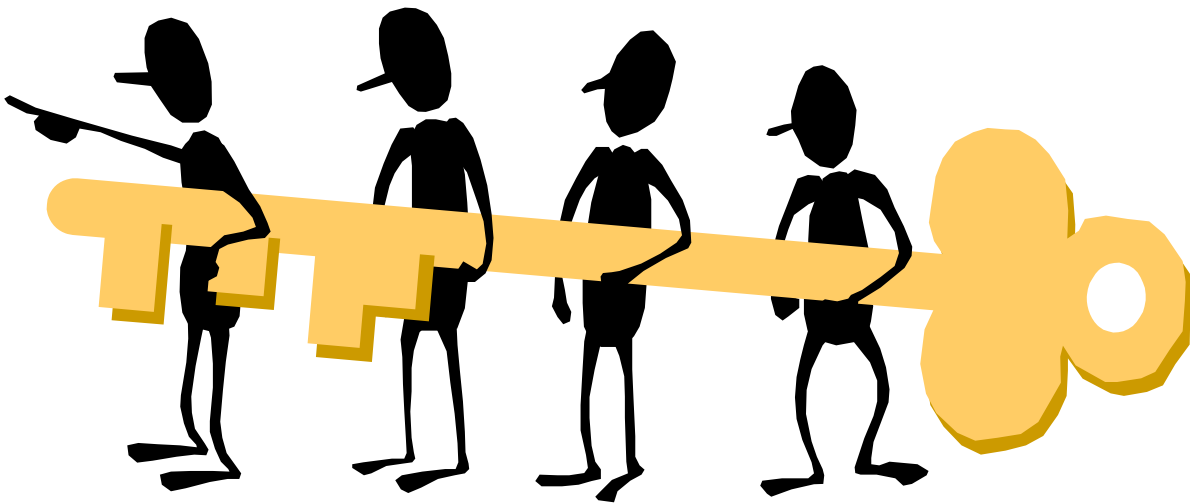


CLOVERLEAF LOCAL SCHOOLS'

**Local Professional Development
Standards & Guidelines
for
Renewal of Teacher's
Certificates/Licenses
2011-2012 School Year**



The Cloverleaf Local LPDC meets the fourth Monday of the Month in the high school library at 4:00. All are welcome. Come to submit papers or ask questions.

Entire Handbook has been revised, July, 2011



Dear Cloverleaf Staff Member,

Your Cloverleaf Local Professional Development Committee is pleased to present you with this handbook to assist you in renewing your certificates, transferring to or applying for licenses, and organizing your CEU-related activities. LPDCs are responsible for approving Individual Professional Development Plans (IPDPs) and determining whether coursework or professional development activities are HQPD and meet the requirements of license renewal. This booklet contains information to renew, upgrade, or convert to license. **Please read it carefully; most of your questions will be answered in this book.**

In your packet you will find color-coded forms to be used as you renew your certificate/license. Refer to the table of contents for specific location of this information.

New staff members should use their Personal Status forms to keep track of their own timelines, certificate expiration dates, etc. This form is your personal file & does not need to be handed in. **Note: Teachers are fully responsible for keeping all their records and information for renewing licenses. You are also responsible for keeping track of license expiration dates.**

Staff members who are transitioning to a license or renewing a 5-year license need to fill out and submit their Individual Professional Development Plan (IPDP) to the LPDC as soon as they receive their latest certificate. **The LPDC cannot accept any coursework/CEU's toward licensure until an approved Individual Professional Development Plan is on file with the LPDC.**

Staff renewing a license must have both a BCI and FBI background check . These are available at the ESC for \$30.00 each. Call Tori Griffith at (330) 723-6393 for information.

The optional forms in the packets are for obtaining prior approval for college or CEU credit. These should be used if there is any doubt about whether credit or CEU's will be accepted toward renewal of a particular certificate or license.

Please remember the district on-line training program (Public Works) courses are acceptable to use as CEU's if they are related to your teaching field and IPDP.

Please be aware of diverse criteria if you hold multiple certificates/licenses.

Thank you,

Cloverleaf LPDC

NOTIFICATION OF PUBLIC RECORD – An LPDC is a public body that must operate under the sunshine laws. Therefore, all documents that are part of the LPDC process are public documents. Educators should be aware of this and be sure that IPDP's are written professionally.

Requirements & Responsibilities

The Legal Basis for LPDCs

In 1996, Ohio's General Assembly authorized the establishment of Local Professional Development Committees (LPDCs) and mandated that such be established in every school district and chartered nonpublic school by September 1998 (Ohio Revised Code 3319.22). **The purpose of the committees is to review the coursework and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of licenses have been met, with the exception of profession pupil services licenses that require credentialing through related licensure boards.**

Other educational agencies* may establish Local Professional Development Committees on their own or in collaboration with a school district or other agency having authority to establish them, and shall be structured in a manner comparable to the structures prescribed for school districts.

Based on Local Professional Development Committee review and approval, the Ohio Department of Education issues licenses valid across the state of Ohio. Review by a Local Professional Development Committee does not mean the educator is qualified to work only in that district; the license is valid in any district in Ohio.

*including but not limited to the Department of Education, Educational Service Centers, County Boards of Developmental Disabilities, Regional Professional Development Centers, Special Education Regional Resource Centers, college and university departments of education, Head Start programs, the Ohio SchoolNet commission and the Ohio Education Computer Network.

The Specifications of Ohio Revised Code Section 3319.22

The requirements in law for Local Professional Development Committees (LPDCs) vary depending on the type of district or organization establishing and maintaining the LPDC. These types of districts or organizations include the following:

- Public school districts with collective bargaining units;
- Public school districts with no bargaining units;
- Chartered nonpublic schools;
- Nonschool entities.

Regardless of the type of district or organization, all LPDCs will include at least five (5) total members and a majority of teacher members. For LPDCs, a teacher is someone working under a teaching certificate or license and employed under a teaching contract.

LPDC Requirements in Law for Public School Districts with Collective Bargaining Units

LPDCs will be established following the collective bargaining agreement in effect.

If there are no specifications for selecting members, the exclusive representative of the district's teachers will select teacher members and replacements in cases of vacancy.

If there are no specifications for the establishment of the LPDC, the district's Board of Education will establish the following:

1. Committee structure – the number of committees; the distribution of teacher, administrator and other members on each; the scope of the committee (district-wide, by building, by grade level or by license type).
2. Selection of administrative members and replacements in case of vacancy.
3. Term length of members
4. Frequency, time and place of meetings

The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Responsibilities of the Local Professional Development Committee

Local Professional Development Committees are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal.

To fulfill their responsibilities, LPDCs need to:

Be informed:

Know the district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan;

Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal;

Ensure that educators' coursework and other professional development activities meet the standards for renewal of licenses;

Register the LPDC with the Ohio Department of Education *annually* on this page and

Submit LPDC signature verification to Ohio Department of Education *annually*.

Educate and assist all members:

Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC;

Align to the Ohio Professional Development Standards (available on this page) and

Promote High Quality Professional Development (HQPDP) as defined by the Ohio Professional Development Standards (See the Professional Development Standards available here and *Organizing for High Quality Professional Development* available for download from this page.

Establish and abide by operating procedures:

Develop an IPDP format for use by educators;

Follow criteria established by ODE for evaluation of educators' IPDPs;

Establish operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities;

Develop and use criteria for awarding Continuing Education Units (CEUs) based on educators' contact hours;

Use the form —Verification Form for Educators Leaving the LPDC| available on this page, and

Periodically evaluate LPDC operations for effectiveness, timeliness, efficiency and professional courtesy.

