Educational Service Center
of Northeast Ohio

Local Professional Development Committee
(LPDC) Manual

August, 2020
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INTRODUCTION

In 1996, Ohio’s General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). Such committees were to be established in every school district by September 1998. The purpose of the committee is to review the coursework and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of licenses have been met.

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

In 2004, former Gov. Bob Taft signed Senate Bill 2, which placed in law many of the recommendations made by the Governor’s Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention and professional development.

Prior to S.B. 2, the State Board of Education used the Ohio Teacher Education and Licensure Advisory Commission (OCTELAC) to provide advice and counsel on matters regarding teacher education and licensure.

Under S.B. 2, OTELAC was replaced by an Educator Standards Board (ESB) that is charged with bringing standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

The State Board of Education adopted the new teacher, principal and professional development standards in October 2005 that requires the development of standards that connect what teachers and principals should know and be able to do with expectations that have been set for students.

THE LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Roles and Responsibilities
The Educational Service Center of Northeast Ohio’s Local Professional Development Committee is responsible for reviewing and approving course work and other professional development activities that educators propose to complete for the purpose of certificate and license renewal. To carry out this responsibility, the LPDC needs to:

- Establish operating procedures for the submission and review of professional development plans by educators in the district or school;
- Consistently abide by the LPDCs established operating procedures and criteria when reviewing educators’ professional development plans;
- Review educators’ coursework and other professional development activities to ensure the standards are met for renewal of licenses;
- Keep records of the LPDCs decisions regarding educators’ professional development plans and recommendations for renewal;
- Operate under the Open Meetings Act;
- Engage in an appeals process when requested;
- Use discretion in discussion of all LPDC matters.
Committee Formation

The LPDC shall consist of:

- at least three classroom teachers (and three alternates) employed by the district, distributed over PEP, EA and ESC programs and three alternates representing PEP, EA and ESC Programs.
- one administrator employed by the district and an alternate.
- one employee of the district appointed by the Superintendent.
- the recorder who will be a non-voting member.

Membership

Anyone interested in being a member of the LPDC, should contact the Educational Service Center of Northeast Ohio.

Member Replacement

The Superintendent/Designee shall appoint a replacement to fill any vacancy that occurs on a LPDC.

Committee Meetings

The LPDC will meet as necessary during the school year. One quarter day release time per teacher member shall be set aside for LPDC meetings.

At the initial meeting of the LPDC, and appointment of all committee members the committee shall:

- Set an annual calendar for meeting
- Review roles, responsibilities, and procedures

Special Meetings

The committee shall meet at the call of the chairperson for a non-scheduled meeting.

Operating Procedures

The LPDC recorder will receive requests for licensure renewal, develops the meeting agenda, and notifies the chairperson as to the number of items included on the meeting agenda. The chairperson will notify members of meeting cancellations due to lack of agenda items. Meetings will be held monthly at the Educational Service Center of Cuyahoga County at 1:30 pm. If a change in meeting date and time is necessary these will be posted on the ESC website prior to the meeting date.

A quorum shall be 5 committee members, 3 of whom must be teachers. Any member who is unable to attend must arrange for an alternate to attend.

All requests will receive a decision of (1) approved, (2) approved with conditions/pending, or (3) not approved/denied. Decisions must reflect agreement of 4 out of 5 members making the appropriate recommendation. The candidate will be notified in writing as to the outcome of the committee’s action within 5 days of the meeting.

The recorder will keep the minutes of each meeting, which will be available for inspection as required by law.
A review of the Individual Professional Development Plans and professional development activities will be completed by the committee members using the IPDP Management Suite. [www.ipdp.ohconnect.org](http://www.ipdp.ohconnect.org)

Previously employed new hires who hold an Ohio license and who have had courses/workshops/activities approved by their prior LPDC during their current renewal cycle shall have said IPDP components approved by the Educational Service Center LPDC when accompanied by supporting documentation. “Approval Verification Form For Educators Entering/Leaving The LPDC” is used for this purpose and must be submitted to the committee prior to these professional development activities being approved and used towards renewal.

BEGINNING THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN PROCESS

**Submitting Your Plan**
Those teachers under a four-year resident educator license are not required to have a plan on file until they receive the professional five-year license.

All certificated employees need to submit an “Individual Professional Development Plan” outlining professional development required to renew the license. The Individual Professional Development Plan (IPDP) must be developed and submitted to the committee within **60 days of hire or within 60 days** of receiving the five-year professional license. Plans may also be amended as necessary by submitting revisions, via the IPDP Management Suite, to the committee and will need to be revised every five year licensure cycle.

