

LUCAS LOCAL SCHOOLS

**Local Professional Development
Standards and Guidelines for
Renewal of Certificates/Licenses**

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Lucas Local Schools’ Local Professional Development Committee

INTRODUCTION

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 practices. Standards for High Quality Professional Development as defined by No Child Left Behind / ESEA (see Appendix) represent core expectations for content and quality and apply to all professional development activities planned by any Lucas Local Schools individual or committee.

THE LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

The Lucas Local Schools’ Local Professional Development Committee (LPDC), operating under the requirements of SB230 and policies established by the Lucas Board of Education, reviews all applications for all certificate/license renewal as required by the ODE. This includes reviewing semester hours, Continuing Education Units (CEUs), and other equivalent activities that are submitted for credit toward license renewal. The LPDC recommendations for license/certificate renewal will be based upon the Individual Professional Development Plan’s compliance with the guidelines of the law and the Lucas Local Schools’ Standards for High Quality Professional Development.

The committee make-up, length of service, and procedures for filling vacancies on the LPDC are contained in the Negotiated Agreement.

WHEN AND WHERE DOES THE LPDC MEET?

Generally, the LPDC will meet monthly in the middle school library. Meeting times and dates will be posted on the bulletin boards in the staff lunchrooms.

RULES FOR CONDUCTING THE LPDC MEETINGS

The membership of the LPDC will elect a chairperson from its membership and other officers as the committee deems necessary. A quorum shall be 4 of the 5 members in order to conduct LPDC business.

The chairperson will preside over each meeting to complete an agenda that may include:

- * Review of newly submitted Individual Professional Development Plans (IPDP), using the LPDC procedures and standards as the focus of discussion.
- * Review of IPDP revisions
- * Review of applications for CEUs
- * Review of completed IPDPs for certificate/license renewal
- * Sign verification forms of applications for certificate/license renewal
- * Address issues brought by the liaison from the district's Professional Development Committee

The chairperson's signature on the completed forms will validate the decision of the LPDC.

HOW WILL DECISIONS BE MADE?

LPDC members shall review each proposal with respect to the LPDC's Standards for High Quality Professional Development.

WILL AN LPDC MEMBER REVIEW HIS/HER OWN WORK?

No. He/she will abstain from the review and voting, in which case a quorum will consist of 3 of the remaining 4 members.

LPDC ETHICAL COMMITMENT

The membership of the Lucas Local Schools' LPDC will agree to conduct all LPDC business so as to:

- * apply impartially and consistently the Standards for High Quality Professional Development
- * 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 LPDC Standards for High Quality Professional Development

WHAT HAPPENS IF AN EDUCATOR MOVES BETWEEN DISTRICTS WITHIN THE STATE?

It is expected that upon verification of IPDP approval by the LPDC in the previous school district (including course work, CEUs, and other equivalent activities that have been completed and accepted), the new school district will honor this work. Upon employment, the

educator will need to complete an IPDP under the procedures and criteria of the new LPDC for approval of any remaining work needed before license renewal.

UNDER WHAT CIRCUMSTANCES WILL AN EDUCATOR APPLY DIRECTLY TO THE OHIO DEPARTMENT OF EDUCATION RATHER THAN GO THROUGH THE LPDC?

- * Educators wishing to upgrade a certificate under the 1987 Standards will apply directly to the Ohio Department of Education (ODE). However, the application must be accompanied by a “Verification Form” signed by the LPDC.
- * New certificates/licenses or the addition of new areas will also be handled directly by ODE.
- * Educators who are not currently employed or who are working in an institution without an LPDC will apply directly to ODE. This means their only option to meet professional development requirements will be ODE approved CEUs (taken through June 30, 1998) and/or college course work.
- * Substitutes working under a substitute certificate need to apply directly to the ODE.
- * Substitutes with regular certificates may apply directly to ODE or they may obtain permission from an LPDC in one of the districts they work in to go through the LPDC process.
- * Educators who are licensed by other professional boards as specified in Ohio Administrative Code 3301-24-08 (H)

WHAT IF I WANT TO UPGRADE MY LICENSE/CERTIFICATE?