Communicate clearly and maintain records:

Establish communication procedures to keep all constituents up-to-date on LPDC matters;

Communicate to all constituents in a regular and systematic way;

Keep records of LPDC matters according to statute; and
Encourage educators to maintain their own records as well.

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.

Responsibilities of the Educator

Be informed:

Meet licensure requirements in a timely manner, including the submittal of the licensure renewal applications;
Know the professional development and renewal application requirements for educator licensure, including the meaning of license issuance and expiration;
Choose coursework and other professional development activities that align with the appropriate Ohio Educator Standards (available on this page), and
Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.

Abide by LPDC operating procedures:

Follow the LPDC procedures, criteria and timelines for reviews of IPDPs;
Submit the IPDP for LPDC approval soon after receiving a new or renewed license;
Obtain LPDC approval of the IPDP *before* engaging in professional development for licensure renewal; professional development that is done either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.

Maintain records:

Keep records of all licensure and LPDC transactions including the LPDC review and approval/request for revision of an IPDP transcripts for coursework
required documentation for equivalent other activities (EOAs)

Guidelines for Local Professional Development Committees

Plan of Operation

A Plan of Operation is the description of the way in which a Local Professional Development Committee (LPDC) fulfills its responsibilities. The plan outlines the purpose, guiding principles, timelines and processes through which the LPDC carries out its function of determining whether the coursework or equivalent professional development activities proposed by educators seeking the renewal of a license meet the requirements of Ohio's Teacher Education and Licensure Standards.

A thorough, well-developed Plan of Operation is critical to the success of an LPDC. A Plan of Operation should include the following elements, which are described in more detail below:

Philosophy;

Purpose;

Criteria for coursework or professional development activities (see *Organizing for High Quality Professional Development*);

Relationship among the LPDC, the building's improvement plan, the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan, and local professional development activities;

Composition of the membership, selection of members and terms of office;

Operational procedures;

Reflection and revision;

Forms.

Philosophy

A clear statement of beliefs and values that govern the operation of the LPDC, the philosophy may be based on the vision or mission statements of the school or district that the committee serves. It should express the committee's understanding of the nature of professional development and the relationship between High Quality Professional Development (HQPD) and the improvement of educational practice.

Purpose

This element of the plan outlines the task of the committee. LPDCs are responsible for approving Individual Professional Development Plans (IPDPs) and determining whether coursework or professional development activities are HQPD and meet the requirements of license renewal.

Criteria for Coursework or Professional Development Activities

This element describes in detail the criteria by which an IPDP's goals and activities will be evaluated. These criteria provide the basis for the evaluation of whether the IPDP meets the needs of the district, the school, the educator and the students. This element is the essence of the Plan of Operation for the review and approval of an IPDP and the subsequent coursework or professional development activities taken.

LPDCs are encouraged to ground their criteria in the Ohio Educator Standards.

Relationship among the LPDC, the building's improvement plan, the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan, and local professional development activities

Because the IPDP must reflect the needs of the district and the school, the LPDC Plan of Operation should insure that LPDC members are familiar with the CCIP or Strategic Plan of the District and the school and that the LPDC criteria are appropriately aligned.

Composition of Membership, Selection of Members and Term of Office

The membership of the LPDC, the selection of members and the terms of office must be established in accordance with Ohio Revised Code Section 3319.22 (see Part 1 and Appendix of this document).

Operating Procedures

This section outlines specifically how the LPDC will operate. It includes the following:

- o The procedures, criteria and timelines for the review and approval of IPDPs, coursework and other professional development activities;
- o The frequency and location of meetings;
- o The duties of committee members;
- o The process for selecting the committee chair;
- o The process for reviewing and approving IPDPs and documenting the review process;
- o The decision –making processes;
- o Methods and dates for internal and external communication, including the notification of educators regarding LPDC decisions;
- o Guidelines for maintaining records;
- o Procedures and timelines for handling appeals;
- o The system for verification of professional development to educators; and
- o The mandate to electronically register and provide signature verification to ODE **annually**.

Reflection and Revision

The LPDC should establish a process of self-assessment, which should include consideration of the views of district educators regarding the effectiveness of the committee's work, procedures and criteria. The results of this self-assessment should be used to redesign and revise the Plan of Operation as necessary. All changes should be made with the advice and knowledge of the educators represented by the LPDC.

Reciprocity

In addition to facilitating the license renewal process, the LPDC represents local collegial efforts to support and maintain a high quality teaching force throughout Ohio. In that collegial spirit, LPDCs should honor the efforts of educators who move into the district with a current IPDP approved by their prior LPDC. Educators should use the *Verification Form for Educators Leaving the LPDC*, referred to in the forms section.

When an educator leaves employment in a district, the former LPDC **must** provide verification of the approval of the educator's IPDP and any coursework and professional development completed by the educator and accepted by the LPDC, using the *Verification Form for Educators Leaving the LPDC*. The LPDC should encourage the educator to approach the new LPDC as soon as possible with the ongoing IPDP to complete the reciprocity transfer.

When an educator takes employment in a new district, the new LPDC **must** honor the coursework and other professional development activities that a newly-hired educator had completed pursuant to an IPDP approved by their former LPDC prior to employment in the new district. As soon as possible *after* employment and *before* engaging in any additional coursework or professional development activities, the newly-hired educator must submit an IPDP in accordance with the operating procedures of the new district.

Appeal 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.

Although the mandate requiring an appeal process is clear, **the LPDC is responsible to construct and implement it**. To construct or revise the local appeal process, the LPDC should first **ensure that the operating procedures, timelines, forms and criteria are explicitly stated in writing and communicated to all educators served**. To reduce confusion, potential disagreements and eventual appeals, clearly communicate expectations on the following **LPDC** basics:

The criteria, format and directions for preparing the IPDP;

The criteria, procedures and timelines for the approval of IPDPs and the acceptance of coursework and other professional development activities;

The communication system in place between and among the LPDC and its constituent educators;

The revision and resubmission process for non-approved IPDPs, coursework and other professional development activities;

The recordkeeping policies and processes of the LPDC; and

The process by which an educator may appeal a decision rendered by the LPDC.

Because the appeals process is determined locally, specific features may vary from one LPDC to another.

However, every LPDC's appeal process should provide for **at least** two stages of review: *reconsideration and third-party review*.

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.

This is the method Cloverleaf Local Schools will utilize, if needed.

Professional or Associate License Renewal (and Certificate Transition)

Note: This section of the document addresses requirements *only* for those educators who are currently employed in a school, school district or an agency or institution registered with the Ohio Department of Education that has established a Local Professional Development Committee (LPDC).

Licensed or certificated educators who are not connected to an established LPDC must apply for renewal or transition directly through the Ohio Department of Education, Office of Educator Licensure. Since there would be no LPDC to review the other professional development activities and award Continuing Education Units (CEUs), educators in this situation are able to use *only* college or university coursework toward renewal requirements.

Local Professional Development Committee Authorization

Which situations are managed by an LPDC?

Transitions to the 5-Year License from an 8-Year Professional Certificate issued prior to July 2007.

Renewals of the 5-Year License from a 5-Year Professional License or a 5-Year Associate License

Who must work through an LPDC?

