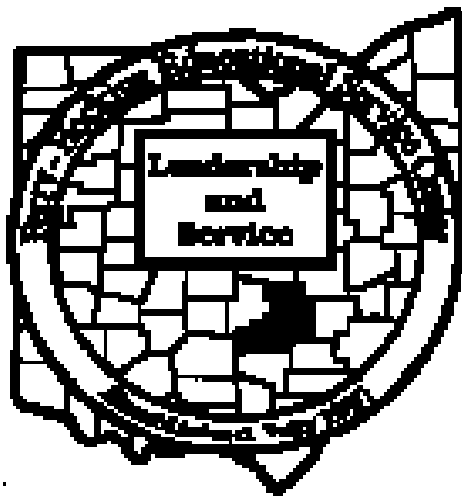


# Perry-Hocking Educational Service Center



Local Professional Development Committee  
Standards and Guidelines  
For  
Renewal of Certificates/Licenses

**Revised July 2008**

# **Local Professional Development Committee**

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## **MISSION**

The Perry-Hocking Educational Service Center provides quality service, leadership and assistance to the school districts and communities of Perry and Hocking Counties in order to maximize educational opportunities for students.

The Perry-Hocking Educational Service Center recognizes the following responsibilities:

First, the Educational Service Center furnishes professional leadership and consulting services to strengthen areas the school districts are unable to efficiently finance or staff independently.

Second, the Educational Service Center provides specialized programs on a collective basis. These offerings represent a substantial savings to local school districts that could not individually provide such services efficiently or economically. In addition, the Educational Service Center provides requested services to city and exempted village school districts on a contractual basis.

Third, the Educational Service Center assists school districts in meeting state and federal program standards. Compliance with these regulations helps ensure continued state and federal assistance.

Fourth, the Educational Service Center links the Ohio Department of Education with local and contracted city and exempted village school districts. It functions as a liaison and clearinghouse for information, certifies data, and distributes materials, documents and reports as required by the State and Federal Government.

Fifth, the Educational Service Center helps school districts exceed minimum standards and develop exemplary programs emphasizing excellence in education.

## **VISION**

The Perry-Hocking Educational Service Center will be recognized for providing quality leadership and vital county and regional educational services to school districts.

## **LPDC PHILOSOPHY**

The LPDC exists to promote and ensure that focused, high quality, and ongoing professional development is undertaken by teachers and staff to ensure increased student achievement.

The LPDC will adhere to the NCLB'S professional development definition as described in the following two pages.

*which authorized the federal Elementary and Secondary Act of 1965 (ESEA)*

**NCLB'S PROFESSIONAL DEVELOPMENT DEFINITION**

(34) PROFESSIONAL DEVELOPMENT- The term 'professional development' —

(A) includes activities that:

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad school-wide and district-wide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)

- are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

- based on scientifically based research (except that this sub clause shall not apply to activities carried out under part D of title II); and
- strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

- State academic content standards, student academic achievement standards, and assessments; and
- the curricula and programs tied to the standards described in sub clause (i) except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

*which authorized the federal Elementary and Secondary Act of 1965 (ESEA)*

**NCLB'S PROFESSIONAL DEVELOPMENT DEFINITION**

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- involve the forming of partnerships with institutions of higher education to establish school based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- provide follow up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

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# I. 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 practice. Therefore, the new law establishes a local licensure board and expands the definition of acceptable credits toward license/certificate renewal, making possible to receive credit for professional development activities that are designed and conducted within the working, collegial environment of the school district.

## **Purpose of the Local Professional Development Committee (LPDC)**

The Perry-Hocking Educational Service Center Local Professional Development Committee (LPDC), operating under the requirements of SB230 and policies established by the Perry-Hocking ESC Board of Education, must review all certificate/license renewal applications for all certificated/licensed employees. This includes reviewing semester/quarter hours, Continuing Education Units (CEU), and "other approved activities" that are submitted for credit toward license renewal. The LPDC bases recommendations for license/certificate renewal on a teacher's Individual Professional Development Plan's (IPDP) compliance with the guidelines of the law and the Perry-Hocking ESC Standards for Professional Development.

The Perry-Hocking Educational Service Center LPDC has five members: three teachers and two administrators. The committee is further explained on pages 14 & 15.

## **The Individual Professional Development Plan (IPDP)**

Every certificated/licensed employee of the Perry-Hocking ESC will maintain an Individual Professional Development Plan which describes activities that align their personal professional growth objectives with ESC, district (CIP-Continuous Improvement Plan), building,(SIP-School Improvement Plan), and student learning goals. That plan must be submitted for review to the LPDC. **LPDC may not grant retroactive credit for professional development and/or course work completed prior to approval of the IPDP.** The IPDP may contain semester or quarter credits, CEUs and/or "other approved activities" designed by the applicant. With appropriate verification of completion, the LPDC will recommend final approval and forward notice of renewal to the Ohio Department of Education.

If the plan is not approved, a checklist (A6/C2) identifying the reasons will be forwarded by the LPDC to the applicant. If the completed IPDP is not approved, it may be modified and resubmitted for approval. In the event, that an individual resubmits but does not receive approval, the individual may choose to follow the appeals process on page 12. **The LPDC is not responsible for an individual's failure to follow the IPDP procedure.** (Read page 11)

## **Activity Standards**

The Perry-Hocking ESC Standards for Professional Development represent core expectations for content and quality and apply to all professional development activities planned by any Perry-Hocking ESC individual or committee, whether for license renewal or other objectives.

## II. THE STANDARDS

### PERRY-HOCKING EDUCATIONAL SERVICE CENTER PROFESSIONAL DEVELOPMENT STANDARDS FOR LICENSE RENEWAL

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

#### Definition

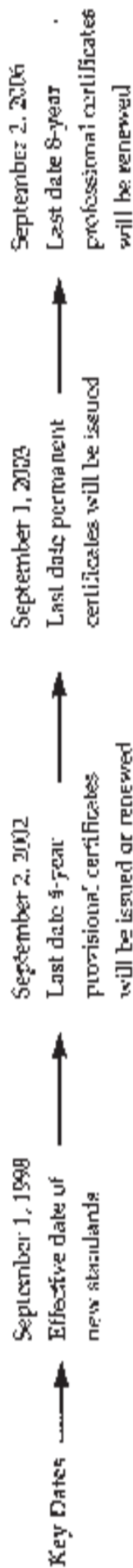
Professional learning is a purposeful activity that increases capacity to meet the needs of student learning.

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

#### Criteria

1. The IPDP must have at least 2-3 goals related to student learning.
  - In what ways will my students be different as a result of this professional development activity in terms of their learning?
  - \_\_\_\_\_ • What will I do differently as a result of this professional development activity? Consider adjustments, improvements, new activities will be undertaken to better accomplish teacher and student goal(s).
2. The scope of the plan must be directly relevant to subject area content, instructional practices, and or learners.
3. IPDP goals must align with Perry-Hocking ESC mission and philosophy.
4. The IPDP goals and activities must exhibit intellectual quality.
  - Uses an expanded knowledge base
  - Seeks current theory relevant to the goal(s)
5. The IPDP must include a proposed criteria for assessing the success of the plan's goal(s).

# TRANSITION FROM CERTIFICATION TO LICENSURE



**If you hold a provisional certificate prior to September 1, 1998, you can...**

Renew once after September 1, 1998, under the current standards, until September 2, 2002.

Upgrade to a professional 8-year certificate under the current standards until September 2, 2002.

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

Then change 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.

