

Educational Service Center of Lake Erie West

LPDC Handbook

August 2023

Acknowledgements

Portions of this document were reproduced or adapted from the following
Ohio Department of Education Publications

Standards for Ohio Educators, 2007

Organizing for High Quality Professional Development, 2008

Ohio Standards for Superintendents, 2008

Ohio Standards for Professional Development, 2015

Ohio Standards for School Counselors, 2015

Ohio Standards for Principals, 2018

Website

LPDC Handbook and LPDC Forms are available on the ESC of Lake Erie West website under
Human Resources/LPDC.

<http://www.esclakeeriewest.org/LocalProfessionalDevelopmentCommittee.aspx>

TABLE OF CONTENTS	
TOPIC	PAGE
Legal Basis of the LPDC	7
History of the LPDC	7
Educators Not Currently Employed	7
LPDC Philosophy	8
LPDC Purpose	8
LPDC Consortium	8
Composition of the LPDC	8
Duties of the Committee Members	8
Responsibilities of the LPDC	9
Responsibilities of the Educator	10
Operational Procedures	10
Deliberation and Decision Making	11
Records Retention	11
Requirements to Renew a License	11
Appeals Procedure	12
Amendments	13
Individual Professional Development Plan	14
• Overview	14
• Approval of IPDP Goals	15
• SMART Goals	16
• Professional Development Activities	17
• Evaluation of Professional Development	19
• Review for License Renewal	23
• LPDC Renewal Process	23
Online Learning Environment Professional Development Due to Pandemic (COVID 19)	24
Appendix A: OTES Self-Assessment Summary Tool	25
Appendix B: Ohio Standards for the Teaching Profession	27
Appendix C: Ohio Standards for Professional Development	29
Appendix D: List of LPDC Forms and When to Use and Submit	33
Appendix E: Sample Forms	36

Legal Basis of the LPDC

In 1996, Ohio's General Assembly authorized the establishment of Local Professional Development Committees (LPDCs) and directed that a LPDC be established in every school district and chartered nonpublic school by September 1998 (Ohio Revised Code 3319.22). The only educators who do not fall under a LPDC are those with professional pupil services licenses (i.e. Audiologist, Social Worker, Speech-Language Pathologist, School Nurse, Occupational Therapist, Physical Therapist, and Occupational Therapy Assistant). These educators require credentialing through separate licensure boards. School counselors and school psychologists with professional board licenses are also exempt from LPDC requirements.

Based on the review and approval of the LPDC, the Ohio Department of Education issues five year professional licenses to educators that are valid in any school district in Ohio.

History of the LPDC

The ESC of Lake Erie West LPDC met for the first time in September 1998. The LPDC serves the ESC of Lake Erie West professional staff and three community schools sponsored by the ESC of Lake Erie West.

In 2004, in response to the report of the Governor's Commission on Teaching Success, Senate Bill 2 mandated the creation of the Educator Standards Board (ESB). This Board was charged with defining standards for teachers and principals at all stages of their careers.

In October 2005, the State Board of Education approved the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, and the Ohio Standards for Professional Development. Ohio Standards for Superintendents were adopted in 2008. Standards-based criteria to guide the development of Individual Professional Development Plans were published in August 2008. In 2011, a new four tier system of professional licensure was adopted by the state of Ohio. New Ohio Standards for Professional Development were adopted in April 2015. Ohio Standards for School Counselors were adopted in 2015. New Ohio Standards for Principals were adopted in 2018.

On an annual basis, the LPDC reviews and updates its handbook and forms to ensure they reflect current ODE guidelines and LPDC practices.

Educators Not Currently Employed

With the passage of House Bill 438, effective Sept. 28, 2018, individuals who are licensed by the Ohio Department of Education and are either 1) not currently employed as an educator or 2) not currently employed by an entity that offers them a Local Professional Development Committee may work to renew their licenses through a cooperating educational service center's LPDC. The ESC of Lake Erie West's LPDC offers this opportunity to educators.

LPDC Philosophy

Professional educators must continuously strive to improve and expand their own knowledge base. The ESC of Lake Erie West's LPDC exists as a supportive oversight body to assist professional, licensed staff members of the ESC of Lake Erie West and ESC of Lake Erie West sponsored community schools who wish to partner with the LPDC achieve professional growth appropriate to their positions and meet state requirements for licensure.

LPDC Purpose

The primary responsibility of the Local Professional Development Committee (LPDC) is to review educators' Individual Professional Development Plans (IPDPs) and ensure that the identified goals and strategies are relevant to the needs of the district, the school, the students and the educator. Based on this review, the LPDC determines if the requirements for license renewal have been met.

Consistent with this purpose, the ESC of Lake Erie West LPDC creates policies and procedures that assist professional, licensed staff members focus on appropriate goals for professional growth, pre-approves certain proposed professional development activities and validates CEU's prior to application for licensure renewal.

LPDC Consortium

The ESC of Lake Erie West LPDC provides LPDC services to professional staff members employed by the following schools:

- ESC of Lake Erie West
- Autism Academy of Learning
- MODEL Autism School
- Winterfield Venture Academy

Composition of the LPDC

The LPDC committee consists of five educators from the ESC of Lake Erie West. Three are members of the Teacher's Association of Lucas County Schools (TALCS) and are appointed by the President of the Association. Two members are from the ESC of Lake Erie West administrative staff. Administrative staff members are appointed by the ESC of Lake Erie West superintendent. Terms of office are two years and are renewable. The LPDC chair is selected by a majority vote of the members.

Duties of the Committee Members

Committee members are given the task of reviewing and approving Individual Professional Development Plans (IPDPs) for certified/licensed educators employed by the ESC of Lake Erie West, three community schools sponsored by the ESC of Lake Erie West and educators who do not have access to a LPDC. Committee members also pre-approve

designated professional development activities and review the evaluation of preapproved activities submitted by the educator before granting CEU's for license renewal. LPDC members approve entrance and exit certificates for educators entering or leaving the LPDC. Finally, LPDC members review all applications for license renewal to verify that educators have met the license renewal requirements.

The committee chair is selected by a majority vote of the LPDC members. The chairperson is responsible for convening meetings, posting notices of meetings, and sending notifications to educators of the committee's decisions. The committee chair also maintains records of LPDC actions, copies of approved IPDPs, and correspondence sent to individual educators.

The committee chair completes the initial review of all Professional Development Summary Forms of each educator applying for licensure renewal to insure that the equivalent of 18 CEU's relating to the IPDP have been completed and presents the license renewal documents to the LPDC for their consideration.

Responsibilities of the LPDC

In order to complete their duties, members of the LPDC need to:

Be Informed:

- Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal
- Ensure that educators' coursework and other professional development activities meet the standards for license renewal

Educate and Assist All Members:

- Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC
- Stay up to date on quality professional development principles and practices

Establish and Abide by Operating Procedures:

- Establish clear criteria by which the LPDC will review educators' IPDPs
- Establish the operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities
- Develop and use criteria for awarding Continuing Education Units (CEUs)
- Establish a local process and timelines for educators to appeal the decision of the LPDC
- Establish a policy for reciprocity between LPDCs to provide verification of IPDP approval and accepted professional development activities for educators leaving the LPDC and to honor such verification provided by LPDCs of educators entering the LPDC

- Evaluate LPDC operations for effectiveness, timeliness, efficiency and professional courtesy
- Use discretion in discussion of all LPDC matters

Communicate Clearly and Maintain Records:

- Communicate to all constituents in a regular and systematic way
- Keep records of LPDC decisions regarding educator IPDPs and completed coursework and other professional development activities
- Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

Responsibilities of the Educator

In the process of license renewal, educators have the responsibility to:

Be Informed:

- Meet license renewal requirements in a timely manner
- Know the professional development and renewal requirements for educator licensure, including the significance of licensure issuance and expiration dates
- Choose coursework and other professional development activities that reflect the principles of Ohio Standard for Professional Development.
- Know school and/or district goals

Abide by LPDC Operating Procedures:

- Follow the LPDC procedures, criteria and timelines for reviews of IPDPs, coursework and other professional development activities
- Submit the IPDP for LPDC approval as soon as possible after receiving a new or renewed license
- Obtain LPDC approval of the IPDP before engaging in professional development for licensure renewal. Professional development activities that are completed either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.

