

Antwerp
Local Professional Development Committee
Handbook

LPDC

February 2020

ANTWERP LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

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ANTWERP LPDC MEMBERS

Dan Lehman	President	High School	2013
Lynette Vail	Vice President	Elementary	2015
T. J. Schott	Member	High School	2015
Travis Lichty	Member	HS/MS Principal	
Tracey Stokes	Member	Elementary Principal	
Dr. Martin Miller	Member	Superintendent	

*Must have 5 members

*Must have a majority present

*Must have a majority supervisors/teachers present to approve those

Antwerp Local Professional Development Committee Meeting Dates

Time: 3:15

Place: Antwerp High School LPDC Classroom Room

Meeting Dates:

Meeting will be announced at the beginning of each year

Dates are listed on the Antwerp Calendar and FMX

Special meetings may be called if needed.

GENERAL GUIDELINES AND PROCEDURES

ACKNOWLEDGEMENTS & APPROVALS

The materials in this booklet were prepared by a committee from the Antwerp. The 2012-2013 Local Professional Development Committee members reviewed and approved this booklet. The Antwerp Board approved this document on August 12, 2013. An updated revision was approved on February 13, 2020.

PURPOSE

The purpose of the Antwerp Local Professional Development Committee is to oversee and review professional development plans (IPDP), for credential renewal.

MISSION

To set policy and review professional development goals to ensure that course work or equivalent professional development activities related to teaching and/or the area of licensure meet the requirements of the Standards from the Ohio Department of Education.

STRUCTURE OF COMMITTEE

In accordance with the requirements in law for Public School Districts, the ANTWERP LPDC will consist of at least:

1. Three classroom teachers employed by Antwerp Local School; (By definition, “teacher”, implies any certified employee not holding an administrative contract).
2. Two administrators employed by Antwerp;
3. The Antwerp Superintendent.

The Antwerp’s Governing Board shall develop a plan for the structure, membership, terms of office elections, and operation of the committee based on guidelines established by the Ohio Department of Education.

LPDC’s may include additional members, but the majority must be classroom teachers.

OPERATIONAL PROCEDURES

Terms of Office

LPDC members will serve on three year terms from August 1 until July 31. Elections are to be held in the spring prior to the year served. New members will be asked to attend the May and June meetings to become acquainted with the procedures and expectations of the Committee. Mid term vacancies will be filled by appointment of the Committee/Superintendent.

Selection of Officers

The ANTWERP LPDC shall select the following officers:

Chairperson -- shall preside at all LPDC meetings, call all meetings and set agendas in collaboration with the membership, insure adherence to review processes and procedures, serve as appeals contact, sign for the LPDC to approve or not approve Individual Professional Development Plans. The Chairperson will work directly with the Data Clerk.

Vice-Chairperson -- shall serve in the absence of the Chairperson and assist in his or her duties.

Data Clerk/Office Specialist -- shall keep accurate minutes of all LPDC meetings, and be responsible for all necessary correspondence.

Dates and Frequency of Meetings

The Antwerp LPDC will set meetings to approve Individual Professional Development Plans periodically and on an as-needed basis, allowing at least one month for notification of members and teachers. The Chair shall make decisions about meeting dates and frequency based upon local need.

Attendance

A quorum, necessary to conduct LPDC business, shall be three (3) out of the five (5) LPDC members, and one of the three shall be an administrator. A simple majority will be required to pass any action of the committee. A member's abstention will only be allowed if the vote will personally impact that individual.

Methods of Communication

The Chair, and office specialist, shall communicate with the LPDC and staff members about: renewals, procedures, meetings, decisions made, documenting progress, maintaining records, appeals process, and submitting verification to the Ohio Department of Education.

The LPDC shall keep confidential all reviews, evaluations, and discussions of the Professional Development Plan and/or course/activity proposals. No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party involved.

Revision

The committee shall establish a process for evaluation of the effectiveness of the LPDC. The Chair will conduct an annual evaluation/assessment of the operations of the LPDC. Revisions will be made to the Operating Procedures if applicable.

For all other questions, procedures, requirements, etc., please refer to the Ohio Department of Education booklet entitled: A Resource Guide for Establishing Local Professional Development Committees.

Reciprocity

The ANTWERP LPDC will accept CEU's previously granted by other LPDCs when presented with appropriate documentation by newly hired employees.

When an educator leaves the employ of the ANTWERP, the LPDC Chair will complete a Reciprocity Form and attach your IPDP and send it to you. It is your responsibility to deliver the LPDC Reciprocity Form to your next employer.

Amendments

Amendments to the standards and guidelines must have a majority vote. Amendments will be reviewed by the committee in the month of June. These changes must be approved by the Governing Board of the ANTWERP.

Records Retention

Records are maintained in accordance with the current ANTWERP Schedule of Records Retention and Disposition.

APPEALS PROCESS

Ohio Revised Code requires that every educator served by an LPDC must be provided with an opportunity to appeal the decisions of the LPDC regarding

- (a) IPDP approval, and
- (b) Pre-Approval or approval of coursework and professional development activities.

Reconsideration

If an educator disagrees with an LPDC decision, the educator must **first** be given the opportunity to meet with the LPDC to present his or her case. The discussion should be both open and collegial with the intent to provide both the educator and the LPDC the opportunity to understand each other's perspective while seeking a mutually-acceptable resolution.

If a resolution is reached at this point in the process, it should be so documented and made a matter of record for the educator and for the LPDC.

If the parties cannot reach a mutually-acceptable resolution, then the educator may advance the appeal to the next level, the third-party review.

Third-Party Review

In the event that the educator and the LPDC cannot reach a mutually-acceptable resolution, the LPDC should provide for a third-party review and decision. One method for third-party review is for the LPDC to convene a panel of three licensed educators:

1. One educator selected by the LPDC;
2. One educator selected by the educator making the appeal; and
3. One educator approved by both the LPDC and the educator.

State-Level Review

In anticipation of potential appeals, the LPDC may elect to add a *final* appeals stage: a review of the matter by the Ohio Department of Education. Unless an LPDC includes this step in their operating procedures, educators *cannot* appeal LPDC decisions beyond the third-party review.

RESPONSIBILITIES

LPDC Committee

1. Review and approve all IPDP's, coursework, and other professional development activities prior to expiration of the teacher's certificate/license.
2. Check all sections of the application form for any errors.
3. Keep a copy of completed IPDP forms on file.
4. Send completed application and fees to ANTWERP to send to ODE.
5. Maintain licensure file on each teacher in the district.
6. Know the district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan.
7. Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal.
8. Ensure that educators' coursework and other professional development activities meet the standards for renewal of licenses.
9. Register the LPDC with the Ohio Department of Education *annually*.
10. Submit LPDC signature verification to Ohio Department of Education *annually*.
11. Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC; align to the Standards for Ohio Educators, and promote High Quality Professional Development.
12. Keep all LPDC records according to statute; and encourage educators to maintain their own records.

Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

Note: Legal counsel for the Ohio Department of Education has indicated that since there is no specific exemption in law, LPDCs need to operate under the Open Meetings Act (Sunshine Law). LPDCs may choose to follow the local Board of Education's policies and procedures on meetings, personnel records and review or may wish to seek advice concerning these laws from local counsel. Chartered nonpublic schools are exempt from the Open Meetings Act.

Educator

1. Know when license/certificate is due for renewal.
2. Understand the LPDC's renewal criteria and procedures.
3. Write an Individual Professional Development Plan (IPDP). Write current one for every license cycle.
4. Obtain the LPDC's approval of the IPDP.
5. Complete the planned learning activities. Ohio requires 6 semester hours of college credit or 18 CEU's (Continuing Education Units) as defined by the LPDC between the dates the educator's license was issued and when it expires. The *educator* is responsible for making sure that the learning activities match the approved IPDP.
6. Choose coursework and other professional development activities that align with the appropriate Ohio Educator Standards.
7. Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.
8. Keep records of all licensure and LPDC transactions including the LPDC review and approval/request for revision of an IPDP, transcripts for coursework, and required documentation for equivalent other activities.
9. The Local Professional Development Committee requires all Administrators and Teachers to have their CEU activities, college course work, and Individual Professional Development Plan (IPDP) information entered into the Professional Development Manager system ***within 6 months of the conclusion of the activity.***

All activities must have proper documentation turned into the LPDC before they will be approved. Documentation for workshops, conferences and in-services must include an ***original*** copy of your certificate of attendance. In the event that certificates of attendance are not issued, an agenda with a signature of the provider/presenter of the program will be accepted.

College/University course work must be accompanied by a copy of an official transcript from the institution. Please note that some projects *must* be pre-approved by the LPDC and require particular documentation as stated in the LPDC Handbook. (Contact your LPDC representative with any questions on pre-approved projects.)

ESC

1. Update member districts about new information concerning school personnel certification/licensure.
2. Approves, signs license applications for ESC Administrators, Treasurers, Resource Center Teachers, Itinerant Teachers, Parc Lane and Thomas Edison Administrators and Teachers (if ODE), Pupil Services Personnel (OT, OTA, PT, PTA, and Speech Pathologist).
3. Duplicate new certificate/license, send out copies to the appropriate individuals and keep a copy in personnel files.
4. Maintain licensure file on each teacher.
5. Process ALL paperwork for: Aides, Substitute Teachers, ESC Administrators, Pupil Service Personnel, and send to ODE.