An IPDP may be rejected for the following reasons:
- Plan is incomplete;
- Plan lacks relevance to current assignment;
- Goals are not related to individual or district needs;
- Outcomes for each goal lack clarity;
- Activities and timelines are unreasonable;
- Lack of appropriate evaluation procedures;
- Plan lacks evidence of alignment to Ohio Educator Standards

The committee will write recommendations for resubmission. Procedures for appeal of the committee’s decision are listed below.

**Professional Development Credit Criteria for Licensure Transition and Renewal**
To transition to or renew a professional license a combination of activities, workshops, conferences, and/or coursework equivalent to 180 hours is needed (see Appendix A for examples). Professional development activities and attendance at professional conferences and workshops will be eligible for licensure credit if they meet the standards established by the LPDC.
This can be accomplished by the following options:

- Graduate College Coursework – Pre-approval is not required. Official transcripts are required for verification.
- Educational Workshops and Conferences – Pre-approval is not necessary, although encouraged, to assure that conferences/workshops/coursework meets your IPDP goals and will be accepted by the LPDC. Verification of contact hours must be submitted when applying for licensure.
- Professional Development Activities – These activities should result in a tangible product such as, but not limited to, the following: a book, article, report, curriculum, training module, videotape, pilot project, software package, etc. Persons wishing approval of a professional development activity will be required to justify the value of their activity by completing “Pre-Approval of Professional Development Activity” (FORM 3). (See Appendix D for examples of Professional Development Activities.) A maximum of 120 hours of the total required to renew may be earned through district initiatives.
- **REGULAR DUTIES OF AN EDUCATOR’S CURRENT POSITION ARE NOT ELIGIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES.** Please note, examples of these ineligible activities include, but are not limited to, Public Works sessions, training focusing upon blood borne pathogens, transportation regulations, mandatory reporter guidelines, testing administrator guidelines and updates, etc.
- Professional development activities submitted for approval must be a minimum of one clock hour in length (excluding any breaks).

  10 contact hours  =  1 CEU
  30 contact hours  =  1 semester hour or 3 CEUs

Contact hours are the direct clock hours spent engaged in a professional development activity. For example, a workshop from 8:00-3:30 may be worth only six hours when deducting time for registration, breaks, and lunch. A maximum of six hours per day may be requested.

**Completing Renewal/Transition Process**

Educators with a professional license expiring on June 30th may begin to renew after November 1st of the year prior to expiration.

- Complete licensure renewal application through the OH/ID portal.
- Request official transcripts for all coursework completed.
- Complete record of all workshop hours and other approved activities and submit via the IPDP Management Suite for committee approval.

**Licenses expire on June 30th, LPDC paperwork should be submitted no later than April 30th.**

It is the responsibility of the employee to maintain current certification/licensure. The Educational Service Center of Northeast Ohio and the LPDC are here to support you through the process.
**Appeals Process**

We strongly encourage all employees to submit completed professional development activities to the committee on an annual basis. This will help ensure that sufficient contact hours/CEUs are accrued towards the renewal of the five-year professional license.

**Rejection of the IPDP**
- Plan is incomplete
- Plan lacks relevance to current assignment
- Goals are not related to individual or district needs
- Outcomes for each goal lack clarity
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures

**Level 1 Appeal**

1. Complete “Educational Service Center of Northeast Ohio LPDC Appeal Form” and forward to the LPDC chairperson.
2. Receive written response from the LPDC.
3. Accept LPDC decision (appeal process ends) or reject (next level appeal initiated).

**Level 2 Appeal**

1. Committee make up: (a) licensed educator chosen by employee; (b) licensed educator chosen by LPDC and (c) licensed educator agreed upon by (a) and (b).
2. Committee hears appeal and renders decision.
3. Accept LPDC decision (appeal process ends) or reject (next level appeal initiated).

**Level 3 Appeal**

1. Appeal to another district’s committee mutually agreed upon by the LPDC and the educator.
FOUR WAYS TO RENEW A FIVE-YEAR PROFESSIONAL LICENSE

Please submit to the LPDC your completed professional activities annually. All requests for verification & approval of professional development activities must be received by April 30th in order to be processed at the last LPDC meeting in May.

1. Accumulate 6 Semester Hours (180 contact hours equivalent)
   Requirements
   • Graduate coursework must be taken at an NCATE or ODE accredited college or university.

