

Tri-County Educational Service Center

Local Professional Development Committee (LPDC) Handbook



Adopted 5/8/2007
Revised 11/19/2008
Revised 2/23/2009
Revised 5/5/2011
Revised 9/10/2013

Revised 10/8/2014
Revised 11/21/2016
Revised 7/1/2017
Revised 7/1/2021

TABLE OF CONTENTS

Teacher Education and Licensure Standards (Senate Bill 230) Responsibilities of the Ohio Department of Education / Local Professional Development Committee	3-4
Tri-County LPDC By-Laws	5-7
Types of Licenses	8
Responsibility of Educator	9
Standards and Guidelines for Professional Development	10
Individual Professional Development Plan Management Suite	11-19
Log-on	11
Personal Profile	12
Create Plan	13-16
Email Communication	17
Submit Activity	18
Activity Status	19
Professional Development Activity Options	20-25
Equivalent Other Activities (EOA) Preapproval Form / Verification of Participation Form	26-28
Appeals Process	29-30
Approval for Educators Leaving a LPDC	31
LICENSE RENEWAL PROCESS	32-33
Questions and Answers	34-36

RESPONSIBILITIES OF THE OHIO DEPARTMENT OF EDUCATION (ODE)

TEACHER EDUCATION AND LICENSURE STANDARDS

Senate Bill 230

In 1996, Ohio's General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). Such committees are to be established in every school district and chartered non-public school by September 1998. The purpose of the committees is to review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses has been met.

Based on the Local Professional Development Committee's review, the Ohio Department of Education will continue to issue teaching licenses, and the certificates and licenses will be valid across the state.

Ohio Administrative Code 3301-24-08 outlines the requirements in law for Local Professional Development Committees. Those guidelines are the basis for this handbook. All guidance requirements have been addressed.

Responsibilities of the Ohio Department of Education

The Ohio Department of Education will:

- interact with educational agencies about the meaning, expectations, and needs in relationship to establishing LPDCs;
- ensure that its own staff members develop the knowledge and competence necessary to help districts establish LPDCs;
- provide high quality technical assistance and resources;
- provide consultation to help districts connect professional development to systemic improvement;
- maintain records of ODE-approved CEUs taken through June 30, 1998;
- provide renewal verification forms and maintain a file of authorized LPDC signatures;
- issue all certificates, licenses, and permits;
- evaluate and process applications for adding new areas to certificates or licenses;
- provide assistance to LDPCs as needed; and
- cover the operating costs of the certification/licensure unit through certification/licensure fees, as required by law.

RESPONSIBILITIES OF THE LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

As indicated in statute and in standards, Local Professional Development Committees are responsible for reviewing and approving course work and other professional development activities that educators propose to complete for the purpose of license **renewal**. This includes:

- Developing the format for an Individual Professional Development Plan (IPDP) for use by educators as they renew their licenses.
- Establishing the criteria by which the LPDC will review educators' Individual Professional Development Plans (IPDPs).
- Establishing operating procedures for the submission and review of Individual Professional Development Plans (IPDPs) by educators in the district.
- Consistently abiding by the established operating procedures.
- Ensuring that educators' course work and other professional development activities meet the standards for renewal of licenses.
- Keeping records of the LPDC's decisions regarding educators' IPDPs.
- Operating under the Open Meetings Act (Sunshine Law) and maintaining records of meetings.
- Establishing a local appeals process for educators who wish to appeal the decision of the LPDC.
- Developing procedures for accepting traditional continuing education activities taken after June 30, 1998, and prior to the establishment of a LPDC.

**TRI-COUNTY EDUCATIONAL SERVICE CENTER
LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE
BY-LAWS**

Membership Composition

The Tri-County Educational Service Center LPDC shall be composed of five members: three (3) teachers, the superintendent or his designee and one (1) director. The term of office for LPDC members shall be three (3) years. Teacher members will be selected by self or peers. All other members will be appointed by the superintendent. Each voting member will have one (1) vote.

Membership Qualifications

LPDC members must have valid professional licenses and be of high professional standing.

Membership Compensation

The Tri-County Educational Service Center (TCESC) will meet a maximum of four (4) half-days during the workday in any one year. If more time is needed, an additional four half -days may be utilized outside of the workday.

Membership Vacancies

Vacancies arising during the term will be filled by appointment by the superintendent.

Roles of Committee Members

The Tri-County Educational Service Center (TCESC) LPDC chairperson will be the Director of Curriculum and Instruction the recorder will be the LPDC secretary.

