

# **LUCAS LOCAL SCHOOLS**

## **Local Professional Development Standards and Guidelines for Renewal of Licenses**

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**Procedure**

# **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 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 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 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. Meeting times and dates will be shared via various formats.

## **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. T

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 applications for college courses
- \* Accept IPDP for educators who are coming from other districts
- \* Review of completed IPDPs for license renewal
- \* Sign verification forms of applications for license renewal
- \* Verification for purposes of tuition reimbursement
- \* 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 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
- \* refrain from involvement with the creation of IPDP goals and forms other than their own

## **WHAT HAPPENS IF AN EDUCATOR MOVES BETWEEN DISTRICTS**

## **WITHIN THE STATE?**

The staff member requests a Verification Form from their former district. Upon receipt of this Verification Form, Lucas Local Schools will honor the work. The staff member should make sure that their IPDP from the former district is available in NCOCC's IPDP Manager. The IPDP may transfer over automatically from the former district or the new employee will have to enter it into the system. New Lucas employees should complete a Lucas IPDP once a new/renewed license has been issued.

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

See the website of the Ohio Department of Education for current information on this topic.

## **WHAT IF I WANT TO UPGRADE MY LICENSE?**

The Ohio Department of Education will still handle upgrades and alignments. The LPDC is limited to license renewal activity. See the website of the Ohio Department of Education for the latest information on this topic.

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# 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 via NCOCC's IPDP Manager.

### 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 Components<sup>1</sup>

Select one from each column (mix and match).

<b>I will:</b>	<b>In what area of improvement:</b>	<b>For the purpose of ...</b>
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		



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

## CREATION OF GOALS

The Lucas LPDC expects SMART goals. Each goal should meet the following criteria:

**S** Specificity. Define exactly what your focus is (classroom management, assessment design, etc.)

**M** Measurable. Indicate how you will measure your progress and / or the progress of the students.

**A** Attainable. Ensure that the goal is achievable within the time frame.

**R** Results Oriented and Relevant. Explain how the new learning will positively impact you, your students, or other stakeholders.

**T** Time frame. State the time frame during which you hope to accomplish your goal.

## 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 when available. If unavailable, proof of attendance/completion must be supplied.
- If an educator wishes to apply for more hours than the certificate indicates, further evidence of implementation must be provided. Total number of CEUs will not exceed the seat time indicated on the certificate plus one half of that time. [A 4 hour seminar could result in 6 CEUs maximum.  $6=4 + (4/2)$ ] These additional CEUs are not guaranteed.
- For Equivalent Other Activities (EOAs), the educator should provide 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.<sup>1</sup>

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

## **WHO KEEPS TRACK OF MY IPDP RECORDS?**

**You** are responsible for maintaining your High Quality Professional Development records and completing necessary submissions for license renewal in a timely fashion. These records are always available via your account on NCOCC's IPDP Manager.

## **RENEWED/NEW LICENSES AND IPDP SUBMISSIONS**

The **issuance** of a new license renders any previously-approved IPDP void and invalid. Work completed on that invalid IPDP does not count toward the renewal of any newly-issued license. Therefore, a new IPDP should be submitted as soon as a license is issued. A current, approved IPDP must be on file for any work to count towards renewal.

## **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 IPDP goals of 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?**

A rationale will be provided on your submission, stating which goals have been denied/approved. You may revise the IPDP and resubmit it via NCOCC's IPDP Manager.

**MAY I REVISE MY IPDP ONCE IT HAS BEEN APPROVED?**

Yes. Revise it using NCOCC's IPDP Manager and resubmit it to the LPDC for approval.

# 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 new learning.

## 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. The LPDC does not pre-approve coursework or seminars, etc.

## 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. The total number of CEUs will not exceed contact time + (contact time/2). For example, a 4 hour seminar will result in no more than 6 CEUs.  $[4 + (4/2)]$ .

## 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/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 goals**. 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.

#### 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 teacher(s) 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. Individuals or groups of teachers identify a problem of interest, explore ways of collecting data that may range from examining existing theoretical and research literature to gathering original classroom or school data, analyze and interpret data. Changes are made and new data are gathered and analyzed to determine the effects of the intervention. Credit is awarded to individuals based upon their contribution to the activity.

#### GRANT WRITING

Individuals or groups who write grant proposals may be awarded licensure credit based on the amount of documented time (log) and completion of grant. 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 newspapers.

#### 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**

It is highly recommended that all CEUs and course work be submitted before January 1 of the year of expiration. All submissions should be made via NCOCC's IPDP Manager.

# PROCEDURE

**All submissions must be completed via NCOCC's IPDP Manager.**

- Create and submit an IPDP OR review your current IPDP annually and submit any revisions.
- Submit Activity Requests along with any necessary documentation.
- Periodically review your Plan and your CEUs/coursework in the IPDP Manager to make sure you are on track with your requirements.
- Once you have met the requirements and your license is ready for renewal, apply for a new license via the website of the Ohio Department of Education.
- Once your new license is issued, create a new IPDP. An approved IPDP for the new license is required before any work can count towards renewal.

## NOTE

**Should you have questions beyond the scope of this document, please contact a committee member or visit the website of the Ohio Department of Education. The Ohio Department of Education offers many resources and explanations about licensure.**