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

**If you hold a professional certificate prior to September 1, 1998, you can...**

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

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

Then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.\*

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

Continue on a 5-year renewal cycle 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.

**Notes:** The requirement of a master's degree or thirty semester hours shall pertain to any individual who is admitted to a licensure program of an approved college or university after the 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.

\*For example, if an 8-year provisional certificate is renewed in 2005, it will be valid until 2014, and then would be converted to a 5-year professional license.

# How To MAINTAIN CREDENTIALS

## 1987 Certification Standards

## For Certificate Holders

## Licensure Standards

### Certificate Renewal or Conversion

**PRIOR to 9/1/98**

### PROVISIONAL RENEWAL (4 YEAR)

6 semester hours or 18 Continuing Education Units (CEUs) or combination; reduced one semester hour or 3 CEUs for each year of teaching under the certificate to be renewed.

### 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)

The **PROVISIONAL** (4 Year) certificate may be renewed one time under prior certification standards after 9/1/98, and before 9/2/02.

The **PROFESSIONAL** (8 Year) certificate may be renewed under prior standards until 9/2/06.

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

The **PROVISIONAL** certificate may (if eligible) be converted to a **PROFESSIONAL** certificate under the prior certification standards before 9/2/02.

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.

### License Renewal Under Standards Effective January 1, 1995

### PROVISIONAL LICENSE (2 YEAR)

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

### PROFESSIONAL LICENSE (5 YEAR)

Provisional license plus successful 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 local professional development committee (LPDC).

### PROFESSIONAL (5 YEAR) [second renewal]

Master's degree or 30 semester hours or 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).

Persons certificated under prior standards maintain their subject areas and grade levels under the Five Year Professional License.

# IV FOUR WAYS TO RECEIVE & RENEW THE PROFESSIONAL LICENSE

*(To be completed within the **five** year renewal cycle)*

## 1. Accumulate **6 Semester Hours.**

### Requirements

- Course work for semester hours must meet the Perry-Hocking ESC Standards and Guideline for Professional Development
- Course work must be taken at a North Central Association of Teachers Education or Ohio Department of Education accredited, college or university

### Verification of completion

- Official transcript indicating successful completion

## 2. Accumulate **18 CEUs** (explanation p. 6)

### Requirements

- CEU activities must meet the Perry-Hocking ESC Standards and Guidelines for Professional Development

### Verification of Completion

- Certificate of completed participation signed by presenter or provider representative
- Number of hours clearly stated
- All information requested must be completed (names, dates, questions)

## 3. Accumulate 18 CEU credits of "**Other Approved Activities**" (explanation p. 9-10)

### Requirements

- Other Approved Activities must meet the Perry-Hocking ESC Standards and Guidelines for Professional Development
- Individual designing "other activities" must prepare a proposal outline of the planned activities and the number of CEU hours requested (A-3). The project must be organized following the descriptions listed in the "Other Approved Activities" section of this booklet (p.9)

### Verification of Completion

- A log of relevant activities having the signature of the chair/supervisor or administrative representative of the professional development activity (A4)
- OR a completed product and/or summary of conclusions report (A5)
- The LPDC recommends that documentation be submitted as soon as activities are completed

## **FOUR WAYS TO RECEIVE & RENEW THE PROFESSIONAL LICENSE (cont.)**

4. Accumulate 18 CEU credits using a **combination of the first 3 ways**. (See conversion chart p. 39)

### Requirements

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

A sample Combination Project might include:

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

5. **You will no longer be able to use years of teaching/administrative experience to reduce the semester hours/CEUs needed to renew your license.**

For certification renewal prior to transition to licensure, p. 3-4.

## **CEU INFORMATION GUIDE FOR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

### **Who accepts CEUs for the IPDP?**

The Local Professional Development Committee (LPDC) has the responsibility of **accepting** Continuing Education Units (CEUs) for seminars, workshops, or other professional activities in which you have participated.

### **How are CEUs approved?**

**For Individual IPDP Activities:** All CEU or semester/quarter work must apply to the certificate you are seeking to renew. Activities that do not follow your IPDP will not be approved.

### **What kind of activities will be approved for CEU credit?**

Refer to the Professional Development Standards for License Renewal described on page 2. The intent of CEU credit is to participate in activities that update and improve professional practice. Therefore, the duties of your position (i.e.. grading papers, supervising students, regular lesson plans, etc.) may **NOT** be included in a CEU application.

### **How are CEUs calculated?**

One CEU = 10 activity/contact hours. CEUs may be earned in tenths with a minimum of .1 being awarded. (i.e. A workshop that meets for three two-hour sessions would equal .6 CEUs, or an IPDP activity conducted over a course of two years that took 36 hours equals 3.6 CEUs.)

### **CEU approval will be based upon:**

1. CEU credit from building or district where employee is placed. The CEUs must be consistent with the IPDP.
2. Activities from the following providers without prior approval as long as the CEUs are relevant to the IPDP:
  - Accredited universities
  - Battelle for Kids
  - Bureau of Education and Research, NCREL, etc
  - Child Daycare Inservice Training (Form)
  - COBRA
  - Data Acquisition Sites (SEOVEC, TRECA, etc.)
  - Early Childhood Council
  - Educational Technology Services of Ohio (ETSEO)
  - Hospitals
  - Law Advisory Group/NASSLEO
  - Lions Quest
  - Local School District (Perry or Hocking Counties)
  - Ohio Department of Education/US Department of Education
  - Ohio Department of Health
  - Perry-Hocking ESC or other Ohio ESC
  - Professional Development Center (PDC)
  - Professional organization activities (BASA, NCTM, OCTELA, OASSA, OAESA, OSBA etc.) excluding union meetings.
  - Special Education Resource Center (SERRC)
  - State of Ohio/(Ohio e-Tech)
  - STRS

3. Individual educators' proposed CEU credit for activities not included in item 1 or 2 may be approved by submitting documentation **prior** to the activity. Documentation must describe the activity provider, content, and contact time (i.e. flyer, course catalog, etc.). The applicant must be aware of LPDC meeting dates (Aug., Nov., Feb., May, June) to pre plan for prior approval.

## VI

### **INFORMATION FOR GROUP/INDIVIDUAL ACTIVITIES**

#### **Who approves CEUs for Group or Individual Activities?**

The Local Professional Development Committee (LPDC) has the responsibility of **assigning** Continuing Education Units (CEUs) to proposed seminars, workshops, or other professional activities. The State Department is no longer a CEU provider.

#### **What kinds of activities will be approved for CEU credit?**

Refer to the "Professional Development Standards" (p. 2 **Criteria**). The intent of CEU credit is to participate in activities that update and improve professional practice. Therefore, the duties of your position (i.e.: grading papers, supervising students, regular lesson planning, etc.) may not be included in a CEU application.

If you are in doubt as to whether a group or individual activity will fulfill your IPDP, submit them to the committee for preapproval.

#### **How are CEUs calculated?**

One CEU = 10 activity/contact hours. CEUs may be earned in tenths with a minimum of .1 being awarded. (i.e. A workshop that meets for three two-hour sessions would equal .6 CEUs, or an IPDP activity conducted over the course of two years that took 36 hours equals 3.6 CEUs.)

#### **How are CEUs approved?**

**For Group Activities:** The provider will submit an application (B1-2) to the Perry-Hocking ESC/LPDC prior to the event. You will be notified whether or not your application is approved after the next meeting.