Duties of Committee Members

The duties of the Chairperson, Recorder and other committee members shall be as follows:

The Chairperson shall:

- a. preside at all Tri-County Educational Service Center (TCESC) LPDC meetings
- b. call all meetings and set agendas in collaboration with the membership
- c. ensure adherence to LPDC review processes and procedures
- d. serve as appeals process contact and liaison
- e. serve as a reviewer of employees' Individual Professional Development Plans (IPDPs) for licensure renewal
- f. serve as a staff information contact person

Revised 10/8/2014

The Recorder /Secretary shall:

- a. keep accurate minutes of all Tri-County Educational Service Center (TCESC) LPDC meetings
- b. serve as staff communication liaison
- c. be responsible for all necessary correspondence
- d. keep membership records up-to-date and keep a mailing list of all members including names, addresses, and telephone numbers
- e. maintain a notebook or easily accessible electronic record of all committee activities
- f. serve as a staff information contact person

The remaining members shall:

- a. serve as staff information contact people
- b. serve as reviewers of Tri-County Educational Service Center educator IPDPs and professional development for licensure renewal
- c. attend all scheduled meetings

Meetings

Tri-County Educational Service Center (TCESC) LPDC members shall determine frequency, time and place of meetings within the following parameters:

The LPDC will meet a maximum of four (4) half-days during each fiscal year. Additional meetings (up to four (4) half days) may be scheduled outside of the workday with a stipend of forty dollars (\$40.00) per meeting to each committee member. Stipends are not to exceed \$160/committee member in any one year.

Postings/notifications of meeting dates, times and locations will be as per Sunshine Law language. A quorum is a majority of total voting members. Action of the LPDC will be by majority vote. When administration plans are up for review, the committee composition will shift to be in compliance with state law (H.B. 477).

IPDP Submission/Decision Making

An educator will write an initial IPDP for the renewal of the license he/she is working under. Thereafter, a new IPDP is written following each renewal of that license. All IPDPs will be submitted within 90 days of the renewal of a license or after the educator has changed positions and consequently his/her focus. (See page 30 Section III for additional information) Notification of committee action on IPDPs shall occur no later than 45 days after the educator has submitted his/her IPDP.

Committee members will electronically review submitted IPDPs prior to the 15th of each month and notify the LPDC chairperson of any perceived inconsistencies of the educator's IPDP with the ESC's Standards for Professional Development, needs of the assigned district(s), students and the goals of the educator. Whenever a discussion of the appropriateness of an IPDP has been raised, any decision to reject or approve a submitted IPDP for license renewal purposes must receive a two-thirds majority vote of the full committee.

Tri-County Educational Service Center (TCESC) LPDC members whose IPDP is being considered for renewal and a question of appropriateness of the IPDP has been raised, will not vote on their own proposal. An alternate LPDC member will be asked to vote on the plan.

Employees are provided within this handbook guidelines/criteria to develop and submit the IPDP for review. If the IPDP is rejected, the individual shall be given a copy of the same guidelines/criteria sheet with reasons for rejection clearly marked. Educators whose plans have been rejected must submit a revised plan or secure more detailed, supportive materials to substantiate the legitimacy of their original plan within ten (10) working days of the initial rejection notification. The LPDC will again review the plan. If the plan is rejected, the educator has recourse through the appeals process.

Appeals Process

1. Reconsideration: If an educator disagrees with the LPDC's decision, the educator shall be given the opportunity to meet with the LPDC in person to discuss the IPDP and his/her case. This discussion will also serve to help the educator gain an understanding of the perspective of the LPDC.
2. Third party review: If, after the reconsideration process has taken place, the LPDC and the educator are still unable to come to agreement, a third party shall review the decision. A panel consisting of one licensed educator selected by the LPDC, one licensed educator selected by the educator, and one certificated/licensed educator agreed upon by the previous two shall be formed. These three individuals shall review and either uphold or overturn the LPDC decision. Their decision is final.

Reciprocity

The Tri-County Educational Service Center (TCESC) LPDC is established as a collegial effort to support and maintain a quality educator force. This includes working together with member districts to ensure that an educator is not penalized by the system. In the spirit of collegiality, when an educator leaving a member district begins employment in the Tri-County Educational Service Center, the former district's verification of IPDP approval, including course work and continuing education completed and accepted, will be honored by the Tri-County Educational Service Center (TCESC). Such new employees will have ninety days after employment to submit a revised IPDP in accordance with Tri-County Educational Service Center (TCESC) job description requirements and/or recommendations.

Amending the By-Laws

At the annual fall meeting, the committee will review the by-laws/handbook and make necessary adjustments/revisions. Amendments shall be voted on by roll call vote only.

TYPES OF LICENSES

Educators who are working under professional five-year licenses are responsible for meeting the requirements for renewal of those licenses. Educators who are scheduled to renew their licenses after January 1, 1999, must work with their Local Professional Development Committees to complete the renewal process.

Four-Year Resident Educator Licenses

Educators who hold four-year Resident Educator Licenses enter into a mentored program and do not go through the LPDC to renew the four-year Resident Educator license or to advance to the five-year professional license.

Five-Year Licenses

Educators must:

- Complete an Individual Professional Development Plan (IPDP) and obtain approval for the plan from the LPDC.
- Work with the LPDC for approval of Continuing Education Units and/or equivalent activities.
- Work through the LPDC for verification that the requirements in the 1998 standards have been met.
- Submit the application on-line at the Ohio Department of Education website and choose the Tri-County Educational Service Center LPDC (IRN013377) to review and sign.