All teaching, non-teaching and associate personnel (including interpreters and treasurers) who
o hold a certificate, a professional or an associate 5-year license, **and**
o are employed full- or part-time in the school, school district, agency or institution the LPDC represents, **and**
o who wish to fulfill the license renewal requirements.

Who may work through an LPDC?

Educators who hold certificates or 5-year licenses who substitute teach or interpret on a regular basis in the school or district the LPDC represents may work with the LPDC *if* its operational procedures include that provision. If there is no such operational procedure, substitute teachers must work directly with the Ohio Department of Education in order to fulfill license renewal requirements.

Who is exempt from working through an LPDC?

School social workers, school speech-language pathologists, school nurses, audiologists, occupational therapists, physical therapists, occupational therapy assistants and physical therapy assistants are required to maintain licensure through their respective Ohio professional board. To renew five-year professional Ohio Department of Education pupil services licenses in these areas, educators must maintain their other board license. By doing so, they meet all Ohio Department of Education renewal requirements and therefore, *do not need to work through the LPDC*. These educators renew their license by submitting a renewal application with proof of current professional license directly to the Ohio Department of Education.

While ODE-licensed school counselors and school psychologists are not required to maintain concurrent professional licensure through the Ohio Counselor, Social Workers and Marriage and Family Therapy Board (counselors) or the Ohio State Board of Psychology (psychologists), some individuals do hold both the ODE license and a professional board license. Holders of five-year professional ODE pupil services licenses for school counselor or school psychologist *who also hold* a corresponding professional board license may renew the ODE license based on maintaining licensure through the respective professional licensure board, and do not need to work through an LPDC. Holders of five-year professional ODE school counselor or school psychologist licenses who *do not* maintain a concurrent professional board license are required to work through the LPDC to renew their ODE licenses.

Holders of two-year provisional teaching, principal or school counselor licenses do not work through the LPDC to renew provisional licenses or to advance from a provisional license to a professional license.

Individuals apply directly to the ODE Office of Educator Licensure to renew a provisional license, in order to obtain another provisional license *if they have not had the opportunity to complete the induction program or entry year program* associated with moving from a provisional to a professional license.

Individuals *who have completed the instructional mentoring program* also apply directly to the ODE Office of Educator Licensure, having had their application signed by the superintendent or designee and the mentor. Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license.

Educators holding two-year provisional Career-Technical Licenses from the 24 Semester Hour Preservice Preparation Program *do not work through the LPDC* either to renew the provisional license or to advance from the provisional to the professional license. Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license

Educators holding an alternative educator license, alternative principal license or alternative superintendent's license *do not work through the LPDC* to renew the alternative license or to advance to a standard provisional or professional license. Once a professional license is obtained in the area in which the alternative license was formerly held, regular LPDC procedures apply to the renewal of the professional license.

Educators holding a one-year temporary pupil services license or one-year supplemental teaching license *do not work through the LPDC* to renew the temporary or supplemental or to advance to the standard provisional or professional license in the area in which the temporary or supplemental license was held. Once a professional license has been obtained in the area, regular LPDC procedures apply to the renewal of the professional license.

Individual Professional Development Plan

If an educator is employed in an Ohio school, the 1998 Teacher Education and Licensure Standards state, —Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to the approval of the local professional development committee.

To ensure that all appropriate professional development activities may be considered to meet renewal requirements, the Individual Professional Development Plan (IPDP) should be written and submitted to the LPDC for approval as soon as possible after the issuance of the license to be renewed. After an approved IPDP is on file, the LPDC is able to grant credit for professional development activities in accordance with the LPDC's Plan of Operation.

To qualify for licensure renewal, the educator must complete one or a combination of the following:

Six (6) semester hours of coursework related to classroom teaching or the area of licensure;

Eighteen (18) continuing education units (CEUs) which represent 180 contact hours of professional development OR engagement in equivalent other activities (EOAs) related to classroom teaching or the area of licensure as approved by the LPDC of the employing school, district or agency since the issuance of the license to be renewed.

The second renewal of the professional teaching license shall require the completion of a master's degree, or thirty (30) semester hours of graduate credit in classroom teaching or an area of licensure.

For those individuals who initially held a provisional and/or professional teaching certificate, this requirement for the second renewal of the professional license does not apply.

In either case, a minimum of six (6) semester hours, eighteen (18) continuing education units or equivalent other activities shall be completed during the second renewal cycle even if the individual already holds a master's degree or has completed a cumulative total of 30 semester hours of graduate credit.

The primary responsibility of the Local Professional Development Committee (LPDC) is to review educators' Individual Professional Development Plans (IPDPs) and ensure that the identified goals and strategies are relevant to the needs of the district, the school, the students and the educator. Such decisions should be based on the committee's local criteria and be aligned to the Ohio Professional Development Standards. To ensure that educators engage in appropriate professional development activities, the IPDP must be submitted and approved *prior to beginning* the coursework or activities for which the educator seeks approval.

The development of IPDPs allows educators flexibility in selection of personally meaningful coursework, workshops and professional development, provided it aligns with district goals and the Ohio Standards for Professional Development. Detailed guidance to the development and approval of the Individual Professional Development Plan (IPDP) is available in the booklet, *Organizing for High Quality Professional Development*.

Not all professional development need be college courses or workshops; in fact, the highest quality professional development is neither. The following Equivalent Other Activities (EOAs) fall under the category of professional development:

- Conference
- Single workshop
- Professional Learning Team/Community Involvement
- Independent study/action research
- Professional educational organization activities
- District leadership team, LPDC, curriculum development, school improvement
- Coaching/mentoring student teachers, new teachers or teachers in need

Local Professional Development Committee(s) across the state continue to make decisions about licensure renewal. Educators determine and set their own professional goals, using the process outlined in *Organizing for High Quality Professional Development*. By also consulting *Standards for Ohio Educators*, educators can make informed decisions regarding their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

The Individual Professional Development Plan (IPDP) identifies an educator's goals for learning. The process of preparing and submitting an IPDP requires educators to

- Examine their practice;
- Determine individual priorities and goals;
- Complete the IPDP according to LPDC policy; and
- Obtain pre-approval from the LPDC (per district policy).

LPDC should provide educators all the materials required to prepare an acceptable IPDP. The Ohio Department of Education provides IPDP templates and supporting documents on the web. Though LPDCs are not obligated to use these forms, LPDCs should see that their forms align to the Ohio Standards for Professional Development and require educators to examine their own practice against the appropriate set of educator standards.

Educators are responsible to maintain their IPDPs and any required documentation for activity and course approval. *Keep copies of all materials submitted to the LPDC. It is the educator's responsibility to complete the IPDP and its accompanying professional development according to the LPDC's policies and timelines.* Be aware of the LPDC's meeting schedule and plan your submissions accordingly.

Timely Submission of Applications

Upon determination by the LPDC that all requirements for renewal have been met, send the application form, with the applicant's signature, signed by the LPDC designate with the proper fee attached to *Medina County Educational Service Center, 124 West Washington Street, Medina, Ohio 44256*

Requirements for Second Renewals

The second renewal of the professional teaching license requires the completion of a master's degree, or thirty semester hours of graduate credit in classroom teaching and/or an area of licensure.

For those individuals who initially held a provisional and/or professional teaching certificate, this requirement for the second renewal of the professional teaching license does not apply.

Whether an individual must meet the master's degree or graduate credit requirement for the second renewal of the professional teaching license, or need not meet it due to holding a certificate as the initial Ohio credential, a minimum of six semester hours, eighteen continuing education units or other equivalent activities shall be completed during the second renewal cycle, *even if* the individual already holds a master's degree or has completed a cumulative total of 30 semester hours of graduate credit.