**For Individual IPDP Activities:** IPDPs may include "Other Approved Activities" (pp. 9-10) that are quantified through CEUs. NOTE: For license renewal through an IPDP, all CEU or semester/quarter work must apply to the certificate you are seeking to renew. Just as a university offers many credit earning classes that do not apply to your degree, many activities may be offered for CEUs that do not apply to your license. CEU activities that do not follow your IPDP will not be approved.

	Activity	Maximum CEU's	Verification	Criteria
1	Academic Presentation(s) or Parent Presentations	5 CEU's (50 contact hours)	Activity documentation (A-4 and A-5)	An individual who presents a workshop may receive three times as many hours as workshop participants. For example, participants in a one-hour workshop would receive .1 CEU and the presenter would receive .3 CEU. The presenter will receive CEUs for the first time he/she presents. Additional CEUs may be accumulated for repeating the same workshop at the ratio of the actual presentation time.
2	Action Research	5 CEU's (50 contact hours per project)	Documentation to include a copy of final product or report of the product.	An individual may choose to conduct a focused in-depth study of a concept, a theory or approach within a content field over time. Individuals or groups of teachers identify a problem of interest, collect data (may range from examining existing theoretical and research literature to gathering original classroom or school data), analyze and interpret data. Determine changes to be made, collect new data and analyze to determine the effects of the intervention. Credit is awarded to individuals based upon their contribution to the activity.
3	Community and/or Business Educational Improvement Activity	5 CEU's (50 contact hours)	Activity documentation (A-4 and A-5)	For example: Activity that forms a partnership between school/community/business. <ul style="list-style-type: none"> <li>•Design and coordinate with local business a series of math nights for parents.</li> <li>•Design and coordinate with local business professionals a school career day.</li> <li>•Design and implement a parent volunteer program.</li> <li>•Design an innovative parent-teacher conference structure that increases communication with home or businesses and increases student responsibility.</li> </ul>

	Activity	Maximum CEU's	Verification	Criteria
7	Extracurricular	2 CEU's per activity. Two activities per license cycle (Total = 4 CEU's)	Activity documentation (A-4 and A-5)	Must enhance individual's work in the profession or contribute to educator's specialization. For example (but not limited to): <ul style="list-style-type: none"> <li>•Special Olympics</li> <li>•Science Fair</li> <li>•Safety Town</li> </ul>
8	Externships/Related Work Experience	2 CEU's per activity. Two activities per license cycle (Total = 4 CEU)	Activity documentation (A-4 and A-5)	Must enhance individual's work in the profession or contribute to teacher's area of specialization. For example (but not limited to): <ul style="list-style-type: none"> <li>•Science or Math Teacher shadowing an Industrial Engineer</li> <li>•Preschool teachers observing private music instruction with preschoolers</li> </ul>
9	Grant Writing	5 CEU's (50 contact hours)	Document hours on A-4 and copy of grant	CEU's not dependent on awarding of grant. Documented clock hours in planning and preparing. Not applicable when part of assigned job responsibility
10	Involvement in a Development/Improvement Process	5 CEU's (50 contact hours)	Activity documentation (A-4 and A-5)	Participation in response to a shared need for change at a school level. For example: <ul style="list-style-type: none"> <li>•Models of school improvement</li> </ul>
11	Mentoring/Entry Year	5 CEU's (50 contact hours) per license cycle	Program journal/log or A-4 and A-5	For example: <ul style="list-style-type: none"> <li>•Pathwise observation</li> <li>•Collaborative planning</li> </ul>

## VII. PROCEDURES & TIMELINES

The LPDC will begin accepting IPDPs as of March 15, 1999.

- I. IPDP - Submission for approval** (To assure committee consideration IPDP must be submitted one week prior to meeting date.) (See Appendix p. 41)
1. Submit originals and five copies of your IPDP (Cover, A1 through A3 and A6) to the LPDC for approval prior to completion of any professional development. If a person holds 2 or more certificates which expire in different years then submit 1 IPDP for each certificate.
  2. After approval of the IPDP, begin implementation of the activities. **LPDC may not grant retro-active credit for Professional development and/or course work completed prior to approval of the IPDP.**
  3. The IPDP will be reviewed at the LPDC meeting using the checklist (A6/C2). If it is approved, you will receive written notice within 30 days after approval and may begin completing the plan. If it is not approved you will receive a copy of the checklist that identifies criteria your plan failed to meet. You may revise and resubmit your plan.
  4. If you would like to revise your IPDP, submit 5 copies of the revision to the Perry-Hocking ESC/LPDC chairperson. The procedure in number 3 above will be followed.
  5. Persons wanting the LPDC to review an IPDP completed early may submit form A10 and Section II of IPDP (A2) for approval. Form A10 may also be used for prior approval of contact hours or classes.

- II. IPDP - Completion** (To assure committee consideration IPDP must be submitted one week prior to meeting date.) (See Appendix p. 42)

When the plan has been completed and the requirements met for each IPDP, notify the LPDC by sending to the LPDC Chairperson the listed \* **completed documentation** by **February 1 of your renewal year**. An applicant must provide written documentation of IPDP form, A2, Section II or present to the LPDC in person. To present your completed plan in person you must call the office 10 days prior to a regularly scheduled meeting to set up an appointment (You must submit documentation one week prior). The LPDC will notify you within 30 days of action as to whether or not you have successfully completed the process.

**\*Completed documentation**  
(6 copies, one copy must be originals)

- A. Committee forms/documentation
- Copy of approved IPDP (all applicable forms A1-A6)
  - A10 with all hours documented
  - Official transcript(s) (if applicable)
  - CEU/Contact hour certificates (if applicable)
  - Written documentation of assessment as identified in IPDP, A-2, Section II (unless choose option to present in person).

B. Complete ODE forms

1) Obtain forms from the ESC or download from ODE web page.

To download applications

- ode.state.oh.us
- Under Quick Links go to Teacher Certification
- Click on Download Application