NOTE: Educators who hold licenses as a school nurse, occupational therapist, physical therapist, school social worker, audiologist and speech and language pathologist transition or renew their licenses with a copy of their current Ohio Board license.

Permanent Certificates

All educators holding a permanent certificate prior to 1998 have been grandfathered and will not need to secure a license. Permanent certificates are no longer available.

Revised 9/10/2013
Revised 10/8/2014
Revised 11/15/2016
Revised 7/1/2017
Revised 7/1/2021

RESPONSIBILITY OF THE EDUCATOR

Educators who are working under a professional five-year licenses are responsible for meeting the requirements for transition or renewal of those licenses. Educators who are transitioning or renewing licenses must work with their Local Professional Development Committees to complete the renewal process.

Educators must:

- Develop an Individual Professional Development Plan (IPDP).
- Base the IPDP on the ESC's Standards for Professional Development, the needs of the assigned district(s), students and the goals of the educator.
- Electronically submit the IPDP to the LPDC for approval prior to completion of the plan's activities.
- Electronically submit documentation of professional development (transcripts, certificates of attendance, etc.) within the IPDP that have been completed.
- Apply on-line at the Ohio Department of Education website.
- Complete a Federal Bureau of Investigation (FBI) background check (fingerprints) if the FBI background check on file is five years or older.

Licensure renewal is the individual educator's responsibility. The Tri-County Educational Service Center LPDC is not held responsible for failure to secure renewal.

Revised 9/10/2013
Revised 10/8/2014
Revised 7/1/2021

STANDARDS FOR PROFESSIONAL DEVELOPMENT

Tri-County Educational Service Center Mission Statement

Tri-County Educational Service Center will provide evidence-based, innovative services that meet the changing individual and collective needs of the educational community.

Characteristics of Quality Professional Development

Tri-County Educational Service Center (TCESC)'s vision for transforming professional development is based on the belief that quality professional development

- results in improved student learning and increased educator skill levels.
- balances individual priorities with the needs of the district, school, students, and the organization.
- extends beyond traditional course work and workshops to meaningful job-embedded activities.
- allows educators to connect their learning to the contexts of their job descriptions.
- requires educators to be responsible for their own professional development and ensures educator quality.
- supports a clearly articulated vision for learning.
- focuses on license renewal as a by-product, not as a purpose.

Promising Professional Development Practices or Policies:

- Stimulate and support site-based initiatives. Professional development is likely to have greater impact on practice if it is closely linked to school and organizational initiatives to improve practice and skill levels.
- Are grounded in knowledge about learning and teaching.
- Provide opportunities to explore, question, and debate in order to integrate new ideas.
- Offer intellectual, social, and emotional engagement with ideas, materials, and colleagues. If educators are to reach and teach for deep understanding, they must be intellectually engaged in their disciplines and work regularly with others in their field.
- Demonstrate respect for educators as professionals and as adult learners. Professional development should draw on the expertise of educators and take differing degrees of experience into account.
- Provide for sufficient time and follow-up support for educators to master new content and strategies to integrate them into their practice.
- Are accessible and inclusive. Professional development should be viewed as an integral part of educators' work rather than as a privilege granted to a few.

SAMPLE OF IPDP AS IT APPEARS ON-LINE

(pages 11-19)



Individual Professional Development Plan Management Suite

Please enter your username & password

Username:

Password:

Log In



Individual Professional Development Plan Management Suite

[Home](#)] [[Profile](#)] [[Create Plan](#)] [[View Plan](#)] [[Submit Activity](#)] [[Activity Status](#)] [[Archived Plans](#)] [[Help](#)] [[Log Out](#)]

Personal Profile - Edit		Return to Previous Page
Name:	First: <input type="text" value="First Name"/>	Last: <input type="text" value="Last Name"/>
Username:	<input type="text" value="tesc_email username"/>	
Email Address:	<input type="text" value="tesc_email address"/>	
Building:	<input type="text" value="Name of Building"/>	
Title/Teaching Assignment :	<input type="text" value="ex: Teacher / Administrator"/>	
State Certification ID:	<input type="text" value="license number"/> <i>i.e. OHXXXXXXX</i>	
Access Level :	<input type="text" value="Staff member"/> <input type="text" value="Save Changes"/>	



Individual Professional Development Plan Management Suite

[[Home](#)] [[Profile](#)] [[Create Plan](#)] [[View Plan](#)] [[Submit Activity](#)] [[Activity Status](#)] [[Archived Plans](#)] [[Help](#)] [[Log Out](#)]

Create Individual Professional Development Plan

Your Name: *

Name of Plan:

* Example: Certificate Renewal 2010-2015

Building:

Teaching Assignment/Dept:

- Select Certificate (s):
- Education of the Handicapped (K-12) (Hearing Handicapped (K-12)) Expires: 7/1/2030
 - High School Principal (7-12) () Expires: 6/30/2010
 - Middle School Principal (4-9) () Expires: 6/30/2009
 - Elementary (1-8) () Expires: 6/30/2009
 - School Counselor () Expires: 6/30/2013

ALL OF YOUR EXISTING LICENSES WILL APPEAR HERE.