Ohio Department of Education

Verifies credentials and paperwork and issues licenses/permits.

CRITERIA FOR COURSEWORK AND RELATED ACTIVITIES

CONTINUING EDUCATION UNIT OPTIONS

Educators are encouraged to use a variety of activities in meeting their 180 clock hours.

NOTE: ALL ACTIVITIES MUST BE RELATED TO YOUR IPDP GOALS AND PRE-APPROVED

Goal	OPTION	MAXIMUM CEU'S	CEU VALUE	VERIFICATION	CRITERIA
Teachers know and understand the content area for which they have instructional responsibility.	College Coursework	No limit	1 semester hour = 3 CEU's 1 quarter hour = 2 CEU's	Official Transcripts or Original grade slips or Original Certificate of Completion	Must be taken through an accredited college or other approved post secondary educational institution. Must be taken for credit with a grade of "C" or better, a "P" in pass/fail course. Coursework must be in education or in a content area directly related to the individual's teaching assignment or working with students.
Teachers know and understand the content area for which they have instructional responsibility.	Professional Conference, Workshop, Institute, Academy Inservice Credit	No limit	1 clock hour in workshops = 0.1 CEU	Activity Documentation Voucher or Certificate of Attendance	Must include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness in education.
Teachers plan and deliver effective instruction that advances the learning of each individual student.	PEERS	No limit	1 clock hour = 0.1 CEU 1 semester hour=3 CEU's	Activity Documentation Voucher or Certificate of Attendance or Official Transcripts	Must include a statement of authorization from a supervisor along with summarization of pre-conference and post-conference.
SD	Publication of Original Work	6 CEU's per license cycle	6 CEU's for book 3 CEU's for article in a professional journal or magazine	Copy of publication or document and Activity Documentation Voucher	Must contribute to the education profession or add to the body of knowledge in the educator's specific field. Must be a published book or article by an education entity and disseminated to educators.
Teachers plan and deliver effective instruction that advances the learning of each individual student	Teaching Portfolio	1 CEU per license cycle	10 clock hours = 1 CEU	Completed Portfolio	Must satisfy the LPDC's standards for teaching portfolios. Must be completed within the license/certificate cycle.

Teachers know and understand the content area for which they have instructional responsibility.	Nat'l Board of Professional Teaching Standards Cert.	12 CEUs/cycle for candidates receiving NBPTS Cert. 6 CEUs/cert. cycle for candidate completing process but not getting NBPTS	Completion & Verification in area of assignment during cert. Cycle=all required CEUs	Valid copy of the Nat'l Certificate or Activity Documentation Voucher for candidate not completing certificate	Must be in the subject area of the individual's assignment. Certificate must be completed or participation as candidate must be verified by the expiration date of the Ohio certificate/license.
Teachers know and understand the content area for which they have instructional responsibility.	Professional Vocational Board Certification	6 CEU s per license cycle	1 clock hr=0.1 CEU	Certificate of Completion	Time in coursework or clinics for test preparation only.
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Mentoring	Full-3 CEU's per year Partial-1.5 CEU's per year	Full – 3 CEU's per year Partial – 1.5 CEU's per year	Activity Documentation Voucher or Certificate of Attendance	Must be mentoring of teacher, administrator or specialist in the Entry Year Program (EYP).
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Cooperating Teacher	Practicum student= Max 3 CEU's per year Student teacher =Max. 6 CEU's per license cycle	Practicum Teacher 1 CEU per semester Student Teacher 1.5 CEU per semester	Activity Documentation Voucher Successful completion of contract	Must be supervisor of undergraduate student, graduate student or undergraduate intern, or student teacher. Documentation from higher education institution.
Teachers know and understand the content area for which they have instructional responsibility.	Teaching a College Course, Adult Vocational Course, Technical Course, Adult Basic Literary Education	Max 6 CEU's per license cycle	1.5 CEU per semester course 1 CEU per quarter course Max 3 CEU's per year	Activity Documentation Voucher & Course Syllabus	Must be used for the first time teaching the course each license/certificate cycle.
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Professional Presentation	Max 1.5 CEU's per license cycle	1 clock hour of presentation = 0.5 CEU	Activity Documentation Voucher	Applies to first presentation of a topic for each license/certificate cycle.

Teachers plan and deliver effective instruction that advances the learning of each individual student.	Educational Project which applies educational skills & knowledge towards the development of a final product	No limit	1 clock hour = 0.1 CEU's Documented clock hours in planning and preparing	Activity Documentation Voucher A copy of the final product or report of the project	Project must have prior approval and final approval after completion and verification by LPDC.
Teachers plan and deliver effective instruction that advances the learning of each individual student.	Curriculum Development	No limit	1 clock hour = 0.1 CEU's	Activity Documentation Voucher	Must be service on formal committee organized by local, state, national, international education agency or org.
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Grant Writing	6 CEU's per license cycle	1 clock hour = 0.1 CEU	Activity Documentation Voucher/Certificate of Attendance Copy of Grant Proposal	CEU's not dependent on awarding of grant. Documented clock hours in planning and preparing not for managing grant activities.
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Professional Committees	No limit	1 clock hour = 0.1 CEU	Activity Documentation Voucher/Certificate of Attendance	Must be service on formal committee organized by local, state, national, or international education agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Documented clock hours of committee work.
Teachers plan and deliver effective instruction that advances the learning of each individual student.	Self-Directed Educational Development Professional Reading, Research, Educational Travel	3 CEU's per license cycle (Limit of 1 CEU per individual activity)	1 clock hour = 0.1 CEU	Activity Documentation Voucher/Certificate of Attendance	Must enhance individual's work in the profession or contribute to teacher's area of specialization. Must have prior approval of LPDC
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Related Work Experience or Externship	12 CEU's for vocational educators and 6 CEU's for non-vocational educators per license cycle	1 clock hour = 0.1 CEU	Activity Documentation Voucher	Must enhance individual's work in the profession or contribute to teacher's specialization.

Employee Kiosk



District IPDP Staff Manual

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Employee Profile

The Employee Profile information will display positions, certificates, and your active individual professional development plan. If you have not started a plan, nothing will display under the Individual Professional Development Plan

The screenshot shows the Employee Profile page with the following sections:

- Individual Navigation:** Employee Profile, Create Plan, Activity List, LPDC Guidelines.
- User Information:** Name: CHERYL L. CRONBAUGH, Email Address: CHERYL@NCOCC-K12.ORG, State Certificate ID: CC1001405, District: NCO Test Class.
- Positions:**

District	Employee ID	Job Title	Job Status	Supervisor Email	Building IRN
1005	288541308	NCOCC-IDEASTAFF DEVELOPMENT	Active	cronbaughm@neo.n.com	004060
- Certificates:**

Certificate #	Term	Classification	Category	Type	Issue Date	Expiration Date	Effective Year
8 Year - Professional - Certificate - Elementary (1-8) - 03/14/2006 - 06/30/2014	8 Year	Professional	Certificate	Elementary (1-8)	03/14/2006	06/30/2014	2006
- Individual Professional Development Plan:** You do not have any plans in progress at this time. Click the button below to list all of your plans.

Creating A Plan

1. To begin the process you will need to click on Create Plan
2. You will need to select a plan template. The template could be the statewide ODE template or a template that your district has created for you to use.

Individual Navigation

- [Employee Profile](#)
- [Create Plan](#) ←
- [Activity List](#)
- [LPDC Guidelines](#)

Select Template for Plan

Select	Template	Owning Committee
Select	New Template 2	District LPDC
Select	New 2010	District LPDC
Select	District Template	Districtwide
Select	ODE 2008	Statewide

1 - 4

The first section to complete is the Development Plan Header.

The screenshot shows a web form titled "Development Plan - Header". At the top, it says "Plan Template New 2010". Below this are several fields, each with a red asterisk indicating a required field. The fields are: "Name Of Plan:" (text input, circled 1), "Select Committee:" (dropdown menu showing "District LPDC", circled 2), "Approving Supervisor:" (dropdown menu showing "None", circled 3), "Applies to Licenses:" (checkbox checked, followed by "8 Year - Professional - Certificate - Elementary (1-8) - 03/14/2006 - 06/30/2014", circled 4), "Mission:" (dropdown menu showing "1 Year Renewal", circled 4), "Other Mission Desc:" (text input, circled 5), and "Focus:" (large text area, circled 6). At the bottom of the text area, it says "0 of 1000".

1. The name of the plan can be whatever you want it to be.
2. Select the committee that will review your plan. The default is the committee your building is assigned to.
3. If your supervisor is supposed to approve your plan before it goes to the LPDC committee, select your supervisor's name from the drop-down menu. If none is selected it will go to the LPDC committee for approval. None is the default.
4. For Mission you need to select if your plan will be for a
 - 1 Year Renewal
 - Other
 - Renewal of a 5 Year License
 - Transition to a 5 Year License
5. If you selected Other as the type in the Mission you can enter a description.
6. The open text box in Focus lets you type in the areas you want to focus on when seeking professional development opportunities.