Maintain Records

- Keep records of all licensure and LPDC transactions, particularly the LPDC review and approval of an IPDP, coursework and other professional development activities

Operational Procedures

LPDC meetings are held monthly (except for July). Meetings are held on the second Tuesday of the month at 3:30 p.m. Meetings take place either electronically, virtually or in

person. In person meetings are at the Collingwood Center, 2275 Collingwood, Toledo, OH 43620. Meeting dates and times are posted on the ESC of Lake Erie West's website.

Requests for consideration of IPDP's, requests for entrance or exit certificates, requests for pre-approval of professional development, requests for evaluation of completed professional development activities that require pre-approval, and license renewal documentation should be submitted to the LPDC Chair by the Friday preceding the meeting.

Deliberation and Decision Making

Using Robert's Rules of Order, the LPDC committee convenes, approves minutes of the last meeting and begins the review of requests for IPDP approval, requests for entrance and exit certificates, requests for professional development activities that require pre-approval, review of evaluation documents for activities that required pre-approval and license renewal materials. Notification of the LPDC decisions will be mailed to the educator within ten work days. When it is time to renew the educator license, the LPDC chair will review submitted documentation and present it to the LPDC with a recommendation to approve/not approve the request for license renewal.

An appeal procedure is available should the educator wish the committee to reconsider its decision or to request an exception to the regular procedures of the LPDC.

Records Retention

The LPDC maintains copies of approved IPDP's and copies of all letters sent to educators. The LPDC is not responsible for keeping copies of contact hour/CEU certificates or copies of transcripts. Responsibility for collecting and maintaining these documents is solely that of the educator until it is time to renew the educator license.

Once the LPDC has processed the license renewal application, all materials except the official transcripts of ESC of Lake Erie West employees will be returned to the educator for their records. Records will be retained for all current and former employees in accordance with the ESC of Lake Erie West Record Retention Guidelines.

Requirements to Renew a License

The only licenses which are covered by the LPDC are five-year professional educator licenses. In order to renew a five-year professional license, the requirement is the completion of eighteen (18) Continuing Education Units (CEUs).

The 18 CEU requirement can be met by a combination of college coursework, contact hours from in-services, and pre-approved LPDC activities. The guidelines to consider in determining completion of 18 CEUs are:

- Six semester hours of coursework equals 18 CEUs. (Note: one semester hour equals 3 CEUs)
- 180 hours of professional development activities equals 18 CEUs. (Note: 10 contact hours equals 1 CEU)

A sample combination for license renewal might include:

- 2 semester hours = 60 hours = 6 CEUs
- Accumulated contact hours from workshops/seminars = 80 hours = 8 CEUs
- Preapproved Professional Development Activities = 40 hours = 4 CEUs
- Total = 180 hours CEUs = 18 CEUs

Appeals Procedure

If a request is rejected by the LPDC, the educator will be given the reason(s) for the rejection in writing. If an educator wishes to appeal a decision of the Local Professional Development Committee, the appeal should be resolved as follows:

Step 1: Reconsideration

1. The educator shall first discuss the concern with the chair of the Local Professional Development Committee.
2. If, after Step 1, the educator wishes to appeal an LPDC decision, the educator shall submit a written request for an appeal to the LPDC chair. This written request should be submitted within fifteen (15) calendar days of receiving notice that the LPDC did not grant approval of the educator's request.
3. The educator has the option of submitting only the written request or attending the next LPDC meeting to present the basis for the appeal to members of the LPDC.
4. The LPDC will vote on reconsideration and notify the educator in writing of the LPDC decision within five working days.

Step 2: Third party review

1. If, after the reconsideration process has taken place, the LPDC and the educator are still unable to come to agreement, the educator may provide a written request to the LPDC for a third party review panel. The educator must provide written notice of the request for a third party review to the LPDC chair within two weeks of receiving notice of the LPDC decision on reconsideration.
2. Within fifteen (15) days of receipt of the written request for an appeal meeting, the LPDC chair will schedule an appeal meeting. The appeal meeting shall take place

within thirty (30) days of the date of its scheduling. The LPDC chair will notify the educator in writing of the time, date and place of the meeting.

3. The appeals committee shall consist of the following:
 - a. One member from the Local Professional Development Committee
 - b. One member appointed by the educator
 - c. One member mutually agreed upon by both the Local Professional Development Committee and the educator.
4. The educator shall be notified in writing of the decision within seven (7) days of the meeting. The decision of the Appeals Committee will be made by majority vote.

Step 3: Ohio Department of Education Review

1. Decisions involving license renewal which are not resolved by the LPDC may be appealed to the Ohio Department of Education.

Amendments

The LPDC will review and update its operating plan and forms on a regular basis to ensure consistency with current language, state law, and ODE regulations. Major changes in LPDC forms and the operating plan must be approved by a majority vote of LPDC members.

Amendments which alter the requirements for approved IPDPs and/or approved activity proposals will not negatively impact any individual during their current license renewal cycle.

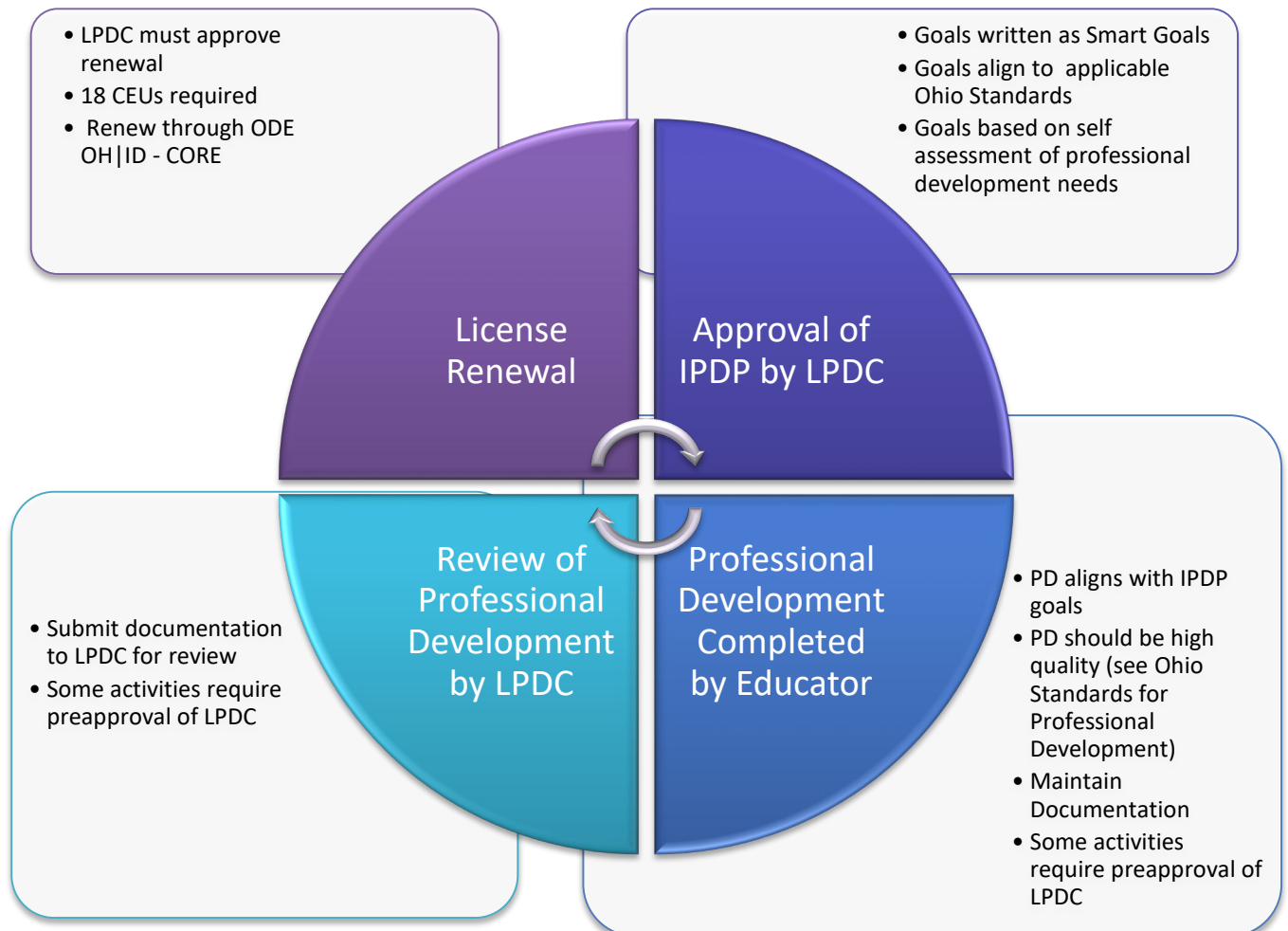
Amendments to the LPDC operating plan and/or forms may be suggested by any licensed staff member. Amendments should be suggested in writing to the LPDC chair. Proposed amendments will be placed on the agenda of the next LPDC meeting.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Overview

