 of the 5 members in order to conduct LPDC business, including all decisions affecting the status of IPDPs, revisions of IPDCs and/or CEU proposals.

Each checklist item must have 4/5 (or $\frac{3}{4}$) agreement to be approved. All checklist items must indicate "yes" to qualify for IPDC approval.

An LPDC member will abstain from the review and voting of their own IPDP, in which case a quorum will consist of 2 of the remaining 3 members.

The committee approval, verified by the Chairperson(s)' signature, will validate the LPDC's decisions reflected on a completed Checklist or other response form.

Roles

The Southern Local Schools' Local Professional Development Committee shall consist of the following roles and corresponding terms of office.

The Chairperson

The Chairperson shall be elected by a majority vote, conducted either by a written ballot, of the committee members themselves. Anyone interested in serving as Chairperson may self-nominate. Co-Chairpersons are an option. Chairperson(s) are an option. Chairperson(s) shall be elected for a one-year term with one year LPDC experience. A term shall run from September to September, beginning September 1, 1998.

The Recorder:

The Recorder shall be elected by a majority vote, conducted via a written ballot, of the committee members. Anyone interested in serving as Secretary/Recorder may self-nominate. The Recorder is elected for a one-year term. A term shall run from September to September, beginning September 1, 1998.

Duties

The duties of the Chairperson, Recorder, and the other committee members shall be as follows:

The Chairperson(s)

- Preside at all Southern Local Schools' Local Professional Development Committee meetings.
- Call all meetings and set agendas in collaboration with the membership
- Agenda will include:
 - Review of newly submitted Individual Development Plans (IPDPs) using the Checklist as the focus of discussion.
 - Review of completed IPDPs for certificate/license renewal
 - Review of IPDP revisions
 - Review of Proposals of CEU credits
- Ensure adherence to the Individual Professional Development Plan review processes and procedures.
- Serve as Professional Growth Committee liaison
- Serve as appeals process contact an liaison
- Serve as reviewer of district educator individual professional development plans for certificate/license renewal
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc..

The Recorder will:

- Keep accurate minutes of all Southern Local Schools' Local Professional Development Committee meetings. A record of each meeting's proceedings will be maintained and stored by the Superintendent's Office. Access to such records will be subject to current policies and agreements regarding personnel records.
- Send minutes to LPDC members at least a day in advance of each meeting. Notify the press at least a day in advance of each meeting.
- Serve as staff communication liaison
- Be responsible for all necessary correspondence

- Keep membership records up to date and keep a mailing list of all members including names, addresses and telephone numbers.
- Maintain a notebook or easily accessible electronic record of all committee activities.
- Serve as reviewer of district educator individual professional development plans for certification/license renewal.
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc.

The committee members will:

- Elect one of their members by voice vote to act in the absence of the chairperson(s).
- Serve as staff information contact person
- Serve as reviewer of district educator individual professional development plans for certification/license renewal.
- Suggest necessary professional growth needs for committee members. Professional growth suggestions may relate to conferences, visitations, or purchase of videos, books, etc..

Meetings

Southern Local Schools' Local Professional Development Committee members shall determine frequency, time, and place of meeting within the following parameters.

- A) Attendance at any meetings scheduled for after school or in the summer shall be compensated at the normal stipend rate.
- B) The number of release day meetings in any one year shall not exceed ten (10) in numbers.
- C) The ten (10) release days are inclusive of any days which may be used for professional growth specific to LPDC member roles/duties/needs.

Confidentiality

The LPDC will maintain confidentiality when reviewing IPDP's and certificate/license renewals. The LPDC will report the number of IPDPs reviewed as well as any certificate/license renewals approved. The LPDC will no longer use names or Social Security numbers to report the business conducted by the LPDC in the public meeting minutes. Individuals will receive a signed application for the renewal of a certificate/license or a copy of the checklist approving or rejecting IPDPs.