7. Depending on the number of goals that your districts wants completed will determine how many goal fields that you see.

Procedure - Professional Development Plan Goals

* **Goal One:**

0 of 2000

* **Goal Two:**

0 of 2000

Goal Three:

0 of 2000

8. Based on the template your district has created for you to use you will see different Focus Area statements. You will need to select the statements that your plan will meet by clicking on the box next to the statement.

Development Plan - Focus Areas

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

Select	Focus Area
<input type="checkbox"/>	Teachers take responsibility for engaging in continuous, purposeful professional development.
<input type="checkbox"/>	Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
<input type="checkbox"/>	Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

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

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

9. You can make any comment you want on your plan. You can enter up to 1000 characters and you can use the ABC icon to spell check your comments.
10. You can save your plan to work on later by clicking on the Create and Save Plan to Work on Later icon.
11. You can click on the Create, Save and Submit Plan for approval icon to submit your plan for approval

When you save your plan to work on later you will receive the message that your plan has been saved successfully.

To go back and work on your plan at a later time:

1. Click on View Plan.
2. Click on Edit Plan if you want to make more changes before submitting it for approval. If you do make changes you can save your plan again or submit it for approval.
3. If you are ready to submit your plan for approval without any editing click on Submit Plan for Approval.

If you submit your plan for approval you will receive a message that your plan has been saved successfully and submitted to LPDC for approval.

You will receive an email notification that your IPDP has been submitted for approval.

If your supervisor needs to approve your plan before it is submitted to the LPDC your supervisor will receive an email notification that they have a Professional Development Plan awaiting their approval.

Once your supervisor approves your plan you will receive an email notification that it has been approved. Your plan will then proceed to the LPDC Committee for approval.

When your plan is in the approval process you can click on view plan to see the current status.

Once your supervisor has approved your plan you will see the status Awaiting Committee Approval.

Once your plan has been approved, an approval date will display in the approval date field.

View Individual Professional Development Plan

Plan Template: District Template
Name of Plan: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal

Applies to Certificate(s):

Certificate Information	
Name: Cheryl Lynn Cronbaugh	Certificate Status: Renew
Grade: 8 Year	Issue Date: 03/14/2006
Type: Elementary (1-8)	Effective Year: 2006
Class: Professional	Exp. Date: 05/30/2014

Plan Mission: Transition to 5 Year License
Focus: I will become a leader in emerging technology
Plan Status: **Awaiting Committee Approval**

Creation Date: 05/10/2010
Revision Date:
Submission Date: 05/10/2010
Approval Date:

PRINT Development Plan

View Individual Professional Development Plan

Plan Owner: Emily Teacher
Plan Template: District Template
Name of Plan: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal

Applies to Certificate(s):

Certificate Information	
Name: Cheryl Lynn Cronbaugh	Certificate Status: Renew
Grade: 8 Year	Issue Date: 03/14/2006
Type: Elementary (1-8)	Effective Year: 2006
Class: Professional	Exp. Date: 05/30/2014

Plan Mission: Transition to 5 Year License
Focus: I will become a leader in emerging technology
Plan Status: **Awaiting Supervisor Approval**

Creation Date: 05/10/2010
Revision Date:
Submission Date: 05/10/2010
Approval Date:

PRINT Development Plan

View Individual Professional Development Plan

Plan Template: District Template
Name of Plan: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal

Applies to Certificate(s):

Certificate Information	
Name: Cheryl Lynn Cronbaugh	Certificate Status: Renew
Grade: 8 Year	Issue Date: 03/14/2006
Type: Elementary (1-8)	Effective Year: 2006
Class: Professional	Exp. Date: 05/30/2014

Plan Mission: Transition to 5 Year License
Focus: I will become a leader in emerging technology
Plan Status: **Approved**

Creation Date: 05/10/2010
Revision Date:
Submission Date: 05/10/2010
Approval Date: 05/10/2010

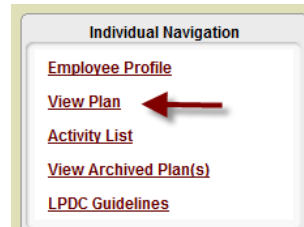
PRINT Development Plan **Revise Approved** **Archive Plan** **Create Activity**

Edit Plan

If at some point you need to revise your plan you can make changes to your plan and re-submit the plan for approval.

To revise your plan:

1. Click on View Plan.
2. Click on Revise Approved.



View Individual Professional Development Plan

Plan Template: District Template
Name of Plan: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal

Applies to Certificate(s):

Certificate Information	
Name: Cheryl Lynn Cronbaugh	Certificate Status: Renew
Grade: 8 Year	Issue Date: 03/14/2006
Type: Elementary (1-8)	Effective Year: 2006
Class: Professional	Exp. Date: 06/30/2014

Plan Mission: Transition to 5 Year License
Focus: I will become a leader in emerging technology
Plan Status: Approved

Creation Date: 06/10/2010
Revision Date:
Submission Date: 06/10/2010
Approval Date: 06/10/2010

PRINT Development Plan **Revise Approved** **Archive Plan** **Create Activity**

3. You then can edit your plan.
4. You then have the option to Save Plan to work on later or Save and Submit Plan for Approval.

Development Plan - Header

Plan Template: District Template
Plan Owner: Emily Teacher
* Plan Name: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal
* Applies to Certificate(s): 2 | 8 Year - Professional - Certificate - Elementary (1-8) - 03/14/2006 - 06/30/2014
* Mission: Transition to 5 Year License
Other Mission Desc:
* Focus: I will become a leader in emerging technology

45 of 1000
Status: Approved

0 of 1000

Save Plan **Save and Submit Plan for Approval** **Cancel**

Create Activity

After you have an approved plan you can then create activities.



1. Click on Create Activity.

2. Enter the name of your activity.
3. Enter the activity start date or click on the calendar to select a date. Format is MM/DD/YYYY.

4. Enter the activity end date or click on the calendar to select a date. Format is MM/DD/YYYY.

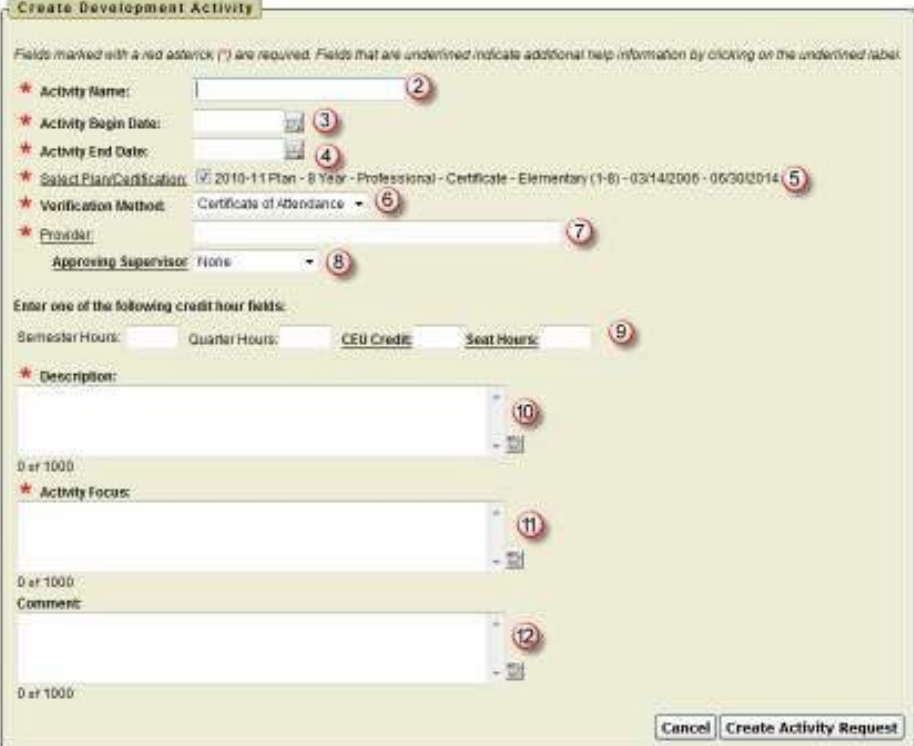
5. Make sure your certificate is selected.

6. Select your attendance verification method. You can choose from Certificate of Attendance (CEU), Transcript, Agenda, Brochure or Meeting Outline.

7. Enter the sponsor of the meeting.

8. If your supervisor needs to approve your activity before it goes to the LPDC for approval then select your supervisor's name in the drop down box. If you do not need supervisor approval then leave the default of None in the box.