An Individual Professional Development Plan (IPDP) identifies an educator's goals for professional growth. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development.

One of the major responsibilities of the Local Professional Development Committee (LPDC) is to review educators' Individual Professional Development Plans (IPDPs) and ensure that the identified goals and strategies are relevant to the needs of the district, school, students and educator. The IPDP should be thought of as a process rather than a single "plan".



After the LPDC has approved the initial IPDP, the educator may amend the IPDP at any time during the license cycle based on changes in job assignments or new professional development needs.

Approval of IPDP Goals

Activities for licensure renewal will only count if an IPDP is in place at the time of the PD activity. The only exception to this rule is when a new license is issued, the educator will be given a three-month period from the date the license is issued to put a new IPDP in place. New hires should complete an IPDP within three months after their first day of work. Professional development activities that do not require pre-approval that occur during those three months will count towards licensure renewal if they meet the professional development standards.

Well written goals for professional growth are the first critical step in the IPDP process. All educators should thoughtfully consider the goals they write on their Individual Professional Development Plan taking into consideration:

- a process of self-assessment on their individual strengths and weaknesses;
- the priorities of their school/district;
- the needs of their job; and
- specific career goals.

Self-assessment is an important part of creating IPDP goals. Non-teaching staff members should reflect on the professional standards for their position (e.g. counselor standards, principal standards). For teaching staff, we suggest the OTES Self-Assessment. Please note, however, the OTES self-assessment is designed to create annual goals and the goals on the IPDP should be long range (i.e. five year) goals. (See Appendix A for a copy of the OTES self-assessment.)

Once the self-assessment is completed, the educator should determine priorities and goals for the IPDP. These priorities should be established as they relate to the educator's current assignment, future plans, and district/building goals. Once these priorities are established, the educator should complete the IPDP with well written SMART Goals.

In considering the approval of an Individual Professional Development Plan, the LPDC will consider whether or not the goals reflect the Ohio Standards for the Teaching Profession (or other applicable standards) and the Ohio Standards for Professional Development. Copies of these standards are available in Appendix B and Appendix C.

Reasons an IPDP may not be approved by the LPDC include the following:

- Plan is incomplete
- Goals are not written as SMART goals
- Plan lacks relevance to current assignment or career goals
- Goals are not related to individual or district needs
- Outcomes for each goal lack clarity
- Activities are not clearly stated or are inappropriate to achieve professional growth
- Activities are "normal" job duties and not activities that promote professional growth

SMART Goals

Examples of SMART goals are provided below. Additional examples are on the LPDC website. We suggest that every educator include at least one broad SMART goal on their IPDP similar to the first one below.

EXAMPLES OF SMART GOALS				
State the Action you will take	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will continue to learn about</i>	<i>current legislation, and best practices in special education</i>	<i>in order to provide quality education and be compliant with state and federal regulations</i>	<i>by participating in professional development in-services.</i>	<i>Ongoing</i>
<i>I will acquire</i>	<i>multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a building-level book study.</i>	<i>Jan. – March 2023</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training on Value Added.</i>	<i>Sept. – Dec. 2022</i>

SMART goals should follow the general structure illustrated below.

I WILL (State the Action)	SAMPLE AREAS OF FOCUS (Ohio Standards for the Teaching Profession)	RATIONALE (Ohio Standards for Professional Development)
<ul style="list-style-type: none"> Acquire information on Analyze Become familiar with Become knowledgeable about Become proficient in Develop/design Enhance my understanding of Gain skills in Implement Incorporate Investigate Learn about Learn how to Mentor Participate in Research Study 	<ul style="list-style-type: none"> How students learn and develop Identification, instruction and intervention for special populations Specific academic content Instructional strategies Interdisciplinary content Connection of content to life experiences and career opportunities Diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Instructional design and delivery Resources to support learner 	<ul style="list-style-type: none"> Increased educator effectiveness Improved results for students Professional learning needs Student Learning Needs Improved content knowledge Develop leadership capacity Improved academic decisions Advocate for students Improved classroom environment Promote collaboration with other educators Better use of educational resources Improved capacity to analyze and interpret data to promote

I WILL (State the Action)	SAMPLE AREAS OF FOCUS (Ohio Standards for the Teaching Profession)	RATIONALE (Ohio Standards for Professional Development)
	needs <ul style="list-style-type: none"> • Safe learning environment • Strategies to motivate students to work productively and assume responsibility for learning • Strategies to share responsibility with parents/caregivers to support student learning • Collaboration with other educators on projects to promote student success • Collaboration with community agencies to promote student success • Positive impact on profession (e.g. mentoring another teacher) 	student success <ul style="list-style-type: none"> • Improved capacity to assess student progress • Promote professional growth

Professional Development Activities

Educators are encouraged to use a variety of activities in meeting their 18 CEU requirement. Some activities require pre-approval while others do not (see Table 1 and Table 2 below). There is a maximum number of CEUs that can be used for license renewal for certain types of activities. The actual number of CEUs granted for activities that require pre-approval may vary based on documentation presented to the LPDC.

TABLE 1 Pre-Approval Not Required	
Activity	Max CEUs per license cycle
ESC Required Professional Development (e.g. CPI, Vector Training)	5 CEUs
University or College Coursework	No Limit
Professional Conference or Workshop	No Limit
On-line Professional Development (e.g. The Master Teacher, TeachME, Creative Teacher, ASCD) <i>The LPDC recognizes that educators may acquire professional development from on-line providers (e.g. The Master Teacher, TeachME, Creative Teacher, ASCD) for purposes of license renewal. If the professional development provider does not provide transcript credit from an affiliated college/university, the LPDC will only accept a total of 50 contact hours/5 CEUs from these providers for purposes of license</i>	5 CEUs

TABLE 1 Pre-Approval Not Required	
<i>renewal.</i>	
Online Learning Environment Professional Development due to Pandemic (COVID 19) <i>(Limited to any PD that was completed from March 13, 2020 to June 17, 2021. (see page 24)</i>	9 CEUs
Curriculum Development as Part of a State or District Committee <i>(Note: this is intended to reflect work that is conducted outside of the normal work day and work responsibilities)</i>	12 CEUs
Mentoring a Year 1 or Year 2 Resident Educator	6 CEUs
Facilitating a Resident Educator RESA candidate	3 CEUs
Mentoring a newly employed staff member (not a RE)	3 CEUs
Cooperating Teacher for a Student Teacher or Intern	6 CEUs
Cooperating Teacher for a Practicum Teacher	3 CEUs
Teaching a College Course or adult education course	6 CEUs
National Board of Professional Teaching Standards Certification	18 CEUs
Master Teacher <i>(candidate who submits an application and is scored exemplary in at least two of the five areas)</i>	3 CEUs
Master Teacher <i>(candidate who submits an application and is scored exemplary in at least four of the five areas thereby successfully earning the initial Master Teacher designation)</i>	6 CEUs
Master Teacher Renewal	2 CEU
Professional Vocational Board Certification	6 CEUs

Table 2 Self-Directed Educational Development - Pre-Approval of LPDC Required	
Activity	Max CEUs per license cycle*
Peer Coaching	6 CEUs
Shadowing, Externships	6 CEUs
Grant Writing or Grant Reviewer	6 CEUs
Professional Committee <i>(Note: this is intended to reflect work that is conducted outside of the normal work day and work responsibilities)</i>	3 CEUs
Curriculum Unit	6 CEUs
Educational Project	3 CEUs

Table 2 Self-Directed Educational Development - Pre-Approval of LPDC Required	
Educational Travel	1 CEU
Peer Observation	1 CEU
Professional Presentation at workshop or conference	6 CEUs
Professional Reading	1 CEU
Publication of Original Work	6 to 18 CEUs for book 3 to 6 CEUs for article
Research, Action Research or Inquiry	6 CEUs
School, Community Partnership Initiatives	6 CEUs
Reflective Portfolio	3 CEUs
Reading Study Group	3 CEUs

Evaluation of Professional Development

Documentation of all professional development must be presented to the LPDC for license renewal.