LPDC Ethical Commitment

The membership of the Southern Local Schools' Local Professional Development Committee (SLS LPDC) will agree to conduct all LPDC business so as to:

- Impartially and consistently apply the Standards and Guidelines

- Maintain confidentiality
- Communicate as a group or through the chairperson
- Maintain their own professional development in the foundations of teaching and learning in order to provide a basis for understanding IPDPs and applying the Standards and Guidelines.

Methods of Internal and External Communication

After submitting an IPDP, the results of the LPDC will be available in the Superintendent's Office the day after the next scheduled meeting (one day and a month). An educator with an approved IPDP will be provided with a copy of the LPDC Review Checklist. If the IPDP is not approved, a checklist identifying the reasons will be forwarded by the LPDC to the applicant. The Plan may be modified and resubmitted. If the completed revised IPDP is not approved, it may be modified and resubmitted for approval. An appeals process is identified.

Maintaining Records

It is the responsibility of the individual educator that he/she is responsible for maintaining records of professional development throughout his/her career, and that he/she bears the responsibility for any and all requirements for maintaining appropriate credentials.

Amending the Standards and Guidelines

The Revision Subcommittee of the SLS LPDC, consisting of three (3) members of the full committee selected by the Chairperson(s), shall meet annually to review the Standards and Guidelines and recommend changes to the full committee by June of each year.

Changes/additions shall be voted on via a roll call vote. A simple majority of members present and voting shall prevail.

The Superintendent and the Southern Local Schools board of Education will receive copies of the ratified changes/additions for final board approval.

Reciprocity

Southern Local Schools' LPDC shall accept outside district-approved IPDPs for any educator hired by the Southern Local Schools BOE from another district as fulfilling all necessary requirements of the Southern Local Schools renewal process. Hours already accumulated in the district of previous employment shall be honored. Remaining hours shall be accrued by attending Professional growth sessions. Exceptional cases are subject to committee review. The educators' IPDP will be requested as part of the application submission process and will be reviewed at the time of scheduling for an interview.

Individual Professional Development Plan (IPDP) Review Guidelines

Every certificated/licensed employee of the Southern Local Schools will maintain a self-developed individual Professional Development Plan, which describes activities that align their personal professional growth objectives with district, building, and student learning goals. That plan must be submitted for review to the LPDC. The IPDP may contain semester credits, CEUs

and/or "other approved activities" designed by the applicant. With appropriate verification of completion, the PDC will recommend final approval and forward notice of renewal to the Ohio Department of Education.

If the plan is not approved, a checklist identifying the reasons will be forwarded by the LPDC to the applicant. The plan may be modified and resubmitted. Educators whose plans have been rejected may submit a revised plan within (10) working days of the initial rejection notification, may secure more supportive materials to substantiate the legitimacy of their original plan. If the completed IPDP is not approved, it may be modified and resubmitted within (10) working days for approval. An appeals process is identified.

Timelines for Submission

The LPDC will begin accepting IPDPs as of September 1, 1998.

90 days after your certificate/license has been renewed you need to:

1. Submit 1 copy of your IPDP to the Superintendent's Office
2. The IPDP will be reviewed at the monthly meeting using the checklist (Appendix). If the IPDP is approved, you will receive written notice and may begin completing the plan. If it is not approved you will receive a copy of the checklist that identifies criteria your plan failed to meet. You may revise and resubmit our plan.
3. If you would like to revise your IPDP, submit 1 copy of the revision to the Superintendent's Office. The procedure above will be followed.
4. As activities are completed, you may submit verifications of completion to the LPDC. Your IPDP record will be updated. (NOTE: You are STRONGLY urged to keep copies of all verification items until the license renewal process is completed)
5. When the plan has been completed and the requirements met, notify the LPDC using the notification of IPDP completion form () change no later than March 1 of your renewal year. The LPDC will notify you as to whether or not you have completed the process.
6. If you have successfully completed your IPDP you will need to complete the renewal application form and forward it with your check or money order for the renewal fee to the Ohio Department of Education. Renewal application forms are available in the Elementary and High School offices as well as being online at:
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=541>

IPDP Completion

When the IPDP plan has been completed and the requirements met, notify the LPDC using Notification of IPDP Completion Form no later than March 1 of your renewal year. The LPDC will notify you as to whether or not you have completed the process.