Select Mission: Transition to 5 Year License Other Mission:

Check Requirements

Focus - Part 1: Describe the area(s) of focus and state specifically what you plan to do to engage in professional learning in your current assignment.

You have 600 allowable characters remaining for your focus.

Focus Part 2: Please check each domain and corresponding sub category that reflects your areas of focus.

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

- Displaying knowledge of how students learn and of the developmental characteristics of age groups.
- Understanding what students know and are able to do and use knowledge to meet needs of all students.
- Expecting that all students will achieve to their full potential.

- Modeling respect for students' diverse cultures, language skills and experiences.
- Recognizing characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Teachers know and understand the content area for which they have instructional responsibility.

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

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

- Becoming knowledgeable about assessment types, their purposes and the data
- Selecting, developing and using a variety of diagnostic,
- Analyzing data to monitor student progress and learning, and differentiate and
- Collaborating and communicating student progress with students,
- Involving learners in self-assessment and goal setting to address performance

Teachers plan and deliver effective instruction that advances the learning of each individual student.

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

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Treating all students fairly and establishing an environment of what is respectful, supportive and caring.
- Creating an environment that is physically and emotionally safe.
- Motivating students to work productively and assume responsibility for their own learning.

Creating learning situations in which students work independently,

- collaboratively and/or as a whole class.
- Maintaining an environment that is conducive to learning for all students.

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

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

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

- Understanding, upholding and following professional ethics, policies and legal codes of professional conduct.
- Taking responsibility for engaging in continuous, purposeful professional development.
- Being an agent of change and seeking opportunities to positively impact teaching quality, school improvements and student achievement.

IPDP Goals:

List at least two goals that will address your focus.

Goal One

You have **600** allowable characters remaining for this goal.

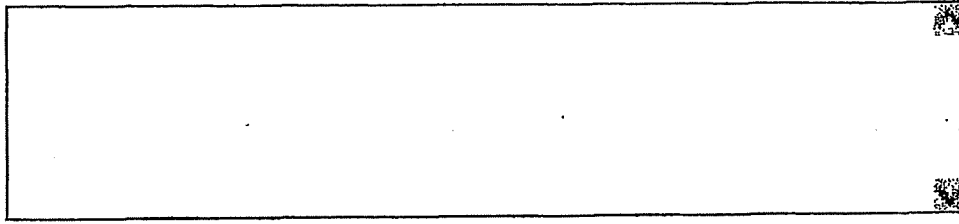
Goal Two

You have **600** allowable characters remaining for this goal.

Goal Three

You have **600** allowable characters remaining for this goal.

Goal Four



You have **600** allowable characters remaining for this goal.

Save Plan to Work on Later

Save and Submit Plan for PDC Approval

*Professional Development Management Suite 3.0.3 - Copyright © 2003~2008 NCOCC
Best Viewed in 1024x768 Resolution with Internet Explorer 6.0+*

From: mail_pds@tccsa.net
To: Jane Doe
Sent: Wednesday, February 21, 2007 2:47 PM
Subject: FWD: IPDP - Update of Status for (License renewal 2009)

*Professional Development Management Suite Status Update for Plan *

Plan Name: License renewal 2009

Approval Status: Approved

Reason: (If disapproved, reason will appear here.)

*Above email is an example of the
electronic communication the
educator will receive after their
IPDP is approved by the LPDC.*



Individual Professional Development Plan Management Suite

[[Home](#)] [[Profile](#)] [[Create Plan](#)] [[View Plan](#)] [[Submit Activity](#)] [[Activity Status](#)] [[Archived Plans](#)] [[Help](#)] [[Log Out](#)]

Submit Individual Activity

Activity Name: You have **50** allowable characters remaining.

Activity Start Date: *mm/dd/yyyy date format

Activity End Date: *mm/dd/yyyy date format

Verification Method: Certificate of Attendance

Attachment:

Credit Requesting: Semester Hours: Quarter Hours: CEU Credit:

Vendor: i.e. Ashland University

Description:

You have **600** allowable characters remaining for your description.

Focus Alignment : focus? How will/does this class/activity benefit student achievement and relate to your focus?

You have **600** allowable characters remaining for your focus alignment.



Individual Professional Development Plan Management Suite

[\[Home \]](#)
[\[Personal Profile \]](#)
[\[Create Plan \]](#)
[\[View Plan \]](#)
[\[Submit Activity \]](#)
[\[Activity Status \]](#)
[\[Help \]](#)
[\[Log Out \]](#)

Activity Status

Scheduled Professional Development Credit Awaiting Assignment to Plan

Assign to Plan	Event	Date of Event	Semester Hours	Quarter Hours	CEU's
You currently have no scheduled credit awaiting assignment to your plan.					