Upon completion of activities that require pre-approval, the educator must submit the necessary documentation to the LPDC for final approval of CEUs. (See form *Evaluation of Pre-Approved Professional Development*.) The actual number of CEUs granted for activities that require pre-approval may vary based on documentation presented to the LPDC.

See Table 3 below for required documentation and additional criteria for all professional development activities.

TABLE 3		
Activity	Documentation Required for Verification of CEUs	Additional Criteria
ESC or school required professional development (e.g. CPI or Vector Training)	<ul style="list-style-type: none"> Contact Hour Certificate/Form 	<ul style="list-style-type: none"> PD must be required by ESC of Lake Erie West or community school
University or College Coursework	<ul style="list-style-type: none"> Official Transcripts 	<ul style="list-style-type: none"> Completed at accredited college/university Grade of C or better or "P" in pass-fail course Coursework must be related to work assignment/IPDP goals

TABLE 3		
Activity	Documentation Required for Verification of CEUs	Additional Criteria
Professional Conference or Workshop	<ul style="list-style-type: none"> Contact Hour Certificate/Form 	<ul style="list-style-type: none"> Attendance must be approved by supervisor Related to work assignment/IPDP goals
On-line Professional Development (e.g. The Master Teacher, TeachME, Creative Teacher, ASCD)	<ul style="list-style-type: none"> Contact Hour Certificate/Form 	<ul style="list-style-type: none"> Must be related to professional responsibilities and IPDP goals
Online Learning Environment Professional Development Due to Pandemic (COVID 19)	<ul style="list-style-type: none"> Online Learning Environment Professional Development Activity Log 	<ul style="list-style-type: none"> Limited to time frame of designated pandemic emergency
State or District Committee	<ul style="list-style-type: none"> Activity Log or Contact Hour Certificate/Form Copy of meeting agendas 	<ul style="list-style-type: none"> Participation must be approved by supervisor Committee must be connected to the educator's specific areas of expertise and IPDP goals
Mentoring a Year 1 or Year 2 Resident Educator	<ul style="list-style-type: none"> Activity Log Resident Educator Completion Form 	<ul style="list-style-type: none"> Must be approved by ESC of Lake Erie West Governing Board or community school administrator
Facilitating a Resident Educator – RESA candidate	<ul style="list-style-type: none"> Activity Log 	<ul style="list-style-type: none"> Must be approved by ESC of Lake Erie West Governing Board or community school administrator
Mentoring a newly employed staff member	<ul style="list-style-type: none"> Activity Log 	<ul style="list-style-type: none"> Must be approved by ESC of Lake Erie West Governing Board or community school administrator
Cooperating Teacher for a Student Teacher or Intern	<ul style="list-style-type: none"> Activity Log 	<ul style="list-style-type: none"> Must be approved by ESC of Lake Erie West Governing Board or community school administrator
Cooperating Teacher for a Practicum Teacher	<ul style="list-style-type: none"> Activity Log 	<ul style="list-style-type: none"> Must be approved by ESC of Lake Erie West Governing Board or community school administrator
Teaching a College Course or adult education course	<ul style="list-style-type: none"> Syllabus 	<ul style="list-style-type: none"> 3 CEUs per semester course CEUs granted only for first time teaching course Course must be connected to the educator's specific areas of expertise and IPDP goals

TABLE 3		
Activity	Documentation Required for Verification of CEUs	Additional Criteria
National Board of Professional Teaching Standards Certification	<ul style="list-style-type: none"> Copy of National Board Certificate 	
Master Teacher	<ul style="list-style-type: none"> Master Teacher Score Report 	
Professional Vocational Board Certification	<ul style="list-style-type: none"> Copy of Certification 	
ALL OF THE FOLLOWING ACTIVITIES MUST BE PREAPPROVED. EDUCATOR MUST COMPLETE EVALUATION OF PREAPPROVED PROFESSIONAL DEVELOPMENT FORM IN ADDITION TO OTHER REQUIRED DOCUMENTATION.		
Peer Coaching	<ul style="list-style-type: none"> Activity Log 	Peer coaching must be approved by supervisor
Shadowing, Externships	<ul style="list-style-type: none"> Activity Log Written reflection 	Must be approved by supervisor
Grant Writing or Grant Reviewer <i>(Note: CEUs not dependent on awarding of grant)</i>	<ul style="list-style-type: none"> Activity Log Copy of grant 	Grant or participation as a reviewer must be approved by ESC of Lake Erie West superintendent or community school administrator
Professional Committee <i>(Note: this is intended to reflect work that is conducted outside of the normal work day and work responsibilities)</i>	<ul style="list-style-type: none"> Activity Log or Contact Hour Certificate/Form Copy of meeting agendas 	<ul style="list-style-type: none"> Participation on committee must be authorized by supervisor Committee must be a formal educational committee Committee must add to the body of knowledge in the educator's specific field
Curriculum Unit	<ul style="list-style-type: none"> Activity Log Written summary of project Copy of final product 	<ul style="list-style-type: none"> Contributes to education profession or adds to individual's body of knowledge Results shared with colleagues
Educational Project	<ul style="list-style-type: none"> Activity Log Written summary of project Copy of final product 	<ul style="list-style-type: none"> Contributes to education profession or adds to individual's body of knowledge Results shared with colleagues

TABLE 3		
Activity	Documentation Required for Verification of CEUs	Additional Criteria
Educational Travel	<ul style="list-style-type: none"> • Activity Log • Written summary of trip • Copy of itinerary 	<ul style="list-style-type: none"> • Contributes to education profession or adds to individual's body of knowledge • Results shared with colleagues
Peer Observation	<ul style="list-style-type: none"> • Activity Log • Written summary of pre and post conference and observation 	<ul style="list-style-type: none"> • Must be authorized by supervisor
Professional Presentation at workshop or conference	<ul style="list-style-type: none"> • Activity Log • Written reflection on presentation • Copy of presentation slides 	<ul style="list-style-type: none"> • CEUs only granted for first presentation • Must be beyond normal work expectations
Professional Reading	<ul style="list-style-type: none"> • Activity Log • Written summary / reflection on readings 	<ul style="list-style-type: none"> • Contributes to education profession or adds to individual's body of knowledge • Results shared with colleagues
Publication of Original Work	<ul style="list-style-type: none"> • Activity Log • Copy of publication 	<ul style="list-style-type: none"> • Book must be commercially published • Article must be in professional journal or magazine
Research, Action Research or Inquiry	<ul style="list-style-type: none"> • Activity Log • Written report of research, findings and applications 	<ul style="list-style-type: none"> • Contributes to education profession or adds to individual's body of knowledge • Results shared with colleagues
School, Community Partnership Initiatives	<ul style="list-style-type: none"> • Activity Log • Description of project impact 	<ul style="list-style-type: none"> • Must be approved by supervisor
Reflective Portfolio	<ul style="list-style-type: none"> • Activity Log • Copy of portfolio 	<ul style="list-style-type: none"> • Contributes to education profession or adds to individual's body of knowledge • Results shared with colleagues
Reading Study Group	<ul style="list-style-type: none"> • Activity Log • Written summary / reflection on readings 	<ul style="list-style-type: none"> • Contributes to education profession or adds to individual's body of knowledge • Results shared with colleagues

Review for License Renewal

It is the responsibility of the educator to maintain all records that will be used for license renewal. The LPDC will electronically inform all educators at the ESC of Lake Erie West in January of the year in which the educator license is due to expire of the steps in the renewal process. Notice will also be sent to all consortium schools of the renewal process. At that time, the educator should gather all necessary documents (see Table 3 for documentation required for verification) and organize their materials for submission to the LPDC. Summary forms have been developed to help educators organize their materials but these summary forms are not a substitute for the required documentation listed in Table 3. See sample of a summary form below.