Second Renewal for Five-Year Professional Career Technical Teacher License

At the second renewal of a five-year professional career-technical teacher license initially issued on the basis of a high school diploma, the teacher must evidence completion of an associate degree or the equivalent in the area of specialization or a baccalaureate degree in classroom teaching or the area of specialization.

Completion of the associate degree or the equivalent in the area of specialization or a baccalaureate degree in classroom teaching or the area of specialization will be verified through submission of official transcripts to the Ohio Department of Education along with the application for the second renewal.

Those individuals who initially held a provisional or professional vocational teaching certificate are not subject to the associate or baccalaureate degree requirement.

Administrators, School Treasurers, School Business Managers, Supervisors

When an administrator's coursework plan is being discussed or voted upon, the LPDC shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

Renewal Requirements for Expired Licenses (and Certificates)

Professional and associate licenses that have lapsed for *up to five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of nine semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed.

Professional and associate licenses that have lapsed for *more than five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of 12 semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed.

Renewal or Transition after Retirement or Termination of Employment

When an educator retires or takes employment in a new district, the former district will provide verification of the IPDP approval, including coursework and continuing education that is completed and accepted. Completed professional development activities approved by an LPDC must be honored by other LPDCs and by the Ohio Department of Education.

It is the educator's responsibility to request and retain the approved and signed form, *Verification Form for Educators Leaving the LPDC*, available on this page, and submit it to the new LPDC at the time of employment in the new district; or if no longer employed by a district to the Ohio Department of Education at the time of application for renewal.

If the plan was not completed in total, a new plan to address the time period remaining in the renewal cycle will have to be written and approved by the new LPDC. Or, if the educator is not employed, the remaining credits will have to be completed by taking coursework at a college or university prior to application to the Ohio Department of Education.

Renewal Requirements for Expired Licenses (and Certificates)

Professional and associate licenses that have lapsed for *up to five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of nine semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed. Professional and associate licenses that have lapsed for *more than five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of 12 semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed.

GOALS AND OBJECTIVES

The following are basic goals that may assist you in writing your individual Professional Development Plan (IPDP). The most effective goals are those aligned with the district vision and mission statement. Our Mission Statement (philosophy) is as follows:

The mission of the Cloverleaf Local Schools, a unified community committed to an interactive approach to life-long learning, guarantees all students an excellent education that prepares them for life's challenges, by providing innovative instruction filled with engaging, experience-based opportunities, delivered by highly qualified educators in a safe, stimulating, and respectful environment.

Goals:

1. Align instruction, curriculum and assessments to Ohio's Academic Content Standards. The Board of Education will promote alignment to the standards in an effort to increase student achievement.
2. Learn tenets of effective co-teaching. The Board recognizes the advantage of having both the content specialist (regular classroom teacher) and the learning specialist (special education teacher) teaching students with special needs.
3. Practice tenets of Assessment for Learning. The Board promotes a philosophy of teaching in which grades motivate students, don't devastate them. Practices espoused by Reeves, Chappuis, Stiggins et al can be studied and emulated.
4. Develop Mastery of Basic Skills. The Cloverleaf Local Board of Education will promote the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Every effort will be made to offer each student the opportunity to master the basic skills needed to pursue his/her chosen goals.
5. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities, and Fine Arts. The Board will provide, on a continuing basis, opportunity and encouragement for each student to gain knowledge and experience in the sciences, humanities and arts.
6. Develop a Positive Self-image. The Board will respond to each student's need to develop a positive self-image and will cultivate within students the ability to determine, understand and examine their own capabilities, interest and goals.
7. Develop Skills of Constructive and Critical Thinking. The Board will foster skills of constructive and critical thinking, in order to enable each student to deal effectively with situations and problems in an independent, self-fulfilling and responsible manner.
8. Develop Skills Appropriate to a Technological Society. The Board will provide each child with information necessary to function in a rapidly changing work place.
9. Develop Respect for Others and the Law. The Board will promote the development of students who are mature, responsible citizens with respect for the rights of others and the law.
10. Gain Lifelong Learning Skills. The Board will promote an eagerness for learning which will encourage each student to take advantage of educational opportunities beyond formal schooling.
11. Gain Understanding of Value Systems, Cultures, and Heritage. The Board will provide for each student a knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.
12. Gain Understanding of Economic Roles in Society. The Board will help each student gain a critical understanding of his/her role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.

13. Gain Knowledge and Understanding of the Environment. The Board will develop within students respect for an appreciation of the maintenance, protection and improvement of the physical environment.
14. Develop Positive Health Habits and Physical Skills. the Board will help each student develop good habits concerning care of the body, avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills will be promoted.
15. Develop Within the Community a Sense of Pride in their Schools. The Board will provide communication with the community, highlighting the strengths of the education program and inviting the community to participate in school functions.
16. Continual Evaluation and Revision of Curriculum. The Board will provide through constant evaluation, curriculum that is pertinent to student needs and reflects the needs of the community at the present time and for the future.

Characteristics of Meaningful Professional Development Activities

A reference

The assertion that quality professional development is job-embedded does not mean that all traditional approaches must be eliminated. Workshops and conferences can be highly relevant to educators' learning needs, can include tasks that engage educators in meaningful work, and can serve as the impetus for significant improvements in practice.

However, since an educator who engages in quality professional development is learning continuously, a significant amount of professional development is learning continuously, a significant amount of professional development must occur on the job.

The most challenging aspect of meeting the learning goals of an IPDP through job-embedded professional development activities is distinguishing between the work of teaching – activities that are expected of all teachers – and the work of educator learning. A starting point for making the distinction is examining:

The Literature says:

Job-embedded learning meets the needs of adult learners. According to Wood, Killan, McQuarrie, and Thompson (1993), adult learners need “concrete, direct experience where they practice what they are learning.” They like to have control over their learning and are motivated by opportunities for “personal recognition, achievement, and increased responsibility.”

- ❖ *An activity's intention.* The work of learning requires making a commitment to study in a particular area related to teaching practice and setting goals for learning and for applying new knowledge in specific ways.
- ❖ *The activity's relationship to improved student learning.* Job-embedded professional development significantly enhances the everyday practices involved in educating students. “Job embedded” does not mean assigning CEU's to “random acts of learning” that occur in the course of the day or to extra duties that are assigned, such as cafeteria duty or coaching volleyball. Rather, job-embedded professional development uses an educator's work in the classroom and with colleagues as a context for inquiry, reflection, problem-solving and other structural learning activities.
- ❖ *How reflection and feedback will shape learning.* Most job-embedded professional development includes observing and reflecting on the impacts of the learning that has occurred. It also may involve feedback from experts, peers, and students. When expected results do not occur, educators analyze problems, correct and refine their work, and set additional learning goals.
- ❖ *How the educator will document learning.* Most job-embedded professional development results in a written or visual record that provides evidence of effort and captures the results of learning. Educators may exhibit their learning by producing a product, such as a curriculum or journal article, or creating a portfolio of lessons, reflective writing, and student work. They may also document learning by presenting at a workshop, demonstrating new practices to others, or gathering observations from peers and coaches.

Criteria for Educators

Quality professional development is consistently evident when:

- ✓ Educators design and customize professional development activities to answer questions and solve problems in their practice
- ✓ Educators often choose training that involves follow-up coaching in their own classrooms.
- ✓ Educators engage in ongoing, multi-faceted professional development projects that are integrated with their teaching and that grow and evolve over time.