Collection of Individual Professional Development Credit Awaiting Approval

Activity Name	Status	Date of Event	Semester Hours	Quarter Hours	CEU's
<u>March Grade Level Meeting EH</u>	Not Reviewed	2/14/2007	0	0	0.3
<u>Presentation to ESC Staff on Math Concepts</u>	Pending	2/3/2007	0	0	0.3

Total Credit Awaiting Approval as of 2/26/2007 4:03:17 PM

Semester Hours	Quarter Hours	CEU's
0.00	0.00	0.60

*Professional Development Management Suite 1.3.4 - Copyright © 2003~2006 NCOCC
 Best Viewed in 1024x768 Resolution with Internet Explorer 6.0+*

PROFESSIONAL DEVELOPMENT OPTIONS

OPTION	CEU VALUE	MAXIMUM CEUs
College, University, Technical School	1 semester hour = 3 CEUs 3 quarter hrs/2 semester hrs = 6 CEUs 2 quarter hrs = 4 CEUs 1 quarter hr = 2 CEUs	N/A
VERIFICATION		CRITERIA
Official Transcripts or Official grade slips or Original Certificate of Completion		Must be taken through an accredited college or other approved post secondary educational institution. Must be taken for credit with a grade of "C" or better, a "P" in pass/fail courses, an "S" in satisfactory/unsatisfactory courses. Course work must be in education or in a content area directly related to the individual's assignment.

OPTION	CEU VALUE	MAXIMUM CEUs
Professional Conference/ Workshop/Institute/Academy or Inservice Credit	1 clock hour in workshops = 0.1 CEU; 10 clock hours = 1 CEU	N/A
VERIFICATION		CRITERIA
Activity Documentation Voucher (Agenda to verify new information if repeated activity)		Must include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness in education. Activities can only be used one time in a renewal period without significant new information being presented.

Equivalent Other Activities (EOA)

OPTION	CEU VALUE	MAXIMUM CEUs
Grant Writing	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	6 CEUs per license cycle
VERIFICATION		CRITERIA
Activity Documentation Voucher		CEUs not dependent on awarding of grant Must document clock hours spent in planning and preparing

OPTION	CEU VALUE	MAXIMUM CEUs
Field Trips for Students	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	3 CEUs per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must be related directly to the educator's job description, or tied to the curriculum area of the teacher. Field trips for extra-curricular activities are not included. Must be used for the first time conducting the field trip each license cycle. Documented clock hours in planning and preparing for field trip (classroom instruction not included).

OPTION	CEU VALUE	MAXIMUM CEUs
Self-Directed Educational Development Professional Reading Research Educational Travel	1 clock hour = 0.1 CEU; 10 clock hours = 1.0 CEU	3 CEUs per license cycle (Limit of 1 CEU per individual activity)

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must enhance individual's work in the profession or contribute to educator's area of specialization.

OPTION	CEU VALUE	MAXIMUM CEUs
Related Work Experience or Externship	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	12 CEUs per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must enhance individual's work in the profession or contribute to educator's area of specialization.

OPTION	CEU VALUE	MAXIMUM CEUs
Peer Observation	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	1 CEU per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must include a statement for authorization from a supervisor along with summarization of pre-conference and post-conference.

OPTION	CEU VALUE	MAXIMUM CEUs
Publication of Original Work	6 CEUs for book 3 CEUs for article in a professional journal or magazine	6 CEUs per license cycle

VERIFICATION	CRITERIA
Copy of publication or document and Activity Documentation Voucher	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a commercially published book or article.

OPTION	CEU VALUE	MAXIMUM CEUs
Teaching Portfolio	1 CEU	1 CEU per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must include a statement for authorization from a supervisor along with summarization of pre-conference and post-conference.

OPTION	CEU VALUE	MAXIMUM CEUs
National Board of Professional Teaching Standards Certification	Completion and verification in area of assignment during certificate cycle= all required CEUs	6 CEUs per certificate/ license cycle for candidate completing process but not getting the NBPTS Certificate

VERIFICATION	CRITERIA
Valid copy of the National Certificate or Activity Documentation Voucher	Must be in the subject area of the individual's assignment . Certificate must be completed or participation as candidate Must be verified by the expiration date of the Ohio certificate /license

OPTION	CEU VALUE	MAXIMUM CEUs
Mentoring	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	3 CEUs per year

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must be mentoring of teacher, administrator or specialist via an established EYP (Entry Year Program).