   Verification of completion
   • Official transcript indicating successful completion.

2. Accumulate 18 CEUs (180 contact hour equivalents)
   Requirements
   • CEU activities must meet the Educational Service Center of Northeast Ohio’s Standards and Guidelines for Professional Development.
   • CEU activities must have been endorsed by the LPDC.

   Verification of completion
   • Original certificate of completed participation signed by presenter or provider representative.

3. Accumulate up to 120 hours of Professional Development Activities
   Requirements
   • Other professional activities must meet the Educational Service Center of Northeast Ohio’s Standards and Guidelines for Professional Development.
   • Individuals designing professional development activities must prepare a proposal outline of the planned activities and the number of CEU hours requested. The project must be organized following the descriptions listed in the “Professional Development Activities” section of this booklet (Appendix D)

   Verification of completion
   • A log of relevant activities having the signature of a sponsoring administrative representative AND
   • A completed product as proposed in the Pre-Approval of Professional Development Activity

4. Accumulate 180 contact hour equivalents using a Combination of the First 3 Ways.
   Requirements
   • Requirements and verifications for each type of activity included in a combination proposal must follow the previous descriptions
   • The parts of the project must total to the equivalent of 180 contact hours. The ratios 1 CEU = 10 contact hours and 3 CEUs = 1 semester hour will apply.
A sample Combination Project might include:

- 2 semester hours = 6 CEUs = 60 hours
- Accumulated CEU workshops/seminars = 5 CEUs = 50 hours
- Professional Development Activities = 7 CEUs = 70 hours

Total = 18 CEUs = 180 hours

Requirements for the transition of a license that has lapsed for UP TO FIVE YEARS

- Completion of nine semester hours (13.5 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

Requirements for the transition of a license that has lapsed for MORE THAN FIVE YEARS

- Completion of 12 semester hours (18 quarter hours) of coursework relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned.

Licensure renewal may be obtained by an individual who evidenced a currently valid license issued by the respective Ohio licensure board. A copy of the current state board license should be forwarded to the LPDC chairperson. These individuals are encouraged to have a current Individual Professional Development Plan on file to guide professional development planning and goals.

- School audiologist
- School nurse
- School social worker
- Occupational therapist
- School speech-language pathologist
- Physical therapist
Options for Alignment of Educator Licenses

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

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

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

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

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

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

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

Contact Information
Office of Educator Licensure
Educator.Licensure@ode.state.oh.us
(614)466-3593
STANDARDS AND GUIDELINES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

All professional development activities must have a related product and are limited to 120 contact hour equivalents.

Community Educational Improvement Activity

Community educational improvement activity refers to partnerships and other collaborations that strengthen learning, teaching and leadership. For example:

- Develop and implement a plan for a community-based homework center for students
- Design and coordinate with local businesses a series of computer courses for parents and other community members
- Design and coordinate with local businesses a series of Math Nights for parents
- Design and coordinate with business professionals a school Career Day
- Develop and implement a parent volunteer program
- Develop an innovative parent-teacher conference structure that increases communication with home and increases student responsibility
- Collaborate with other agencies/organizations to develop and implement educational experiences outside of the classroom

Curriculum Development

Curriculum must be developed outside of the school context to be proposed. For example:

- Develop district resource guides
- Writing curriculum components
- District research & development projects

New Program Development and Implementation

Design, form, and carry out a program to meet a student/school need. For example:

- Develop and coordinate a student/teacher advisory program (mentors, peer tutoring program)

Professional Educational Organizations

Projects of task forces, commissions, working groups, etc. for a professional educational organizational organization are applicable. For example:

- PDK
- CEC
- ASCD
- Other professional groups

Although serving on a school committee, task force, etc. is valuable for the school, this activity is eligible for PDUs only if it results in a product. (Membership in an organization and attendance at regular meeting does not qualify.)
**Professional Written Materials**

Clearly authored or co-authored written materials with professional content may be proposed. For example:

- Books; articles, chapters
- Columns, etc. for professional journals or community newspaper
- Grant proposals and reports

**Other Developed Materials**

Media/electronic products developed to meet a school/student/professional need are applicable. For example:

- Software package
- Videotape

**Related Work Experience**

Related work experience refers to activity that has relevance to the area of the educator’s certification. This activity must result in a product and go beyond “routine” activity. For example:

- Develop a new curriculum unit for ESL classes in the community
- Development of software that a non-profit organization uses to track clients
- Independent study project approved by supervisor and resulting in a product, such as a case study which includes a review of relevant research literature, objectives and outcomes

**School/District Improvement**

Developing and implementing a plan, process, or product needed by the school/district is applicable.