9. Enter the Semester Hours, Quarter Hours or CEU Credit earned for this activity. If you struggle figuring what the CEU credit will be for an activity

A screenshot of the 'Create Development Activity' form. The form contains the following fields and callouts:

- Activity Name: (2)
- Activity Begin Date: (3)
- Activity End Date: (4)
- Select Plan/Certificate: (5)
- Verification Method: (6)
- Provider: (7)
- Approving Supervisor: (8)
- Enter one of the following credit hour fields: Semester Hours, Quarter Hours, CEU Credit, Seat Hours: (9)
- Description: (10)
- Activity Focus: (11)
- Comment: (12)

Buttons for 'Cancel' and 'Create Activity Request' are at the bottom right.

enter the number of seat hours for the activity and it will be converted to CEU Credit when you click Create Activity Request.

10. Enter the description of the activity. You can enter up to 1000 characters and can you click on the ABC icon to spell check this field.
11. Describe how this activity fits with the focus of your plan. You can enter up to 1000 characters and you can click on the ABC icon to spell check this field.
12. Enter any comments for this activity. You can enter up to 1000 characters and you can click on the ABC icon to spell check this field. This field is optional.

When you click on Create Activity Request you will receive the following message.

Your activity has been saved but is NOT YET SUBMITTED for approval. You can attach documents by going to the edit screen before submitting the activity for approval.

At this point you can

- Edit Activity
- Print Activity Detail
- Submit Activity for Approval

Edit Activity

Will take you back to the screen where you can change the name, date, description, etcB

Print Activity Detail

Allows you to print the information regarding this activity.

Submit Activity for Approval

Will submit the activity to go through the approval process. Once you click Submit you will then be able to attach attendance verification before the final submission of the activity.

Activity Detail

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Activity Name: IPDP Webinar
Begin Date: 06/11/2010
End Date: 06/11/2010

Applies to Certificates:

Permit Information	
Plan Name: 2010-11 Flor	Plan Status: Approved
Committee Name: Central Region	
Name: Susan C Baughman	Permit Status:
Grade: Permanent	Issue Date: 09/08/1997
Type: Staff	Effective Year: 1997
Class: Professional	Exp. Date:

Verification Method: Certificate of Attendance
Vendor: NCDCC
Approving Supervisor: N/A
CEU Credit: 15

Description: Learn the new ITC IPDP software

Activity Focus: This will increase my knowledge of the IPDP software.

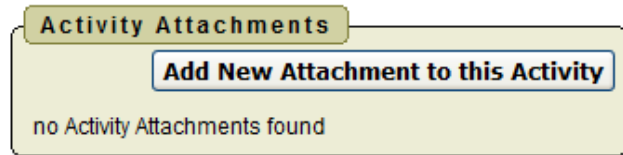
Comment:

Creation Date: 06/07/2010
Last Edited Date: 06/07/2010
Submitted Date:
Approved Date:
Deleted Date:
Activity Status: Not Submitted

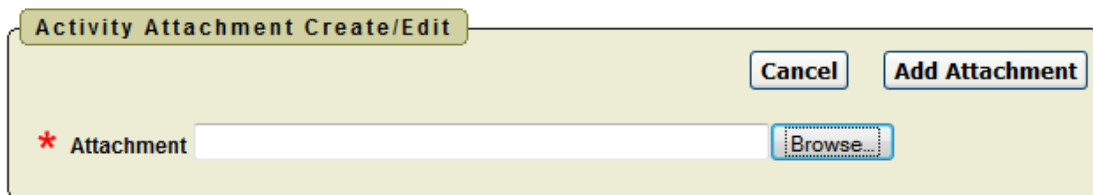
Attaching Attendance Verification

Before you submit your activity for approval you can attach your attendance verification to the activity.

13. Click on Add New Attachment to this Activity.

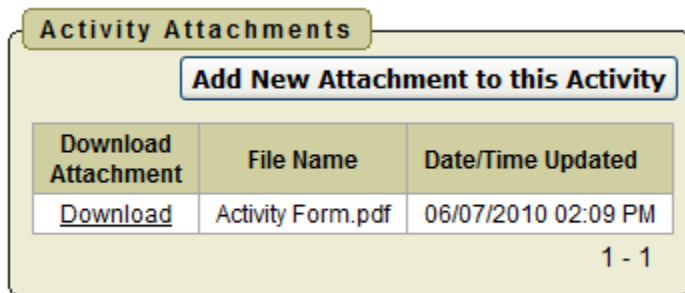


14. Click Browse to locate a copy of your CEU, Transcript, Agenda, Brochure, or Meeting Outline.



15. Once you have located the file you want to attach click Add Attachment.

16. Once you have added the attachment you will see the attachment displayed.



17. Once you are ready to submit the activity for approval click on Submit Activity for Approval.



You will receive the message that your activity has been saved and submitted for approval.

View Activities

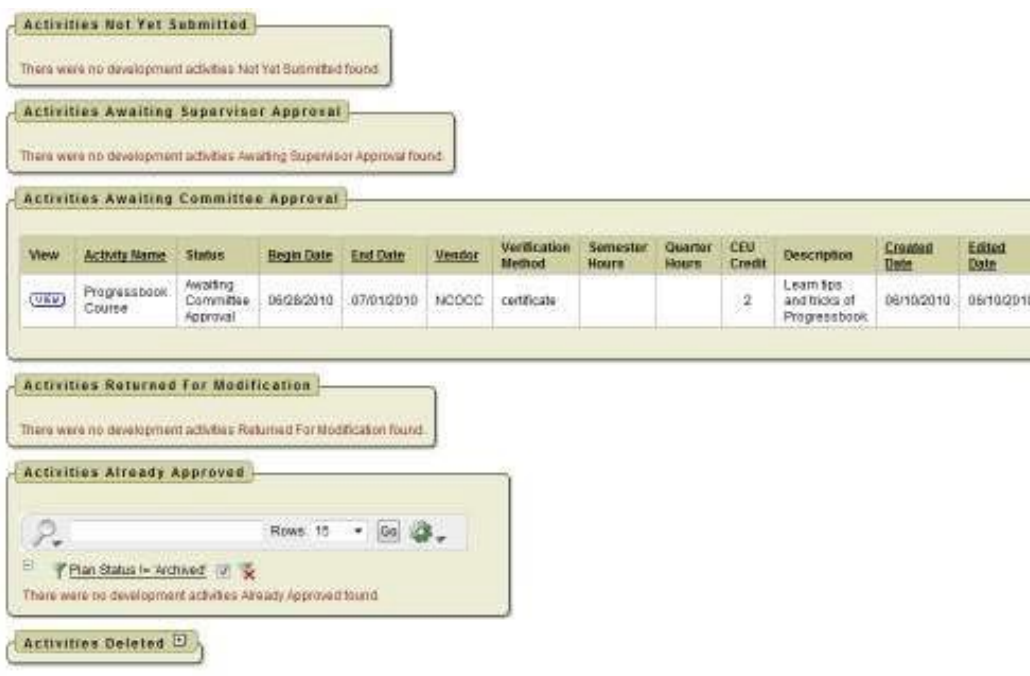
Click on Activity List to review your activities.

You will see

- Activities Not Yet Submitted
- Activities Awaiting Supervisor Approval
- Activities Awaiting Committee Approval
- Activities Returned for Modifications
- Activities Already Approved
- Activities Denied



Any activities in these sections can be viewed by clicking on the View icon.



The screenshot shows a web interface with several sections for viewing activities:

- Activities Not Yet Submitted:** "There were no development activities Not Yet Submitted found."
- Activities Awaiting Supervisor Approval:** "There were no development activities Awaiting Supervisor Approval found."
- Activities Awaiting Committee Approval:** A table with columns: View, Activity Name, Status, Begin Date, End Date, Vendor, Verification Method, Semester Hours, Quarter Hours, CEU Credit, Description, Created Date, Edited Date. One row is visible: "Progressbook Course" with status "Awaiting Committee Approval", begin date "06/28/2010", end date "07/01/2010", vendor "HCOCC", verification method "certificate", semester hours "2", description "Learn the and tricks of Progressbook", created date "08/10/2010", and edited date "08/10/2010".
- Activities Returned For Modification:** "There were no development activities Returned For Modification found."
- Activities Already Approved:** Includes a search bar, "Rows: 10", and a "Go" button. Below it, "Plan Status" is set to "Archived". "There were no development activities Already Approved found."
- Activities Deleted:** A section header with a dropdown arrow.

Activities Not Yet Submitted

When you are creating an activity before you submit the activity for approval you can save the activity to allow you to edit the activity later. Any activities that have been saved and not submitted will be displayed in this section.

Activities Awaiting Supervisor Approval

This section will display any activities that you have submitted for approval that needed your supervisor's approval first before going to the LPDC.

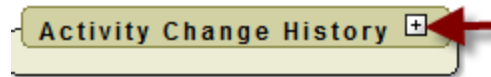
Activities Awaiting Committee Approval

This section will display any activities that you have submitted that are awaiting approval from the LPDC.