From *Quality Professional Development: A rubric for Ohio LPDC's*

Write SMART Goals!

Examine your practice and prioritize your needs! Relate goals to your license, current assignment, future plans, and/or your district/building goals. Are your goals:

- S specific
- M measurable
- A attainable
- R results-based
- T time-bound

High Quality Professional Development (HQPD)

- Is it purposeful, structured and a continuous process over time?
- Is it informed by multiple sources of data?
- Is it collaborative?
- Does it include varied learning experiences?
- Is it evaluated by its short and long-term impact on professional practice and achievement of all students?
- Does it result in the acquisition, enhancement or re3finement of skills and knowledge?

Ohio Improvement Process (OIP)

The Ohio Improvement Process was developed by a subcommittee of the Regional Local Professional Development Committee Support Team to facilitate the transition to an Individual Professional Development Plan evaluation rubric.

Stage 1

Identify Critical Needs
Of Districts and Schools
ACT

Stage 2

Develop a Focused
Plan
PLAN

Stage 4

Monitor the Improvement
Process
STUDY

Stage 3

Implement the
Focused Plan
DO

Educators are asked to

- Examine their practice;
- Determine priorities and goals;
- Complete the IPDP according to the LPDC policy;
- Obtain pre-approval from the LPDC per district policy.

Unusual Circumstances

*(When the LPDC is **not** involved in renewals)*

- If you have a **two-year provisional license**, you do not go through the LPDC to advance to a five-year license. You must have been employed under your licensed area for two years, and have proof of having successfully completed an Entry Year mentoring program. When you meet these requirements, you will request an application form from the Medina County Board of Education, fill it out and send it, along with the required check back to the ESC.
- If you have a **four-year Resident Educator License**, you will participate in the Resident Educator Mentor Program. This license is non-renewable, though ODE does state that it may renew on a “case by case basis”. This is not handled by the LPDC.
- **Rules for Supplemental Licenses**, (previously called temporary licenses)- April, 2006:
 - Allows educators holding a currently valid Ohio standard teaching certificate or license to teach in a supplemental area while they are in the process of obtaining standard licensure for that area.
 - Valid for one year, renewable 2 times with 6 semester hours and test for first renewal
 - Supplemental licenses are not handled by the LPDC. Contact the Medina County Educational Service Center (Tori Griffith, [330] 723-6393).
- **Substitute Teaching Licenses:**
 - A short-term substitute teaching license may be issued to the holder of a baccalaureate degree. An individual holding a short-term license may teach in a given classroom for no more than five days; for periods longer than five days, an individual with a long-term substitute license must be employed.
 - Long-term licenses have specific coursework requirements depending on their area. Contact the Medina Co. ESC for information
 - A five-year substitute teaching license may be renewed on the recommendation of the superintendent of the employing district. The LPDC does not handle substitute licenses.
- **Educators who are licensed by other professional boards**
 - **Physical therapists, school social workers, audiologists, speech-language pathologists, school nurses, and occupational therapists** are required to maintain licensure through the professional boards in their areas. In order to renew Dept. of Education licenses, these educators must maintain their other board license. By doing so they meet all Dept. of Ed. Renewal requirements and therefore do not need to work through the LPDC. These individuals will renew by submitting a renewal application with proof of current professional license to the Dept. of Ed.

Options for Alignment of Educator Licenses

Ohio educators who have multiple license types now have flexibility regarding the alignment of license validity periods.

Since the implementation of licensure, a “one-license approach” has been utilized and multiple license types have been combined on one professional license spanning the same time period.

Options for existing multiple-license holders

Now, educators will be able to maintain separate license types, if that suits their professional goals and objectives, each with its own July 1 effective date and June 30 ending date. As a certificate expires and is ready to be transitioned to a license, it *may either be issued as a separate five-year professional license* with an effective date reflective of the current year, or it *may be added to a currently existing five-year professional license* the educator holds, and backdated to take on the validity period of that existing license.

The Office of Educator Licensure has created a chart to illustrate how an educator can dramatically reduce his or her costs for license renewal and mandatory fingerprints by aligning all licenses onto one as each expires. Click [here](#) to view/download the PDF illustrating the cost savings.

New licenses issued separately

When an educator meets requirements for provisional or professional licensure in an additional area through completion of an approved licensure program or pathway, or qualifies to advance from a provisional to a professional license, the *new license will be issued as a separate license* with a current effective year and *will not be backdated to join an existing license*.

License renewal

The requirements for license renewal remain unchanged, regardless of whether licenses are issued separately or together. Educators who are employed in the schools of Ohio will continue to work through their Local Professional Development Committees, have an individual professional development plan (IPDP) in place prior to completion of professional development work, and the work will need to have been completed since the issuance of the certificate or license to be renewed/transitioned.

Whether licenses are issued together or separately, educators should continue to work with their LPDCs to ensure that IPDPs are properly maintained.

Contact Information

Office of Educator Licensure

Educator.Licensure@ode.state.oh.us

(614) 466-3593

Ohio Educator Licensure Fee Schedule
Effective March 1, 2008

Product / service type	Cost
One-year educational aide permit, adult education permit, student monitor permit and substitute license	\$25
Alternative principal license	\$40
One-year temporary, out-of-state educator, supplemental, interim license, or conditional permit	\$40
Three-year pupil activity supervisor permit	\$45
Alternative educator license	\$80
Alternative administrative specialist or alternative superintendent license	\$80
Two-year provisional teaching, pupil services, or administrator license	\$80
Four-year educational aide or adult education permit	\$100
Three-year visiting international teacher license	\$120
Five-year substitute license	\$125
Five-year associate or professional teaching, pupil services, or administrator license*	\$200*
Five-year school business manager or school treasurer license	\$200
Permanent non-tax certificate	\$200
Addition of teaching area	\$20
Reprint (duplicate copy of credential)	\$20
Multiple license discount for professional and provisional licenses with the same effective year excluding school treasurer license	\$20
Nonrefundable processing fee for application requests that do not meet approval requirements	\$25
Evaluation request for alternative license	\$25
Evaluation request for supplemental license	\$25
Evaluation service for out-of-state application	\$50
*First five-year professional teaching license when advancing from the two-year provisional to the five-year professional teaching license following successful completion of the Entry Year program	

Name: _____
Last First

Date _____

Original
Revision

Individual Professional Development Plan

For transference to license or to renew license only

Note: *This must be handed in as soon as you receive your last certificate renewal and before any work is taken toward transference to licensure or license renewal.*

List **each** Certificate or License #, *the area of each* next to its number, then the expiration date:

<u>Certificate/License Number</u>	<u>Area(s) listed on this certificate/ license (ex. Math 7-12)</u>	<u>Issue Date</u>	<u>Expiration Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Building: _____ Current Assignment: _____

Date Submitted: _____ New License License Renewal

List at least **three individual professional goals** related to your teaching assignment that you plan to address during this 5-year renewal cycle. Each goal should be content-specific or related to pedagogy. (Obtaining a Master's Degree would not qualify as one of your professional goals) This plan is for a block of time, not for a license.
*attach additional sheets if needed.

1. _____

2. _____

3. _____

Now. For each goal, indicate *how* it will be attained (i.e., college coursework, equivalent activities, etc.) Do not list specific classes you intend to take, but a general statement about your intention to address this goal with college coursework is sufficient. District inservices and waiver days are legitimate ways to address goals related to pedagogy.