PD Summary of Activities			
Professional Development Activity	Date of Activity	Contact Hours	IPDP Goals
			Which goal on your Individual Professional Development Plan does this activity support?
SEL Training	5/19/2022	4	2
Mentor Training	6/8-9/2022	14	1
Google Training	6/14/2022	2	3
Restorative Practice	6/21/2022	3	2
Total Contact Hours		23	

LPDC Renewal Process

1. Gather all supporting documents for your license renewal and send them to the ESC of Lake Erie West LPDC, 2275 Collingwood Blvd., Toledo, OH 43620. This should include:
 - a. A completed copy of the LPDC **Final Checklist**
 - b. A copy of an approved **Individual Professional Development Plan (IPDP)**.
 - c. Well organized documentation of the completion of the 18 CEUs/180 contact hours or 6 semester hours required to renew a 5-year license.
2. After the LPDC has approved your renewal, log into the ODE CORE using your OH|ID account and complete an online application form. (See directions on LPDC website). Once your application is complete, the LPDC chair will log into the electronic system and approve your renewal request for processing by ODE.
3. The IRN for the LPDC is 013612
4. Complete the required background check.

When you receive your new license, complete a new Individual Professional Development Plan within three months to ensure your new professional development activities will count towards your next license renewal.

Online Learning Environment Professional Development Due to Pandemic (COVID 19)

During the designated pandemic period, the LPDC extended the opportunity for staff members to quickly and efficiently document hours they invested to “professionally develop” themselves to work in an online environment.

This may not involve time spent teaching as that is a professional responsibility. However, any meaningful learning experience that staff members completed as a result of the pandemic that they would not have done otherwise if schools were business as usual, can count for LPDC credit. Educators could earn up to 90 contact hours/9 CEUs for this work during the period of the pandemic emergency.

The LPDC has written a district goal for staff members to use for this work. Therefore, there will be no need to amend IPDP goals when documenting any PD that was completed from March 13, 2020 to June 17, 2021.

District Online Learning Environment Professional Development Goal

I will enhance my ability to teach or lead others in an online environment to improve online education for all of students by collaborating and creating with my peers, viewing webinars and training videos, and exploring online content and learning activities.

Documentation

Staff should document this work using the **Online Learning Environment Professional Development Activity Log** available on the LPDC website.

Appendix A:

OHIO TEACHER EVALUATION SYSTEM (OTES) SELF-ASSESSMENT SUMMARY TOOL

Note: *other ODE licensed professionals who come under the LPDC should use their own professional standards (e.g. standards for School Counselors, Principals, School Psychologists, Interpreters and Treasurers) as part of their self-assessment.*

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none">• Knowledge of how students learn and of student development• Understanding of what students know and are able to do• High expectations for all students• Respect for all students• Identification, instruction and intervention for special populations			
Standard 2: Content	<ul style="list-style-type: none">• Knowledge of content• Use of content- specific instructional strategies to teach concepts and skills• Knowledge of school and district curriculum priorities and Ohio academic content standards• Relationship of knowledge within the discipline to other content areas• Connection of content to life experiences and career opportunities			
Standard 3: Assessment	<ul style="list-style-type: none">• Knowledge of assessment types• Use of varied diagnostic, formative and summative assessments• Analysis of data to monitor student progress and to plan, differentiate, and modify instruction• Communication of results• Inclusion of student self-assessment and goal-setting			

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

Appendix B:

OHIO STANDARDS FOR THE TEACHING PROFESSION (OSTP)

Note: other ODE licensed professionals who come under the LPDC should refer to their own professional standards (e.g. standards for School Counselors, Principals, School Psychologists, Interpreters and Treasurers)

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

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

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

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

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

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

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

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

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

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

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

Appendix C:
OHIO STANDARDS FOR PROFESSIONAL DEVELOPMENT (OSPD)

Standard 1: Learning Communities: Professional learning that increases educator effectiveness and results for all students...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.	
Elements	Indicators
1.1 Engage in continuous improvement.	1.1.1 Develop capacity to apply a cycle of continuous improvement. <ul style="list-style-type: none"> • Use data to determine student and educator learning needs; • Specify targeted, shared goals for student and educator learning; • Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments; • Select and implement evidence-based strategies to achieve focused student and educator learning goals; • Support application of learning with local support at the work site; • Use evidence to monitor and refine implementation; and • Evaluate results. 1.1.2 Apply the continuous improvement cycle.
1.2 Develop collective responsibility.	1.2.1 Create a culture of inquiry in which all members share a collective responsibility for students' success. 1.2.2 Foster engagement of and collaboration among all staff in meeting the needs of students, including their social, emotional, mental and learning needs.
1.3 Create alignment and accountability.	1.3.1 Specify targeted, shared goals for student and educator learning. 1.3.2 Align professional learning with individual, school and system goals – including the Ohio educator and student standards.
Standard 2: Leadership: Professional learning that increases educator effectiveness and results for all students...requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.	
Elements	Indicators
2.1 Develop capacity for learning and leading.	2.1.1 Develop capacity among educators for leadership of professional learning – including the building of knowledge for collaborating in teams successfully. 2.1.2 Understand and use best-practice research and the Standards for Professional Learning in making decisions about professional learning.

2.2 Advocate for professional learning.	2.2.1 Articulate the link between student learning and professional learning. 2.2.2 Advocate high-quality professional learning by promoting learning with staff, students, parents, system leaders, public officials and community members and challenging ineffective practices.
2.3 Create support systems and structures for professional learning.	2.3.1 Establish systems and structures for effective professional learning. 2.3.2 Prepare and support staff for skillful collaboration. 2.3.3 Contribute to the development and maintenance of a collaborative culture. 2.3.4 Create learning communities that offer all educators the chance to share ways of improving teaching and learning as they work in small teams organized by grade, subject, roles, interests, goals or other areas of responsibility.
Standard 3: Resources: Professional learning that increases educator effectiveness and results for all students...requires prioritizing, monitoring and coordinating resources for educator learning.	
Elements	Indicators
3.1 Prioritize time and human, fiscal, material and technological resources.	3.1.1 Define internal and external resources for professional learning, including staff, materials, technology, funding, time and partnerships (such as with institutions of higher education and external vendors). 3.1.2 Recommend resources to align professional learning with high-priority student and educator learning needs and to support implementation. 3.1.3 Allocate time for collaborative professional learning within the schedule.
3.2 Monitor resources.	3.2.1 Monitor effectiveness and efficiency of the use of resources for professional learning by reviewing data and adjusting direction of resources as needed.
3.3 Coordinate resources.	3.3.1 Design and implement a comprehensive, professional learning resource plan, which includes repurposed resources, schedules, technology, internal and external human resources and grants or other funding sources.
Standard 4: Data: Professional learning that increases educator effectiveness and results for all students...requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.	
Elements	Indicators
4.1 Analyze student, educator and system data.	4.1.1 Develop capacity to analyze and interpret data. 4.1.2 Analyze and interpret multiple sources of qualitative and quantitative student data, educator data and school and system data to determine professional learning needs.