2) Box K - Check Ohio School District box,

List IRN as: 125674

District Name is: Perry-Hocking ESC

3) Sign and date form

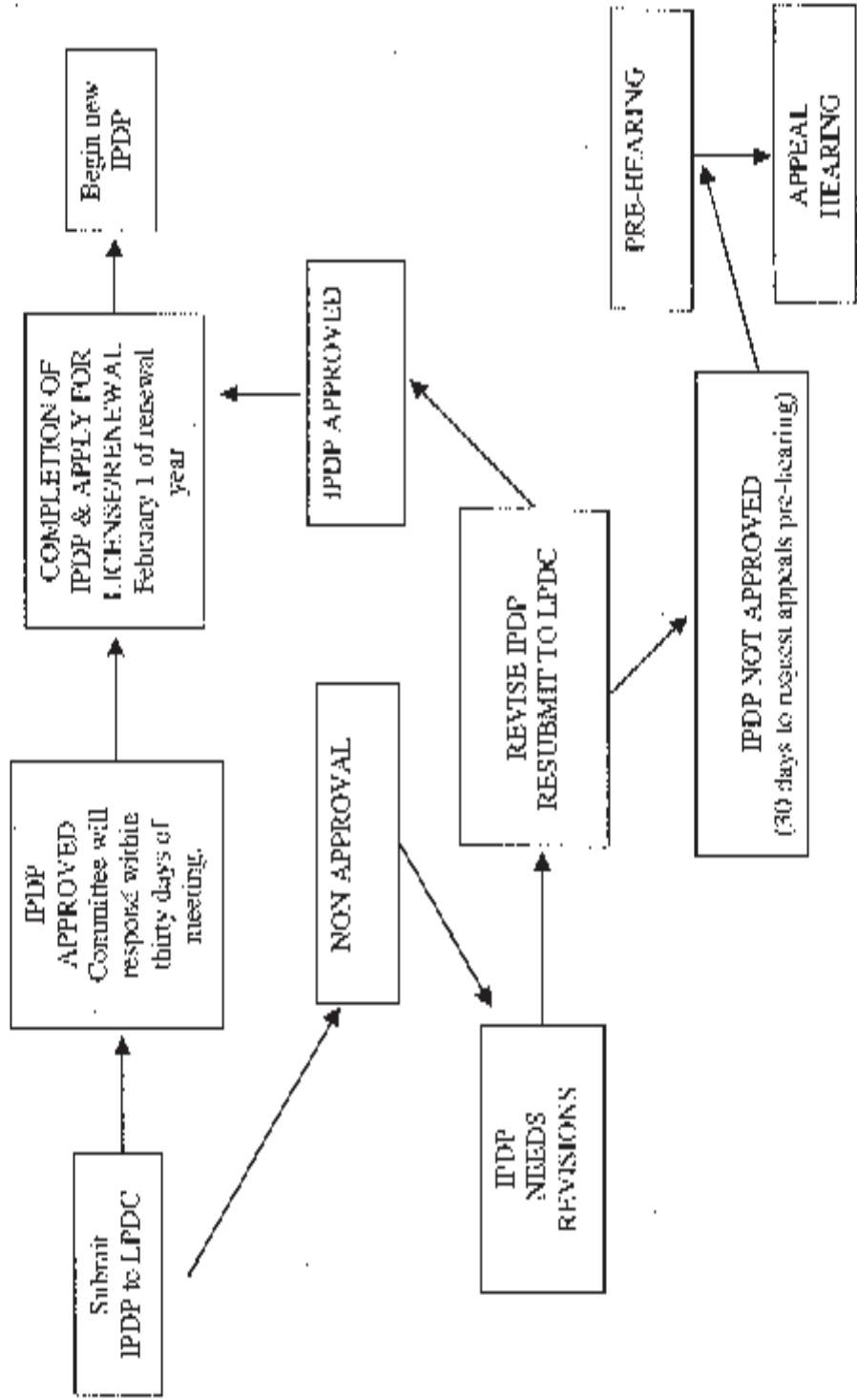
C. Check or money order made out to "Treasurer, State of Ohio"

D. A BCI/FBI background check must be completed to renew all license. The BCI/FBI check may be completed at the Perry-Hocking ESC for \$55 for both or \$30 individually.

**III. Appeals process: (All appeals are limited to procedural issues).**

- A. Submit appeal form (A9) within 30 days of dated checklist for IPDP (A6/C2).
- B. A prehearing date with the LPDC will be set.
- C. At the prehearing, the committee and applicant will review the committee decision. A three member appeals panel will be appointed comprised of licensed educators- one chosen by the applicant, one by the committee and one by mutual consent.
- D. A date for an appeals hearing will be set.
- E. The resulting decision of the panel will be considered final. Any further appeal should be made to the State Department of Education.

**Timeline for Applying for or Renewing Licensure**



Note: IPDP revisions may be submitted any time.

## **VIII. THE LPDC**

The LPDC, commissioned by the ODE and the Perry-Hocking ESC Board of Education, is the official body through which Perry-Hocking ESC certificated/licensed employees must seek credential renewal.

### **What is the committee makeup?**

The Perry-Hocking ESC will maintain one LPDC having a district-wide scope. The LPDC will have five (5) members including:

- 2 Administrators (Non-teaching ESC employees)
- 3 Teachers (attempt will be made to have one Special Education, one Early Childhood and one Alternative School personnel.)

The membership of the LPDC is identified using the procedure outlined in the statute.

### **What is the length of service for a member of the LPDC?**

A minimum of three years. Committee members will receive compensation for committee services as determined by the Governing Board.

### **How are LPDC vacancies filled?**

Teacher members shall be elected by a majority of the classroom teachers. One administrator will be appointed by the Superintendent. The remaining administrators shall be elected by a majority of non-teaching employees. Any vacancies that occur during a term will be filled by appointment of the Superintendent for the remainder of the term. (Preference given to the respective teachers area).

### **When does the LPDC meet?**

The LPDC will meet in August, November, February, May and June. Dates for each school year will be determined and announced at the end of the previous school year. In the event additional meetings are required, the committee shall meet at the call of the chairperson or upon the filing of a petition with the Superintendent of the Perry-Hocking Educational Service Center signed by a majority of the committee members.

### **Where does the LPDC meet?**

At the Governance Board offices of the Perry-Hocking ESC.

### **Rules for Conducting LPDC Meetings**

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

The LPDC shall operate under the Sunshine Law and Roberts Rules of Order.

A record of each meeting's proceedings will be maintained and stored by the Perry-Hocking ESC. Access to such records will be subject to current policies and agreements regarding personnel records.

Duties of committee members:

- License approval/renewal
- Certificate renewal
- Review of newly submitted Individual Professional Development Plans, using the Checklist (A6/C2) as the focus of discussion
- Review of completed IPDPs for license/renewal
- Review of IPDP revisions
- Review of proposals for CEU credits
- Approval of credit/CEU (A-10)
- Make decisions regarding probation and appeals.
- Other LPDC/ODE business

## **THE LPDC (cont.)**

### **How will decisions be made?**

A quorum shall be 4 of the 5 members (or 3/4) in order to conduct LPDC business, including all decisions affecting the status of IPDPs, revisions of IPDPs and/or CEU proposals.

LPDC members shall review each proposal with respect to the Checklist (A6/C2). Each Checklist item must have 4/5 (or 3/4) agreement to be approved. All Checklist items must indicate "yes" to qualify for IPDP approval.

### **Will an LPDC member review their own IPDP?**

No. They will abstain from the review and voting, in which case a quorum will consist of three of the remaining four members.

### **LPDC Ethical Commitment**

The membership of the Perry-Hocking ESC LPDC will agree to conduct all LPDC business so as to:

- impartially and consistently apply the Standards & Guidelines
- maintain confidentiality
- communicate as a group or through the chairperson
- maintain their own professional development in the foundations of teaching and learning in order to provide a basis for understanding IPDPs and applying the Standards & Guidelines

### **Notification of Decisions**

The LPDC will notify educators within 30 days of action as to whether or not an educator has successfully completed documentation.

### **Documentation and maintenance of records.**

The LPDC recorder will maintain documentation of decisions made during LPDC meetings.

Certification/licensure documentation will be maintained in individual personnel files at the Perry-Hocking ESC.

### **Submission of verification to state**

Following LPDC approval the certification/licensure secretary will submit all verification forms to the state.

### **Amendment procedures**

Standards and guidelines will be reviewed and ratified annually.

## IX QUESTION & ANSWER

### **What if I was employed by Perry-Hocking ESC and have an IPDP approved by another district?**

Previously employed new hires who hold an Ohio Certificate/License and who have had course work/activities approved by their prior LPDC during their current renewal cycle shall have that course work/activities approved by the Perry-Hocking ESC-LPDC when accompanied by supporting documentation.

### **Who keeps track of my IPDP records?**

Individuals are responsible for maintaining their Professional Development records, and completing necessary paperwork for license renewal.

### **Will all semester hours "count"?**

Masters degree work required within masters degree program will count towards the university degree. However, courses submitted to the LPDC for license renewal purposes must have met the Perry-Hocking LPDC Standards and Guidelines, which includes relevance to the license for which you are seeking renewal.

