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# **Local Professional Development Committee**

# **Guidelines for Educator Certificates and Licenses**

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# Introduction

## House Bill 1

The Ohio General Assembly passed House Bill 1 in 2009. Basically, this new set of laws revises the ways in which educators in Ohio are approved to teach in each chartered school district. A very brief overview:

- **Permanent certificates** are not affected by the new law and will remain.
- There are four basic **licenses** in the new rules.
- During the interim period of July 1, 2009 to January 1, 2011, a transition plan will allow teachers who hold a two-year provisional license to advance to a five-year professional license.
- **Transition Residence Educator Program:** A four year license: (1) Based upon the Ohio Standards for the teaching profession. (2) Provides formative assessment tools and protocols to support beginning teachers. (3) Outlines expectations for mentors and content of training. (4) Informs the work of developing the Resident Educator Program.
- **Professional Educator License:** (1) Issued to graduates of accredited teacher education programs with completion of residency program, including four years teaching. (2) Similar to current five-year professional license, which may be renewed every five years.
- **Senior Professional Educator License:** (1) Issued to educators who have taught a *minimum* of nine years, have completed a master's degree or an equivalent amount of advanced graduate coursework AND meets the Accomplished/Distinguished indicators in the OSTP. (2) Valid for five years and renewable.
- **Lead Professional Educator License:** (1) Issued to an educator who has taught a minimum of nine years AND completed a master's degree or an equivalent amount of graduate level work, meets the Distinguished indicators in the OSTP and is either a National Board Certified Teacher OR meets the requirements of the "lead teacher" standards. (2) Valid for five years and renewable. (3) A teacher leader endorsement to be added to the license is already in process. (4) Educators could earn this endorsement as an additional criterion to qualify for this level of licensure.
- The Department of Education no longer issues CEU credits. That is now done by the employing district's LPDC.

## The Ashtabula County Schools LPDC

- By law, each public/private-chartered school is required to develop and implement a Local Professional Development Committee to oversee and review professional development plans for course work and continuing education units. The Ashtabula County Schools Local Professional Development Committee (ACS LPDC) has been established as a consortium of school districts working together to meet these requirements. Those school districts are:
  1. Ashtabula County Educational Service Center
  2. Buckeye Local School District
  3. Conneaut Area City School District
  4. Geneva Area City School District
  5. Grand Valley Local School District
  6. Jefferson Area Local School District
  7. Pymatuning Valley Local School District

- The ACS LPDC consists of District LPD Subcommittees from above school districts and Re-Education and the ACS LPDC with two representatives from each of the member districts.
  - The role of the LPDC will be to:
    1. **Guide** the development of an educator’s Individual Professional Development Plan (IPDP);
    2. **Review and approve** coursework, Continuing Education Units (CEUs), and other approved activities as proposed in the educator’s IPDP for the renewal of certificates and licenses;
    3. **Develop and administer** the appeals process in the district;
    4. **Establish** specific timelines for submission of IPDPs.
  - The role of the ACS LPDC for all five districts will be to:
    1. **Verify** through documentation that coursework, CEUs, and other professional development activities approved by the District LPD Subcommittee have been completed satisfactorily;
    2. **Verify** that renewal requirements have been met.
    3. **Oversee** the development and maintenance of a database containing records of CEU and other professional development activities employed by the consortium member districts;
    4. **Approve and issue** Continuing Education Units.
- Procedures for the operation of the ACS LPDC have been adopted, along with an Appeals’ Process to be used when an educator is not satisfied with the decision of his/her LPDC.

## The Professional Development Plan

The Individual Professional Development Plan (IPDP) is now required for all educators who possess a five-year license.

Under the old system, the Department of Education recognized only formal coursework or workshops approved for CEU’s. The new system offers more flexibility to the educator to develop a plan, select and design personal growth activities that are intimate and meaningful to the educator, students, and school district. This professional development plan identifies those activities and goals the educator will accomplish during the renewal period of the license (coursework and all CEU credits). The plan is reviewed and pre-approved by the ACS LPDC and reviewed and post-approved at renewal time for the license.

The ACS LPDC has developed the procedures and forms that educators will follow and complete to help each meet the requirements of the new law. Within the ACS LPDC, these procedures include guidelines for developing goals, a list of recommended and pre-approved activities, and a list of pre-approved professional development providers. These items are part of this handbook.

## Continuing Education Units

As of July 1, 1998, it is the Ashtabula County Schools LPDC that will issue CEU credits to you for approved activities, which will help you maintain your credentials. Because there is no longer a “master” databank for maintaining CEU records, it is imperative that each educator understand that he/she must maintain all records of CEU approval so those records can be supplied to the ACS LPDC at renewal. The committee will confirm whether or not CEU and/or university hours meet the standards.

## **Individual Professional Development Plan: *Directions for Preparation at the Beginning of a Renewal Cycle***

1. If the educator **possesses a license**, he/she must complete **IPDP** (pp. 6-7), relating both semester/quarter hours and all locally approved CEU's to professional growth goals (see SMART goals, pg. 8).
2. When applicable, study the **Personalized Standards** (pp. 10-14 of this guide) to help select and clarify a goal that will be meaningful to the educator, students, and the school.
3. On the **IPDP** (pp. 6-7), an educator should **identify the goal(s)** he/she will pursue during the life of the certificate or license, the **activities** in which to engage to help achieve those goals, and any **professional development providers** that may be used along with the Educator Standard it relates to.
4. The **Pre-approved Professional Development Providers** (pg. 26) pages indicate those providers who have been pre-approved by the ACS LPDC. This list is not all-inclusive, and will be reprinted with changes. Educators are asked to gain approval by the ACS LPDC for providers **who do not appear on this list** prior to involvement.
5. A companion for the **IPDP** (pp. 6-7) is the educator's **Activity Log** (pg. 30), which is an excellent way to record progress toward meeting growth goals and the hours or CEU's completed for renewal.
6. **In order to take advantage of the maximum time allowed for renewing a license, educators should complete both the IPDP (pp. 6-7) as soon as a new or renewed certificate/license is issued. The date of completion of college/university courses and workshops that the educator intends to use to satisfy the goals of the educator's IPDP must occur after the date of approval of the educator's IPDP.**
7. The ACS LPDC will schedule meetings that will enable them to review each district educator's **IPDP and/or CEU's**, prioritizing those educators whose certificates will expire in the current school year for first review. The ACS LPDC will meet on a regular basis. At this time, the meetings are scheduled for the third Thursday of the month from August to June. Educators will be required to submit all materials for review to the ACS LPDC by the second Thursday of the month. If there are no materials to review or business to conduct in a month, that meeting will be cancelled.
8. The ACS LPDC will communicate in writing either the approval of the educator's Plan Goals (if required or chosen to complete), or the reasons why the plan was not approved and what is needed for correction. After ACS LPDC approval, the educator may pursue completion of plan goal(s) via identified activities with assurance of the ACS LPDC or District LPD.