OPTION	CEU VALUE	MAXIMUM CEUs
Cooperating Teacher	N/A	1.5 CEUs per semester 1 CEU per quarter

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must be supervisor of undergraduate student, graduate student, or undergraduate intern, or student teacher

OPTION	CEU VALUE	MAXIMUM CEUs
Teaching a College Course	N/A	1.5 CEUs per semester course 1 CEU per quarter course Max 4.5 CEUs per year

VERIFICATION	CRITERIA
Activity Documentation Voucher (Syllabus of course if repeating class within the same license/certificate cycle)	If teaching the course more than once in a license/certificate cycle, <u>second</u> time must have changes/additions to content, <u>third</u> time must have significant changes to content. Total awarded cannot exceed 9 CEUs per license/certificate cycle.

OPTION	CEU VALUE	MAXIMUM CEUs
Teaching Adult Vocational or Technical Course	N/A	1.5 CEU per semester course 1 CEU per quarter course Max 3 CEUs per year

VERIFICATION	CRITERIA
Activity Documentation Voucher Syllabus of course if repeating class within the same license/certificate cycle)	If teaching the course more than once in a license/certificate cycle, second time must have changes/additions to content, third time must have significant changes to content. Total awarded cannot exceed 9 CEUs per license/certificate cycle.

OPTION	CEU VALUE	MAXIMUM CEUs
Professional Presentation	1 clock hour of presentation = 0.1 CEU; 10 clock hours = 1 CEU	1 CEU

VERIFICATION	CRITERIA
Activity Documentation Voucher	Applies to First presentation for each license/certificate cycle

OPTION	CEU VALUE	MAXIMUM CEUs
Educational Project which applies educational skills and knowledge towards the development of a final product	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	3 CEUs per license cycle Must document clock hours spent in planning and preparation

VERIFICATION	CRITERIA
Activity Documentation Voucher A copy of the final product or report of the project	Project must have prior approval and final approval after completion and verification by LPDC

OPTION	CEU VALUE	MAXIMUM CEUs
Curriculum Development	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	3 CEUs per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must be service on formal committee organized by local, county, state, national or international education agency or organization

OPTION	CEU VALUE	MAXIMUM CEUs
Professional Committees	1 clock hour = 0.1 CEU; 10 clock hours = 1 CEU	3 CEUs per license cycle

VERIFICATION	CRITERIA
Activity Documentation Voucher	Must be service on formal committee organized by local, county, state, national or international education agency or organization Must contribute to the education profession or add to the body of knowledge in the individual's specific field Must document clock hours of committee work

Equivalent Other Activities (EOA)
*Must be approved by the LPDC prior to the activity
 by completing the Preapproval Form
 (next page)*

TRI-COUNTY ESC

EQUIVALENT OTHER ACTIVITIES (EOA) PREAPPROVAL FORM

An approved IPDP must be on file before submitting a request for an EOA Activity

Name:	Submission Date:
License Type:	Expiration Date:
EOA Option: (from Tri-County ESC Handbook)	Number of possible CEUs for this Option:
EOA Time Period:	
Estimated Number of contact hours needed to complete the EOA:	
Describe the IPDP goal(s) (previously approved) and how it aligns with the proposed EOA:	
Describe how the proposed EOA is aligned to agency, center, or office goals:	
Describe the proposed EOA:	

Applicant Signature _____

Date: _____

DO NOT MARK BELOW THIS LINE. FOR TRI-COUNTY LPDC USE ONLY

Tri-County LPDC

	YES	NO
Does the proposed EOA align with IPDP Goals?		
Is the proposed EOA aligned to the assigned district, the center, or professional growth?		
Is the proposed EOA clearly described?		
Comments:		

___ Approved

___ Number of CEUs approved for this activity

___ Revise and Resubmit

Revision Advise:

LPDC Chairperson Signature _____

Date: _____

**Verification of Participation in an
Equivalent Other Activities (EOA) for LPDC Approval**

EOA Title: _____

Date(s): _____ Location: _____

Program/Project Goals and Objectives

Participants will: *State specifically; begin each bullet with a verb*

- _____
- _____
- _____
- _____
- _____

Description of Professional Development Experience

Nature of Activity: *For example: Work experience, professional reading, travel, participant presentation, etc.*

Contact Hours: *Specify actual hours of engagement* _____

Participant Role: *For example: Read, listened, presented, wrote, supervised* _____

Participant (Print)

Signature

Date

Attach a copy of the signed Preapproval EOA Form

APPEALS PROCESS

If, after the initial submission process has been completed, the educator disagrees with the LPDC decision s/he is entitled, by law, to appeal the decision, and a third party shall review the decision. A three (3) person appellate panel composed of licensed educators will decide all appeals from a contested decision. The following procedure shall be followed:

- Notification of intent to appeal must be filed with the LPDC chairperson within ten (10) working days of the decision in question.
- The LPDC shall select a licensed educator within five (5) working days from the appeal notification date.
- The appealing educator shall select a licensed educator within five (5) working days from the appeal notification date.
- The third licensed educator shall be chosen by the above two members within seven (7) working days of the appeal notification date.
- The appellate panel will meet with the appealing educator to review the plan in question within ten (10) working days after the appellate panel has been formed. The chairperson of the LPDC will supply the appellate panel with all information and documentation necessary to consider the appeal. A majority vote will determine the outcome of the appeal. The decision of the appellate panel is final.