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 LPDC's should align the application of the Sunshine Law to its 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 ensure that the committee operated in agreement with district standards.
3. The purpose of the Sunshine Law is to insure that public bodies have meetings 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, individual professional development plan, and/or renewal application by a majority of committee members outside of regularly scheduled meetings.
5. Do not simply adjourn LPDC meeting into "Executive session to discuss personnel" Boards 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 changes against employees. The purpose to the executive session must be specifically stated and which personnel issue will be discussed 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 LPDCs By-laws and procedures will insure that the requirements do not create restraints for the committee. The following concise advice is offered to LPDC's
 - a. Plan the meeting schedule for the year and announce it often district and public communications.
 - b. Meet in an area which is large enough or 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).

The Appeals' Process

1. The review and approval of an educator's Individual Professional Development Plan by the district LPDC is a matter of legal and ethical importance, and the school district and its Local Professional Development Committee recognizes the need to provide due process to an educator who feels that his/her individual professional development plan has not received fair consideration by the district LPDC in accordance with Ohio Law and district procedures.
2. The Appeals' Process is initiated by an educator whose Individual Professional Development Plan is not approved by the district LPDC. For the purpose of definition, the "plan" includes all of these components: educator goals, activities, and approval of local continuing education units and university course work.
3. Reconsideration is the first step in an appeal. If the district LPDC does not approve an educator's revised individual professional development plan, the educator has the opportunity to request reconsideration of his/her plan by the committee. This request is to be made in writing by the educator to the Chairperson of the district LPDC. During this reconsideration, the educator may submit such additional documentation, explanation, or correction to permit approval of the educator's individual professional plan by the committee. Following the conclusion of this reconsideration process and deliberation of the district LPDC, the committee shall communicate its approval or lack of approval of the educator's individual professional development plan in writing and within ten(10) days to the educator.
4. A Third Party Panel Review , may follow the reconsideration step if the educator does not gain approval of his/her individual development plan by the district LPDC. If the individual professional development plan is not approved, the educator may request review of his/her plan by an Appeals' Panel. This request should be made by the educator in writing to the Chairperson of the district LPDC within ten (10) days following the reconsideration and receipt of the decision of the LPDC by the educator. This panel shall review the educator's individual professional development plan and its supporting material exactly as they existed at the conclusion of the reconsideration stage.
5. The Third Party Review Panel shall consist of three (3) Ohio certificated/licensed educators. These educators are to be employees of the school district.
 - One panel member shall be selected by the educator
 - One panel member shall be selected by the district LPDC
 - One panel member shall be mutually selected by the educator and the LPDC.
6. The review Panel shall meet one time together to conduct a review of the materials and facts and:
 - a) Hear from the educator why his/her individual professional development plan should be approved;
 - b) Hear from the district LPDC or a 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 district LPDC within three (3) days.
7. The decision by this Appeals Panel is the final step in the process. It remains the prerogative of the educator to submit, revise, or correct an individual professional development plan that has not been approved by the district LPDC at any time before, during, or after the Appeals' Process in order to gain committee approval.

Individual Professional Development Plan

IPDP:

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 kept in your IPDP binder and used for your reference. Maintain and update your Educator Profile as changes occur.
2. Be sure to identify your certificate/license data exactly as it appears on the certificate/license. Staple to the Educator Profile a copy of your certification History, printed from the ODE's Web page (Address: <http://www.ode.ohio.gov/> ; go to Programs & Services, then to Teacher Certification, then to Individual Certification Data).
3. If you plan to renew an educator certificate via the required number of university hours only, and do not wish to pursue LPDC-approved CEUs for renewal, no other documentation is required from you. You are, however, strongly encouraged to complete the Educator Planning Goal sheet, which is required for any educator seeking the approval of local CEU's.
4. If you possess an educator license, you must complete the Educator Planning Goal sheet, relating both university hours and locally approved CEUs to your own professional growth goals.
5. Study the Goals' Identification Guide to help you select and clarify a goal or goals that will be meaningful to you, your students, and your school. If you choose a goal or goals from the Approved Goals' List, you are assured that your LPDC will approve. You are not restricted to this list, however, and are encouraged to pursue any appropriate goals that do not appear after approval of the LPDC.
6. On the Educator Planning Goal sheet, identify the goal(s) you will pursue during the life of your certificate or license, the activities which you will engage to help you achieve those goals, and if our 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 your LPDC. You are asked to gain approval by your LPDC for providers who do not appear on this list.
8. A companion to your Individual Professional Development Plan is the educator's Activity Log (), which is an excellent way for you to record your progress toward meeting your growth goals and the hours or CEUs you have completed for renewal.
9. Your LPDC will distribute your LPDC Binder to you at the beginning of the employment school year, and ask you to complete the Educator Profile and the Educator Goals' sheet and return the Goals' sheet to the LPDC by November 15 ()
10. Your LPDC will communicate with you in writing either the approval of your Plan Goals Sheet, or the reasons why your Plan Goals Sheet was not approved or what is needed

for correction. After LPDC approval, you may pursue completion of your goal(s) via your identified activities (IPDP), with assurance of the LPDC's support.

FOUR Ways to Renew

To be completed within the five-year renewal cycle

1. Accumulate 6 Semester Hours

Requirements

- Course work for semester hours must meet the SLS Standards and Guidelines for Professional Development
- Course work must be taken at an NCATE or ODE accredited college or university

Verification of Completion

- **Official** Transcript indicating successful completion

2. Accumulate 18 CEUs

Requirements

- CEU activities must meet the SLS Standards and Guidelines for Professional Development
- CEU activities must be endorsed by the LPDC

Verification of Completion

- Certificate of completed participation signed by presenter or provider representative

3. Accumulate 18 CEU credits of "other Approved Activities"

Requirements

- Other Approved Activities must meet the SLS Standards and Guidelines for Professional Development
- Individuals designing "other activities" must prepare a proposal outline of the planned activities and the number of CEU hours requested. The project must be organized following the descriptions listed in the "Other Approved Activities" section of this booklet.

Verification of Completions

- A log of relevant activities having the signature of either the building staff development committee ()
- Or a Sponsoring administrative representative
- Or a completed product and/or summary of conclusions report.

4. Accumulate 18 CEU credits using a Combination of the First 3 Ways.

Requirements

- Requirements and verifications for each type of activity included in a combination proposal must follow the previous descriptions
- The parts of the project must total to the equivalent of 18 CEUs. The ratio 1 CEU = 10 contact hours and 3 CEUs = 1 semester hour will apply.

A sample combination project might include:

2 semester hours	= 6 CEUs
Accumulated CEU workshop/seminars	= 5 CEUs
"Other Approved Activities"	<u>= 7 CEUs</u>
Total	=18 CEUs

IPDP: Directions for Post-Review & Certificate/License Renewal

1. Insure that you have completed the activities that you affirmed on your original Individual Professional Development Plan to help you meet your Goals.
2. Record in the appropriate section on the Goals Identification Sheet exactly how you completed your university hours or CEUs as required for the renewal of your certificate/license.
3. Make sure the LPDC has approved any requests for local CEUs, and clearly marked on your plan what has been awarded to you. Attach any record of ODE CEUs (prior to July 1, 1998) that you plan to use for renewal.
4. Attach any original university credit transcripts and any other documentation that will help your LPDC review your IPDP and approve your final submission and your records for certificate/license renewal.
5. Sign the Department of Education's LPDC Approval Certificate, indicating your belief that your university hours and/or CEUs meet the requirement for renewing your certificate/license.
6. Complete the appropriate Ohio Department of Education renewal application form, completed carefully, neatly and accurately. Make sure that each section is completed. 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 and licenses.
7. Attach a check or money order, made payable to the Ohio T.E.C., for the appropriate amount. Check the attached ODE Application Form for that amount. The basic rule of thumb is a fee of \$10.00 per the number of years on the certificate or license.
8. Your LPDC will notify you if everything is in order and that your IPDP and renewal credentials have been approved. If they are not approved, you will be asked to supply additional information and/or given reasons for the lack of approval
9. If your credentials and all of your paperwork are approved, the LPDC will forward your renewal paperwork on to the next step prior to submission to the ODE. The requirement for the Superintendent to verify experience within the district has not changed.
10. If you are in doubt at any point in any of these steps, please contact one of the members of your LPDC for clarification.