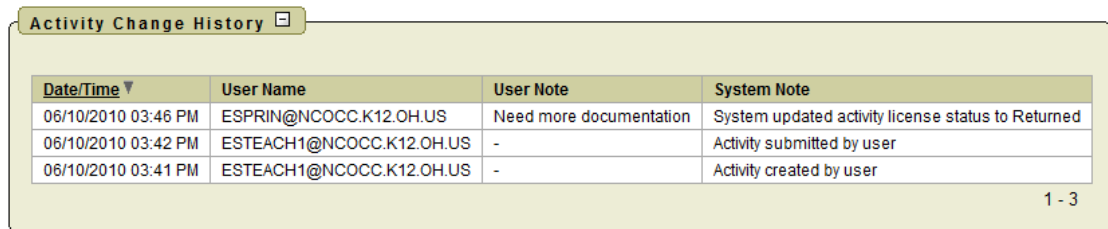
Activities Returned for Modification

Any activities that the LPDC have returned for additional information will display in this section.

1. Click on View next to the activity



2. Click on the + in the Activity Change History section
3. The reason why the activity was returned will be displayed under the User Note. You can then edit the activity and re-submit the activity for approval.



Date/Time	User Name	User Note	System Note
06/10/2010 03:46 PM	ESPRIN@NCOCC.K12.OH.US	Need more documentation	System updated activity license status to Returned
06/10/2010 03:42 PM	ESTEACH1@NCOCC.K12.OH.US	-	Activity submitted by user
06/10/2010 03:41 PM	ESTEACH1@NCOCC.K12.OH.US	-	Activity created by user

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Activities Deleted

Any activities that you have deleted will display in this section.

Activities Already Approved

Any activities that the LPDC have approved will display in this section. In this section you can run interactive reports by clicking on the down arrow by the gear.



Activity Name	Description	Activity Status	Plan Status	Start Date	End Date	Semester Hours	Quarter Hours	CES Credit	CES Equivalent	Vendor	Verification Method	Created Date	Edited Date	Submitted Date	Approval Date
WFOhs Users Council	Users Council Meeting	Approved	Approved	06/16/2010	06/16/2010	-	-	35	35	WFOhs	certificate	06/07/2010	06/07/2010	06/07/2010	06/07/2010

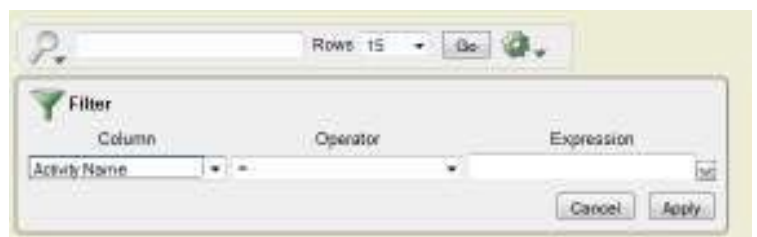
Sum: 35

You also have the option to run interactive reports

Filter

Filter will allow you to take the display that you see in the activities approved section and narrow your results.

Under column you choose what you want to filter on, such as activity name, vendor,



Filter

Column	Operator	Expression
Activity Name	=	

Cancel Apply

verification method, start date, etc.

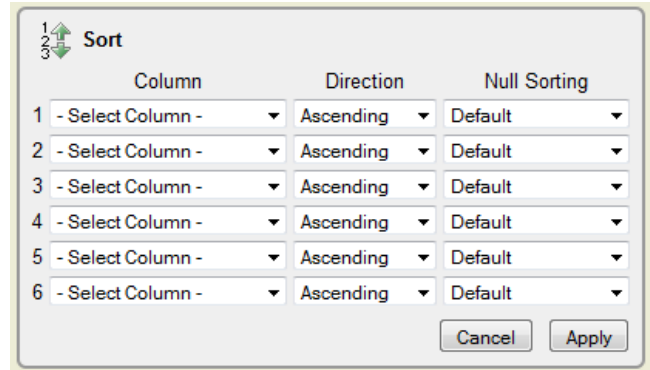
Based on the column filter you use you then will be prompted to select an operator like =, >, <, etc...

You can have multiple filters. In the example below the filter was used to display just requests for sick leave that were greater than 1 day. To remove a filter you can click on the red X.

Sort

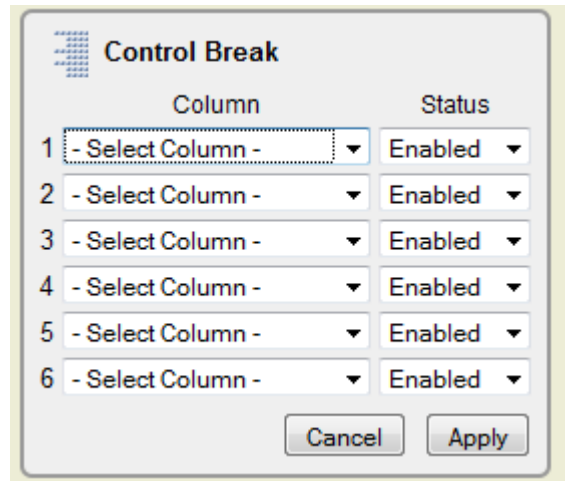
Sort will allow you to take the display that you see in the activities approved section and sort your results.

You can have multiple sorts on the information.



Control Break

Control Break will allow you to take the display that you see in the activities approved section and create breaks in the data. For example if you do a control break on Vendor, each leave will have a heading and all requests for the leave type will be displayed under that heading. You can have multiple control breaks on the information.



Highlight

Highlight will allow you to take the display that you see in the activities approved section and highlight the specific data. You can select the background and text color and whether or not you want a row or cell highlighted. For example if you want to highlight all the CEU Credit you would select the column of CEU Credit and use the operator of = and the

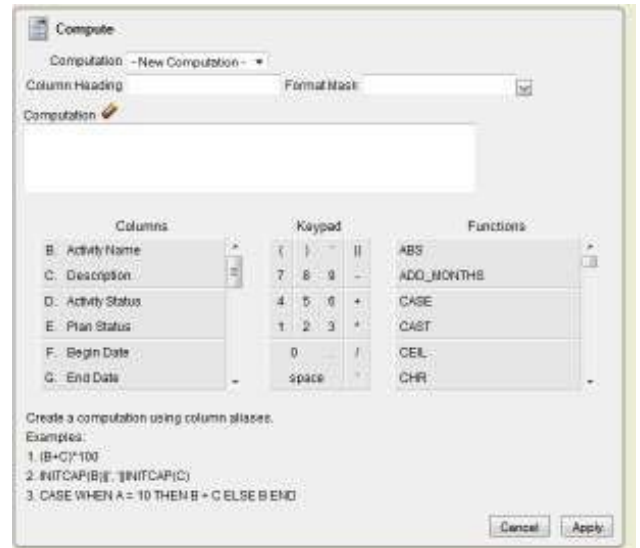


expression of CEU Credit. All the sick leave would be highlighted with the colors you chose.

You can have multiple highlights. To remove a highlight you can click on the red X.

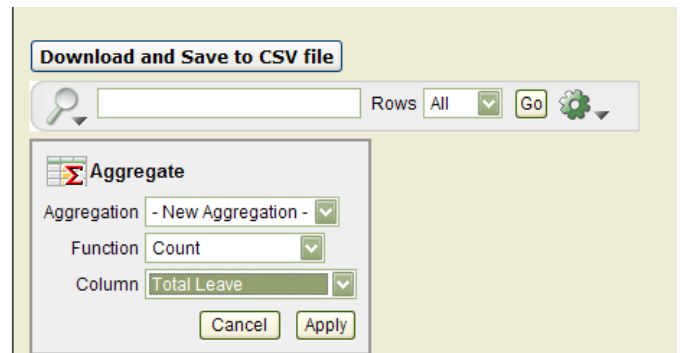
Compute

Compute will allow you to take the display that you see in the activities approved section and computed columns to your report.



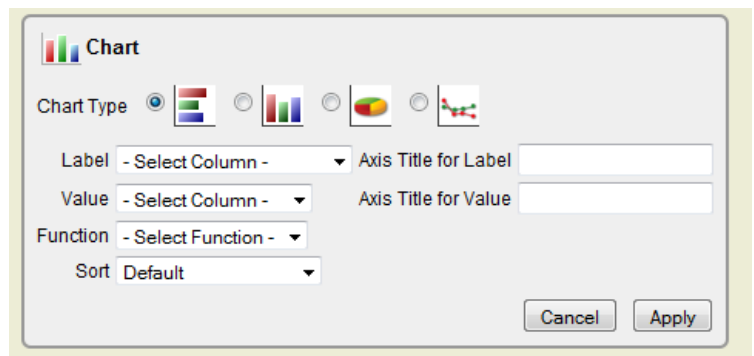
Aggregate

Aggregate will allow you to take the display that you see in the activities approve section and select specific functions such as count, sum, average, etc. You can use the aggregate multiple times with the same information. Once you choose your function your information will be displayed on the last line.