The Ohio Department of Education will still handle upgrades. The LPDC is limited to license renewal activity. However, the application must be accompanied by a “Verification of Completion Form” signed by the LPDC.

Individual Professional Development Plans (IPDP)

THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Every employee of the Lucas Local Schools seeking renewal of his/her license through the LPDC will maintain a self-developed IPDP which states his/her goal(s) for high quality professional development aligned with district and building goals. The plan must be submitted to and approved by the LPDC.

IPDP CONTENTS *(Quality Professional Development: A Guide for Ohio's Educators pages 11-12)*

At the heart of an IPDP are a few (typically two or three) statements of the broad learning goals the educator plans to meet during the renewal cycle. A goal statement should:

- State an intention to engage in learning. In this part of the goal statement, the educator should use an action verb that signifies learning.
- Describe an area related to practice that will be the focus of the educator's learning.
- Describe how learning will be demonstrated.

Possible Goal Components¹		
I will:	In what area of improvement:	For the purpose of ...
Learn about	A method (cooperative learning)	Writing
Read widely in	A program (history day)	Presenting
Study theory/practice of	A discipline (science)	Developing
Become skillful at	A population (gifted/ADHD)	Designing
Gain an understanding of	An organizational pattern (multi age)	Documenting
Explore	An area (school reform)	Creating
Investigate	A curriculum area (music)	Demonstrating
Research		

¹ Adapted from a chart developed by the Hilliard City Schools' LPDC as presented in *Quality Professional Development: A Guide for Educators* p. 11

Rationale for Goals

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

- Student achievement data (e.g., areas of significant strength or weakness revealed in performance on proficiency tests or other standardized assessments or in formal and informal performance-based assessments).
- Other data relevant to student achievement (e.g., data on attendance, discipline, study habits, school safety or other conditions, student health and well-being, or family involvement). Data may come from district sources or the educator's own research and evaluation activities.
- Goals stated in the building and district improvement plans.
- Information from the educator's self-assessment or reflection activities or feedback from superiors, peers, or students about the educator's practice.
- Standards or requirements associated with an upcoming or recently acquired responsibility or position.

Evidence of Completion

For each goal statement, the educator should describe evidence that will be available at the end of the renewal cycle to verify that learning activities have occurred.

- For college courses, the educator can submit transcripts to verify completion. A satisfactory grade on a transcript signifies that the educator has gained knowledge and done significant work in the area studied.
- For workshops and seminars, a certificate of attendance must be used. However, since approval of CEUs depends on implementation, other documentation must be provided.
- For Equivalent Other Activities (EOAs), the educator should describe evidence that will demonstrate that he/she has completed the learning activities cited in his/her IPDP. A few possibilities include portfolios, journals, lesson plans, curricula, assessments, annotated bibliographies, evaluation plans for action research projects, and comments from coaches, peers, students, and parents.

IPDPs can provide general information initially and then be revised to provide new or more precise information as activities unfold.¹

WHO KEEPS TRACK OF MY IPDP RECORDS?

You are responsible for maintaining your High Quality Professional Development records and completing necessary paperwork for license renewal in a timely fashion. Copies will

¹ Adapted from *Quality Professional Development: A Guide for Ohio's Educators* p.12

be kept in a secure location and maybe accessed according to the rules regarding personnel records in the Negotiated Agreement.

TIMELINE FOR SUBMISSIONS

An IPDP should be submitted as soon as a license is renewed. IPDPs submitted less than three years prior to license expiration must be justified in an appearance before the LPDC in order to be approved. Submit the original and two copies at least one week before the meeting to an administrative member of the LPDC.

WILL ALL SEMESTER HOURS COUNT?

Master's degree work required within the master's degree program will count toward the university degree. However, courses submitted to the LPDC for license renewal purposes must have met the IPDP procedures and the Standards for High Quality Professional Development. All semester hours must be relevant to the license for which you are seeking renewal.

CAN IPDP ACTIVITIES BE COMPLETED DURING THE SCHOOL DAY?