APPEALS PROCESS NOTIFICATION FORM

NAME OF EDUCATOR: _____

Date: _____

I wish to appeal the decision of the Tri-County Educational Service Center LPDC concerning the Individual Professional Development Plan submitted on _____. I understand that I have this right by law. I understand that an appellate panel will be formed to review this appeal. I also understand that I am required to select a licensed educator within five (5) working days of this notification date. Further, I understand that a majority vote of the appellate panel will determine the outcome of the appeal and that the decision of the panel is final.

Educator Signature

-TO BE COMPLETED BY THE LPDC CHAIRPERSON-

Date Appeals Notification received: _____

Members of the Appellate Panel:

_____ LPDC selected educator

_____ Appealing educator selection

_____ Third selected educator

-TO BE COMPLETED BY THE APPELLATE PANEL-

Date of the LPDC decision review: _____

Decision of the Appellate Panel: _____

Educator Leaving an Ohio Local Professional Development Committee (LPDC) Verification Form

Educator Name

Educator State ID

The above named educator had an approved Individual Professional Development Plan (IPDP) and met renewal requirements in accordance with that IPDP as listed below from to .

Number of college/university **semester hours** completed

Number of college/university **quarter hours** completed

Number of LPDC approved **professional development CEUs**

Number of LPDC approved **contact hours**

Yes

No

The educator meets the State Board of Education's definition of consistently high-performing teacher.

LPDC Coordinator/Designee Signature

Date

Please print:

Name of LPDC Coordinator/Designee

School/District Name

LPDC IRN

Name of LPDC

LPDC Chairperson Name

LPDC Chairperson Phone Number

LPDC Chairperson Email

The educator must submit this completed form with his/her online application. Please be sure all required information is correct. An incomplete form and/or incorrectly completed form will not be accepted, and a new form will be required.

LICENSE RENEWAL PROCESS

I. READ THE HANDBOOK.

II. If you still have questions about the number of hours you need to take, call the LPDC Recorder/Secretary. If you still have questions about how to do an IPDP, make an appointment or call TCESC LPDC chairperson (Kris Perone).

III. Electronically complete an IPDP on the Individual Professional Development Plan Management Suite interactive Website found at the bottom of the Tri-County ESC Webpage (www.youresc.k12.oh.us). Use your email username and password. (see pages 11-19)

Note: When you begin your plan, be sure to select all of your licenses needing LPDC approval for renewal even if you are not working under the license.

Write your IPDP to follow the time-span of the license you are working under and to align with the ESC's Standards for Professional Development, the needs of the assigned district(s), students and your goals as an educator. (see page 10)

While the initial IPDP will be good for up to five years depending on the renewal date of your license, your IPDP should be revised and resubmitted should your focus, goals, and/or position change.

Thereafter, every time you receive a new license (the one you are working under) a new IPDP is written.

All approved professional development taken within a current IPDP time-frame is acceptable for renewing other licenses as long as the professional development is taken after the issue date of the license to be renewed. (Issue date is found in upper right hand corner of license.)

When one or more licenses have been combined, professional development begins after the issue date of the first license.

IV. Electronically submit completed IPDP.

V. Your IPDP will be reviewed by the LPDC and approved or rejected. You will be electronically notified (email) of approval or rejection.

A. If approved, begin implementation.

B. If rejected, revise and resubmit electronically

- VI. Electronically enter professional development as completed. The LPDC will review professional development activities monthly to verify adherence to your IPDP. You may review the results by viewing Activity Status in the IPDP Management Suite. (see page 19)
- VII. Maintain a hard copy of evidence of work completed since last renewal (transcripts, participation certificates [every 10 contact hours=1 CEU every 3 CEUs = 1 semester hour], logs, etc.).
- VIII. Establish a SAFE Account with the Ohio Department of Education.
- VIII. Complete the application on-line at the Ohio Department of Education
 - A. Use LPDC IRN #013377 when completing the on-line form.
- IX. Complete electronic Federal Bureau of Investigation (FBI) background check (fingerprints) if needed.
- IX. Submit the folder of IPDP evidence, the completed license application and check for appropriate amount to the LPDC Recorder/Secretary.
 - A. Your professional development will be reviewed by the LPDC to verify adherence to your IPDP.

Additional Information:

1. You may renew anytime after November 1 of the year prior to the year your license expires .
2. All professional development activities must be entered by June 15 of the license's expiring year. After June 15, your IPDP is wiped clean of activities. Any activities taken after June 15 needed to renew a license expiring June 30 need to be submitted to the LPDC on paper. (This only pertains to licenses expiring June 30 of that year).