## **Individual Professional Development Plan: Directions for Post-review and Certificate/License Renewal**

1. If you are renewing a certificate using non-workshop CEU activities, or renewing a license, insure that you have completed the activities affirmed on the original **Professional Development Plan** to help you meet your **Goals**.
2. Record in the appropriate section on the **Goals Identification Sheet** exactly how you completed non-workshop activities for locally approved CEU's that you will use toward renewal of a certificate. Remember that when you are working toward a license, all university hours, workshops and other activities must be identified on the Goals' Sheet.
3. Make sure that the ACS LPDC **has approved any requests** for local CEU's, and clearly marked on your plan what has been awarded to you. Attach any record of ODE or local workshop CEU's that you plan to use for renewal.
4. Attach any **original university credit transcripts** and any other documentation that will help the ACS LPDC review your **Plan** and approve your final submission and your records for license renewal. It is required for a license.
5. The ACS LPDC will notify you if everything is in order and that your IPDP and renewal credentials have been approved. If they are not approved, ACS LPDC will notify you and you will be asked to supply additional information and/or be given reasons for the lack of approval.
6. If you are in doubt at any point in any of these steps, please contact one of your district's members of the ACS LPDC for clarification. These directions may be altered as appropriate – please check the effective date of the page.

**Beginning in January 2014, you must complete all license applications online through the Ohio Department of Education in your SAFE account.** Most educators can apply for or renew their license online in just a few minutes. **Payment options are Debit or Credit Cards only.**

### **FOLLOW THESE STEPS**

#### **YOU MUST USE MOZILLA FIREFOX OR CHROME -- INTERNET EXPLORER WILL NOT WORK**

Go to Ohio Department of Education website ([www.ode.state.oh.us](http://www.ode.state.oh.us))

Click on SAFE at the top center of the page.

If you do not have a SAFE account, then click on SIGN UP button. If you do have a SAFE account, then sign in.

#### **APPLICATION PROCESS:**

You will need to use the following codes in order for your license to be processed correctly. Please refer to the list below for codes.

[Educational Service Center, Buckeye Local, Grand Valley Local, Jefferson Area Local, Pymatuning Valley Local School Districts](#)

**Mail to Address:** Choose "School" -- click on magnifying glass -- enter ACESC IRN # 045849 -- when this comes up click on "Ashtabula County Educational Service Center"

**LPDC #:** 008328

**Experience:** Under the Experience section, you would enter your school district's IRN number.  
(BLS 045856 GVLV 045864 JALS 045872 PVLS 045880)

[Conneaut Area City School District](#)

**Mail to Address:** Choose "School" -- click on magnifying glass -- enter CACS IRN # **043810** -- when this comes up click on "Conneaut Area City School District"

**LPDC #:** 008328

**Experience:** Under the Experience section, you would enter your school district's IRN number.

Geneva Area City School District

**Mail to Address:** Choose "School" -- click on magnifying glass -- enter GACS IRN # **044057** -- when this comes up click on "Geneva Area City School District"

**LPDC #:** 008328

**Experience:** Under the Experience section, you would enter your school district's IRN number.

You still need to submit your renewal paper work (contact hours, transcripts, etc.) to the ACLPDC **before** applying online. Your application requires an e-signature of a Local Professional Development Committee.

*If you have a 1 year, 2 year, 8 year, or supplemental certificate/licensure, please call the ESC for further details.*

**BACKGROUND CHECK:**

You also need to have your background check done at the Ashtabula County Educational Service Center. The ESC background check (fingerprinting) hours are from 8:15 a.m. to 3:45 p.m. Monday through Friday. The cost is \$40 for Federal (FBI). Payment can be made by cash or money order only.

**LPDC:**

You should already have submitted an Individual Professional Development Plan: Educator Goal Planning Sheet to the Ashtabula County Schools Local Professional Development Committee (ACSLPDC). Licensure renewal requirements are six (6) semester hours or the equivalent in a combination of semester hours and CEU's. Three (3) CEU's/30 contact hours are equivalent to one (1) semester hour. The coursework and/or the workshops must be aligned with the goals of your IPDP and must be completed after the issue date of your present license. Forward the above materials to the ACSLPDC at the Ashtabula County Educational Service Center. Use the log in your LPDC handbook (pg. 30) to record the coursework or workshops you will use to satisfy licensure requirements and attach copies of Certificates of Completion and/or official transcripts. If you have not already done so, please forward the official transcripts to the Educational Service Center. As soon as you receive your new license, please submit a new dated IPDP to ACSLPDC with SMART goals. See the new LPDC handbook online at [www.acesc.k12.oh.us](http://www.acesc.k12.oh.us). **The ACLPDC will approve or deny your application electronically at the monthly ACLPDC meetings. The last meeting of the year is June 19, 2014.**

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)  
COVER PAGE**

Name \_\_\_\_\_ Date Submitted to LPDC:    /    /

Building: \_\_\_\_\_ Assignment: \_\_\_\_\_

ALL EDUCATORS WHO ARE REQUIRED TO WORK THROUGH THE DISTRICT LPDC TO MAINTAIN ODE CREDENTIALS MUST COMPLETE AND GAIN APPROVAL FROM THE LPDC FOR AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN:

- WITHIN 30 DAYS OF THE FIRST WORK DAY IN THE DISTRICT, AND AGAIN
- NO LATER THAN THE END OF SEPTEMBER OF THE SCHOOL YEAR WHICH BEGINS WITH A NEW LICENSE (TRANSITIONED OR RENEWED):

THE EDUCATOR'S IPDP MUST BE APPROVED/DATED BEFORE ANY ACTIVITY OR COURSEWORK THAT THE EDUCATOR MAY USE TO MAINTAIN CREDENTIALS. THE GOALS CREATED BY THE EDUCATOR MUST BE:

- HIGH QUALITY PROFESSIONAL DEVELOPMENT GOALS;
- MEET THE NEEDS OF THE DISTRICT AND BUILDING;
- HELP THE DISTRICT FULFILL ITS CCIP AND OTHER SHORT AND LONG TERM PLANS; ASSIST THE EDUCATOR IN INCREASING KNOWLEDGE AND IMPROVING SKILLS.

1. **Print** your ODE Educator Profile Credentials page(s) **and attach** to this cover as a required part of your IPDP submission to the LPDC.
2. All educators are advised to **align existing credentials on to one** "Master" license as individual certificates/licenses come up for renewal. This assists the educator by saving money on both the licenses and the background checks, in eliminating multiple dates, and in streamlining his/her IPDP approval process.
3. Identify what/which certificate(s)/license(s) will be guided by this IPDP:

*Current Certificate(s) and or Licenses(s):*

Expiration	Certificate/License	Type
a.		
b.		
c.		
d.		
e.		