Yes. However, the intent of license renewal is to update and improve professional skills and knowledge. Therefore, the regular duties of your current position (i.e. grading papers, supervising students, regular lesson planning, etc.) may not be included in your IPDP. Additionally, educators should not rely upon scheduled staff development times and activities such as early release/delayed starts, district inservices, professional release day activities or compensated summer session activities unless those activities are consistent with your pre-approved IPDP and will be implemented. Implementation of new learning can be used to document achievement of your goals. Implementation may occur as part of your regular duties of your current position.

WILL THE LPDC ADVISE OR HELP ME IN WRITING MY IPDP?

No. The job of the committee is to review course work, CEU proposals, and other professional development activities completed for licensure renewal. LPDC is available to answer questions concerning procedures.

WHAT HAPPENS IF MY SUBMITTED IPDP IS NOT APPROVED?

You will be provided with an LPDC Response Form identifying why the plan was not accepted. You may revise and resubmit the plan.

An Appeals Process is identified in the Negotiated Agreement: "All decisions of the LPDC denying credit for any work towards professional development may be appealed to the Board of Education by written notice served upon the Treasurer no later than ten days after receipt of a written decision from the Committee. The Board shall hold a hearing at its next

regular meeting occurring at least five days after receipt of the appeal. The party appealing shall be entitled to present written or oral evidence to the Board, and the Superintendent may present written or oral evidence on behalf of the LPDC. The decision of the Board shall be final and shall be subject to the grievance provisions of (the) Agreement.”

HOW CAN I REVISE MY IPDP ONCE I HAVE SUBMITTED IT?

Yes. Revisions can be made on the original document and resubmitted with two copies to the LPDC.

Continuing Education Units (CEUs)

CONTINUING EDUCATION UNITS (CEUs)

A Continuing Education Unit requires contact hours in high quality professional development outside of a college credit. High quality professional development requires both new learning and implementation.

The State Department will no longer be a CEU provider.

HOW DO I KNOW IF A CLASS OR WORKSHOP HAS CEU CREDIT?

Approval is contingent upon completion of activity, appropriate documentation, and evidence of implementation as it relates to your IPDP.

CEU APPROVAL BY THE LPDC

The basic formula for determining CEUs is currently: 10 contact hours = 1 CEU. However, additional CEUs may be awarded beyond the basic formula based on documentation of implementation of new learning. Time spent implementing professional development will be considered. Maintain a log or record of hours spent. Approval is contingent upon completion of activity, appropriate documentation, and evidence of implementation as it relates to your IPDP goal.

Along with the certificate of attendance and evidence of implementation, submit both your IPDP and HIGH QUALITY PROFESSIONAL DEVELOPMENT LOG.

EVIDENCE OF IMPLEMENTATION

Evidence and documentation may include, but are not limited to, the following:

- Sample lesson plans
- Developed teaching units
- Published materials
- Journals
- Photographs/Video tapes/Audio tapes
- Newspaper/Magazine articles
- Letters of commendation
- Transcripts
- Certificates of attendance (workshops, conferences)
- Portfolios
- Field study reports

EXAMPLES OF OTHER ACTIVITIES

Other activities must meet the ESEA / High Quality Professional Development standards. Approval of CEUs is contingent upon completion of activity, appropriate documentation, and evidence of implementation as it relates to your IPDP goal. These may include but are not limited to:

OBSERVATION/ASSESSMENT

Participation in Observation/Assessment models includes pre-observation, analysis of data, post-observation conference, and sometimes an analysis of the observation/assessment process. (i.e. Pathwise, TESA-Teacher Expectation Student Achievement)

INVOLVEMENT IN A DEVELOPMENT / IMPROVEMENT PROCESS

Participation in response to a shared need for change at a school level. (i.e. initiating Intervention Based Assessment / Multi-Factored Evaluation, North Central Evaluation, Venture Capital, models of school improvement)

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 not be given for duplicate training activities.

INQUIRY/ACTION RESEARCH

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

GRANT WRITING

Individuals or groups who write grant proposals may be awarded licensure credit based on the amount of time and effort demonstrated. Credit will not be dependent upon success in being awarded funding. Credit will be given for grant writing training activities.

DISTRICT, STATE AND NATIONAL COMMITTEE SERVICE

Commissions, task forces, and working groups, etc. of professional organizations such as ODE, RPDC, Strategic Planning, SERRC and others.