4.2 Assess progress.	<p>4.2.1 Determine formative data to assess progress toward professional learning benchmarks and goals.</p> <p>4.2.2 Collect, analyze and use formative data to continuously assess progress toward professional learning benchmarks and goals.</p> <p>4.2.3 Use analysis of progress to make adjustments in professional learning, including solving problems, changing learning designs or coaching and support systems, activities and timeframes.</p>
4.3 Evaluate professional learning.	<p>4.3.1 Contribute to the development of an evaluation plan for professional learning.</p> <p>4.3.2 Use a variety of formative and summative data to evaluate professional learning's effectiveness and impact on student performance, professional practice, school culture and organizational structures.</p> <p>4.3.3 Support the use of data by facilitating data review and analysis to evaluate the effectiveness of school wide learning designs, content and duration.</p> <p>4.3.4 Use evaluation results to improve professional learning.</p>
Standard 5: Learning Designs: Professional learning that increases educator effectiveness and results for all students...integrates theories, research and models of human learning to achieve its intended outcomes.	
Elements	Indicators
5.1 Apply learning theories, research and models.	<p>5.1.1 Develop and share a knowledge base about theories, research and models of adult learning.</p> <p>5.1.2 Acquire and share knowledge about multiple designs for professional learning, such as peer coaching, collaborative learning communities, action research and the examination of student work.</p>
5.2 Select learning designs.	<p>5.2.1 Acquire, share and apply knowledge of learning designs, including technology-based designs, when considering multiple factors to select effective designs for professional learning.</p> <p>5.2.2 Develop and share knowledge about technology-enhanced learning designs.</p> <p>5.2.3 Implement effective learning designs.</p>
5.3 Promote active engagement.	<p>5.3.1 Ensure that learning is relevant to educators' day-to-day work and supported in practice.</p> <p>5.3.2 Implement engagement strategies to maximize learning.</p>

Standard 6: Implementation: Professional learning that increases educator effectiveness and results for all students...**applies research on change and sustains support for implementation of professional learning.**

Elements	Indicators
6.1 Apply change research.	6.1.1 Build knowledge of research on change. 6.1.2 Apply research on change to plan and lead the implementation of professional learning.
6.2 Sustain implementation.	6.2.1 Differentiate support for implementation of professional learning. 6.2.2 Continue support to reach high-fidelity implementation of professional learning.
6.3 Provide constructive feedback.	6.3.1 Develop capacity to give and receive constructive feedback. 6.3.2 Provide constructive feedback to accelerate and refine implementation of professional learning.

Standard 7: Outcomes: Professional learning that increases educator effectiveness and results for all students...**aligns its outcomes with educator performance and student curriculum standards.**

Elements	Indicators
7.1 Meet performance standards.	7.1.1 Use Ohio's educator standards to identify professional learning needs. 7.1.2 Use Ohio's educator standards to make decisions about the content of professional learning.
7.2 Address learning outcomes.	7.2.1 Use Ohio's student learning standards to identify professional learning needs. 7.2.2 Use Ohio's student learning standards to select the content of professional learning. 7.2.3 Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments.
7.3 Build coherence.	7.3.1 Connect professional learning with building, local and statewide initiatives. 7.3.2 Contextualize professional learning, building on earlier professional learning and bridging to planned future experiences.

Appendix D:

LIST OF LPDC FORMS AND WHEN TO USE AND SUBMIT (All forms are available on the LPDC website)

LPDC FORMS		
Form Name	Purpose	Submit to LPDC
Individual Professional Development Plan (IPDP) <i>(Note: a separate IPDP form for those employed as a teacher, counselor, school psychologist, interpreter, treasurer or administrator is available on the LPDC website. There is also a general form for those who do not work in those positions but who hold ODE licenses.)</i>	<ul style="list-style-type: none"> To create a long term professional development plan that reflects goals for professional growth To guide choices of professional development activities Revisions can be submitted when job assignment changes or professional development needs change 	<ul style="list-style-type: none"> As soon as a new license is issued Before beginning professional development activities that you want to count towards license renewal
Professional Development will not count towards license renewal unless the LPDC has approved your IPDP.		
Request for Pre-Approval of Professional Development Activity <i>(Note: separate forms for teachers and nonteaching staff are available on the LPDC website)</i>	<ul style="list-style-type: none"> To request pre-approval for a professional development activity. See Handbook for activities that require pre-approval 	<ul style="list-style-type: none"> Before beginning the activity
Evaluation of Pre- Approved Professional Development <i>(Note: separate forms for teachers and nonteaching staff are available on the LPDC website)</i>	<ul style="list-style-type: none"> Document and reflect on activities that require LPDC pre-approval To receive CEU/contact hour credit for preapproved projects 	<ul style="list-style-type: none"> Upon completion of activity

LPDC FORMS		
Form Name	Purpose	Submit to LPDC
Activity Log	<ul style="list-style-type: none"> To document hours spent on an individual project that is ongoing and does not provide a contact hour certificate 	<ul style="list-style-type: none"> Submit with Evaluation of Pre-Approved Professional Development upon completion of activity that required preapproval If activity did not require preapproval, submit with other license renewal documents as a form of documentation for the LPDC
Online Learning Environment Professional Development Activity Log	<ul style="list-style-type: none"> To document any meaningful learning experience that staff members completed as a result of the pandemic that they would not have done otherwise if schools were business as usual 	<ul style="list-style-type: none"> Submit with other license renewal documents as a form of documentation for the LPDC
Resident Educator Completion Form for Years 1 and 2 <i>(Note: use the form for the current school year)</i>	<ul style="list-style-type: none"> To document completion of required Resident Educator Mentoring Activities Must be accompanied by an Activity Log 	<ul style="list-style-type: none"> Submit with other license renewal documents as a form of documentation for the LPDC
Webinar Participation Form Contact Hour Form	<ul style="list-style-type: none"> To document activities that do not provide a contact hour certificate 	<ul style="list-style-type: none"> Submit with other license renewal documents as a form of documentation for the LPDC
PD Summary of Activities <i>(Note: separate forms for teachers and nonteaching staff are available on the LPDC website)</i>	<ul style="list-style-type: none"> To help organize and record professional development contact hours Original certificates should be attached to this form 	<ul style="list-style-type: none"> Submit with other license renewal documents as a form of documentation for the LPDC

LPDC FORMS		
Form Name	Purpose	Submit to LPDC
Vector Training Summary <i>(Note: it is possible in Vector Training to print a list of all courses completed rather than the individual certificates. Make sure the time frame is consistent with the dates of the approved IPDP.)</i>	<ul style="list-style-type: none"> To record Vector Training courses and convert minutes to contact hours Original certificates or a Vector Training transcript should be attached to this form 	<ul style="list-style-type: none"> Submit with other license renewal documents as a form of documentation for the LPDC
Final Checklist	<ul style="list-style-type: none"> To request approval for renewal of a license from the LPDC 	<ul style="list-style-type: none"> Licenses may be renewed starting in November of the year before the license is due to expire.
Approval Verification Form For Educators Leaving a LPDC	<ul style="list-style-type: none"> Verify activities for a new employer if you are leaving the your job 	<ul style="list-style-type: none"> As soon as possible after the job change occurs New hires to the ESC of Lake Erie West should submit the form from their previous LPDC as soon as possible after hire
Appeal Request	<ul style="list-style-type: none"> To appeal a decision of the LPDC To ask for an exemption from an LPDC guideline 	<ul style="list-style-type: none"> As soon as a problem is apparent Decisions of the LPDC must be appealed within 15 days of LPDC notification of decision

Appendix E: Sample Forms

- **Individual Professional Development Plan (IPDP)**
 - *(Note: a separate IPDP form for those employed as a teacher, counselor, school psychologist, interpreter, treasurer or administrator is available on the LPDC website. There is also a general form for those who do not work in those positions but who hold ODE licenses.)*
- **Request for Pre-Approval of Professional Development Activity**
 - *(Note: separate forms for teachers and nonteaching staff are available on the LPDC website)*
- **Evaluation of Pre- Approved Professional Development**
 - *(Note: separate forms for teachers and nonteaching staff are available on the LPDC website)*
- **Activity Log**
- **Online Learning Environment Professional Development Activity Log**
- **Resident Educator Completion Form for Years 1 and 2**
- **Webinar Participation Form**
- **Contact Hour Form**
- **PD Summary of Activities**
- **Vector Training Summary**
 - *(Note: it is possible in Safe Schools to print a list of all courses completed rather than the individual certificates. Make sure the time frame is consistent with the dates of the approved IPDP.)*
- **Final Checklist**
- **Approval Verification Form for Educators Leaving a LPDC**
- **Appeal Request**

Local Professional Development Committee

Individual Professional Development Plan Teachers

Name:		Submission Date:	
Job Title:			
Work Assignment / Location:			
Home Address:			
City:	State:	Zip:	

Licenses that will be covered by this IPDP			
License Name (e.g. Elementary 1-8)	Educator ID	Issue Date	Expiration Date

Plan Type:	<input type="checkbox"/> Initial Proposal	<input type="checkbox"/> Revised Proposal
Requested IPDP Effective Date*:		

Goals: List 3-5 professional development goals.