**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN:  
Educator Goal Planning Sheet**

**Initial Plan**       **Revised Plan**

1. Last Name ##### \_\_\_\_\_ First Name ##### \_\_\_\_\_ M.I. ##### \_\_\_\_\_ District ##### \_\_\_\_\_  
\_\_\_\_\_

2. Social Security Number (used for certificate verification): #####

3. District \_\_\_\_\_ Building \_\_\_\_\_

4. Identify your Professional Development Goal(s), and link with activities you will use to pursue each and the certificate(s)/license(s) to which each will apply. Write SMART goals (see Organizing for HQ PD). The *Goals Identification Guide* contains suggestions, but the goal(s) should be specific and personalized to you and your professional development as it relates to students, building, district, and/or community. There is no specified minimum or maximum number of goals.

a. **Goal:** I will #####  
**Activity:** #####  
**Standard:**

b. **Goal:** I will #####  
**Activity:** #####

c. **Goal:** I will #####  
**Activity:** #####

*\*Space below for multiple changes and approvals of this sheet:*

Educator Signature \_\_\_\_\_ Date \_\_\_\_\_  
ACS LPDC Subcommittee Review \_\_\_\_\_ Date \_\_\_\_\_

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**REVISION**

Educator Signature \_\_\_\_\_ Date \_\_\_\_\_  
ACS LPDC Subcommittee Review \_\_\_\_\_ Date \_\_\_\_\_

## Write SMART Goals

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

**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.

## Understanding and Using the Standards

### **Principal Self-Assessment Tool: Standards-Based Guiding Questions**

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential - it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection

#### **Standard 1:**

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

Essential Question: *Do you lead the change process for continuous improvement?*

#### **Standard 2:**

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

Essential Question: *Are you the instructional leader for the school?*

#### **Standard 3:**

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

Essential Question: *Do you act to create and ensure a nurturing, safe school environment?*

#### **Standard 4:**

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Essential Question: *Do you share leadership and promote a collaborative learning culture?*

#### **Standard 5:**

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

Essential Question: *Do you share leadership and promote a collaborative learning culture?*

# Ohio Standards for Principals

## **Standard 1**

**Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.**

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

## **Standard 2**

**Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.**

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

## **Standard 3**

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

- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.

## **Standard 4**

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

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

## **Standard 5**

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

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

# Ohio Standards for Professional Development

## ***Standard 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.

## ***Standard 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.

## ***Standard 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 collaboration.

## ***Standard 4***

**High quality professional development (HQPD) includes varied learning experiences that accommodate educators' 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.

## ***Standard 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.

## ***Standard 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.

## Understanding and Using the Standards

The Ohio Standards for the Teaching Profession define the expectations for Ohio's teachers based on what is known about the traits and skills of effective teachers. The big ideas emphasized in the standards are:

**Standard 1** — Students: Effective teachers understand student learning and development, and respect the diverse students that they teach.

**Standard 2** — Content: Effective teachers have a deep understanding of the content they teach.

**Standard 3** — Assessment: Effective teachers understand and use varied assessments to evaluate student learning and inform instruction.

**Standard 4** - Instruction: Effective teachers plan and deliver instruction that is tailored to the needs of each student.

**Standard 5** — Learning Environment: Effective teachers create safe, supportive and respectful learning environments.

**Standard 6** — Collaboration and Communication: Effective teachers collaborate and communicate with students, parents, other educators, administrators and community members to support student learning.

**Standard 7** — Professional Responsibility and Growth: Effective teachers understand that professional development is a continuous process for which they are responsible.

# Ohio Standards for the Teaching Profession

## *Standard 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.

## *Standard 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.

## *Standard 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.

## *Standard 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.

## *Standard 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.

## *Standard 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.

***Standard 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.





### Approval Verification Form For Educators Leaving a LPDC

This verifies that the attached Individual Professional development Plan was approved , and that

\_\_\_\_\_

(name of educator)

\_\_\_\_\_

(social security number)

has completed the following credits toward completion of the plan since the date below:

\_\_\_\_\_

(date)

\_\_\_\_\_ college/university **semester** hours

\_\_\_\_\_ college/university **quarter** hours

\_\_\_\_\_ LPDC approved professional development activities (CEUs)

\_\_\_\_\_

(authorized signature)

\_\_\_\_\_

(date)

Print name of Authorized Signer \_\_\_\_\_

Name of School District \_\_\_\_\_

Name of LPDC, if different \_\_\_\_\_

LPDC address \_\_\_\_\_

LPDC contact person \_\_\_\_\_

LPDC telephone number \_\_\_\_\_

## **Individual Professional Development Plan: Goals Identification Guide – Notes**

1. This **Standards for Ohio Educators** is provided to assist educators in identifying goals that may help to maximize professional potential to the educator, students, district, and the community.
2. The educator transitioning to or renewing a license should remember that the selection of a goal must be applicable to the specific area of licensure. This does not mean that a goal or goals would not apply to more than one area of licensure. It does mean that in the creation of a goal, the educator must recognize exactly how the goal will apply to his/her credentials, and not be too narrow in formulating a goal that restricts the educator in how and to what the goal will apply.
3. Remember that the identification of a goal or goals as part of a career-long professional growth plan is appropriate for all educators, whether they hold a permanent or other certificate or license. As a matter of law and of the provisions of the new licensure standards, the creation of a goal as a part of the educator's professional development plan is required of certificated educators who will pursue local CEU credit for non-workshop activities, and of all licensed educators.

## **Individual Professional Development Plan: Pre-approved Professional Development Activities – Notes**

1. Among the most exciting features in new licensure standards is the opportunity for an educator to be innovative and creative in designing professional development that is personal and specific to his/her professional assignment, classroom, building, district, and students.
2. Traditionally, the Ohio Department of Education has approved Continuing Education Units (CEUs) for formalized, structured "workshop" type activities that may or may not have been responsive to the educator's needs. Beginning July 1, 1998, educators can seek CEU "credit" opportunities in a variety of ways, **generally categorized in these guidelines as "Workshop" or "Other Activities."**
3. The following is a non-inclusive list of activities, which are considered legitimate learning experiences by the ACS LPDC. If an educator chooses one of these ***Pre-approved Activities that is not University Credit Learning or a Workshop, the educator must obtain pre-approval of the ACS LPDC.*** Educators must, however, document their efforts in the approved format for all CEU activities, whether they are "Workshop" or "Other Activities". In the case of "Other Activities, the educator must also supply verification by colleagues of their time investment in some circumstances, and follow other guidelines as identified herein.
4. All educators are encouraged to be creative and innovative beyond this list, and to anticipate that the end result of the activity should be a product that enhances the educator's skills and knowledge, improves the school district, and ultimately helps students to achieve. Please remember that other activities should be **pre-approved by the ACS LPDC** so that any questions about their legitimacy to your plan can be answered long before the date for your certificate or license renewal.