IPDP Goals' Identification Guide

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 district, and the community within which you work. 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 has been deliberated by the LPDC and determined appropriate goals for the educators and classrooms in this school district, and as such is "pre-approved." This means that educators, in completing their IPDPs, can plan their growth and activities with the confidence that the LPDC will support their efforts.
3. The educator who is transitioning 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. It does mean that in the creation of a goal, the educator recognize exactly how the goal will apply to his/her credentials, and not be too narrow in formulation a goal that restricts the educator in how and to what the goal will apply.
4. Your LPDC has been careful to recognize those cautions, and have identified the goals on this pre-approved list as potentially applicable to multiple certificates and licenses if they are approved and validated by the educator in the appropriate manner.
5. If the school district Board of Education and Administration have identified a mission and goals for the district that should be reflected in the efforts of all staff members, those goals may be identified section number nine of this guide, and the educator should work to incorporate those 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 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 List

1. Content Knowledge:
 1. To learn how to apply technologies as effective content tools
 2. To enhance professional knowledge (psychologist, speech therapists, treasurers, etc.)
 3. To increase teaching area knowledge (Elementary, Art, English, Mathematics, etc.)
 4. To develop teaching/learning units which promote student knowledge in my discipline
 5. To work with colleagues in ways which help to integrate my discipline with the school
2. Professional Ethic:
 1. To learn and/or demonstrate understanding and use of educational theory/philosophy
 2. To learn more about the communities which service our schools
 3. To learn and apply new ways of improving race relations among students/faculty/community
 4. To gain knowledge of where and how to acquire information to assist my job responsibilities
 5. To all additional area(s) of certification/licensure to my credentials
 6. To seek an advanced degree
 7. To maintain current knowledge of local/county/state/national educational policies
3. Assessment & Evaluation Skills:
 1. To learn how to apply technologies as effective assessment tools
 2. To learn how to apply assessment data to instruction
 3. To learn how to construct effective evaluation instruments
 4. To learn how to expand the number and types of assessment tools
 5. To learn how to interpret test scores
 6. To learn how to better teach test-taking skills
 7. To learn more about proficiency, competency and/or standardized testing purposes and creation
4. Instructional Methodology:
 1. To learn how to apply technologies as effective teaching and learning tools
 2. To learn how to improve student reading skills
 3. To learn how to integrate higher-order thinking skills
 4. To learn how to facilitate students to teach themselves and others (cooperative learning, etc.)
 5. To learn how to teach students to solve problems via a variety of tolls and knowledge
 6. To learn how to teach across many disciplines

7. To learn teaching methods which promote increased student achievement
8. To gain knowledge of how to adapt instruction to the individual needs of all students
5. Communication Skills:
 1. To learn how to apply technologies and effective communications' tools
 2. To present to various publics
 3. To enhance speaking skills (students, parents, peers, others)
 4. To enhance writing skills (students, parents, peers, others)
 5. To improve non-verbal communication skills
 6. To discover ways to increase parental involvement in parent-teacher conferences
6. Interpersonal Skills:
 1. To learn how to apply technologies as effective interpersonal tools
 2. To learn how to coach others to achieve and succeed
 3. To learn how to coordinate or direct efforts of others
 4. To learn how to encourage the involvement of others
 5. To learn how to facilitate groups (students, peers, others) to accomplish established goals
 6. To learn how to motivate self and others
7. Management and Administrative Skills:
 1. To learn how to apply technologies as effective management tools
 2. To learn how to apply available resources to school improvement
 3. To learn how to collect data to use in planning and problem solving
 4. To learn how to create conditions and environments to productive performances
8. Skills to Meet the Needs of Special Students:
 1. To learn how to apply technologies as effective intervention tools
 2. To learn how to adapt to all skill levels
 3. To learn how to increase my awareness of special needs students
 4. To learn how to sensitize all student to the needs of individuals
 5. To understand social/emotional needs of students and others
9. School District and/or Building Specific Goals:
 1. To learn how to apply technologies as effective teaching, learning and productivity tools