I will address goal #1 by _____

I will address goal #2 by _____

I will address goal #3 by _____

(Continued on Back)

How will you know you have achieved your goals? What outcomes do you anticipate (be specific)

For Students: _____

For Your School: _____

For the District: _____

For Yourself: _____

Are you Highly Qualified? Please check the boxes to indicate how

(the first two boxes should be checked, along with *one* of the other four)

- | | | | |
|--|--------------------------|---|--------------------------|
| 1. I have at least a bachelor's degree | <input type="checkbox"/> | 4. I passed Ohio's State licensing exam (NTE or Praxis II) | |
| 2. I have full state licensure/certification | | and received initial cert./lic. in Ohio in 1991 or later | <input type="checkbox"/> |
| in my teaching area | <input type="checkbox"/> | 5. I have an academic major or the equivalent in my content | |
| 3. I qualify with the H.Q. Rubric | <input type="checkbox"/> | area (30 semester hours or 45 quarter hours) | <input type="checkbox"/> |
| | | 6. I have a Master's Degree in my content area | <input type="checkbox"/> |

IPDP Planning Guide for becoming Highly Qualified

If you failed to achieve "Highly Qualified" status on the ODE worksheet and rubric, outline below how you will acquire 45 clock hours related to your teaching content area and 45 clock hours related to pedagogy.

What further information, if any, does the LPDC need to understand your plan?

Submit original to LPDC. Applicant should make a copy for personal records.

It is important to remember that the applicant is responsible for keeping track of expiration dates and all records needed for renewal of certificate or license.

Teacher's Signature

Date

LPDC Signature indicating approval of plan

Date

Comments (If plan is not approved, LPDC will indicate reasons below):

Name: _____
Last First

Building: _____

Individual Professional Development Plan
Approval Form

LPDC Review Checklist
(to be completed by the LPDC)

-
- | | | | |
|----|---|--|---------------------------------------|
| 1. | Professional Development Plan is consistent with district, school and personal goals. | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
| 2. | Personal Educational Goals are clear and related to teaching assignment | <input type="checkbox"/> | <input type="checkbox"/> |
-
- | | | | |
|----|---|--|---------------------------------------|
| 3. | Plan emphasizes increased student learning and achievement. | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
|----|---|--|---------------------------------------|
-
- | | | | |
|----|---|--|---------------------------------------|
| 4. | Activities which exhibit intellectual quality (workshops, courses, job-embedded activities, etc.) are connected and consistent with the identified goals. | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
|----|---|--|---------------------------------------|
-
- | | | | |
|----|---|--|---------------------------------------|
| 5. | Plan fosters continuous professional growth and development.
(but is related to improving teaching , not attaining a degree) | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
|----|---|--|---------------------------------------|
-
- | | | | |
|----|---|--|---------------------------------------|
| 6. | All pertinent sections of the IPDP contract are complete. | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
|----|---|--|---------------------------------------|

Comments: ***Keep this Review Checklist and copy of the IPDP for your personal files. These, along with***

- ***Official transcripts for coursework and***
- ***FBI/ BCI background checks***
- ***Documented records of activities (see the Activity Log), and/or***
- ***Certificates of attendance at workshops, plus***
- ***Your application for licensure (from the County Board of Education) should all be handed in to the LPDC when it is time to renew your license.***

NOTE: As soon as you renew a license or certificate, you need to submit a new Individual Professional Development Plan to the LPDC. We cannot accept any coursework or activities unless an IPDP is on file.

LPDC Signature _____ Date _____

Individual Professional Development Plan (IPDP)

REVISION

The Revision form is used to add to or change a part of your already approved Individual Professional Development Plan. Once approved, it will be filed with your original IPDP. Use this form if your job changes, or one or more of your goals change.

Name: _____

Building: _____

1. What part(s) of your approved IPDP do you wish to revise? (briefly explain and include any requested changes):

2. Reason(s) for Revision:

3. Effect of Revision on IPDP Goals, Anticipated Outcomes, and Evaluation Processes/Measures:

Signature of Applicant _____ Date _____

For LPDC only:

- Approved
- Not approved (If not approved, give reason) _____
- _____

LPDC signature _____ Date _____

Name: _____

*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

Pre-Approval
University/College Coursework Proposal

(NOTE: You must submit a separate coursework proposal page for each proposed course.)

Building _____ Date: _____

Credit from this course will be used to renew your certificate/license in what area(s): _____

Title of course for which you are seeking approval: _____

University/College: _____ Accredited Graduate Level Course Y N

To check whether a school is accredited, you may call the Ohio Board of Regents (614) 466-6000

Number of Credit Hours: _____ Semester Quarter

Provide a brief description of the course.

Rationale. Explain how this course helps fulfill the goals in your IPDP (if applicable).

Outcomes. Describe the anticipated outcomes to yourself, students, building, and/or district as a result of successful completion of this course.

Time line. Provide a completion date for this course.

Additional Comments/Other.

Signature _____ Date _____

LPDC Signature _____	Date: ____/____/____
Approved _____	Not Approved ____ (Contact LPDC)

Name: _____

*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

Pre-Approval CEU Proposal

(NOTE: You must submit a separate coursework proposal page for each proposed course.)

Building _____ Date: _____

These CEU's will be used to renew your certificate/license in what area(s): _____

Course Title: _____

University/College: _____ Graduate Level Course Y N

Number of CEU's (1 for ten contact hours): _____

Workshop: If you are seeking LPDC approval for CEU credit, complete this section:

- a) Identify Provider: _____
**Name of the university, organization, etc.*
- b) Identify Presenter or Director: _____
- c) Identify a phone number contact for Presenter/Director: () _____ - _____
- d) Identify the workshop date(s): _____
**Remember that this workshop and hours can be used toward renewal of a certificate or license if the workshop is completed during the active dates of the credential to be renewed.*
- e) You will need to identify the number of clock hours or a bring certificate with contact hours of workshop instruction. (Record contact hours on Cloverleaf's Professional Activities log).
- f) Attach the workshop program or synopsis indicating the workshop date(s), daily agenda with times, and a description of workshop content and activities.
- g) You are reminded that CEU credits, whether from the Ohio Department of Education (issued only until July 1, 1998) or approved locally, must assist you in accomplishing the goals of your Individual Professional Development Plan, and that this plan must address student, district, and educator development needs.
- h) Rationale. Explain how this CEU activity relates to your IDPD.

NOTE: 1 contact hour = 1 CEH: Ten contact hours = 1 CEU. 3 CEU's (30 contact hours) = 1 semester hour.

Signature _____ Date _____

LPDC Signature _____	Date: ____/____/____
Approved _____	Not Approved __ (Contact LPDC)

Name: _____

*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

Pre-Approval Equivalent Activity Proposal

(NOTE: You must submit a separate activity proposal page for EACH proposed activity.)

Date: _____

This Equivalent Activity will be used to renew your certificate/license in what area(s): _____

Building: _____

Title of Activity:

Describe the planned activity.

Rationale: Explain the basis for choosing this activity.

Outcomes: Describe the anticipated outcomes to yourself, student, building, and/or district as a result of this activity.

Assessment: Describe how the impact of this activity will be assessed and identify the person(s) responsible for completion of the assessment. (i.e., reflection paper, student survey, dialogue with peers, finished product.)

Time line: Provide a timeline for implementation/completion of the activity.
You will need to keep a log of contact hours on the Cloverleaf Professional Activities Log.