All educators should thoughtfully consider the goals they write on their Individual Professional Development Form (IPDP) taking into consideration 1) a process of self-assessment on their individual strengths and weaknesses using the Ohio Standards for the Teaching Profession as a framework; 2) the priorities of their school/district; 3) the needs of their job; and 4) specific career goals. All goals on the IPDP should be written as SMART Goals.

Ohio Standards for the Teaching Profession:

- *Understand student learning and development and respect the diversity of the students they teach*
- *Know and understand the content area for which they have instructional responsibility.*
- *Understand and use varied assessments to inform instruction, evaluate and ensure student learning.*
- *Plan and deliver effective instruction that advances the learning of each individual student.*
- *Create learning environments that promote high levels of learning and achievement for all students.*
- *Collaborate and communicate with students, parents, other educators, administrators and the community to support student learning*
- *Assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.*

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Activities you will use to complete these goals:

Local Professional Development Committee

Individual Professional Development Plan Teachers

How do your goals relate to the Ohio Standards for the Teaching Profession?

How do your goals relate to the priorities of your school/district?

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

Approved IPDP Effective Date*: _____

** The effective date of the IPDP can be the same as the issue date of the license only if IPDP is submitted within 3 months of the license issue date. New employees must submit an IPDP within three months of the first date of employment to use their first contract day as the effective date of the IPDP.*

An approved IPDP must be on file with the LPDC prior to beginning any professional development for the current license cycle. No professional development completed before the effective date of the IPDP will count towards license renewal.

Effective Professional Development should:

- *Be selected based on analysis of data as well as individual and system goals.*
- *Occur over one or multiple sessions, with long-term focus and follow-up.*
- *Focus on the day-to-day work of educators (school-based and job-embedded).*
- *Be content-specific and individualized.*
- *Make use of internal expertise.*
- *Be delivered in varied modes, including through learning communities or teacher teams.*
- *Focus on implementation of new approaches.*
- *Include evaluation of providers and participants.*
- *Focus on sustaining change over time, supported by continuous feedback*

Approval Signature _____ **Date** _____

Local Professional Development Committee

Request for Pre-Approval of Professional Development Activity

Name:		Submission Date:	
Job Title:			
Work Assignment / Location:			
Home Address:			
City:	State:	Zip:	
Educator ID:		IPDP Effective Date:	
Date(s) of Proposed Professional Development:			
Type of Proposed Professional Development Activity			
	Activity	Max CEUs per license cycle*	
<input type="checkbox"/>	Peer Coaching	6 CEUs	
<input type="checkbox"/>	Shadowing, Externships	6 CEUs	
<input type="checkbox"/>	Grant Writing or Grant Reviewer	6 CEUs	
<input type="checkbox"/>	Professional Committee	3 CEUs	
<input type="checkbox"/>	Curriculum Unit	6 CEUs	
<input type="checkbox"/>	Educational Project	3 CEUs	
<input type="checkbox"/>	Educational Travel	1 CEU	
<input type="checkbox"/>	Peer Observation	1 CEU	
<input type="checkbox"/>	Professional Presentation at workshop or conference	6 CEUs	
<input type="checkbox"/>	Professional Reading	1 CEU	
<input type="checkbox"/>	Publication of Original Work (Book)	6 to 18 CEUs	
<input type="checkbox"/>	Publication of Original Work (Article)	3 to 6 CEUs	
<input type="checkbox"/>	Research, Action Research or Inquiry	6 CEUs	
<input type="checkbox"/>	School, Community Partnership Initiatives	6 CEUs	
<input type="checkbox"/>	Reflective Portfolio	3 CEUs	
<input type="checkbox"/>	Reading Study Group	3 CEUs	
Description of proposed professional development activity:			
Connection of proposed professional development to IPDP goals:			
How will this activity help you grow as a professional educator?			

Local Professional Development Committee

Request for Pre-Approval of Professional Development Activity

*I understand that CEU/contact hour credit will not be given for this project until I have submitted the **Evaluation of Pre-Approved Professional Development Form** along with other project specific documentation for review by the LPDC. (See LPDC Handbook for further information)*

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

Approval Signature _____ Date _____

Local Professional Development Committee

Evaluation of Preapproved Professional Development

Form should be completed <i>after</i> the PD activity		
Name:		Submission Date:
Job Title:		
Work Assignment / Location:		
Home Address:		
City:	State:	Zip:
Educator ID:		IPDP Effective Date:
Number of CEUs requested: <i>(Note maximum CEUs for each type of project)</i>		

Directions: Complete sections I, II, III and IV.

I. How did this professional development activity align to your IPDP goals? How is it part of your overall professional development plan?

II. Overall, what was the most valuable thing you learned from this professional development activity?

III. How will this professional development activity increase your educator effectiveness and results for students?

Local Professional Development Committee

Evaluation of Preapproved Professional Development

IV. Attach required documentation which provides evidence of the completion of the professional development activity for which you received pre-approval. This would include a copy of your original proposal and the following documentation.

Activity	Documentation Required	Max CEUs per license cycle*
Peer Coaching	Activity Log	6 CEUs
Shadowing, Externships	Activity Log & written reflection	6 CEUs
Grant Writing or Grant Reviewer (Note: CEUs not dependent on awarding of grant)	Activity Log & copy of grant	6 CEUs
Professional Committee (Note: this is intended to reflect work that is conducted outside of the normal work day and work responsibilities)	Activity Log or Contact Hour Certificate/Contact Hour Form & copy of meeting agendas	3 CEUs
Curriculum Unit	Activity Log, written summary of project & copy of final product	6 CEUs
Educational Project	Activity Log, written summary of project & copy of final product	3 CEUs
Educational Travel	Activity Log, written summary of trip & copy of itinerary	1 CEU
Peer Observation	Activity Log, written summary of pre and post conference & observation	1 CEU
Professional Presentation at workshop or conference	Activity Log, written reflection on presentation; copy of presentation slides	6 CEUs
Professional Reading	Activity Log & written summary/reflection on readings	1 CEU
Publication of Original Work	Activity Log & copy of publication	6 to 18 CEUs for book 3 to 6 CEUs for article
Research, Action Research or Inquiry	Activity Log & Written report of research, findings, & applications	6 CEUs
School, Community Partnership Initiatives	Activity Log & description of project impact	6 CEUs
Reflective Portfolio	Activity Log & copy of portfolio	3 CEUs
Reading Study Group	Activity Log & written summary/reflection on readings	3 CEUs

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

☐

Approved as written

☐

Revise/Resubmit

Approval Signature _____ Date _____

Local Professional Development Committee Activity Log

Name:		Submission Date:
Job Title:		
Work Assignment / Location:		
Home Address:		
City:	State:	Zip:
Educator ID:	Project Name:	

Date	Hours	Description of Activity
TOTAL		

Online Learning Environment Professional Development Activity Log
(May be utilized for up to 90 clock hours / 9 CEU's)

NAME:		POSITION:	
I will enhance my ability to teach or lead others in an online environment to improve online education for all of students by collaborating and creating with my peers, viewing webinars and training videos, and exploring online content and learning activities.			
Activity Description	Website or Link	Outcomes: What you took from this activity to help students in an online learning environment	Clock Hours
		TOTAL CLOCK HOURS	