IPDP Approved Professional Development Activities

1. Among the most exciting features in the 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. Traditionally, the Ohio Department of Education has approved Continuing Education Units (CEUs) for formalized, structured "Workshop" type activities that may or may not have been responsive to the educator's needs. Beginning July 1, 1998, educators can seek CEU "credit" opportunities in a variety of ways, generally categorized in these guidelines as "workshop" or Other Activities"
3. The following is non-inclusive list of activities which are considered legitimate learning experiences by the Southern Local LPDC to help educators accomplish the goals of their Individual Professional Development Plan. Educators within cooperating school districts may choose one of these Other Approved Activities without the pre-approval of the LPDC and know that the LPDC will sanction their efforts. Educators must, however, document their efforts in the approve format, supply verification by colleagues of their time investment in some circumstances. And follow other guidelines as identified herein.
4. All educators are encouraged to be creative and innovative beyond the 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 achieve. Please remember that the strategies/activities that you will engage in beyond the Other Approved Activities should be pre-approved by your LPDC so that an y questions about their legitimacy to your plan can be answered long before the date for your certificate or license renewal.
5. The LPDC, through provisions of Senate Bill 230, has the authority to grand local CEU credit to activities such as those published here, or others which are presented and approved by the district LPDC. The actual amount of the CEU is verified by the CEU Guidelines (see Appendix) and by the educator in concert with the LPDC.
6. The educator is responsible for his/her individual 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 LPDC is a permanent responsibility of each educator.
7. Educators should be aware that the district 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 LPDC is to insure that the educator is maximizing the learning opportunities available to him/her.
8. If an educator chooses to pursue an activity which does not appear on the approved list in order to seek approved local CEUs he/she should gain the approval of the LPDC prior to

initiating the activity. The district LPDC will determine what, if any, maximum CEUs shall apply for the activity during the renewal cycle.

PLEASE NOTE: The typical educator renewing a 5-year license has 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)

IPDP: Approved Professional Development Activities "Other Approved Activities" List

The "Other Approved Activities" category exists to encourage initiative, exploration, and professional leadership. In keeping with that, CEU amounts should be proposed accordingly. 1 CEU = 10 Contact hours of activity

To acquire credit for each of the following "Other Approved Activities" you must

- 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.

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. An activity that forms a partnership between school/community/business would be an example. This collaboration should lead to greater learning, teaching, and leadership. Specific Examples: Design and coordinate with local businesses a series of Math Nights for parents. Design and coordinate with local business professionals a school career day.

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.

Continuous Improvement Planning, Site-Based Planning, and Strategic Planning: Involvement in creating short and long-range plans for the district, completing research or data collection to assist in planning, implementation of such plans, etc.

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.

Data Acquisition and Application: To apply existing and created data to analyze and improve the effective performance of the educator and the success of students and district goals.

District Committee Chairperson: Chairing a major district committee (Examples: curriculum, staff development).

District, State, and National Committee Service: Commissions, steering committees, task forces, related research and activities, and working groups, etc., of professional development organizations such as ODE (Ohio Department of Education, RPDC (Regional Professional Development Center), Strategic Planning, SERRC, and others.

Educational Service Center Activities: Steering Committees, task committees, related research and activities, training, internships, etc.

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

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.

Inquiry/Action Research: Conducting a focused, in depth study of a concept, a theory or approach within a content field over time. 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 on their contribution to the activity.