Collaboration: If this is a collaborative effort, list all team members and their expected roles and responsibilities.

Signature _____

Date _____

LPDC Signature _____

Date: ____/____/____

Approved _____

Not Approved __ (Contact LPDC)

Evaluation of Equivalent Activity

Cloverleaf Local LPDC revised 6/07

NOTE: In order to count towards renewal of a certificate or license, an equivalent activity (i.e., anything other than college credited classwork) must be demonstrated to be quality professional development that hopefully informs instruction. **District, ESC or ODE-sponsored professional activities do not have to be evaluated with this form.** For each activity on your log that you feel needs justification to count as high quality professional development, please submit the following evaluation. Each activity, even if it takes place over a long period of time, only needs one evaluation after it is completed.

Teacher Name _____ Assignment _____

Type of Professional Development Activity _____

Duration of Activity (i.e., 7 hours, monthly for the year, etc.) _____

Date Started: _____ Date of Completion: _____ Supervisor/Sponsor _____

Date Submitted: _____

Answer the following questions about your activity:

- 1. Is this activity considered quality professional development?

Note: The questions below relate directly to characteristics of Highly Qualified Professional Development (per ODE). If you checked no for any of them, please indicate beside them how you believe your LPDC should still consider this activity to be Highly Qualified Professional Development:

Was it a purposeful, structured, and continuous process that occurred over time?

___ Yes ___ No

Was it informed by multiple sources of data?

___ Yes ___ No

Was it collaborative in nature?

___ Yes ___ No

Did it include varied learning experiences?

___ Yes ___ No

Did it result in the acquisition and/or refinement of my skills and knowledge?

___ Yes ___ No

Did it impact your professional practice and student achievement?

___ Yes ___ No

- 2. Was this activity aligned to the Academic Content Standards or and example of Standards-based Instruction?

___ Yes ___ No

(Continued on back)

3. Did participation in this activity cause you to reflect on your Instructional practice? (Explain)

4. Were you motivated to change or try new methods? (Explain)

5. Did this activity directly or indirectly impact student achievement? (Explain)

6. To which of your IPDP goals is this activity aligned? (You will need to refer to your approved IPDP)

Signature of LPDC member (if approved) _____ Date _____

If not approved, add comments here:

CEU's Awarded: _____



Optional Worksheet

For Personal Use Only

CLOVERLEAF LOCAL SCHOOL PERSONNEL STATUS

NAME _____ DATE _____

Current Assignment _____ Building _____

License Information

EXPIRATION DATE	LICENSE	TYPE

Credit hours completed since issuance of last certificate/license:

SCHOOL YEAR	TOPIC	PROVIDER	HOURS

Total Hours _____

CEU's completed since issuance of last certificate/license. **Keep track of CEU's on the log on page 16:**

SCHOOL YEAR	TOPIC	PROVIDER	HOURS

*10 contact hours = 1 CEU; 3 CEU's = 1 semester hour

Total CEU's _____

NOTE: IPDP must be approved before taking any class work toward licensure

CERTIFICATE/ LICENSE RENEWAL CHECKLIST

For personal use only

In order to renew a certificate or transfer to licensure, you need to send a packet of the following items to the LPDC for review:

- Official college transcript (**please highlight the hours that apply to this renewal**).
- Documentation, vouchers, or other material for approval from workshops or other accepted activities.
- Copy of the certificate(s)/ license(s) to be renewed.
- Application form for certificate/license (available from the Medina County Educational Service Center or our LPDC)
- Check for the proper amount (see application form for correct amount). This is sent to the ESC only, not to Cloverleaf's LPDC.
- Copy of BCI and FBI background check (available at ESC, call (330) 721-2239)

The above material should be sent to the Superintendent's office. It will be reviewed at the next LPDC meeting.

Date sent to LPDC _____ (for your records)



Appendix A

CEU Options

Appendix

CLOVERLEAF LOCAL SCHOOL DISTRICT LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Continuing Education Unit Options; these suggested activities, with proper documentation, may be submitted to the LPDC for CEU's toward renewal of your certificate or license. These are suggested activities only. If there is any doubt about whether an activity will be approved by the LPDC, please submit the green pre-approval form.

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
College coursework * Reading Recovery = 1.7 CEU's per year and a maximum of 3 CEU's per renewal period	* Reading Recovery = 1.7 CEU's per year and a maximum of 3 CEU's per renewal period	<ul style="list-style-type: none"> ▪ 1 semester hour = 3 CEU's ▪ 3 quarter hours/2 semester hours = 6 CEU's ▪ 2 quarter hours = 4 CEU's ▪ 1 quarter hour = 2 CEU's ▪ 1 contact hour = 1 CEH ▪ 10 contact hours = 1 CEU 	<ul style="list-style-type: none"> ▪ Official transcripts or ▪ Original grade slips or ▪ Original certificate of completion 	<ul style="list-style-type: none"> ▪ 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, or a "P" in a Pass/Fail class ▪ Coursework must be in education or in a content area directly related to teaching assignment
Professional conference/ workshop/ institute/ academy or inservice		<ul style="list-style-type: none"> ▪ 1 clock hour in workshop = 0.1 CEU or 1 CEH ▪ 10 CEH's = 1 CEU ▪ 3 CEU's = 1 semester hour ▪ 1 semester hour = 30 contact hours 	<ul style="list-style-type: none"> ▪ Activity Log with supervisor's signature or ▪ Voucher 	<ul style="list-style-type: none"> ▪ Must include only time spent in those portions of the conference program that contribute to the participant's knowledge competence, performance or effect.
National Board of Professional Teaching Standards Certification	6 CEU's per certificate/license cycle for candidate completing process but not getting the NBPTS certificate. 36 CEU's for successful completion.	<ul style="list-style-type: none"> ▪ Completion and verification in area of assignment during certificate/license cycle 	<ul style="list-style-type: none"> ▪ Valid copy of the National Certificate or activity documentation voucher of candidate not successfully completing certificate 	<ul style="list-style-type: none"> ▪ Must be in the subject area of the individual's assignment ▪ Certification must be completed or participation as candidate must be verified by the expiration date of the Ohio certificate/ license

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
Mentoring	3 CEU's per year for Mentor to an Entry year Teacher, 2 CEU's for Mentor to New-to-district Teacher		<ul style="list-style-type: none"> ▪ Activity log initialed by the lead mentor ▪ Voucher, flyer, program, etc. 	<ul style="list-style-type: none"> ▪ Must be mentoring of teacher, administrator or specialist in accordance with the district's mentoring program
Cooperating teacher	1.5 CEU's per semester or 1 CEU per quarter per license cycle		<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log ▪ Successful completion of contract 	<ul style="list-style-type: none"> ▪ Must be supervisor of undergraduate student, graduate student or undergraduate intern or student teacher
Teaching a college course	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year		<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	<ul style="list-style-type: none"> ▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle
Teaching an adult vocational or technical course	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year		<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	<ul style="list-style-type: none"> ▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle
Teaching a course outside the school day such as summer school, community education, Saturday enrichment	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year (1.5 CEU's for each summer school course)		<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	<ul style="list-style-type: none"> ▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle
Peer observation	2 CEU's per license cycle	1 clock hour = 0.1 CEU	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	<ul style="list-style-type: none"> ▪ Must include a statement of authorization from a supervisor along with summary of pre-conference and post-conference
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	<ul style="list-style-type: none"> ▪ Copy of publication or document and activity document voucher, or activity log 	<ul style="list-style-type: none"> ▪ Must contribute to the educational profession or add to the body of knowledge in the individual's specific field ▪ Must be commercially published book or article.
Professional presentation		1 clock hour of presentation = 0.1 CEU	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	Applies to <u>first</u> presentation to each license/ certificate cycle