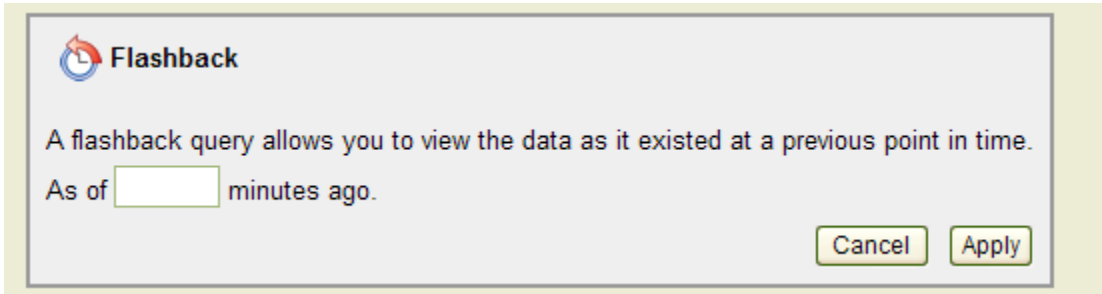
Chart

Chart will allow you to take the display that you see in the activities approved section and see that data as a chart. The available chart types are horizontal bar, vertical bar, pie or line.



Flashback

Flashback will allow you to view data as it existed at a previous point in time. Enter the time in minutes and you will see the data as it appeared at that point.

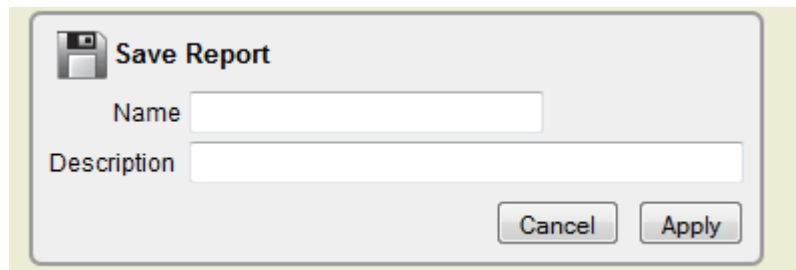


The image shows a dialog box titled "Flashback" with a circular arrow icon. The text inside reads: "A flashback query allows you to view the data as it existed at a previous point in time. As of minutes ago." At the bottom right, there are two buttons: "Cancel" and "Apply".

Save Report

Once you have generated a report with the results you want, you have the option to save the report for future use. Once you click on the save report you will be prompted to enter a report name and description.

The next time you go into the interactive reports, the report you will saved will be available on a tab for you to view.



The image shows a dialog box titled "Save Report" with a floppy disk icon. It contains two input fields: "Name" and "Description". At the bottom right, there are two buttons: "Cancel" and "Apply".

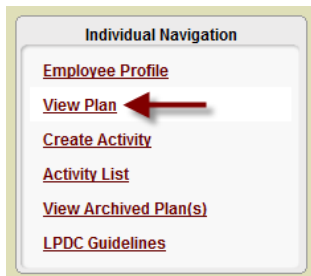
Reset

Reset will reset the report to its default settings incase you just need to start over.

Archive Plan

When you need to start a new plan:

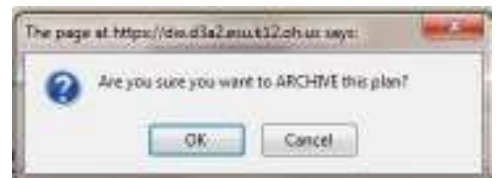
1. Click on View Plan.



2. When your plan is displayed click on Archive Plan.

A screenshot of a web form titled "View Individual Professional Development Plan". The form contains the following information:
Plan Template: District Template
Name of Plan: 2010-11 Plan
Committee Name: District LPDC
Approving Supervisor: Maria Principal
Applies to Certificate(s):
Certificate Information:
Name: Cheryl Lynn Cronbaugh Certificate Status: Renew
Grade: 6 Year Issue Date: 03/14/2008
Type: Elementary (1-8) Effective Year: 2008
Class: Professional Exp. Date: 06/30/2014
Plan Mission: Transition to 5 Year License
Focus: I will become a leader in emerging technology.
Plan Status: Approved
Creation Date: 05/10/2010
Revision Date:
Submission Date: 05/10/2010
Approval Date: 06/10/2010
At the bottom of the form, there are four buttons: "PRINT Development Plan", "Revise Approved", "Archive Plan", and "Create Activity".

3. You then need to click Ok to archive your plan.



View Archived Plans

To view past year's plans:

1. Click on View Archived Plans



A list of archived plans will be displayed.

View	Plan Name	Creation Date	Submitted Date	Approved Date	Archived Date	Committee Name	Chairman Name	Chairman Username	Supervisor Name
VIEW	My Plan	02/14/2010 03:16 PM	02/14/2010 03:16 PM	02/14/2010 03:18 PM	02/14/2010 03:22 PM	District LPDC	Marcia Principal	esprin@ncocc.k12.oh.us	Marcia Principal
VIEW	Plan 2	02/14/2010 03:27 PM	02/14/2010 03:29 PM	02/14/2010 03:29 PM	02/14/2010 03:30 PM	District LPDC	Marcia Principal	esprin@ncocc.k12.oh.us	
VIEW	Plan	02/14/2010 03:23 PM	02/14/2010 03:24 PM	02/14/2010 03:25 PM	02/14/2010 03:26 PM	District LPDC	Marcia Principal	esprin@ncocc.k12.oh.us	

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2. Click on View to display the plan.

View Individual Professional Development Plan

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Plan Owner: Emily Teacher
Plan Template: District Template
Name of Plan: My Plan
Committee Name: District LPDC
Approving Supervisor: Marcia Principal
Applies to Certificate(s):

Plan Mission: Renewal of 5 Year License
Focus: focus
Plan Status: Archived

Creation Date: 02/14/2010
Revision Date: 02/14/2010
Submission Date: 02/14/2010
Approval Date: 02/14/2010
Archived Date: 02/14/2010

[PRINT Development Plan](#)

Plan Focus

Focus - Part 1: Describe the area(s) of focus and state specifically what you plan to do to engage in professional learning in
My professional development activities will focus mainly on the following areas:

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

Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

HOW TO WRITE A GOAL

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will acquire</i>	<i>Multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a building level book study</i>	<i>January – March 2008</i>
<i>I will investigate</i>	<i>Interdisciplinary strategies</i>	<i>to incorporate more connections between core subjects in my classroom</i>	<i>by participating in Sustainable Developments Distance learning course on interdisciplinary education</i>	<i>Summer 2008</i>
<i>I will enhance my abilities in teaching</i>	<i>special needs children</i>	<i>to improve student learning</i>	<i>by attending ASCD Differentiation Conference</i>	<i>July 4-8, 2008</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training on Value-Added</i>	<i>April – June 2008</i>

Not

I am getting my Master’s degree

Instead

I am taking graduate coursework in collaborative learning to implement in my classroom and to work toward my Master’s degree.

Not

Going to Value Added workshop

Instead

I will acquire new ways of approaching and using data through Value-Added training and follow-up.

POSSIBLE GOALS COMPONENTS FOR YOUR IPDP

*The focus of all IPDP's should be the educator's learning goals. Select one from each column below
- Not an exhaustive list -*

<p><i>State an intention to engage in learning "I will..." (Use an action verb.)</i></p>	<p><i>Describe an area related to practice that will be the focus of the learning. (In what area of improvement?)</i></p>	<p><i>For the purpose of</i> <i>(Rationale)</i></p>	<p><i>My activities may include.....</i></p>
<ul style="list-style-type: none"> • acquire • analyze • apply research • be able to • become familiar with • become knowledgeable • become proficient in • become skillful at • build relationships • contribute to • demonstrate • develop/design • enhance my understanding of • examine • expand • explore • gain a (greater) understanding of • gain skills in • implement • incorporate • interpret • investigate • learn about • learn how to • modify curriculum • obtain skills in • practice • promote • read widely • research • study • survey • take part in • use 	<ul style="list-style-type: none"> • multiple strategies • testing students on standards • interdisciplinary curriculum units • ways to develop students' thinking skills • ways of working with special needs • knowledge of cultures of student populations • recognizing differences in students • meet needs of diverse populations • strategies to improve learning environment • strategies to manage groups of students • ways of developing positive self-concepts • organize physical space • uses of technology in the classroom • develop new instructional techniques • implementation of classroom inclusion techniques • develop effective communication with students • develop effective questioning techniques • engage students in learning • working with colleagues and staff • communicate with families • professional ethics • educational theories • age appropriateness and developmental characteristics of students • with state and federal policies • district or classroom based research • new administrative and/or managerial skills • new ways to evaluate student performance • interpret student tests 	<p>In order to</p> <ul style="list-style-type: none"> • share knowledge with colleagues • deepen understanding in <subject area> • improve classroom discipline • update policies and procedures • modify curriculum • implement, apply, or demonstrate in the classroom • contribute to the teaching profession • incorporate into lesson plans • improve student learning • contribute to school and district 	<ul style="list-style-type: none"> • taking college classes • working on a Master's degree in... • attending conferences or workshops • self-directed educational development (professional reading, research, educational travel) • mentoring • curriculum development • serving on a professional committee • grant writing • research and publishing • peer observation • National Board of Professional Teaching Standards • professional Vocational Board Certification • cooperating teacher for a student teacher • professional presentation • teaching a college course

OHIO STANDARDS FOR THE TEACHING PROFESSION

- 1** Teachers understand student learning and development and respect the diversity of the students they teach.
 - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - Teachers expect that all students will achieve to their full potential.
 - Teachers model respect for students' diverse cultures, language skills and experiences.
 - Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction and intervention.
- 2** Teachers know and understand the content area for which they have instructional responsibility.
 - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
 - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - Teachers understand the relationship of knowledge within the discipline to other content areas.
 - Teachers connect content to relevant life experiences and career opportunities.
- 3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
- 4** Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
 - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
 - Teachers use resources effectively, including technology, to enhance student learning.
- 5** Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
 - Teachers create an environment that is physically and emotionally safe.
 - Teachers motivate students to work productively and assume responsibility for their own learning.
 - Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.
 - Teachers maintain an environment that is conducive to learning for all students.
- 6** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - Teachers communicate clearly and effectively
 - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - Teachers collaborate effectively with other teachers, administrators and school and district staff.
 - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
- 7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - Teachers take responsibility for engaging in continuous, purposeful professional development.
 - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OHIO STANDARDS FOR ADMINISTRATORS

1 Administrators help create a shared vision and clear goals for their schools, and ensure continuous progress toward achieving the goals.