### **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.

### **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 releases, delayed starts, professional release day activities or compensated summer session activities unless those activities are consistent with your pre-approved IPDP.

College or university credits that depend upon "seat time" requirements must be completed outside of the school day.

### **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 de-

### **What happens if my submitted IPDP is not approved?**

You will be provided with a checklist identifying why the plan was not accepted. You may revise and resubmit the plan.

### **When do I begin the procedure for renewal of my license?**

An IPDP should begin as soon as a license is renewed. See procedures & timeline. (Pg. 11)

## QUESTIONS & ANSWERS (cont.)

### **May I revise my IPDP once I have submitted it?**

Yes. See the Appendix for revision forms. (A1-A3)

### **Do we have to keep updating our file at the Perry-Hocking ESC when we receive CEU credit?**

No- Each individual will be responsible for keeping track of their own portfolio which will include CEU credits earned. This documentation will be connected to your IPDP which has been approved by the LPDC. The LPDC will maintain copies of completed and approved IPDP's.

### **When can we start counting CEU's?**

CEU's can be counted after approval of IPDP. Those earned prior to July 1, 1998 and after your last renewal are retroactive and are issued by ODE. Those earned after July 1, 1998, must be applied for through the LPDC.

### **How do I have my IPDP forwarded to a new district?**

Complete the top of Approval Verification Form (A8) and send along with your IPDP and completed documentation (see completed documentation p. 11, II A) to the LPDC chairperson.

### **If my course work or CEUs are approved by the LPDC, does that guarantee I will receive reimbursement for tuition or move up a step on the salary schedule?**

No, the two are not related. Conversely, approval for tuition reimbursement also does not assure LPDC approval.

### **If I leave Perry-Hocking ESC and do not have a LPDC available can I utilize the Perry-Hocking ESC LPDC to complete my renewal.**

Yes, as long as the IPDP was approved by the Perry-Hocking ESC LPDC and remains current at the time of renewal.

## **X. GLOSSARY**

### **Approved Institution**

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

### **Appeal Process**

Appeal process is the process by which an educator can have the decision of the LPDC reviewed.

### **CEU**

One Continuing Education Unit is ten contact hours in a professional development program approved by the Local Professional Development Committee.

### **Certificate**

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

### **Contact Hours**

Contact hours are the direct clock hours spent engaged in a professional development activity.

### **Chartered Nonpublic School**

A chartered non public school which operates under applicable State Board of Education rules and is chartered by the State Board of Education.

### **Educator**

Educator is an individual who has been certified or licensed by the State Board of Education to teach or practice in Ohio.

### **Equivalent Activity**

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

### **Grace Renewal**

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

### **IPDP**

An Individual Professional Development Plan is an individual educator's plan that defines, directs and links an educator's professional development to the needs of the educator, the student, the school, and the school district.

### **Issuing Agency**

For purposes of certification and licensure, the Ohio Department of Education serves on behalf of the State Board of Education as the agency responsible for issuing licenses and certifications.

### **LPDC**

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

**License**

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

**Permanent Certificate**

A permanent certificate is good for the rest of an educator's career and does not require further work for certification nor conversion to license.

**Professional Development Portfolio**

Professional Development Portfolio is a collection/documentation of an individual's professional development activities.

**Professional Development**

Professional Development is an on-going, job related process to enhance, maintain, and refine the competencies of all staff to ensure quality outcomes for students.

**Reciprocity**

Reciprocity is a policy which acknowledges and accepts credentials awarded by another authority.

**XI**

**RESOURCES TO ASSIST  
INDIVIDUALS IN  
DEVELOPING FORMS AND  
PERSONAL TIMELINES**

**Year certificate was issued** \_\_\_\_\_

Add 4 (provisional) or,  
8 (professional) + (4) (8)

**Year of Expiration**



Add 4 (provisional) or,  
8 (professional) + (4) (8)

Add 4 (provisional) or,  
8 (professional) + (4) (8)

For provisional - 6 hrs  
or 18 CEUs reduced by  
1 hr per years taught  
For professional- 12 hrs  
or 36 CEUs reduced by  
1 hr for each year taught

6 semester hrs, 18 CEUs,  
other activities, or combination

**Last certificate renewal** \_\_\_\_\_

**Year of  
conversion to  
license** \_\_\_\_\_

Add 4 (provisional) or,  
8 (professional) + (4) (8)

6 semester hrs, 18 CEUs,  
other activities, or combination

**Year of  
conversion to  
license** \_\_\_\_\_

## **Questions for Consideration by Educators**

### **When Designing Their Individual Professional Development Plans**

#### ***What are my goals for learning?***

- As I plan my goals, what information or data should I consider in relation to my area of certification or licensure, to my students' needs, to my district and building improvement plans and to my professional aspirations?
- How can I use the data I have gathered to define my learning needs and develop my IPDP goals?
- Are my IPDP goals focused on my learning knowledge, skills and strategies that will help me improve my practice?
- Do my IPDP goals reflect a balance between personal and professional consideration?

#### ***What strategies will I use to attain my goals?***

- In addition to college course and professional workshops, what other strategies or activities would help me attain my goals?
- To what extent do my strategies or activities reflect what the research says about quality professional development?
- Does the school district offer a professional development program or process that can help me meet some or all of the goals?
- Are there other professional development providers such as Educational Service Centers, Professional Development Centers, Special Education Regional Resource Centers, professional associations, colleges and universities, etc. that offer programs in alignment with my IPDP goals?
- Are there other activities that are not requirements of my position that lead to professional growth, such as internships, externships, action research, study groups, professional service, research and publications?
- Are there forms of support available to help me attain my goals?

#### ***How can I show accountability for my professional learning?***

- How will I know that the professional development experience I have planned has been meaningful?
- How can I measure progress toward the achievement of my goals?
- What will I use to demonstrate to the LPDC that I have attained my IPDP goals?
- In addition to certificates of attendance, have I identified useful means by which to document my progress, such as a portfolio, documentation of presentations, a reflective journal, copies of committee work, critiques of conferences, samples of student work, videotapes, logs, copies of articles and other documents?
- Can I effectively communicate my plan to the LPDC?

## **It's the Verb!**

Good goal statements depend on having the right verb to indicate the learning that will happen in your professional development. Specificity in your statement is the key. How many ways can you indicate that you will gain more knowledge or skill?

Acquire skill	Explore
Analyze	Gain knowledge in
Become skilled in	Gather
Determine	Integrate
Discern	Investigate
Discover	Observe
Examine	Research

**Too General:** To stay abreast of all new developments in my field

**Instead:**

- Gain skill in using the four blocks reading program
- Become skilled in using the collaborative learning process

**Too General:** To become a better classroom manager

**Instead:**

- To gain knowledge in diversified instruction
- To explore classroom set ups that would control and enhance learning in the classroom.
- To integrate the use of technology as a way to create independent learners as well as to be used as a reward system.
- To investigate research on effective ways to manage the classroom.
- To observe master teachers to gain insight into their ability to work in a controlled environment that enhances learning.

**Too General:** To improve my students' proficiency test scores

**Instead:**

- To examine and become familiar with state standards
- To align my curriculum with the state standards

**Too General:** Observe master teachers

**Instead:**

- To examine the teaching strategies of teachers who have had attained National Board Certification
- To learn effective questioning techniques of those identified as master teachers in my district.