5. The ACS LPDC, through provisions of Senate Bill 230, is now **the only authority to grant CEU credit** to educators through activities such as those published here or as otherwise approved by the LPDC. The actual amount of the CEU is verified by the CEU Guidelines (see Appendix) and by the educator in concert with the LPDC.
6. When applicable, the educator is responsible for his/her IPDP and for selecting and pursuing activities, which assist him/her in reaching the goals identified in the plan. Documenting time commitment, keeping records, and producing a “product” that can be reviewed by the District LPD Subcommittee is a permanent responsibility of each educator.
7. Currently, the ACS LPDC has restricted the maximum number of CEU's in any category of activities. Other consortium member districts may also do so. Recommended maximum CEU's granted for activities, other than college/university credit of workshops, during renewal cycles are identified following each of the activities in the ***Pre-approved Activities list*** which follows.
8. If an educator chooses to pursue an activity that **does not appear** on the pre-approved list in order to seek CEU's, he/she should gain the approval of the ACS LPDC **prior to initiating the activity**. The ACS LPDC will determine what, if any, maximum CEU's shall apply for the activity during the renewal cycle.

<h2 style="margin: 0;">Individual Professional Development Plan: <i>Pre-approved Activities</i></h2>
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### **A. College/University Credit and Workshops**

1. **University Credit Learning** (*Universities that are recognized by the Ohio Department of Education as certificate or license grantees, whether in-state or out-of-state, are approved providers if the learning goals of the program help to complete the educator's IPDP, etc.*)
  - Typically, these are credit hours, not CEU's.
  - During license renewal, the ACS LPDC will approve hours that relate to the IPDP.
  - No limit on university hours approval to renew a certificate.
  - Transcripts are official verification of completion.
2. **Workshops** (*delivered by a provider approved by the ACS LPDC*)
  - No pre-approval by the ACS LPDC if an approved provider is used
  - Verification is an official certificate from a provider indicating completion of contact hours (p. 32) and the Certificate of Completion form (p. 34).
  - ACS LPDC approves the conversion of clock hours to CEU's.

### **B. Activities With Restrictions**

1. **Business/Industry Partnerships** (*creating opportunities to partner with business and industry to improve the resources and knowledge base to insure that students and schools are all that they can be*)
2. **Community Service and/or Development** (*opportunities to become involved in the improvement of the school community that demonstrably improves the environment for learning within the district*)
3. **Continuous Improvement Planning, Site-Based Planning, and Strategic Planning** (*involvement in creating short and long-range plan for the district, completing research or data collection to assist in planning, implementation of such plans, etc.*)

4. **Course of Study and Curriculum Revision Projects** (*internal district efforts, consortium projects, county-wide collaborations, projects that are part of university learning that directly impacts district and educator improvement, etc.*)
5. **Data Acquisition and Application** (*to apply existing and created data to analyze and improve the effective performance of the educator and the success of student and district goals*)
6. **Educational Service Center Activities** (*ACS LPDC, task committees, related research and activities, training, internships, etc.*)
7. **Individual Inquiry** (*investigation, research and involvement that enables the educator to pursue an area of interest that will enhance performance and benefit students, district, community, etc.*)
8. **Local Professional Development Committee Service** (*service as a member of an LPDC is considered legitimate growth and learning for the educator, and by the nature of the service will improve teaching and learning within the school district*)
9. **Mentoring** (*either as a part of the formal Entry Year Program, as supervision of student teachers, or by choice or assignment to aid a colleague or special project as an advisor*)
10. **National Board Certification** (*the educator's study and research to lead toward certification by the National Board of Teacher Certification*)
11. **North Central Association** (*Task committees, related research and activities, etc.*)
12. **Presentation** (*opportunities to present to various publics which in itself creates learning and growth for the educator and acquisition of skills which improve teaching and learning within the classroom, building and district*)
13. **Professional Associations** (*service in office ACS LPDC, task committees, related research and activities, etc., if the educator can verify new skills and knowledge that will benefit his/her classroom, students, building, district, etc.*)
14. **Program Creation** (*innovative creation of new programs, activities, etc., that is shown to benefit the educator's assignment, students, building, district*)
15. **Published Research or Other Writing** (*opportunities for the educator to not only learn from the research and creation, but to communicate this growth and development to others*)
16. **Regional Professional Development Center** (*Task committees, related research and activities, etc.*)
17. **Research-based Project** (*grant applications, teaching area research, opportunities to connect educational research to real improvement*)
18. **Technology Applications and Projects** (*within the classroom and district, effective management issues, etc.*)
19. **University Teaching** (*legitimate if the educator demonstrates the learning of new skills and knowledge that helps him/her achieve IPDP goals, benefit the building and district, and help students achieve*)

## **PRE-APPROVED HQ MODELS OF PROFESSIONAL DEVELOPMENT**

The High Quality professional development models on the following pages have been approved as appropriate activities by your district LPDC. As long as the educator is careful to follow the criteria, including the maximum CEUs that can be granted for an activity and/or within a time period, he/she can be confident that the Local Professional Development Committee sanctions these efforts.

When you create/revise your Individual Professional Development Plan, you will list the goals that will guide your professional growth and development during the term of the IPDP. When you request that the LPDC approve CEU credit for you (and approve university hours to use for renewal when you transition to or renew a license), you will:

1. complete a CEU Request/Activity Summary form.
2. identify on the form the Professional Development Type (left column following – numbered 1 through 5).
3. note the number of activity hours you have completed.
4. insure that you know the maximum CEUs that can be granted for your request
5. attach the program and a document or letter that identifies your name, the provider, a contact phone number for the provider, the exact date(s), and the exact number of clock hours you were in attendance and engaged in learning – if it is a workshop, conference, meeting, etc.
6. if your request pertains to an equivalent activity other than a conference or workshop, such as independent research, attach a copy of your work product to the CEU Request/Activity Summary form.

<b>Models of Professional Development</b>	<b>Activity to help you accomplish your strategy</b>	<b>CEU Guidelines</b>	<b>Maximum CEU granted per time limit and/or activity</b>	<b>Activity Criteria</b>	<b>Verification – you need a CEU Request form plus this to request CEU credit</b>
<b>Type 1 Individually-Guided Staff Development</b>	Professional Conferences	1 clock hour = 0.1 CEU	3 per conference	Only conference time that directly relates to identified Goal and strategies may be approved for credit	Conference program/ agenda and a report or plan
<b>Type 1</b>	Workshops	1 clock hour = 0.1 CEU	3 per workshop	Copy of registration and agenda	Workshop program and a report or plan
<b>Type 1</b>	Publication of original work i.e. book,, journal article, software, research	Book=9CEU Research=6 CEU Software=6 CEU Journal Article=3CEU Innovative curriculum unit=3CEU	See left	Production of tangible product that enhances teaching and learning. Project must have prior and final approval by LPDC	Copy of published work
<b>Type 1</b>	National Board Certification	Completion of verification during certificate cycle	12 if successful	Must be in the subject area of the individual's assignment.	Valid copy of National Certificate
<b>Type 1</b>	National Board Certification	Completion of verification during certificate cycle	6, one time only	Must be in the subject area of the individual's assignment.	Documentation for candidate not receiving the certificate
<b>Type 1</b>	Master Teacher	Completion of verification during certificate cycle	2, one time only	Copy of submission	Documentation for candidate not receiving the certificate