RESIDENT EDUCATOR PROGRAM

Completion Form for RE Year 1 and RE Year 2 RE

Resident Educator:		Mentor:
Area of Competency	Evidence	Date Completed
Instructional Mentoring: Year 1 and 2 <i>Teaching and Learning Cycle</i>	<i>1. Collaborative Log</i> <i>2. Video Tape a Lesson</i> <i>3. Data Tool</i>	<i>1. Number Completed ____</i> <i>2. _____</i> <i>3. _____</i>
Focused Mentoring: Year 1 and 2 <i>Professional Growth</i>	<i>1. Self-Assessment Summary (OTES)</i> <i>2. Professional Growth Plan (OTES)</i> <i>3. Formal Observation from Mentor</i> <i>4. Informal observation from Mentor</i> <i>5. Peer Observation by RE (Use the activity template provided).</i>	<i>1. _____</i> <i>2. _____</i> <i>3. _____</i> <i>4. _____</i> <i>5. _____</i>
Focused Mentoring: Year 1 <i>Communication</i>	<i>1. Use the Parent Communication Focused Mentoring Tool provided to document the activity or a district specific tool*</i>	<i>1. _____</i>
Focused Mentoring: Year 1 <i>Collaboration</i>	<i>1. Use the Teacher Collaboration Focused Mentoring Tool provided to document the activity or a district specific tool*</i>	<i>1. _____</i>
Focused Mentoring Year 2 <i>Formative Assessment</i>	<i>1. Use the Formative Assessment Focused Mentoring Tool provided to document the activity or a district specific tool*</i>	<i>1. _____</i>
Focused Mentoring Year 2 <i>Summative Assessment</i>	<i>1. Use the Summative Assessment Focused Mentoring Tool provided to document the activity or a district specific tool*</i>	<i>1. _____</i>

Optional Additional Comments:

Signatures below represent that all requirements of the Resident Educator Program have been met.

Signature of Resident Educator: _____ Date: _____

Signature of Mentor: _____ Date: _____

**Submit to Program Coordinator at year end. Attach completed Focused Mentoring Tools to this form* *2/24/2022*

LPDC Webinar Participation Form

Please complete form as accurately and completely as possible and retain for your records.

Webinar Title	
Date & Time	
Associated URL	
Hosting organization	
Names and Credentials of Presenters	
Webinar Goals & Objectives	
Contact hours <i>Specify actual hours of engagement. Attach documentation if possible.</i>	
Participant role	<p><i>Check all that apply:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Listening to presenters to acquire new information/knowledge</i><input type="checkbox"/> <i>Exploration of relevance and potential applications of workshop content to local situation</i><input type="checkbox"/> <i>Interactive dialogue and questions with presenters and/or colleagues</i><input type="checkbox"/> <i>Participate in individual and group activities</i><input type="checkbox"/> <i>Other – please specify</i>

My signature below attests to my participation in the WEBINAR described on this document.

Participant Name (Print)

Signature

Date

LPDC Contact Hour Form

This form may be used to document professional development activities for which no contact hour certificate was issued. Please complete form as accurately and completely as possible and retain for your records.

Title/Topic of Professional Development	
Date of Professional Development	
Start/End Times	
Hosting organization	
Name(s) of Presenters	
Goals & Objectives of Professional Development	
Contact hours <i>Specify actual hours of engagement excluding lunch and breaks. Attach documentation if possible.</i>	
Participant role	<p><i>Check all that apply:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Listening to presenters to acquire new information/knowledge</i><input type="checkbox"/> <i>Exploration of relevance and potential applications of workshop content to local situation</i><input type="checkbox"/> <i>Interactive dialogue and questions with presenters and/or colleagues</i><input type="checkbox"/> <i>Participate in individual and group activities</i><input type="checkbox"/> <i>Other – please specify</i>

My signature below attests to my participation in the PROFESSIONAL DEVELOPMENT described on this document.

Participant Name (Print)

Signature

Date

PD Summary of Activities

Date: _____

2/2022

Local Professional Development Committee

Vector Training Summary

The purpose of this sheet is to help you organize and record your documents. It is not a substitute for original documents. Note: A transcript of all completed trainings can be printed directly from Vector Training. Make sure the completion dates match your approved IPDP date.

Name: _____

Job Title: _____

Educator ID: _____

License Expiration Date: _____

Date: _____

Safe Schools Course	Date Completed	Time to Complete	Contact Hours	Minutes	Hours	
				8	0.13	
				9	0.15	
				11	0.18	
				13	0.22	
				14	0.23	
				15	0.25	
				17	0.28	
				19	0.32	
				20	0.33	
				21	0.35	
				23	0.38	
				27	0.45	
				29	0.48	
				33	0.55	
				35	0.58	
				37	0.62	
				39	0.65	
				41	0.68	
				43	0.72	
Total Time/CEUs				53	0.88	
				55	0.92	
				60	1.00	

Attach documentation to each completed sheet. Complete additional sheets as needed. Limit of 5 CEUs (50 hours) per license renewal cycle.

Local Professional Development Committee

Final Checklist

Name:		Submission Date:	
Job Title:			
Work Assignment / Location:			
Home Address:			
City:	State:	Zip:	
Educator ID:		IPDP Effective Date:	

1. Gather all supporting documents for your license renewal and send them to the LPDC.
 - a. A copy of your approved **Individual Professional Development Plan** (IPDP).
 - b. Well organized documentation of the completion of the 18 CEUs/180 contact hours or 6 semester hours required to renew a 5-year license. This documentation may include a combination of the following.

CEUs	Total Hours of PD Activity	Type of Activity	Documentation Needed
		College Coursework	Official Transcripts
		Vector Training (Safe Schools)	Attach Individual Certificates or Training History (Limit 5 CEUs)
		Activities that required LPDC pre-approval	Attach approved Evaluation of Pre-Approved Professional Development Form or LPDC letter verifying CEUs. <i>(See LPDC Guidelines for CEU limits on each type of activity)</i>
		Activities that do not require LPDC pre- approval	Attach appropriate activity verification documents (e.g. contact hour certificates). <i>(See LPDC Guidelines for CEU limits on each type of activity)</i>
			Approval Verification Form for Educators Leaving an Ohio LPDC

2. After the LPDC has approved your renewal, log into the ODE CORE using your OH|ID account and complete an online application form. (See directions on LPDC website). Once your application is complete, the LPDC chair will log into the electronic system and approve your renewal request for processing by ODE.
3. Complete appropriate fingerprinting (BCII and/or FBI) for renewal of a five-year license.
4. When you receive your new license, complete a new Individual Professional Development Plan within three months to ensure your new professional development activities will count towards your next license renewal.

Educator Leaving an Ohio Local Professional Development Committee (LPDC) Verification Form

Educator Name

Educator State ID

This educator had an approved Individual Professional Development Plan (IPDP) and met renewal requirements in accordance with that IPDP as listed below beginning on this date: and ending on this date:

Number of college or university **semester hours** completed

Number of college or university **quarter hours** completed

Number of LPDC approved **professional development CEUs** (LPDCs are responsible for converting completed contact hours to CEUs)

Yes No The educator meets the State Board of Education's definition of consistently high-performing teacher.

LPDC Coordinator/Designee Signature

Date

Please print:

Name of LPDC Coordinator/Designee

School/District Name

LPDC IRN

Name of LPDC

LPDC Chairperson Name

LPDC Chairperson Phone Number

LPDC Chairperson Email

The educator must submit this completed form with the online renewal application. Please be sure all required information is correct. An incomplete form or incorrectly completed form will not be accepted, and a new form will be required.

Local Professional Development Committee
Appeal Request

Name:		Submission Date:	
Job Title:			
Work Assignment / Location:			
Home Address:			
City:	State:	Zip:	
Educator ID:		IPDP Effective Date:	

Reason for Appeal
Desired Outcome of Appeal

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

- ☐ **Appeal Granted**
☐ **Appeal Denied (see attached explanation)**

Signature_____ **Date**_____