Involvement in a Development/Improvement Process: Participation in response to a shared need for a change at school level. (Initiating Intervention Based Assessment/Multi-Factored Evaluation), North Central Evaluation (steering committees, task committees, related research and activities, etc.), Venture Capital (steering committees, task committees, related research and activities, etc.), and other models of school improvement.

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.

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.

National Board Certification: A voluntary process which recognizes high quality of teaching. The educator's study and research to lead toward certification by the National Board of Teacher Certification. The entire Board Certification Process must be completed, but Board Certification need not be awarded to complete licensure requirement.

Observation/Assessment: Participation in Observation/Assessment, model includes pre-observation, analysis of data, post observation conference, and sometimes and analysis of the observation/assessment process (Example: TESA-Teacher Expectation Student Achievement).

Presenting at Local, State and National Events/Conferences: Opportunities to present to various publics, which in itself creates learning and growth for the educator and acquisition of skills which improve teaching and learning within the classroom, building, and district. The LPDC

will also recognize professional contributions in the form of an academic presentation to educational organizations. Credit will be given for initial presentation to these groups.

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.

Program Creation: The LPDC will recognize the innovative creation of new programs, activities, etc. that is shown to benefit the educator's assignment, students, building, and district.

Published Research or Other Writing: The LPDC will recognize opportunities for the educator not only to learn from the research and creation, but also to communicate this growth and development to others. Publishing books, articles for professional journals, or articles in community newspaper.

Research-based Project: Grant applications, teaching area research. The LPDC will recognize opportunities to connect educational research to real improvement.

Technology Applications and Projects: Within the classroom and district, effective management issues, etc.

Training: Participation as a trainer where new teaching techniques are identified and taught to a large group of teachers for implementation in the classroom. Credit will be given for initial training activity.

University Learning Credit: 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 complete the educator's IPDP, etc.

University Teaching: Legitimate if the educator demonstrates the learning of new skills and knowledge that helps him/her achieve IPDP goals, benefits the building and district, and helps student's achieve.

IPDP: 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 in the review and determination of Approved Professional Development Providers. The criteria will also be used by the LPDC 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 school 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, statewide, 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 the 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 district LPDC 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 established 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, district, LPDC, in establishing standards and providing reporting forms for educators who complete training opportunities.
 - i. The provider requests evaluation of its performance in delivering professional development to educators, and demonstrates responsiveness toward improving as a trainer of professionals.

IPDP: Approved Professional Development Providers

1. This approved Provider List is a companion to the Professional Development Plan and the 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. The district LPDC has created a list of Approved Providers of professional development which indicates recognition by the 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 should discuss with their LPDC any providers who do not appear on this list prior to engaging in professional growth activities that they may wish to use for certificate/license renewal.
5. Educators renewing certificates 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 IPDP.
6. Educators who wish to recommend professional development providers for placement on this Approved List should do so through their LPDC. The district LPDC will review this Approved List quarterly each year, and will act to add or remove providers based upon recommendation, proven quality, and other criteria found in quality professional development.
7. The school district and the LPDC are sincere in its efforts to establish high standards for the professional development of educators from within the district. Those standards speak not only to the quality of the professional development, but to how responsive development is to the needs of the educator, the district and building, and to the needs of the students. Your input on how you school district and the LPDC can improve the Professional development opportunities and process within our school district is important. Please relate any suggestions, concerns and issues to the LPDC that we may improve what we do.