<b>Type 1</b>	Grant writing	1 clock hour = 0.1 CEU	2 per separate and different grants	Grant need not be awarded to receive CEU	Copy of grant proposal and documentation of clock hours for planning and preparation, verified by supervisor in writing
<b>Type 1</b>	Externship	1 clock hour = 0.1 CEU	6, one time	Pre-approval to the LPDC	Reflective journal and action plan. Verification from employer
<b>Type 1</b>	Teacher- initiated projects	1 clock hour = 0.1 CEU	3 per project	Project must have prior and final approval by LPDC	Copy of the final project or report of the project
<b>Type 1</b>	Reflective portfolios	1 clock hour = 0.1 CEU	3 per portfolio	Prior and final approval by LPDC.	Copy of portfolios to LPDC
<b>Type 2 Observation/ Assessment</b>	Peer coaching Both participants are eligible	1 clock hour = 0.1 CEU	3 per year	Each session must include pre- observation, discussion, observation, and follow- up discussion	Reflective journal of observations and action plan
<b>Type 2</b>	Job shadowing and visitations to schools	1 clock hour = 0.1 CEU	2 per year	Prior and final approval by LPDC	Summary of findings and connection to action plan
<b>Type 2</b>	Mentoring Both participants are eligible.	3 CEU= 1 full year	3 per year	Formal district/scho ol mentoring program	Statement of authorization from a supervisor and summaries of pre and post conferences

<b>Type 3</b> <b>Involvement in a Development or Improvement Process</b>	Committee work	1 clock hour = 0.1 CEU	3 per year	Must be serving on a formal committee organized by an educational agency or organization	Documentation of hours served verified by the president or chair of the committee
<b>Type 3</b>	Curriculum Development	1 clock hour = 0.1 CEU	3 per year	Must be serving on a formal committee organized by an educational agency or organization	Copy of final document
<b>Type 3</b>	Program Development	1 clock hour = 0.1 CEU	3 per year	Must contribute to the education profession and add to the body of knowledge in the individual's field	Summary of program
<b>Type 3</b>	School Improvement Initiatives	1 clock hour = 0.1 CEU	3 per year		Agendas of meetings and action plans
<b>Type 3</b>	School-community partnerships	1 clock hour = 0.1 CEU	3 per year		Summary of work with school and community related to action plan
<b>Type 4 Training</b>	College coursework	1 semester hour=3 quarter hours=3 CEU's	No limit	Coursework must be in education or in a content area directly related to the individual's assignment	Official transcript
<b>Type 4</b>	Professional Presentations	1 clock hour = 0.1 CEU	1 per different	May be used for the first presentation	Copy of presentation



<b>Type 4</b>	Teaching college class	1 clock hour = 0.1 CEU	1 class per year; 3 CEUs max per class	CEU credit given only once; request may not be repeated for teaching class again	Copy of course syllabus; official documentation from the university; narrative describing how teaching the class relates to identified IPDP strategies
<b>Type 5 Inquiry</b>	Study groups	1 clock hour = 0.1 CEU	2 per year	Must enhance individual's work in the profession or contribute to the educator's area of specialization	Reflective journal and action plan
<b>Type 5</b>	Professional reading	1 clock hour = 0.1 CEU	2 per year	Same as above	Reflective journal and action plan
<b>Type 5</b>	Action research	1 clock hour = 0.1 CEU	3 per year	Prior and final approval by the LPDC	Presentation of findings to department and action plan

## **Individual Professional Development Plan: Pre-approved Professional Development Providers – Notes**

1. This **Pre-approved Provider List** is a companion to the **Professional Development Plan** and the **Pre-approved Activities List**. Educators should always check the date of **this Approved Provider List** to insure that the most current version is the reference.
2. The ACS LPDC in cooperation with the Ashtabula County ESC has created the following list of **Approved Providers** of professional development, which indicates a recognition by the ACS LPDC that these institutions and organizations support the continuing professional development of educators; consider the delivery of quality professional development as part of their mission; and continually seek to be responsive to the individual needs of educators.
3. Educators who seek professional development from providers on this official list are not required to gain prior approval of the provider from their LPDC. **Educators should discuss with the ACS LPDC any providers who do not appear prior to engaging in professional growth activities** that they may wish to use for certificate/license renewal.
4. Educators renewing certificates should remember that requests for workshop CEU approval must be submitted on the appropriate form and accompanied by documentation from the provider verifying the completion of a certain number of clock hours, which the ACS LPDC will convert into CEU's as per the standard. Locally approved continuing education units requested for "other activities" must be linked to goals identified within the educator's Professional Development Plan.
5. Educators who wish to recommend professional development providers for placement on this **Approved List** should do so through the ACS LPDC. The ACS LPDC will review this **Approved List** each year, which will act to remove or add providers based upon recommendation, proven quality, and other criteria found in quality professional development.
6. Your school district and the ACS LPDC are sincere in efforts to establish high standards for the professional development of educators within the district. Those standards speak not only to the quality of the professional development, but also to how responsive development is to the needs of the educator, the district and building, and to the needs of students. Your input on how your school district and the ACS LPDC can improve the professional development opportunities and process within the school district is important. Please relate any suggestions, concerns and issues to the ACS LPDC.

## **Individual Professional Development Plan: *Criteria for Quality Professional Development Providers***

1. The following criteria are generally believed to be the standards for quality professional development providers—those individuals and/or institutions that relate and deliver education and training educators.
2. These criteria will always remain under review, and will be used by the ACS LPDC in its review and determination of Approved Professional Development Providers and in their determination of whether other providers that are requested for approval by educators seeking credit toward certificate/license renewal meet the district's standards for quality professional development.
3. Potential providers are encouraged to contact the ACS LPDC if they believe they meet these criteria and would want to be considered for the Approved Providers List.
  - a) The provider is recognized locally, regionally, statewide, and/or nationally for expertise and skills in working with educators and schools to improve performance and enhance student learning.
  - b) The provider grounds training in research, current best practices, and an assessment of the needs of current educators and schools.
  - c) The provider has an understanding of the need for continuous improvement of school districts and educators.
  - d) The provider is knowledgeable of Ohio's certification and licensure regulations and the role of both the educator and the ACS LPDC in maintaining credentials.
  - e) The provider has demonstrated interest in and willingness to respond to educators on the basis of individual needs.
  - f) The provider is responsive to the establishment of quality professional development standards.
  - g) The provider establishes clear goals for the training of educators and provides those goals to the educator as a matter of evaluation and as a record of professional growth, which will be included in the educator's professional development plan.
  - h) The provider is willing to work with the educator, district, and the ACS LPDC in establishing standards and providing reporting forms for educators who complete training opportunities.
  - i) The provider demonstrates an understanding of the needs of adult learners, and of the learning needs of students to whom educators and school districts are responsible.
  - j) The provider requests evaluation of its performance in delivering professional development to educators, and demonstrates responsiveness toward improving as a trainer of professionals.