## **Individual Professional Development Plan: *Goals' Identification Guide***

To the Educator: This *Goals' Identification Guide* is provided to assist you in identifying goals that may help you to maximize your professional potential to yourself, your students, and the community within which you work. It is a guide, and is not intended to be inclusive. You are encouraged to develop goals that reflect those needs that will help you, your students, and/or your school district to succeed.

### *1. Content Knowledge*

- a. To learn how to apply technologies as effective content tools
- b. To enhance professional knowledge (psychologist, speech therapists, treasurers, etc.)
- c. To increase teaching area knowledge (Elementary Art, English, Mathematics, etc.)

### *2. Assessment & Evaluation Skills*

- a. To learn how to interpret and apply assessment data to instruction
- b. To learn how to construct effective evaluation instruments
- c. To learn how to better teach test-taking skills
- d. To learn more about proficiency, competency and/or standardized testing.

### *3. Instructional Methodology*

- a. To learn how to integrate higher-order thinking skills
- b. To learn how to facilitate students to teach themselves and others (cooperative learning, etc.)
- c. To learn how to teach students to solve problems via a variety of tools and knowledge
- d. To learn how to teach across many disciplines
- e. To learn teaching methods which promote increased student achievement
- f. To gain knowledge of how to adapt instruction to the individual needs of all students

### *4. Communications Skills*

- a. To enhance writing skills.
- b. To discover ways to increase parental involvement.

### *5. Interpersonal Skills*

- a. To learn how to coach students to achieve and succeed
- b. To learn how to facilitate groups (students, peers, others) to accomplish established goals
- c. To learn how to motivate students.

### *6. Management & Administrative Skills*

- a. To learn how to apply available resources to school improvement
- b. To learn how to create conditions & environment for productive performance

### *7. Skills to Meet the Needs of Special Students*

- a. To learn how to increase my awareness of special needs students
- b. To understand social/emotional needs of students and others

**XII**

**Individual Forms**

**to**

**Develop and Implement**

**the**

**Individual Professional**

**Development Plan**

# Cover Page

Name: \_\_\_\_\_

Certificate/License Number: \_\_\_\_\_

Attach to all original forms when submitting for approval.  
Do not attach to copies.

Submit to:

Perry-Hocking ESC/LPDC  
1605 Airport Road  
New Lexington, OH 43764

(740-342-3502)

**DO NOT FAX**

TYPE OR PRINT

**Individual Professional Development Plan**  
**Perry-Hocking Educational Service Center**

A-1

\_\_\_\_\_  
Original  
\_\_\_\_\_  
Revision

Date Submitted: \_\_\_\_\_

Certificate/License Number: \_\_\_\_\_

Current Certificates/Licenses that you hold: \_\_\_\_\_

Certificate being renewed: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Present teaching assignment: \_\_\_\_\_

Section I - Must be completed for all IPDP proposals. Select one option.

Professional Growth Options

\_\_\_\_\_ Option 1 6 Semester Hours

Requirements:

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

\_\_\_\_\_ Option 2 18 CEUs

Requirements:

- A. CEU activities must meet the BCS Standards and Guidelines for Professional Development

\_\_\_\_\_ Option 3 Other Approved Activities

Requirements:

- A. Other Approved Activities must meet the BCS Standards and Guidelines for Professional Development
- B. Individuals designing "other activities" must prepare a proposal outlining the planned activities and the number of CEU hours requested. (Section III)

\_\_\_\_\_ Option 4 Combination of the First 3 Ways

Requirements:

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

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Certificate/Licensure Area with Issue and Expiration Date:

---

---

IPDP Effective Dates:      From \_\_\_\_\_ To \_\_\_\_\_

I. List below 2-3 goals for your professional development. The Licensure Standards require that your goals be based on your needs, the needs of your students, your building and your district.

After each goal describe the professional development in which you plan to engage to reach that goal during your IPDP cycle.

**Goal #1** \_\_\_\_\_

---

Basis for Goal \_\_\_\_\_

---

Activities: \_\_\_\_\_

---

---

**Goal #2** \_\_\_\_\_

---

Basis for Goal \_\_\_\_\_

---

Activities: \_\_\_\_\_

---

---

**Goal #3** \_\_\_\_\_

---

Basis for Goal \_\_\_\_\_

---

Activities: \_\_\_\_\_

---

---

**II. Explain your proposed criteria for assessing the success of your plan's goals:** (When IPDP is completed you will need to provide written documentation or present in person.)

---

---

---





Name: \_\_\_\_\_

Activity conducted: \_\_\_\_\_

---

---

---

---

Learning obtained (at least 3): \_\_\_\_\_

---

---

---

---

Implementation into classroom/work setting: \_\_\_\_\_

---

---

---

---

Hours on Activity (Documentation of Dates, Hours): \_\_\_\_\_

---

---

---

---

\_\_\_\_\_  
Signature  
I affirm that the above activities have occurred.

TYPE OR PRINT

A-6/C-2

Approved \_\_\_\_\_ Date \_\_\_\_\_ Initials \_\_\_\_\_  
 Returned for Revision \_\_\_\_\_ Date \_\_\_\_\_ Initials \_\_\_\_\_  
 IPDP Effective From \_\_\_\_\_ To \_\_\_\_\_

**LPDC Review Checklist for Individual Professional Development Plan**

Perry-Hocking Educational Service Center

Date submitted: \_\_\_\_\_

Certificate/License Number: \_\_\_\_\_

Current Certificates/Licenses that you hold: \_\_\_\_\_

Certificate up for renewal: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Present teaching assignment: \_\_\_\_\_

Standards:

The following statements are to be interpreted in reference to the area of licensure for which renewal is being sought.

	<u>Self Assess- YES/NO</u>	<u>LPDC Assessment YES/NO</u>
1. The IPDP goal(s) are related to student learning.	YES/NO	YES/NO
2. The scope of the plan must be directly relevant to subject area content, instructional practices, and/or the learner.	YES/NO	YES/NO
3. The IPDP goal(s) align with Perry-Hocking ESC's mission and philosophy.	YES/NO	YES/NO
4. The IPDP's goals and activities demonstrate intellectual quality.	YES/NO	YES/NO
5. The IPDP includes a proposed criteria for assessing the success of the plan's goal(s).	YES/NO	YES/NO





**APPROVAL VERIFICATION FORM  
FOR EDUCATORS LEAVING PERRY-HOCKING ESC**

The educator must submit the IPDP and update documentation (A-10) to the PHESC-LPDC.  
Complete the name and address of the receiving district.

District \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone Number \_\_\_\_\_

Contact Person \_\_\_\_\_

---

This verifies that the attached Individual Professional Development Plan was approved on

\_\_\_\_\_ and that \_\_\_\_\_ has completed  
date name of educator

\_\_\_\_\_ college/university semester hours, \_\_\_\_\_ college/university quarter hours

and \_\_\_\_\_ local continuing contact hours equalling \_\_\_\_\_ contact hours towards

the completion of this plan.