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
Educational project which applies educational skills and knowledge towards the development of a final product (can be used district-side or at grade level)	6 CEU's per renewal cycle	1 clock hour = 0.1 CEU Document clock hours in planning and preparation	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log ▪ Copy of final product or report on the product 	Project must have prior approval and final approval after the completion and verification by the LPDC
Mentoring teacher academy student	6 CEU's per renewal cycle	1 clock hour = 0.1 CEU Document clock hours in planning and preparation	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log ▪ Copy of final product or report on the product 	Must have copy of student verification form
Curriculum Development	6 CEU's per renewal cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> ▪ Activity document, voucher, activity log 	Must be service on formal committee organized by local, state, national or international educational agency or organization
Professional committees *IBAT or IAT – 3 CEU's per renewal cycle. Needs supervisor's signature on activity log for verification	3 CEU's per committee Maximum of 6 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> ▪ Activity log ▪ Description of work and hours verified by supervisor 	Must be service on formal committee Must contribute to the educational profession or add to the body of knowledge in the individual's specific field. Document clock hours of committee work on activity log.
Grant Writing	3 CEU's per grant Maximum of 6 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	CEU's not dependent on awarding of grant Document clock hours of planning and preparation
Planning field trips and special events for students	3 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	Must be related directly to the curriculum. Field trips for extracurricular activities are not included! Must be used for the <u>first</u> time conducting the field trip each cycle. Document planning and prep time – classroom instruction not included.

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
Serve on Labor/Management Committee	1 CEU per year (max 3 per cycle)	1 credit hour per cycle (max)	<ul style="list-style-type: none"> ▪ Signature of Supt./ designee 	Must have attended 80% of the meetings
Negotiations	6 CEU's Max. per cycle	2 credit hours per cycle	<ul style="list-style-type: none"> ▪ Signature of Supt./ designee ▪ 	
LPDC Committee member	1 CEU per year (max 3 per cycle)	1 credit hour per cycle (max)	<ul style="list-style-type: none"> ▪ Signature of superintendent/ designee 	Must have attended at least 80% of the meetings
Supervising student for Real World Project	3 CEU's per cycle		<ul style="list-style-type: none"> ▪ Fill out activity log with principal's signature ▪ 	
Participation in Core training (advanced literacy training)	6 CEU's per cycle		<ul style="list-style-type: none"> ▪ Documentation of qualified presenter 	
Teaching portfolio	1 CEU per portfolio, Max of 3 CEU's per renewal cycle	1 CEU	<ul style="list-style-type: none"> ▪ Completed portfolio 	<ul style="list-style-type: none"> ▪ Must have pre-approval ▪ Must be completed within the present cycle of renewal
Organizer or teacher for Colt Club (extended day intervention for students)	1 CEU per year; maximum of 3 CEU's per cycle. If both organizer and teacher, 1.5 CEU's per year	1 or 1.5 CEU's/ up to 3 per cycle	<ul style="list-style-type: none"> ▪ Authorized log of activities 	<ul style="list-style-type: none"> ▪ Activity log
Self-directed educational development/ professional reading/ research/ educational travel	3 CEU's per cycle Limit of 1 CEU per individual activity	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> ▪ Activity document ▪ Voucher, flyer, program or activity log 	Must enhance individual's work in the profession or contribute to the teacher's area of specialization.

Glossary

Administrator An individual working under the following certificate or license: Superintendent License, Superintendent Certificate, Local Superintendent Certificate, Assistant Superintendent Certificate, Principal License, Principal Certificate, Vocational Director License, Vocational Director Certificate, Educational Administrative Specialist Certificate, Administrative Specialist License, Supervisor Certificate, Vocational Supervisor Certificate, Treasurer License, Business Manager License. Note: For purposes of meeting the requirements in 3301-24-08 regarding the composition of LPDCs when discussing or voting upon administrators' coursework plans, school treasurers and school business managers would be included in this category.

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

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

CEU A Continuing Education Credit is ten (10) professional development contact hours approved by a Local Professional Development Committee (LPDC). Professional development providers *do not* award CEUs, LPDCs do. Professional development providers should supply their participants with certificates of the *contact hours* of the particular professional development experience.

Consortium Two or more school districts or educational agencies joined together to establish a LPDC and share responsibilities for the LPDC work

Contact Hours The direct clock hours spent engaged in a professional development activity

Chartered Nonpublic School A nonpublic school that operates under applicable State Board of Education rules and is chartered by the State Board of Education

Educator An individual certified or licensed by the State Board of Education to teach or practice in Ohio's schools

EOA (Equivalent Other Activity) A professional development activity other than college or university courses, seminars and workshops.

HQPD (High Quality Professional Development) The acronym identifying the standard for Ohio professional development as delineated in the Ohio Standards for Professional Development

IPDP (Individual Professional Development Plan) The document prepared by individual educators as a record of personal professional development goals and as a document of their achievement.

Issue date vs. effective date All Ohio certificates and licenses have an EFFECTIVE date of July 1- the effective date is the beginning of the validity period or duration of the license. The ISSUE date is the date that a license is actually issued to an educator- an issue date may be any business day since licensure applications are processed and licenses issued continuously throughout the year.

Permanent Certificate A permanent certificate is an educator credential that was issued under former law that is valid for the lifetime of the certificate holder unless it is limited, suspended or revoked under section 3319.31 of the Revised Code.

Professional Certificate A document issued by the State Board of Education through 2003 to an individual who is deemed to be qualified, under the 1987 *Teacher Education and Certification Standards*, to teach or practice in Ohio's schools. All professional certificates will be transitioned to a five-year professional license by June 30, 2014.

Professional License The professional or associate license that is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the requirements listed in paragraph (A)(1) or (A)(2) of Ohio Administrative Code 3301-24-08 have been completed since the issuance of the license to be renewed.

Resident Educator License Four year nonrenewable license new August 2011. This educator must participate in the Resident Educator Mentor Program.

Senior Professional Educator License Must have a Master's degree or higher, nine years under a standard teaching license of which five years are under a professional/permanent license and, successful completion of the Master Teacher Portfolio. This is a five year renewable license.

Lead Professional Educator License Must have a Master's degree or higher, nine years under a standard teaching license of which five years are under a professional/permanent license and, earn the Teacher Leader Endorsement AND the Master Teacher Portfolio OR hold active National Board Certification. This is a five year renewable license.

Standards for Ohio Educators Three sets of standards (Ohio Standards for the Teaching Profession, Ohio Standards for Principals and Ohio Standards for Professional Development) adopted by the State Board of Education in 2005 to focus the goals and objectives of educators as they seek to improve the profession

Teacher Education and Licensure Standards The Ohio Teacher Education and Licensure Standards are sections of the Ohio Administrative Code (OAC) and Ohio Revised Code (ORC) that establish requirements for educator preparation and licensing. Included in the standards are requirements for obtaining and maintaining all available types of educator credentials including teaching, administrator and pupil services credentials, permits, alternative credentials and substitute and temporary credentials. Administrative rules are reviewed on an ongoing basis and the State Board of Education may revise these rules periodically or create new ones in response to recommendations from the Ohio Department of Education, the Educator Standards Board and/or other education stakeholders.