## **Individual Professional Development Plan: Approved Professional Development Providers**

- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- American Psychological Association and related organizations
- American Speech and Hearing Association (ASHA)
- Ashtabula County School District Approved Professional Development Activities
- Association for Children with Learning Disabilities (ACLD)
- Association for Supervision and Curriculum Development (ASCD) and related organizations
- Association of School Business Officials (ASBO)
- Auditor of the State of Ohio and related
- Buckeye Association of School Administrators (BASA)
- Career Education Association
- Center of Science and Industry (COSI)
- Children with Attention Deficit Disorders (CHADD)
- Cleveland Clinic Foundation
- Cleveland Museum of Art
- Council for Exceptional Children (CEC)
- Fullbright Scholarship Program Offerings
- Government Finance Officer's Association
- Industrial Information Institute (III)
- INFOHIO
- Music Educators' National Council
- National Association of School Psychologists and related organizations
- National Council of Teachers of English (NCTE) and related organizations
- National Council of Teachers of Mathematics (NCTM) and related organizations
- National Council of Teachers of Science (NCTS) and related organizations
- National Education Association (NEA)
- National Endowment for the Humanities
- North Central Association of Colleges and Schools (NCA)
- North Central Regional Educational Laboratory (NCREL) related organizations
- Northeastern Ohio Educational Association (NEOEA)
- Northeastern Ohio Instructional Media Center (NEOIMC) and related Organizations
- Northeastern Ohio Library Association (NOLA)
- Northeastern Ohio Management Information Network (NEOMIN) and related
- Northeastern Ohio Special Education Regional Resource Center (NEOSERRC) and related
- Ohio Association of Elementary School Administrators (OAESA) and related
- Ohio Association of Gifted Children
- Ohio Association of Pupil Service Administrators (OAPSA)
- Ohio Association of School Business Officials (OASBO) and related Organizations
- Ohio Association of School Personnel Administrators (OASPA) and related
- Ohio Association of Secondary School Administrators (OASSA)
- Ohio Board of Regents – **and**
- Ohio Approved Certification/Licensure Colleges and Universities – **and**
- Ohio Approved Programs from Other States
- Ohio CASE (Council of Administrators of Special Education)
- Ohio Coalition for the Handicapped
- Ohio Council of Teachers of English and Language Arts (OCTELA) and related
- Ohio County Educational Service Centers

- Ohio County Superintendents' Associations
- Ohio County Treasurers' Associations and related Organizations
- Ohio Department of Education (ODE)
- Ohio Education Association (OEA)
- Ohio Educational Library Media Association (OELMA)
- Ohio Educational Service Centers
- Ohio Federation of Teachers (OFT)
- Ohio Foreign Language Association
- Ohio Governmental Agencies – Soil and Water Conservation, Cooperative Extension Service Offices, etc.
- Ohio Music Educators' Association and related Organizations
- Ohio Network: Training and Assistance to Schools and Communities (ONTASC)
- Ohio Psychological Association (OPA)
- Ohio Regional Professional Development Centers (RPDC's) Regional School Improvement Team (RSIT)
- Ohio School Boards Association (OSBA)
- Ohio School Net Office
- Ohio School Psychology Association (OSPA)
- Ohio School Speech Pathology Educational Audiology Coalition
- Ohio Speech and Hearing Association (OSHA)
- Ohio State Board of Education
- Other State Departments of Education
- Pittsburgh Institute of Art
- Teaching Area Professional Councils and Organizations
- Treasurer of the State of Ohio
- United States Department of Education (USDOE)
- Western Reserve Association for Gifted Children (WRAGE)

## **Continuing Education Units: Guidelines for ACS LPDC Approval**

1. The Ohio Department of Education will not issue CEUs as of July 1, 1998. The **sole authority for issuing CEUs** to educators in Ohio rests with the **ACS LPDC**, which has authority to review and approve the professional development plans of educators in participating districts.
2. CEUs can be granted by the ACS LPDC for traditional “workshop” type activities similar to those formerly approved by the ODE for credits, or for creative activities that can be more personalized and individual to the educators, such as individual investigative projects, authorship, etc.
3. All activities – workshop and “other” – used toward the **transition to or renewal of a license** require the completion and approval of a professional development plan.
4. Educators who attend workshops conducted by a Pre-approved Provider may do so with the knowledge that the ACS LPDC has already approved the participation for CEUs, but not necessarily for completion of goals on an IPDP.
5. Providers who do not appear on the Pre-approved Provider list should be approved by the District LPD Subcommittee prior the educator participating in the activity.
6. It is the educator’s responsibility to **exit a workshop with a document** that will be supplied to the District LPD Subcommittee verifying that a certain number of clock hours of participation have been completed.
7. The ACS LPDC will convert the clock hours into CEUs based upon the formula (one clock hour = 0.1 CEU).
8. The pre-approval of activities, goals, providers and quality standards has not weakened the expectations for educators to establish stringent and rigorous professional development. The pre-approvals have eliminated the need to have the same discussions about quality and appropriate activities over and over again.
9. **It is the educator’s responsibility to maintain accurate and thorough records of professional growth (logs of hours, documentation of CEUs, etc.) for the life of the credential to which they will apply. It is recommended that the ACS LPDC keeps a copy of the CEU approval in the educator’s permanent ACS LPDC file, and that the educator keeps the documentation in his/her credentials portfolio. Educators must be very clear, however, that providers are not responsible for keeping an electronic or other record on behalf of individuals – the responsibility rests upon the educator.**

## CEU APPROVAL REQUEST FORM

Attach this form as a cover to: (1) a copy of your approved IPDP, and (2) the Workshop Certificate of Attendance verifying completed contact hours or (3) supporting documentation verifying the completion of an approved "Equivalent Other Activity".

Name \_\_\_\_\_ Date Submitted to LPDC:     /     / \_\_\_\_\_

*Building:* \_\_\_\_\_ *Assignment:* \_\_\_\_\_

IPDP Goal(s) \_\_\_\_\_ Title of Activity: \_\_\_\_\_

Activity Agent: \_\_\_\_\_ Activity Date(s): \_\_\_\_\_ Contact Hours: \_\_\_\_\_

1. Explain how this EOA activity helped fulfill the goals in your IPDP.
  
2. What outcomes were achieved?
  
3. What new strategies, theories, and/or skills did you learn?
  
4. How did this activity impact the word of the district, building, and/or office?
  
5. If a workshop was involved, submit a verification of your attendance.
  
6. Provide evidence that you have completed the learning activity, i.e., portfolio, journal, policy, assessments, annotated bibliographies, evaluation plan, comments from supervisors, peers, and/or internal/external customers.

Signed by Educator \_\_\_\_\_

Verification Signature \_\_\_\_\_

\* May be used to verify contact hours for an EOA

LPDC Signature \_\_\_\_\_

CEU's Approved \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_





## Renewing or Converting an Ohio Certificate

1. Beginning with the 1998-99 school year, renewal of certificates and licenses for persons employed in a school district must involve a review by the employing district Local Professional Development Committee prior to submission of the renewal application to the Department of Education.
2. Individuals who will transition to a license at the expiration of the certificate are under the standards for the renewal of a 5-year license **as soon as they receive their final certificate.** These individuals are **required to complete** a professional development plan and work through the ACS LPDC for approval of goals, activities, and other provisions at that point. See this handbook for directions.
3. **Renewals** of 5-year licenses are submitted through the ACS LPDC. **All other certificates, licenses and permits** (supplementary license, educational aide permits, etc.) are submitted by the ACESC to the ODE for evaluation and issuance, and the ACS LPDC is not involved.