- New discipline plan for the building;
- Summer school program for at-risk students;
- Program that increases student attendance;
- Improved grading policy;
- Improved guidebooks, procedure manuals;
- Improved workshop materials.

**Workshop Presentation**

This area requires development and presentation of professional content to others. For example:

- Share information from a professional conference
- Give a presentation at a building, district, state, or national conference

**Supervisory/Evaluation Procedures**

Participation in a process assessing/evaluating/improving school or district programs is applicable when there is a product that can be submitted. For example:

- Serving on an audit team which reviews school’s program performance (outside place of employment).
## Conversion Chart

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Ohio's Educator Standards

The Educator Standards Board (ESB) was established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

In 2004, Senate Bill (SB) 2 placed into law many of the recommendations made by the Governor's Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention and professional development.

The State Board of Education adopted the new teacher, principal and professional development standards in October 2005. The Standards for Ohio Educators book details the standards and how they can be used.

The Ohio Continuum of Teacher Development: A Resource Tool for Educators supports Ohio's educators as they develop the skills and knowledge necessary to provide the highest quality education to Ohio students. Based on the Ohio Standards for the Teaching Profession, the Continuum describes teachers' progress throughout the course of their careers.

STANDARDS FOR OHIO’S TEACHERS

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

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

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

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

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
   - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
   - Teachers create an environment that is physically and emotionally safe.
   - Teachers motivate students to work productively and assume responsibility for their own learning.
   - Teachers create learning situations in which students work independently, collaboratively and as a whole class.
   - Teachers maintain an environment that is conducive to learning for all students.

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

7. Teachers assume responsibility for professional growth, performance and involvement as an employee 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 improvement and student achievement.
STANDARDS
FOR OHIO’S PRINCIPALS

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

- Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 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.

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.

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.

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievements 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.
- Principals know, understand and share relevant research.
- Principals understand, encourage, and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

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.
Teacher Self-Evaluation Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a teacher 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.

<table>
<thead>
<tr>
<th>Standard #1: Students</th>
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<tr>
<td>Teachers understand student learning and development, and respect the diversity of the students they teach.</td>
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<tr>
<td>To what extent do I understand student learning and development?</td>
<td>1 Minimally</td>
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<tr>
<td>To what extent do I understand the diversity of my students and its impact on their learning and needs?</td>
<td>1 Minimally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #2: Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers know and understand the content area for which they have instructional responsibility.</td>
<td></td>
</tr>
<tr>
<td>To what extent do I understand the content area(s) I teach?</td>
<td>1 Minimally</td>
</tr>
<tr>
<td>How knowledgeable am I of the areas of content emphasized in the Ohio academic content standards?</td>
<td>1 Minimally</td>
</tr>
<tr>
<td>To what extent do I understand and use the pedagogical strategies research has shown to be most effective in my content area?</td>
<td>1 Minimally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #3: Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</td>
<td></td>
</tr>
<tr>
<td>To what extent do I know and understand the various types and formats of assessments?</td>
<td>1 Minimally</td>
</tr>
<tr>
<td>To what extent do I select and use the appropriate assessment measures for use in my classroom?</td>
<td>1 Minimally</td>
</tr>
</tbody>
</table>
### Teacher Self-Evaluation Tool: Standards-Based Guiding Questions

#### Standard #4: Instruction
Teachers plan and deliver effective instruction that advances the learning of each individual student.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do I align instructional goals and activities with school and district priorities and Ohio’s academic content standards?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>To what extent do I plan and deliver instruction that is planned and revised based on data about my students’ learning and performance?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>How effectively do I differentiate instruction to meet the needs of each of my students?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>How effectively do I create and select activities that help my students become independent learners and complex problem-solvers?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
</tbody>
</table>

#### Standard #5: Learning Environment
Teachers create learning environments that promote high levels of learning and achievement for all students.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent have I created a positive and supportive learning environment?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>To what extent have I created a safe learning environment?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>How effectively do I motivate my students and encourage independent learning?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>How effectively have I incorporated collaborative learning in my classroom?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
</tbody>
</table>

### Teacher Self-Evaluation Tool: Standards-Based Guiding Questions

#### Standard #6: Collaboration and Communication
Teachers collaborate and communicate with other educators, administrators, parents, and the community to support student learning.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do I communicate and collaborate with students’ families?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>To what extent do I communicate and collaborate with my colleagues and school administrators?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
</tbody>
</table>

#### Standard #7: Professional Responsibility and Growth
Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively has my professional development led to measurable growth or change in my performance as a teacher?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
<tr>
<td>To what extent have I sought opportunities to make improvements in my school and my students’ achievement?</td>
<td>1 Minimally, 2 Somewhat, 3 Adequately, 4 Very Well, 5 Fully</td>
</tr>
</tbody>
</table>
Principal Self-Evaluation 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 leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth.