PRESENTING AT LOCAL, STATE, AND NATIONAL EVENTS / CONFERENCES

To recognize professional contributions in the form of an academic presentation to educational organizations. Credit will not be given for duplicate type activities.

PUBLISHING (books or articles)

Publishing books, articles for professional journals, or articles in community newspaper.

NATIONAL BOARD CERTIFICATION

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

COMMUNITY / BUSINESS EDUCATIONAL IMPROVEMENT ACTIVITY

Activity that forms a partnership between school / community / business. This collaboration should lead to greater learning, teaching and leadership. (i.e. Design and coordinate with local businesses a series of Math Nights for parents. Design and coordinate a School Career Day with local business professionals.)

DISTRICT COMMITTEE CHAIRPERSON

Chairing a major district committee. (i.e. curriculum, staff development)

This is not an exclusive list. Additional suggestions may be made through the IPDP process.

TIMELINE FOR SUBMISSIONS

Appropriate documentation and evidence of implementation need to be submitted to the LPDC no later than 30 days after completion of implementation.

It is highly recommended that all CEUs and course work be submitted before January 1 of the year of expiration.

Submit two copies and the original at least one week before the meeting to an administrative of the LPDC.

PROCEDURE

****ALL submissions should consist of an original and two copies.**

- Submit your **Profile Page** to the LPDC annually at the beginning of the school year.
- Create and submit an **IPDP OR** review your current **IPDP** annually and submit any revisions.
- Submit completed **Plan Implementation Form(s)** along with your approved **IPDP** and **High Quality Professional Development Log** as you complete your activities (prior to January 1 of expiration year).
Please submit one week before the meeting.
- Keep copies of ALL forms, as you are responsible for your own certification/licensure.
- When you have met the requirements (refer to “Transition From Certification To Licensure” and/or “How to Maintain Credentials”), submit an application for renewal*, along with a copy of your **IPDP**.
- Upon verification from the LPDC, take signed renewal application and check made out to Ohio TEC to MOESC.
- Create a new **IPDP**.

* Applications for renewal can be obtained from www.ode.state.oh.us/teaching-profession/teacher/certification_licensure

APPENDIX

“SMART” Goal Making

Standards for High Quality Professional Development

Transition From Certification to Licensure

How to Maintain Credentials

Conversion Chart

"SMART" Goal Making

- S** Specific: Define exactly what you want to accomplish, in detail.
- M** Measurable: Decide how you will measure your progress and, most important, how you will know that you have achieved your goal.
- A** Accountability: Make a full commitment to be personally responsible for achieving your goal. When setting goals with a team, be certain that accountability is clear.
- R** Results Oriented: Set goals that are ambitious, but achievable and are designed to produce measurable results/data.
- T** Time Line: Create a clear time line for the achievement of your goals.

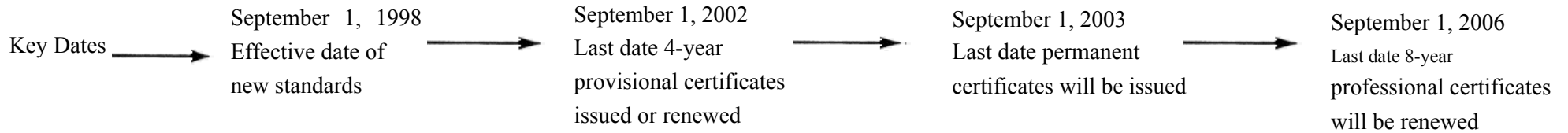
Standards for High Quality Professional Development

The guiding principles of the Standards for High Quality Professional Development are aligned with the standards established by ESEA and adopted by the ODE. Each standard highlights an important principle of high quality professional development.

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

¹ *Quality Professional Development: A Guide for Ohio's Educators p.3*

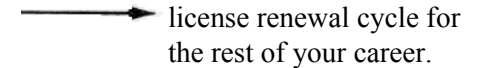
TRANSITION FROM CERTIFICATION TO LICENSURE



*If you hold a 4-year provisional certificate OR
If you hold an 8-year professional certificate issued
September 2, 1998 or later,
you must...*

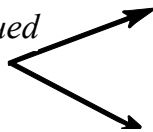


Transition to the 5-year license when that certificate expires by meeting the new license renewal requirements.