\_\_\_\_\_ date

\_\_\_\_\_ name of authorized signature

\_\_\_\_\_ authorized signature

Name of school district Perry-Hocking Educational Service Center/LPDC

LPDC address 1605 Airport Road, New Lexington, OH 43764

LPDC phone number 740-342-3502

**APPEAL FORM**  
(initiated by staff member)

Name \_\_\_\_\_ Certificate/License Number \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

I formally request an appeal to the Local Professional Development Committee based on the following:

\_\_\_\_\_ 1. Nonapproval of the IPDP

\_\_\_\_\_ 2. Nonapproval of renewal of certification/license

<p><b>For LPDC Use:</b> To be completed and copy sent to individual requesting appeals prehearing.</p> <p>Appeal form received on _____ by _____</p> <p>The prehearing will take place on _____ (date) at _____ (time).</p> <p>The location of the appeal <b>prehearing</b> is _____</p>
--

**PLEASE BE PREPARED WITH SUPPORTIVE DOCUMENTATION**

Outcome of prehearing \_\_\_\_\_

<p><b>For LPDC Use:</b> To be completed and copy sent to individual requesting appeal hearing.</p> <p>Appeal form received on _____ by _____</p> <p>The appeal hearing will take place on _____ (date) at _____ (time).</p> <p>The location of the <b>appeal</b> is _____</p>
---

**Appellant:** Confirmation of Meeting is to be made within three school days by phoning \_\_\_\_\_  
at \_\_\_\_\_ .

<p>LPDC USE:</p> <p>Notification of Appeal Hearing Sent on: _____</p> <p>Confirmation of Employee's Intent to Attend Appeal Received On: _____</p> <p>Comments:</p>
---

XIII

Application

for

Group CEU

Activities

**Local Professional Development Committee**

Review of contact hours/wcourse work for \_\_\_\_\_  
 Certificate/Licensure Number \_\_\_\_\_  
 Certificate issue date \_\_\_\_\_ Expiration date \_\_\_\_\_

Completion Date (A)	Number of hours (B)	Quarter=Q Semester=S Contact Hour=C (C)	Title (D)	Will accept	Will not accept
<b>Total hours</b>					

Total Contact hours approved \_\_\_\_\_

Authorized Signature \_\_\_\_\_

Date \_\_\_\_\_

**Application to Provide CEU Credits  
for  
Educator's Professional Development Activities**

**Part I Identifying Information - Sponsor**

---

Sponsor (Name, Building, or Agency)

---

Contact Person	Position	Telephone
----------------	----------	-----------

---

Mailing Address	City	State	Zip
-----------------	------	-------	-----

**Part II Provider Information**

---

A. Presenter or Organization Providing/Conducting Activities

---

B. Mailing Address	City	State	Zip
--------------------	------	-------	-----

---

C. Contact Person	Position	Phone
-------------------	----------	-------

**Part III Program Information**

---

D. Program Title

---

E. No. Contact Hours	Number & Length of Sessions	No. of CEUs
----------------------	-----------------------------	-------------

---

F. Dates	Session Days & Times	Target Audience
----------	----------------------	-----------------

---

G. Where the program will be held	Maximum Number of participants
-----------------------------------	--------------------------------

Send to: Perry-Hocking Educational Service Center/LPDC  
CEU Provider Application  
1605 Airport Road  
New Lexington, OH 43764

**Part IV Compliance**

Upon approval of this application, I assure the Perry-Hocking ESC Professional Development Committee that the professional development activity as described on this application will comply with the Perry-Hocking ESC Standards of Professional Development and that all information collected as a result of this Professional Development activity will be an accurate representation of activity and participation.

---

Sponsor Signature/Date

**Part V LPDC Review**

Date Reviewed \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

CEU Number \_\_\_\_\_

**Application to Provide CEU Credits  
for  
Educator's Professional Development Activities**

**Part I Identifying Information - Sponsor**

Curriculum Office  
Sponsor (Name, Building, or Agency)

<u>Nancy Duelly</u>	<u>Curriculum Coordinator</u>	<u>ext. 219</u>
Contact Person	Position	Telephone

<u>1234 West Main Avenue</u>	<u>Everywhere</u>	<u>Ohio</u>	<u>33333-9876</u>
Mailing Address	City	State	Zip

**Part II Provider Information**

Dr. Trish Koontz/Kent State  
A. Presenter or Organization Providing/Conducting Activities

B. Mailing Address	City	State	Zip
--------------------	------	-------	-----

<u>Dr. Koontz</u>	<u>Math Professor/Education Dept.</u>	<u>330-672-2580</u>
C. Contact Person	Position	Phone

**Part III Program Information**

How do Children Learn Math?  
D. Program Title

<u>15 hours</u>	<u>5-3 hour sessions</u>	<u>1.5</u>
E. No. Contact Hours	Number & Length of Sessions	No. of CEUs

<u>Jan. 27, Feb. 17, Mar. 17, Mar. 31, Apr. 7, 98</u>	<u>Tuesday, 4-7:00 pm</u>	<u>K-4 teachers</u>
F. Dates	Session Days & Times	Target Audience

<u>Board of Education, Room 430</u>	<u>30</u>
G. Where the program will be held	Maximum Number of participants

Send to: Perry-Hocking Educational Service Center/LPDC  
CEU Provider Application  
1605 Airport Road  
New Lexington, OH 43764

XIV

Committee



Approved \_\_\_\_\_ Date \_\_\_\_\_ Initials \_\_\_\_\_  
 Returned for Revision \_\_\_\_\_ Date \_\_\_\_\_ Initials \_\_\_\_\_  
 IPDP Effective From \_\_\_\_\_ To \_\_\_\_\_

**LPDC Review Checklist for Individual Professional Development Plan**

Perry-Hocking Educational Service Center

Date submitted: \_\_\_\_\_

Certificate/License Number: \_\_\_\_\_

Current Certificates/Licenses that you hold: \_\_\_\_\_

Certificate up for renewal: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Present teaching assignment: \_\_\_\_\_

Standards:

The following statements are to be interpreted in reference to the area of licensure for which renewal is being sought.

	<u>Self Assessment</u>	<u>LPDC Assessment</u>
1. The IPDP goal(s) are related to student learning.	YES/NO	YES/NO
2. The scope of the plan must be directly relevant to subject area content, instructional practices, and/or the learner.	YES/NO	YES/NO
3. The IPDP goal(s) align with Perry-Hocking ESC's mission and philosophy.	YES/NO	YES/NO
4. The IPDP's goals and activities demonstrate intellectual quality.	YES/NO	YES/NO
5. The IPDP includes a proposed criteria for assessing the success of the plan's goal(s).	YES/NO	YES/NO

**XV**

**APPENDIX**

## CONVERSION CHART

Semester Hours	Quarter Hours	C.E.U.	Contact Hours
1/3	.5	1	10
2/3	1	2	20
1	1.5	3	30
1 1/3	2	4	40
1 2/3	2.5	5	50
2	3	6	60
2 1/3	3.5	7	70
2 2/3	4	8	80
3	4.5	9	90
3 1/3	5	10	100
3 2/3	5.5	11	110
4	6	12	120
4 1/3	6.5	13	130
4 2/3	7	14	140
5	7.5	15	150
5 1/3	8	16	160
5 2/3	8.5	17	170
6	9	18	180
7	10.5	21	210
8	12	24	240
9	13.5	27	270
10	15	30	300
11	16.5	33	330
12	18	36	360
13	19.5	39	390
14	21	42	420
15	22.5	45	450
16	24	48	480
17	25.5	51	510

## CONVERSION CHART (Continued)

Semester Hours	Quarter Hours	C.E.U.	Contact Hours
18	27	54	540
19	28.5	57	570
20	30	60	600
21	31.5	63	630
22	33	66	660
23	34.5	69	690
24	36	72	720
25	37.5	75	750
26	39	78	780
27	40.5	81	810
28	42	84	846
29	43.5	87	876
30	45	90	900

## Checklist for IPDP

The IPDP (Individual Professional Development Plan) should be submitted immediately upon obtaining a 5-year license. The LPDC (Local Professional Development Committee) meets August, November, February, May and June.