<table>
<thead>
<tr>
<th>Principal Self-Evaluation Tool: Standards-Based Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1: Continuous Improvement</strong></td>
</tr>
<tr>
<td>Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.</td>
</tr>
<tr>
<td>To what extent have I facilitated the articulation of a shared vision of continuous school improvement and specific improvement goals?</td>
</tr>
<tr>
<td>To what extent have I led the change process for continuous school improvement?</td>
</tr>
</tbody>
</table>

| **Standard #2: Instruction**                                   |
| Principals support the implementation of high-quality, standards based instruction that results in higher levels of achievement for all students. |  |
| How effectively have I ensured that instruction is aligned to the Ohio academic content standards and school and district priorities? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |
| To what extent have I ensured that instructional practices in my school are effective and meeting students' needs? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |
| How effectively have I advocated for high levels of learning for all students? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |
| To what extent do I understand and share relevant research? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |
| How effectively have I facilitated the effective use of data by staff? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |

| **Standard #3: School Operations, Resources and Learning Environment** |
| Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment. |  |
| To what extent have I created a safe and nurturing school environment? | 1 Minimally | 2 Somewhat | 3 Adequately | 4 Very Well | 5 Fully |

<table>
<thead>
<tr>
<th><strong>Principal Self-Evaluation Tool: Standards-Based Guiding Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #4: Collaboration</strong></td>
</tr>
<tr>
<td>Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.</td>
</tr>
<tr>
<td>How effectively have I allocated resources?</td>
</tr>
<tr>
<td>To what extent have I instituted policies and procedures to support staff and student learning?</td>
</tr>
<tr>
<td>How well do I model professional ethics and legal codes of conduct?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard #5: Parents and Community Engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent have I promoted a collaborative learning culture in my school?</td>
</tr>
<tr>
<td>How effectively do I share leadership with staff, students, parents and community members?</td>
</tr>
<tr>
<td>Principal's engagement in the educational process and create an environment where community resources support student learning, achievement and well being.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>How effectively do I use community resources and involve parents and community members to improve student learning?</strong></td>
</tr>
<tr>
<td><strong>To what extent have I established expectations for the use of culturally responsive practices that value and acknowledge diversity?</strong></td>
</tr>
</tbody>
</table>
LPDC / IPDP Management Suite Instruction Sheet

August 2020

Updating your Profile

1. Proceed to [https://ipdp.ohconnect.org/default.asp](https://ipdp.ohconnect.org/default.asp). Enter the user name and password supplied through Ohio Connect.

2. Proceed to the Profile page. Update the information listed for you, as necessary. If you do not have or know your state licensure ID (listed on your educator certificate/license) click on the link underlined in red after the State Certification ID box. This will open the Ohio Department of Education (ODE) website. Enter the requested information to obtain your ID. Once the ID is listed on the ODE page, copy (Control/C) the ID and paste (Control/V) this into your profile. Once your profile has been updated, select Save Changes.

3. Review your list of certificates/licenses. This information is taken directly from the ODE website. Review the expiration dates on all of the certificates/licenses held.

Creating / Updating Your Individual Professional Development Plan (IPDP)

1. Proceed to Create Plan and select the appropriate template (Teacher or Administrator).
   a. Name of Plan – for example, “License Renewal 2016-2021”
   b. Select the certificate/license – To select one license click on the appropriate line. To select more than one license press the control key (bottom right hand of the standard keyboard) while clicking on each continuous line. To remove a highlighted selection, simply click on the line you wish to not include.
   c. Focus - Briefly describe what you plan to do to engage in professional learning in your current assignment. This should go beyond the titles of workshops and/or courses you plan to complete. What specifically do you want to know more about, be able to do and/or share that you aren’t presently doing? How will you grow as a professional educator? Three to five sentences are appropriate.
   d. Check the appropriate boxes for those standards and subsets that correspond with your plan’s goals.
   e. Goals – at least two are required. (In the case of multiple licenses, educators are required to have at least one additional goal per license included within the IPDP.)
   f. You can save your plan at any point to work on at a later time. If completed, select the Save and Submit Plan for LPDC Approval.
   g. The system times out after thirty minutes so it is important to save your work often.