- Administrators lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Administrators lead the change process for continuous improvement.
- Administrators anticipate, monitor and respond to educational developments that affect school issues and environment.

2 Administrators support the implementation of high-quality, standards-based instruction that results in higher levels of achievement for all students.

- Administrators ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school and district.
- Administrators ensure instructional practices are effective and meet the needs of all students.
- Administrators advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.
- Administrators know, understand, and share relevant research.
- Administrators understand, encourage and facilitate the effective use of data by staff.
- Administrators support staff in planning and implementing research-based professional development.

3 Administrators allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Administrators establish and maintain a safe school environment.
- Administrators create a nurturing learning environment that addresses the physical and mental health needs of all.
- Administrators allocate resources, including technology, to support student and staff learning.
- Administrators institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Administrators understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Administrators establish and sustain collaborative learning and shared leadership to promote learning and achievement for all students.

- Administrators promote a collaborative learning culture.
- Administrators share leadership with staff, students, parents and community members.
- Administrators develop and sustain leadership.

5 Administrators engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

- Administrators use community resources to improve student learning.
- Administrators involve parents and community members in improving student learning.
- Administrators connect the school with the community.
- Administrators establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

OHIO STANDARDS FOR SUPERINTENDENTS

Standard 1: Vision, Continuous Improvement, and Focus of District Work

- Superintendents establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals.

Standard 2: Communication and Collaboration

- Superintendents establish processes to communicate and collaborate effectively.

Standard 3: Policies and Governance

- Superintendents work with the Board of Education to identify, prioritize, and set policies and governance procedures that maximize the success of all students.

Standard 4: Instruction

- Superintendents lead the creation of instructional systems designed for high student achievement.

Standard 5: Resources

- Superintendents manage and organize the district's resources (human, fiscal, operational, and material) to accomplish district goals.

OHIO STANDARDS FOR PROFESSIONAL DEVELOPMENT

1 High quality professional development (HQPD) is a purposeful, structured, and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused, and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

2 High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of education.

4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educator's knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 High quality professional development (HQPD) is evaluated by its short and long term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

LICENSE RENEWAL

Requirements

To renew a license every five years, the equivalent of 180 hours is needed.

1. 6 semester hours (9 quarter hours)
Course work must be related to classroom teaching and/or the area of licensure.

OR

2. 18 Continuing Education Units (CEU's) or 180 clock hours
Must be actual time on task at chosen activity (i.e. excludes lunch break, travel time)

OR

3. Course work and CEU's may be combined.

Process

- Check the issue date on your license. All CEU's/Coursework must be completed after the issue date on your certificate/license
- Complete the Individual Professional Development Plan (IPDP)
- Submit the IPDP to the LPDC Committee
- Document time, attendance and college credit with ***original*** *Certificates of Attendance* or copies of *official* Transcripts. Enter them into the PDM **within 6 months** of the conclusion of the activity.
- Maintain a file or portfolio of documentation and record professional development activities on Professional Development Manager Program (PDM).
- Obtain appropriate ODE application from your LPDC representative or committee
- Following January 1st of the expiration year for your certificate/license, submit your completed application with documentation totaling 180 clock hours (18 CEUs), or 6 semester hours to the appropriate LPDC Committee for final approval. You will make your payment on-line for the cost of your license.

For additional information on Ohio's license renewal requirements and cost please visit:

www.ode.state.oh.us/Teaching-Professional/Teacher/Certification_Licensure/cl_rct.asp

CONVERSION CHART

<u>Semester Hours</u>	<u>Quarter Hours</u>	<u>CEU's</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	
24	36	
25	37.5	
26	39	
27	40.5	

1 contact hour = .1 CEU
 10 contact hours = 1 CEU

*Contact hrs. must be converted to CEU's on LPDC verification form

COMMONLY ASKED QUESTIONS

1. *What is an Individual Professional Development Plan?*

An Individual Professional Development Plan (IPDP) is a proposed plan for professional growth completed by an educator for the purpose of renewing a license. This plan must be completed and approved by the LPDC prior to the renewal/transition of the license. This plan is to be completed in the year the current certificate/license expires for the renewal of the next cycle.

2. *Who must complete an Individual Professional Development Plan?*

All educators applying for, converting to or renewing a license will need to complete an IPDP. This plan must be submitted online to the Local Professional Development Committee (LPDC) in advance of doing any work.

3. *What is the Local Professional Development Committee (LPDC)?*

The LPDC is a committee of educators who determine whether course work and/or contact hours completed by educators meet the requirements for renewal/transition of certificates/licenses. Under this process, the LPDC reviews each educator's Individual Professional Development Plan (IPDP).

4. *Who serves on the Local Professional Development Committee (LPDC)?*

The school district elects/appoints educators and administrators to comprise their local committee

5. *Who will actually review the Individual Professional Development Plans?*

The actual review is completed by at least three educators, who are serving on the LPDC.

6. What are the requirements to renew or transition to a license?

To renew or transition to a license, you must complete either of the following or a combination of the following:

1. Six semester hours of college course work.
2. Eighteen Continuing Education Units (CEU's)

The professional development activities you participate in must take place over the life of the certificate/license you are renewing/transitioning. These activities must be consistent with your IPDP and relate to your current work assignment. To renew a license or to convert a certificate to a license, no CEU credit can be obtained for classroom experience.

7. When must my Individual Professional Development Plan (IPDP) be completed?

Your IPDP must be completed and approved by the Local Professional Development Committee **prior to** the expiration of your current certificate/license. A new or revised IPDP must be submitted each time you renew your license.

8. How will CEU activities be documented?

An Activity Documentation Voucher or Certificate of Attendance needs to be completed for each CEU option completed. **Each educator is responsible for the collection and retention of his/her own activity vouchers.**

Professional Development Activities should be entered into the Professional Development Manager (PDM) by the educator **within 6 months of the conclusion of the activity**. Certificates of Attendance should then be submitted for verification to the LPDC **within 90 days**. The LPDC will enter a verification code into the PDM program to signify acceptance of activity.

9. Do I need prior approval before engaging in CEU activities?

The majority of activities on the CEU options list require no prior approval. However, educational projects, field trips for students, self-directed educational development, related work experiences, or externships should be approved in advance by the LPDC.

10. How many Individual Professional Plans (IPDP's) must I have?

Each educator will have one IPDP. Some educators hold multiple certificates; which may all be addressed in one IPDP. However, the work done to acquire CEU's may be used toward multiple certificates if the work is accomplished within the certificate cycle and meets the goals listed on the IPDP. An IPDP can be developed that addresses more than one area of certification/licensure. The plan must address the district goals, building goals, and student needs within the context of areas of certification/licensure, classroom teaching, and individual needs. Professional development activities can be applied to more than one of the areas of certification/licensure if the activities align with stated IPDP goals in an approved plan and the activities have taken place since the last renewal of the certificate or license to which they are being applied for renewal. Only one IPDP is required for each educator.

11. What if my work assignment changes?

If there is a significant change in your work assignment, you may need to revise and resubmit your IPDP. However, all activities accumulated prior to the revision of your IPDP will be applied to your 18 CEU requirements.

12. What if I move to another district or cease employment before my certificate/license expires?

Completed professional development activities approved by an LPDC are expected to be honored by other LPDCs. Upon employment by a new district, you will need to complete an IPDP under the procedures and criteria of the new LPDC for approval of any remaining work needed prior to renewal. It is your responsibility to maintain the approved/signed authorization form and submit it to your new LPDC or the Ohio Department of Education at the time of application renewal.

13. How do I make changes to my IPDP?

Your IPDP may be revised/changed at any time by using the Professional Development Manager (PDM). Your newly revised IPDP should then be sent to your local LPDC Committee for approval.

14. What about substitute teachers?

Substitute teachers have two options. They may use the six semester hour requirement and apply for renewal directly to the State Department of Education, or they may participate in the Local Professional Development Committee as any other educator in the area.