**The LPDC cannot grant retroactive credit for Professional Development and/or coursework completed prior to approval of the IPDP.**

\_\_\_\_\_ I have my 5 year professional license

\_\_\_\_\_ I have written my IPDP

Forms available in Standards and Guidelines Handbook OR Perry-Hocking ESC website:  
<perryhockingesc.org> Under “Quicklinks” – LPDC Forms

\_\_\_\_\_ Cover page p. 23

\_\_\_\_\_ A-1 p. 24

\_\_\_\_\_ A-2 p. 25

\_\_\_\_\_ A-3 p. 26 (optional)

\_\_\_\_\_ A-4 p. 27 (optional)

\_\_\_\_\_ A-6/C-2 p. 29

\_\_\_\_\_ I have submitted to LPDC

\_\_\_\_\_ Original and 5 copies

\_\_\_\_\_ Submit 7 days prior to meeting date

\_\_\_\_\_ Retain a copy of IPDP for my own records

\_\_\_\_\_ Retain a copy of all professional development/coursework

## **Checklist for IPDP Completion**

\_\_\_\_\_ I have completed all of the requirements for my IPDP.

I have completed all of the forms/documentation including

\_\_\_\_\_ approved IPDP (all forms A1-A6)

\_\_\_\_\_ A-10 with all hours documented

\_\_\_\_\_ official transcripts (if applicable)

\_\_\_\_\_ contact hour certificates (if applicable)

\_\_\_\_\_ written documentation of assessment as identified in IPDP, A2, Section II  
(unless chose option to present in person) OR provide written documentation of as-  
sessment

\_\_\_\_\_ I have made 5 copies and will submit the 5 copies with the 1 original (6 total)

\_\_\_\_\_ I have completed the application obtained by downloading the form from the ODE  
web page

\_\_\_\_\_ I have filled out the application fully

\_\_\_\_\_ I have completed Box F on the form

- ✓ Ohio School District box
- List IRN as: 125674
- District Name: Perry-Hocking ESC
- District Address: 1605 Airport Road  
New Lexington, OH 43764

\_\_\_\_\_ I have signed and dated the form

\_\_\_\_\_ I have included the proper license fee with a check or money order made payable  
to "Ohio TEC"

\_\_\_\_\_ I have a BCI background check completed.

\_\_\_\_\_ I have submitted 7 days prior to meeting date

If presenting completion of IPDP in person to the LPDC:

\_\_\_\_\_ I have contacted the LPDC Chair (Jenny O'Hare) 10 days prior to a regularly  
scheduled meeting to set up an appointment time

XVI

MASTER TEACHER

**Master Teacher**  
**Perry-Hocking Educational Service Center**  
**Local Professional Development Committee**

**Ohio Master Teacher Program**

Senate Bill 2 directed the Educator Standards Board to define a “master teacher” in a manner that can be used uniformly by all districts and to adopt multiple, equal-weighted criteria to use in determining whether a person is a master teacher. It also directed districts to report the number of master teachers employed in the education management information system and to The Ohio Department of Education.

**Definition of a Master Teacher**

A master teacher demonstrates excellence inside and outside the classroom through consistent leadership and focused collaboration to maximize student learning.

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

**District Responsibilities**

- Establish a local committee
  - LPDC is designated committee to approve Master Teacher
- Verify eligibility for candidates
  - Chairperson and secretary
- Communication
  - Process and procedures will be included in the Perry-Hocking ESC LPDC Standards and Guidelines
- EMIS Report
  - Committee will conduct an annual status validation of all previously designated Master Teachers (Candidates must continue to meet eligibility, ie. active National Board)
  - LPDC Secretary will submit “Master Teacher Committee Report Form” to EMIS coordinator
  - EMIS Coordinator will utilize information from “Master Teacher Committee Report Form”
    - Part A information report into EMIS
    - Communicate Part B information to each respective district via memorandum.

## **Local Committee Responsibilities**

- Establish submitting, formatting and assembling requirements
- Establish an appeals process
- Establish district timeline
  - May- August 2008-establish process and procedures
  - June-November 2008 determine teacher eligibility
  - August 2008-Inform teachers at staff meeting
  - December 2008 submit eligible teachers to EMIS Coordinator
  - February 2009-accept and score first round of applications
  - February 1st of each year -deadline for submission of Master Teacher application
  - February-June of each year-LPDC determine Master Teacher designation, inform teachers and submit to EMIS
  - August of each year-review Master Teacher along with LPDC standards and guidelines
- Determine local procedures for review of applications and designations using state-designed forms
  - In Perry-Hocking Educational Service Center LPDC Standards and Guidelines (Section XVI).
- Provide information about program to teacher candidates
  - August Staff Meeting
- Score applications using state-rubric
  - LPDC
- Communicate with teacher candidates
  - ESC Employees only
- Committee will maintain the following records:
  - EMIS Reporting Form;
  - Candidate's written narrative
    - Evidence will be returned to the teacher. Teacher must make it available upon request for the remainder of the designation;
  - Evaluator's Scoring Summary (Form D);
  - Candidate's Score Report (Form F).
- Submit "Master Teacher Committee Report Form" to EMIS coordinator
  - Annually

## **Master Teacher Criteria-See "Standards for Ohio Educators"**

- Consistent Leadership
- Focused Collaboration
- Distinguished Teaching-Focus on Students and Environment
- Distinguished Teaching-Focus on Content, Instruction and Assessment
- Continued Professional Growth

## **Eligibility Requirements**

- Professional teaching license/certificate
- Taught a minimum of 7 years
  - May be in multiple districts
- Work a minimum of 120 days during the current school year
- Work under a teaching contract/employed as a teacher

## Application Process

- 1.) Application may be found on the ODE web-site ([www.ode.state.oh.us](http://www.ode.state.oh.us))
  - Left menu “Teaching in Ohio”  
Select “Master Teacher”  
Select “Master Teacher Overview”  
Scroll to the forms at the bottom
    - Application is “C Master Teacher Application/Narrative”
    - Checklist is “H”
    - Please see other resources, A-M.
  - Download to your computer and complete electronically or complete manually.  
Submit hard copy to the LPDC.
- 2.) National Board Certified Teachers
  - Submit 1 copy to the LPDC  
First page of application  
Copy of National Board designation
- 3.) All Others: See Eligibility Requirements above
  - Complete and submit 3 copies to the LPDC by February 1:  
Application  
Checklist  
Narrative  
Supporting Evidence  
Two Recommendation Forms  
Strongly suggest that one of the recommendations be from an administrator.
  - Written narrative should be a maximum of 12 pages numbered at the bottom.
  - Font size must be no smaller than 12 with one inch margins.
  - The LPDC Chairperson is available to guide candidates through the Master Teacher process.
- 4.) Scoring-Two members of the committee will score each application. Evaluators’ scores for each criterion will be compared to determine a candidate’s final score. Discrepancies will be resolved using a third reader.
- 5.) Committee will provide each candidate with a compilation of the final scores.
- 6.) Candidates will be notified of designation and will receive a “Candidate Score Report” (Form F). Evidence will be returned to the teacher. Teacher must make it available upon request for the remainder of the designation.
- 7.) Candidates who are not designated as Master Teacher in a given year may re-apply the following year if they so choose.
- 8.) Appeals Process
  - Appeals process will be followed for teachers who believe that the processes and procedures outlined in the application were not followed.