Continue on a 5-year license renewal cycle for the rest of your career.

*If you hold an 8-year professional certificate issued on or before September 1, 1998,
you can...*



Renew once after September 1, 1998, under the 1987 standards, until September 2, 2006.



Transition to the 5-year license when that certificate expires by meeting the new license renewal requirements.



Continue on a 5-year renewal cycle for the rest of your career.

Upgrade to a permanent certificate under the 1987 standards until September 1, 2003.



Then work under the permanent certificate for the rest of your career.

If you hold a permanent certificate, you can...



Continue working under the permanent certificate the rest of your career.



Note: The requirement of a master's degree or thirty semester hours shall pertain to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002. Any individual who received a four-year provisional teaching certificate as their initial Ohio credential is exempt from the master's degree requirement.

How to Maintain Credentials

1987 Certificate Standards

Certificate Conversion

CONVERSION TO PROFESSIONAL (8 YEAR)

3 years experience and 30 semester hours since issuance or if master's degree is held at issuance, master's degree + 6 semester hours

PROFESSIONAL RENEWAL (8 YEAR)

12 semester hours or 36 CEUs or combination: reduced one semester hour or 3 CEUs for each year of teaching under the certificate to be renewed

CONVERSION TO PERMANENT

5 years experience under 8 year certificate plus 12 semester hours earned since issuance of professional and master's degree

PERMANENT

No further requirements for certification and no need to convert to a license

For Certificate Holders

PROVISIONAL

(4 year) certificate may be renewed one time under prior certification standards after 9/1/98 and before 9/2/06

PROFESSIONAL

(8 year) certificate may be renewed under prior standards until 9/2/06

After the one renewal and prior to expiration of the certificate, 6 semester hours, 18 CEUs or approved equivalent activities must be completed to qualify for issuance of the first Five Year license

The PROFESSIONAL certificate may (if eligible) be converted to a PERMANENT certificate under the prior certification standards before 9/2/03. After that date, permanent certificates will no longer be issued.

Licensure Standards

PROVISIONAL LICENSE (2 YEAR)

Required for every year, may be used for substitute teaching. 3 semester hours to renew (6-9 hours if lapsed)

PROFESSIONAL LICENSE (5 YEAR)

Provisional license plus completion of Entry Year program and performance assessment

PROFESSIONAL LICENSE (5 YEAR) [first renewal]

6 semester hours or 18 CEUs or approved equivalent activities or combination approved by LPDC

PROFESSIONAL (5 YEAR) [second renewal]

Master's degree or 30 semester hours of graduate credit; if Master's degree already obtained—6 semester hours or 18 CEUs or approved activities (LPDC). Those who held certificates under previous standards are exempted from the Master's degree or 30 semester hour requirement for second renewal, but still need the 6 hours, 18 CEUs or equivalent activities

PROFESSIONAL (5 YEAR) [FURTHER RENEWALS]

6 semester hours or 18 CEUs or approved activities (LPDC)

Conversion Chart

Semester Hours	Quarter Hours	C.E.U.
1/3	1/2	1
2/3	1	2
1.....	1.5.....	3
1 1/3	2	4
1 2/3	2.5	5
2.....	3.....	6
2 1/3	3.5	7
2 2/3	4	8
3.....	4.5.....	9
3 1/3	5	10
3 2/3	5.5	11
4.....	6.....	12
4 1/3	6.5	13
4 2/3	7	14
5.....	7.5.....	15
5 1/3	8	16
5 2/3	8.5	17
6.....	9.....	18
7	10.5	21
8	12	24
9.....	13.5.....	27
10	15	30
11	16.5	33
12.....	18.....	36
13	19.5	
14	21	
15.....	22.5.....	
16	24	
17	25.5	
18.....	27.....	
19	28.5	
20	30	
21.....	31.5.....	
22	33	
23	34.5	
24.....	36.....	
25	37.5	
26	39	
27.....	40.5.....	
28	42	
29	43.5	
30.....	45.....	