Example: Jane Doe's teaching license expires June 30, 2017. Jane must have her PD activities entered electronically by June 15, 2017. That will be the date the LPDC will pull from the program Jane's list of activities. After that date, any PD activities needed to renew her license (completed by August 31, 2017) will need to be submitted to the committee on paper as the electronic program deletes all activities after June 30th of the expiring year.

3. Five-year license renewals must go through the LPDC. Four-year Resident Educator Licenses, advancing to the five-year professional license, supplemental, alternative and holders of school nurse, occupational therapists, physical therapists, school social workers, audiologists and speech and language pathologists do not go through the LPDC
4. You are ultimately responsible for having documentation of IPDP implementation.
5. The TCESC LPDC is a service to you, the employee. However, it remains the individual employee's responsibility to ensure all necessary requirements for renewal have been met. Any certification issues that may arise due to lost documentation, incomplete applications, or miscalculation of CEUs, credit/hours, or contact hours are the sole responsibility of the educator.

QUESTIONS AND ANSWERS

Q *How is an LPDC established?*

A An LPDC is established in accordance with the regulations in Ohio Revised Code 3319.22. Once established, the LPDC members will work with the other educators in the district to develop a Plan of Operation. Care should be taken initially to spend adequate time discussing the vision and purpose of the LPDC before settling on procedures, criteria, and forms. Since each school district is unique, each Plan of Operation will vary to fit the unique needs of the educators and the district.

Q. *What are the requirements for educators to serve on a LPDC?*

A Ohio Revised Code 3319.22 specifies that a LPDC must have at least 5 members. If a collective bargaining agreement doesn't specify otherwise, the Board of Education establishes the exact number, but at least a majority of the members must be teachers. For the purpose of LPDCs, a teacher is someone who is working under a teaching certificate and employed under a teaching contract. If there is no exclusive representative, the teacher members are elected in accordance with 3319.22. If there is a bargaining agent, the exclusive representative (teachers association or union) selects the teacher members in accordance with their own procedures.

Q *How will an educator transition to or renew his/her license under the new Teacher Education and Licensure Standards?*

A An educator working in a school district or any other institution with an LPDC will work through the LPDC. Following the procedures of the LPDC, the educator will submit an Individual Professional Development Plan for approval. Verification of final LPDC approval of the educator's professional development work is required before the Ohio Department of Education will issue a renewal license.

Q *Does every educator need to develop an IPDP?*

A An educator who holds a license in school nurse, occupational therapist, physical therapist, school social worker, audiologists and speech and language pathologist, renew their licenses with a copy of the Ohio Board License. They do not go through the LPDC.

An educator with a 4-year RE license, does not go through the LPDC but works through the RESA program to obtain a 5-year professional license.

Q *Does an educator who holds a permanent certificate develop an IPDP?*

A The new 1998 Standards only require that those educators who wish to fulfill the license renewal requirements must complete an IPDP. This does not include educators working under permanent certificates since permanent certificates do not require renewal or conversion to licensure. Any such requirement at the local level would be a condition of employment rather than a condition of maintaining certification or licensure.

Q *What are the requirements of an Individual Professional Development Plan?*

A An educator in a school district or any other institution with an LPDC who wishes to renew his/her license will formulate a written plan for his/her professional development for the 5-year license period. The plan must reflect the needs of the district, school, students, and educator. The plan must be completed and approved in accordance with the procedures and criteria established by the LPDC.

Q *If an educator moves between districts within the state, will he/she have to develop a new IPDP in the new district?*

A It is expected that upon verification of IPDP approval by the LPDC in the previous school district (including course work, CEUs, and other equivalent activities that have been completed and accepted) the new school district will honor this work. Upon employment, the educator will need to complete an IPDP under the procedures and criteria of the new LPDC for approval of any remaining work needed before license renewal.

Q *What about teachers who move to a state with reciprocity?*

A The same interstate agreement will continue to hold. Teachers will be able to transfer their license to another state within the same parameters that currently exist. When it comes time for them to renew their credential from the other state, they will need to meet the state's renewal requirements.

Q *Under what circumstances will an educator apply directly to the Ohio Department of Education rather than go through a LPDC?*

A

- New licenses or the addition of new areas (endorsements) will be handled directly by ODE.
- Educators who are not currently employed or who are working in an institution without a LPDC will apply directly to ODE. This means their only option to meet professional development requirements will be college course work. (CEU's granted during employment and verified with an Exit Form by the granting district can be used to offset the six semester hours required for renewal)
- Substitutes with regular licenses may apply directly to ODE or they may get permission from an LPDC in one of the school districts in which they work to go through the LPDC process.
- Educators who are licensed by other professional boards as specified in Ohio Administrative Code 3301-24-08(H).

Q *How will ODE assure that all educators are treated fairly?*

A Committees will be required to follow state law, state standards, and additional guidelines they may have set for themselves. They will not be permitted to deviate from these policies on an arbitrary or case-by-case basis. If any educator feels he/she has been treated unfairly, a local appeal process will be available for that individual.