### Renewing a School Treasurer License

1. *The renewal of a School Treasurer license requires the following since the issue date of the license to be renewed:*
  - (6) semester hours or (13.5) quarter hours; *OR*
  - (18) Ohio Department of Education approved CEUs taken; OR
2. Semester hours and/or quarter hours may be mixed with CEUs. Refer to the conversion chart for information on how to convert semester/quarter hours and CEUs.
3. School Treasurers must complete their coursework at an institution approved to grant the Associate or Bachelor degree by the Ohio Board of Regents or the equivalent if completed outside the state of Ohio.
4. The holder of a valid Ohio Superintendent certificate may renew a School Treasurer license **once** with no additional coursework.

### Renewing a School Business Manager License

1. *The renewal of a School Business Manager License requires the following since the issue date of the license to be renewed:*
  - (6) semester hours or (13.5) quarter hours; *OR*
  - (18) Ohio Department of Education approved CEUs taken; OR
2. Refer to the conversion chart for information on how to convert semester/quarter hours and CEUs.
3. School Business Managers must complete the course work at an institution approved to grant the Bachelors degree by the Ohio Board of Regents or the equivalent if completed outside the state of Ohio.
4. The holder of a valid Ohio Superintendent certificate may renew a Business Manager license **once** with no additional coursework.

## Coursework Conversion Chart

<i>Semester Hours</i>	<i>Quarter Hours</i>	<i>CEUs</i>
2/3	1	2
1 1/3	2	4
2	3	6
2 2/3	4	8
3 1/3	5	10
4	6	12
4 2/3	7	14
5 1/3	8	16
6	9	18
6 2/3	10	20
7 1/3	11	22
8	12	24
8 2/3	13	26
9 1/3	14	28
10	15	30
10 2/3	16	32
11 1/3	17	34
12	18	36

***What is the ratio of semester and quarter hours to CEUs? Will the ratio remain the same when CEUs are issued by the LPDC?***

1 semester hour = 3 CEUs

1 quarter hour = 2 CEUs.

The ratio will remain the same.

# PERSONALIZED OHIO PRINCIPAL STANDARDS

Self Assessment of:

Date: / /

## **1 I help create a shared vision and clear goals for my school and ensure continuous progress toward achieving goals.**

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

## **2 I support the implementation of high-quality standards based instruction that results in higher levels of achievements for all students.**

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

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

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

## **4 I establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.**

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

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

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

# PERSONALIZED OHIO TEACHER STANDARDS

Self Assessment of:

Date: / /

## **1 I understand student learning and development, and respect the diversity of the students they teach.**

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

## **2 I know and understand the content area for which they have instructional responsibility.**

- I know the content I teach and use my knowledge of content-area concepts, assumptions and skills to plan instruction.
- I understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- I understand school and district curriculum priorities and the Ohio academic content standards.
- I understand the relationship of knowledge within the discipline to other content areas.
- I connect content to relevant life experiences and career opportunities.

## **3 I understand and use varied assessments to inform instruction, evaluate and ensure student learning.**

- I am knowledgeable about assessment types, their purposes and the data they generate.
- I select, develop and use a variety of diagnostic, formative and summative assessments.
- I analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- I collaborate with and communicate student progress with students, parents and colleagues.
- I involve learners in self-assessment and goal setting to address gaps between performance and potential.

## **4 I plan and deliver effective instruction that advances the learning of each individual student.**

- I align my instructional goals and activities with school and district priorities and Ohio's academic content standards.
- I use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- I communicate clear learning goals and explicitly link learning activities to those defined goals.
- I apply knowledge of how students think and learn to instructional design and delivery.
- I differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- I create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- I use resources effectively, including technology, to enhance student learning.

**5 I create learning environments that promote high levels of learning and achievement for all students.**

- I treat all students fairly and establish an environment that is respectful, supportive and caring.
- I create an environment that is physically and emotionally safe.
- I motivate students to work productively and assume responsibility for their own learning.
- I create learning situations in which students work independently, collaboratively and/or as a whole class.
- I maintain an environment that is conducive to learning for all students.

**6 I collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.**

- I communicate clearly and effectively.
- I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- I collaborate effectively with other teachers, administrators and school and district staff.
- I collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

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

- I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- I take responsibility for engaging in continuous, purposeful professional development.
- I am an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.

# 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 collaboration.

## **4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' 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.

## GLOSSARY FOR TEACHER AND PRINCIPAL STANDARDS

**Academic Discipline** – An academic discipline is a branch of knowledge which is formally taught, either at the university, or via some other such method. Functionally, disciplines are usually defined and recognized by the academic journals in which research is published, and the learned societies to which their practitioners belong. An academic discipline is characterized by an organized, discrete body of knowledge and a corresponding set of problems together with a regimen of investigation and analysis.

**Action Research** – "Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about the ways that their particular school operates, how they teach, and how well their students learn." Mills, G. (2000, p. 6)]

**All students** – In these standards, this phrase is meant to include *all* students regardless of their varying abilities, ethnicity, culture, gender, sexual orientation, religion, giftedness, disability, limited English proficiency, or economic disadvantage.

**Collaboration** – Collaboration is defined by Winer and Ray (1994, p. 33) as a "mutually beneficial and well-defined relationship entered into by two or more organizations (re: persons or entities) to achieve results they are more likely to achieve together than alone."

**Collaborative Learning** – Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

**Collegiality** – The manner in which educators interact with one another, and the extent to which they approach their work as professionals (Marzano, 2003). Collegiality is demonstrated by educators who are supportive of one another. They openly enjoy professional interactions, are respectful and courteous of each other's needs (Christine Villani, 1996). Collegiality is characterized by authentic interactions that are professional in nature. These interactions include, but are not limited to, openly sharing failure and mistakes, demonstrating respect for each other, and constructively analyzing and criticizing practices and procedures (Fullan and Hargrove, 1996). School norms promote collegiality if educators demonstrate a high frequency of various interactions including talking about teaching, developing and sharing teaching materials, observing one another, teaching one another techniques, and giving assistance.

**Community** – The educational community is defined as parents, students, engaged community members, support staff, teachers, administrators, and School Board members.

**Content area** – Content area refers to a broad designation of content knowledge that encompasses different disciplines, i.e. Science to Biology, or Language Arts to Composition.



**Cooperative Learning** – Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.

**Cultural Competency** – Culturally competent educators see differences among students as assets. They create caring learning communities where individual and cultural heritages, including languages, are expressed and valued. They use knowledge of their students and their families, their communities, and their cultures to design and support instructional strategies that build upon and link home and school experiences. They challenge stereotypes and intolerance. They serve as change agents by thinking and acting critically to address inequities distinguished by (but not limited to) race, language, culture, socioeconomics, family structures, and gender.