15. What certification/licensure services does the LPDC not provide?

- The LPDC does not upgrade provisional licenses to professional licenses, renew or approve supplemental licenses or validations, or add new areas to a license.
- The LPDC does not renew licenses of individuals who are not currently in the educational setting or under contract with a school.
- The LPDC does not renew the certificates or licenses of some Ohio Department of Education certificate holders who also hold licenses from their respective State of Ohio licensing boards (i.e. school audiologists, school

social workers, school speech-language pathologists, school nurses, occupational therapists, physical therapists). Those listed here will continue to be handled directly by the Ohio Department of Education.

16. *What is quality professional development?*

Ohio's vision for transforming professional development is based on the belief that quality professional development

- Results in improved student learning
- Balances individual priorities with the needs of the district, school, and students.
- Extends beyond traditional course work and workshops to meaningful job-embedded activities.
- Allows educators to connect their learning to the contexts of their teaching.
- Requires educators to be responsible for their own professional development and ensure educator quality.
- Supports a clearly articulated vision for students.
- Focuses on license/certificate renewal as a by-product, not as a purpose.

17. *Who must have renewal/transitioning requirements approved by an LPDC?*

If you are employed in an Ohio chartered school (public or private) and are:

- Transitioning from a certificate to a five-year license, or
- Renewing a five-year license

You must submit your documentation to your LPDC for approval before the application is sent to the Ohio Department of Education.

18. *Will I still be able to use my years of experience to reduce my renewal requirements?*

No, licensure does not allow credit for experience.

19. Under what circumstances will an educator apply directly to the Ohio Department of Education rather than through an LPDC?

- If you are currently employed or are working in an institution without an LPDC
- If you are applying for a new license, or are adding areas
- If you are renewing substitute, or one-year vocational licenses

20. How do I renew my ODE certificate/license if I hold a license through another professional board?

If you hold the following ODE certificates/licenses you do not renew through an LPDC:

- School social workers
- School audiologists
- Speech-language pathologists
- School nurses
- Physical therapists
- Occupational therapists
- PT assistants, and
- OT assistants

You must maintain your licensure through your respective board and send your application directly to ODE, with a copy of your professional license, to renew ODE certificates/licenses.

LPDC APPEAL PROCESS FORM

Name of person requesting appeal: _____

Date: _____

It is the appellant's responsibility to select a certified or licensed educator to serve as his/her choice on the Third Party Review panel. On the line below, please write the name of the person you have requested to serve.

Name: _____ Address: _____

Home Phone: _____

Please supply the names of five other **certified or licensed** educators who you would not object to as being on the third mutually agreed upon panel member.

Name	Address	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LPDC APPEALS NOTIFICATION

____ Agreement has been reached on the selection of the panel members. They are as follows:

_____ (LPDC choice)

_____ (Appellant's choice)

_____ (Mutual choice)

The Third Party Review will occur on (date) _____ at _____ am/pm

You may be present at this review.

____ Agreement has *not* been reached on the selection of panel members. On the back of this form, please supply us with five additional names.

Signature of LPDC Representative

Date

RECIPROCITY FORM FOR EDUCATORS LEAVING AN LPDC

This verifies that the following educator had an approved Individual Professional Development Plan and that

Printed/Typed Name of Educator

License No.

Has completed the following credits toward completion of the plan since _____
(date)

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved professional development activities (CEU's)

_____ Copy of IPDP attached

LPDC Chairperson Signature

Date

Please print:

Name of LPDC Chairperson _____

Name of School/District _____

LPDC IRN _____

LPDC Address _____

Chairperson email address _____

Antwerp LPDC

Preapproval Form: To be submitted *prior* to engaging in PD

Name:	IPDP Approval Date:
Teaching/Work Assignment:	
District & Building/School Name:	
Date(s) of Professional Development:	
Location of Professional Development:	
Title of Professional Development: (Specify)	
<p>Type Select one or more as appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> College/university course <input type="checkbox"/> Ongoing series of workshop sessions <input type="checkbox"/> Conference <input type="checkbox"/> Single workshop <input type="checkbox"/> Professional Learning Team/Community Involvement <input type="checkbox"/> Independent study/action research <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> District leadership team, LPDC, curriculum development, school improvement <input type="checkbox"/> Coaching/mentoring student teachers, new teachers or teachers in need <input type="checkbox"/> Other, not listed above: (Specify)_____ 	
Description and Goals of PD	
Number of contact hours	Number of CEUs requested

Signature of applicant _____ **Date**_____

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

Revise/Resubmit

Revision Advice:

-OR- Approved as written

Approval Signature _____ **Date**_____

Antwerp LPDC

Evaluation of Approved Professional Development [Completed *after* the PD experience]

Directions: Complete section I and II

I. Alignment to Ohio Professional Development Standards. The standards are listed on page 26-35 of this handbook. Answer only those which apply to this PD experience.

Standard 1: How is this PD purposefully structured to occur over time?
Standard 2: What data source guided you toward this PD?
Standard 3: How does this PD include opportunities for collaboration?
Standard 4: How does the PD include varied learning experience to accommodate adult learning needs?
Standard 5: Evaluate the PD as to its short- and long-term impact. Be as specific as possible.
Standard 6: How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? BE SPECIFIC

Antwerp LPDC

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation (Check all that apply.)

- Certification of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc...
- Other: (Specify) _____

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

Revise/Resubmit

Revision Advice:

-OR- Approved as written

Approval Signature _____ Date _____

Antwerp LPDC

For LPDC Approval

Webinar Participation Form

Webinar title	
Date & Time	
Associated URL	
Hosting organization/entity	<i>Provide the name of the host and include names and credentials of presenters or featured speakers, if known.</i>
Webinar Goals & Objectives	
Contact hours	<i>Specify actual hours of engagement. (Attach documentation if possible)</i>
Participant role	<i>For example: Listening to presenters, participation in individual and group activities, exploration of relevance and potential applications of workshop content to local situation, interactive dialogue and questions with presenters and/or colleagues.</i>

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

I understand that I am responsible for conveying this information to my Local Professional Development Committee in a manner consistent with their local guidelines.

Participant (Print)

Signature

Date

Creating a Plan in the Antwerp Employee Kiosk for LPDC:

Log in to your account on the Employee KIOSK.

Click on the Apps button in the middle of the top blue strip. Then click on IPDP.

At the top left corner click on the four white short lines to the left of the circles, click on the link “create plan”.

1. Select the Antwerp Teacher IPDP Template (or your correct Department Template) owned by Antwerp LPDC Committee.
2. The name of the plan can be whatever you want it to be.
an example: Dan Lehman License Renewal 2024
3. **When ask for APPROVING SUPERVISOR = You must select NONE**
4. For mission you need to select if your plan will be for a
 - 1 year renewal
 - Other
 - Renewal of a 5 Year License
 - Transition to a 5 Year License
5. The open text box in Focus lets you type in the areas you want to focus on when seeking professional development opportunities.
6. You will need to select the focus area statements that your plan will meet by clicking on the box next to the statement.
7. You can save your plan to work on later by clicking on the Create and Save Plan to Work on later icon.
8. You can click on the Create, Save and Submit plan for approval icon to submit plan for approval icon to submit your plan for approval.

To go back and work on your plan at a later time:

1. Click on view plan.
2. Click on Edit Plan if you want to make more changes before submitting it for approval. If you do make changes you can save your plan again or submit it for approval.
3. If you are ready to submit your plan for approval without any editing, click on Submit Plan for Approval.
4. If you submit your plan for approval, you will receive a message that your plan has been saved successfully and submitted to LPDC for approval.

We will hold all plans for committee approval at our scheduled meeting dates throughout the school year. Once your plan has been approved, an approval date will display in the approval date field. You must have an approved plan in place before any activities can be entered into the system.

Submitting hours into the Antwerp Kiosk for LPDC:

1. Log in to your account on the Employee KIOSK.
2. Then click on the Apps button in the middle of the top blue strip. Then click on IPDP.
You must have an approved plan in place before any activities can be entered into the system.
3. At the top left corner click on the four white short lines to the left of the circles, click on the link “create activity”.
4. Complete each field with an asterisk:
Enter activity name
Enter activity begin and end dates
Select [check box] of the certificate that you want to apply these hours to.
Ex. If you have a Pupil Activity Permit, you will want to leave that box unchecked or blank and check your Teaching Certificate box.
Click on appropriate Verification Method (certificate, agenda, transcript, etc)
Add provider or name of organization that sponsored workshop/conference
APPROVING SUPERVISOR = NONE
Enter credits: semester or contact hours (select appropriate box and enter your hours)
Enter a brief description
Enter an activity focus – “main idea of hours”
5. Click on “Create Activity Request” button in the bottom right hand corner.
6. Then review information for accuracy.
7. It is possible to attach an electronic copy of your documentation.
Click on “Add New Attachment to this Activity”.
Click on Choose File.
Click on the document.
Click on “Add attachment”.
Check to make sure it is listed.
8. Click on “Submit activity for **FINAL APPROVAL**.”

As of right now, please continue to send a copy of your Certificate of Attendance or your Transcript to the Antwerp School LPDC for approval.