IPDP: Approved Professional Development Providers List

- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- Association of 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)
- Columbiana County Educational Service Center
- Columbiana Educational Media Associations
- Columbiana County Superintendents' Association
- Columbiana County Treasurer's Association
- Educational Service Centers
- Employing District Professional Development Activities
- Far East Regional Professional Development Center (FERPDC) & related
- Fullbright Scholarship Program Offerings
- Government Finance Officers Association
- Industrial Information Institute (III)
- INFOHIO
- Lincoln Way Special Education Regional Resource Center (Lincoln Way SERRC)
- National Association of Secondary School Principals (NASSP)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Council of Teacher so English (NCTE) & related
- National Education Association (NEA)
- National Endowment for the Humanities
- North Central Association of Colleges and Schools (NCA)
- North Central Regional Educational Laboratory (NCREL) & related Organizations
- Northeastern Ohio Educational Association (NEOEA)
- Northeastern Ohio Instructional Media Center (NEOIMC) & related Organizations
- Northeastern Ohio Library Associations (NOLA)
- Northeastern Ohio Management Information Network (NEOMIN) & related Organizations
- Northeastern Ohio Special Education Regional Resource Center (NEOSERRC)
- Ohio Association of Pupil Service Administration(OAPSA)
- Ohio Association of School Business Officials (OASBO) and related Organizations
- Ohio Association of School Personnel Administrators (OASPA) & related Organizations
- Ohio Board of Regents
- Ohio Approved Certification/Licensure Colleges & Universities

- Ohio Approved Certification/Licensure Programs from Other States
- Ohio Association of Elementary School Administrators (OAESA)
- Ohio Association of Secondary School Administrators (OASSA)
- Ohio CASE (Council of Administrators of Special Education)
- Ohio Council of Teachers of English and Language Arts (OCTELA) & related Organizations
- Ohio Department of Education (ODE)
- Ohio Education Association (OEA)
- Ohio Educational Library Media Association (OELMA)
- Ohio Federation of Teachers (OFT)
- Ohio Network: Training and Assistance to Schools and Communities (ONTASC)
- Ohio Regional Professional Development Centers (RPDC's)
- Ohio School Boards Association (OSBA)
- Ohio School Net Office
- Ohio State Board of Education
- Other State Departments of Education
- Pittsburgh Institute of Art
- Public Television Stations-Educational Network (ex.45/49)
- Treasurer of the State of Ohio
- United States Department of Education (USDOE)

IPDP: The Appeals' Process

1. The review and approval of an educator's individual professional development plan by the district LPDC is a matter of legal and ethical importance, and the school district and its LPDC recognizes the need to provide due process to an educator who feels that his/her individual professional development plan has not received fair consideration by the district LPDC in accordance with Ohio Law and district procedures.
2. The Appeals Process is initiated by an educator whose individual professional development plan is not approved by the district LPDC. For the purpose of definition, the "plan" includes all of these components: educator goals, activities, and approval of local continuing education units and university course work.
3. Reconsideration is the first step in an appeal. If the district LPDC does not approve an educator's revised individual professional development plan, the educator has the opportunity to request reconsideration of his/her plan by the committee. This request is to be made in writing by the educator to the Chairperson of the district LPDC. During this reconsideration, the educator may submit such additional documentation, explanation, or correction to permit approval of the educator's individual professional plan by the committee. Following the conclusion of this reconsideration process and deliberation of the district LPDC, the committee shall communicate its approval or lack of approval of the educator's individual professional development plan in writing and within ten (10) days to the educator.
4. A Third Party Panel Review may follow the reconsideration step if the educator does not gain approval of his/her individual development plan by the district LPDC. If the individual professional development plan is not approved, the educator may request review of his/her plan by an appeals Panel. This request should be made by the educator in writing to the chairperson of the district LPDC within ten (10) days following the reconsideration and receipt of the decision of the LPDC by the educator. This panel shall review the educator's IPDP and its supporting materials exactly as they existed at the conclusion of the reconsideration stage.
5. The Third Party Review Panel shall consist of three (3) Ohio certificated/licensed educators. These educators are to be employees of the school district.
 - One panel member shall be selected by the educator;
 - One panel member shall be selected by the district LPDC;
 - One panel member shall be mutually selected by the educator and the LPDC.
6. The Review Panel shall meet one time together to conduct a review of the materials and facts and:
 - a. Hear from the educator why his/her individual professional development plan should be approved;
 - b. Hear from the district LPDC or a 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 district LPDC within three (3) days.
- 7. The decision by this Appeals Panel is the final step in the process. It remains the prerogative of the educator to submit, revise, or correct an individual professional development plan that has not been approved by the district LPDC at any time before, during, or after the Appeals' Process in order to gain committee approval.