### **Culture/Culturally Responsive/Cultural Competency –**

Culture: Culture can be defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, or social group. Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world and its influences on how we process learning, solve problems, and teach.

Culturally Responsive: Being culturally responsive is more than being respectful, empathetic, or sensitive. Accompanying actions, such as having high expectations for students and ensuring that these expectations are realized, are what make a difference. The dynamic nature of the word “responsiveness” suggests the ability to acknowledge the unique needs of diverse students, take action to address those needs, and adapt approaches as student needs and demographics change over time. (*Culturally Responsive Practices for Student Success: A Regional Sampler*, Northwest Regional Educational Laboratory, Portland, Oregon, 2005)

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### **Diagnostic, Formative, Summative Assessment –**

Diagnostic: Although some authors delineate diagnostic assessment as a component of formative assessment, most consider it a distinct form of measurement (Kellough et al, 1999; McMillan, 2000). In practice, the purpose of diagnostic assessment is to ascertain, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each pupil’s unique needs.

Formative: According to the NCTM’s *Principles and Standards for School Mathematics* (2000): Assessment should be more than merely a test at the end of instruction to see how students perform under special conditions; rather, it should be an integral part of instruction that informs and guides teachers as they make instructional decisions. Assessment should not merely be done *to* students; rather, it should also be done *for* students, to guide and enhance their learning (The Assessment Principle, ¶ 1).

Summative: Black (1998, as cited by Brookhart, 1999), explaining summative assessment via analogy, stated, “When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment” (Formative and Summative, ¶ 1). Succinctly, summative assessment is a test, usually given at the end of a term, chapter, semester, year, or the like, the purpose of which is evaluative; in addition, high-stakes tests such as ACT, GRE, SAT, and the WASL are also examples of summative assessments.

**Disaggregate** – Break the whole into smaller groups based on defined characteristics.

**Efficacy** – In general, the capacity or power to produce a desired effect. Efficacy for teachers is a teacher's sense of ability to function as an instructional leader in the classroom, and knowledge of, and contribution to, school instructional policy. In effect, it is “the extent to which teachers believe they can affect student learning” (Dembo & Gibson, 1985:173).

**Family** – For the purpose of these standards, the term “family” refers to a student’s parent(s), guardian(s), sibling(s), advocate(s), caregiver(s), and/or extended support system

**Gifted students** – Students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under section 3324.03 of the Ohio Revised Code.

**Lead Learners** – Lead learners recognize that an essential element in the providing of high quality instruction is the learning of those professional educators responsible for ensuring that instruction. Lead learners engage in and model in their own learning the knowledge, skills, and abilities that enhance student learning and achievement, and they assume leadership roles within the learning community.

**Learning Community** – A learning community supports and inspires the intellectual and personal development of all members of the community. A learning community fosters an environment that values diversity, differences, and the rights of all individuals. It supports and creates new knowledge through research and scholarly inquiry on the part of teachers, staff and students, and it shares that knowledge with the broader community. A learning community is centered on the classroom, but extends throughout the school and into the world around it. In such a community, all activities, roles, and responsibilities are related with its members engaged in a common enterprise.

**Limited English Proficient** – The term “limited English proficient” (LEP) refers to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school’s educational program. Ohio follows the same federal government definition of Limited English Proficient as described in the *No Child Left Behind Act of 2001* [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)].

**Norm** – A set standard of development or achievement usually derived from the average or median achievement of a large group. A pattern or trait taken to be typical in the behavior of a social group. A widespread practice, procedure, or custom. In testing, a statistical measure of central tendency, as a mean, median, or mode. Statistics or tabular data that summarize the distribution of test performance for one or more specified groups, such as test takers of various ages or grades. Norms are usually designed to represent some larger population, such as test takers throughout the country. The group of examinees represented by the norms is referred to as the *reference population*.

**Parents** -- Refers to a student's parent(s), guardian(s), caregiver(s), or other entity legally entrusted with the custodial responsibility for the well being of the student.

**Peer Coaching** – In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. Research has identified many benefits of peer coaching for teachers, among them is a reduced sense of isolation, an ability to implement new teaching strategies effectively, a positive school climate, and a revitalized faculty.

Peer coaching usually involves (but is not limited to) teachers observing teachers. Peer coaching models are described, defined, and labeled in various ways. One useful way to categorize different models of peer coaching is to examine what information is obtained during an observation and what is done with that information.

**Processes of Inquiry** – The processes of thought, investigation, and problem solving that are linked to a discipline or content area. Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.

**Service Learning** – Service learning is a process whereby students learn and develop through active participation in organized service experiences that actually meet community needs. Service learning provides students opportunities to use their acquired skills and knowledge in real life situations in their communities; this enhances teaching by extending student learning into the community and helps foster a sense of caring for others (Burns, 1998).

**Standard English** – The variety of English that is generally acknowledged as the model for the speech and writing of educated speakers. Standard English is the variety of English that is held to be 'correct' in the sense that it shows none of the regional or other variations that are considered by some to be ungrammatical, or non-standard English. Received Pronunciation, often called RP, is the way Standard English is spoken; without regional variations.

**Staff** – This is an inclusive term referencing all school personnel.

**Stakeholders** – Any group or individual who can affect or is affected by the achievement of the defined educational objectives.

**Standards** – A standard is an adaptable goal set at a challenging, but achievable level describing what should be known and what skills and abilities should be present and in which a framework can be developed to assist in reaching that goal.

**Students with Disabilities** – Students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

**Systematic vs. systemic** – The term systematic often is associated with images of a linear, generalizable model of how to do something. Systemic on the other hand implies a global conception of the problem and an understanding of the interrelationships and interconnections. (Carr 1996). The systemic perspective in instructional design is traditionally limited to feedback via needs assessment or evaluation. The systematic perspective in instructional design, however, is strongly represented in a variety of step-by-step models. (Carr 1996)

**For LPDC Approval Form**

**Webinar Participation**

<b>Webinar title</b>	
<b>Date &amp; Time</b>	
<b>Associated URL</b>	
<b>Hosting organization/entity</b>	<i>Provide the name of the host and include names and credentials of presenters or featured speakers, if known.</i>
<b>Webinar Goals &amp; Objectives</b>	
<b>Contact hours</b>	<i>Specify actual hours of engagement. (Attach documentation if possible)</i>
<b>Participant role</b>	<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.

***This form is not for submission to the Ohio Department of Education.***

\_\_\_\_\_  
Participant (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# IPDP Review Checklist

Yes	No	N/A	Content and Quality Checklist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is professional development purposefully structured to occur over time?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the focus of the IPDP based on an examination of multiple sources of data?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the IPDP provide opportunities for the individual to work with other educators?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the IPDP meet the needs and experiences of an adult learning?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is a combination of evaluative measures planned to assess the effectiveness of professional development over time?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does IPDP advance the educator's content knowledge and repertoire of instructional strategies?

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