2. Once the plan is approved by the LPDC, you can revise the approved plan, as necessary, by going to View Plan and click on Revise Approved Plan found in the upper right hand corner.
Submitting Professional Development 
Activities for Approval

1. Once an IPDP is approved you can submit activities for LPDC approval by clicking on “Submit Activity”. It is important to submit professional development activities at least once a year to the committee.
   a. Enter activity name, i.e. University course/class, workshop or training etc.
   b. Enter activity date. (These dates should be after the date your license/certificate is issued and your plan is approved by the LPDC.)
   c. Choose the appropriate verification method. The verification method chosen must be sent to the LPDC prior to this activity being approved. (A copy of the certificate of participation, official transcripts etc.)
   d. Enter credit being requested (semester hours, quarter hours or CEUs, Please remember, clock hours should be divided by 10 to arrive at the number of CEUs being requested).
   e. Enter vendor (ESC of Northeast Ohio, State Support Team-Region 3, Ashland University etc.)
   f. Enter a description of the activity completed.
   g. Briefly describe how this activity supports student achievement and relates to the focus described at the beginning of the IPDP.
   h. Submit activity for approval. You can check on the status of the activity by clicking on Activity Status found on the home page. Again, remember to submit the verification to the LPDC in order for this activity to be approved.

Please note: Once items are submitted to the committee, no further action/revision can be made by the educator UNTIL the committee returns the submission.

There is a Help link which can assist you in further familiarizing yourself with the IPDP Management Suite website.
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

PRE-APPROVAL OF PROFESSIONAL DEVELOPMENT ACTIVITY
(Please Refer to Appendix E for Ohio Standards for Professional Development

Name ____________________________ School/Office __________________________

PROFESSIONAL DEVELOPMENT ACTIVITY PROPOSED: __________________________

Date of Activity ____________________ Length of Activity ______________________

ACTIVITY OBJECTIVES:

EVALUATION TOOL(S):

1. This activity supports my professional development plan by ______________________

2. This activity relates to building or district goals by ____________________________

3. This activity enhances my professional growth by ______________________________

4. This activity will impact student learning by ________________________________

ACTIVITY:
LPDC 2:8/19
DOCUMENTATION OF ACTIVITY TIME

Please briefly describe specific activities to be completed in each area and the anticipated time each will take to complete. State the product you will submit to document completion of the activity.

Readings/Product (briefly describe)  _________ hours

Activities/Product (briefly describe) _________ hours

Research/Product (briefly describe) _________ hours

Journal/Diary/Product (briefly describe) _________ hours

Implementation Activity/Product (briefly describe) _________ hours

Other (briefly describe) _________ hours

TOTAL HOURS TO BE SPENT ON ACTIVITY _________ hours

I hereby request _____ PDAs, in return for _____ hours engaged in this activity (NOTE: 10 hours = 1 CEU)

Educator’s Signature ___________________________ Date ______________

Reviewed by ___________________________ Date ______________

_____ APPROVED _____ NOT APPROVED

SUBMIT THIS FORM TO THE LPDC APPROVAL PRIOR TO BEGINNING ACTIVITY

LPDC 2:8/19
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

REVIEW FORM FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
(to be completed by the LPDC)

Name: ____________________________ Date Submitted: ________________

Present Teaching Assignment: _______________________________________

REVISIONS

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The IPDP has been filled out completely.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The IPDP is relevant to all licenses held and in line with Ohio Standards for Professional Development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The goals of the IPDP are parallel to the needs of the individual, assignment, and district.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The desired outcome for each goal of the IPDP is clear and relates well to its respective goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The proposed activities and timelines are reasonable and thorough.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reason(s) IPDP is not being approved at this time:

Please: _____ rewrite and resubmit to LPDC
_____ make an appointment with LPDC to discuss your IPDP

Reviewed by the following LPDC Members: ________________________________

________________________________________
(LPDC Chairperson)

________________________________________

________________________________________

________________________________________

Date: ______________

Recommendations:

Returned to Employee On: ______________

Copies to Remain with LPDC and in Professional Development File
LPDC 3:8/19

Request to LPDC for
Professional Development
Activity Verification / Approval

Educator Name: ________________________________

Educator Organization: ________________________________

Date Received: ________________________________

Date Reviewed by Committee: ________________________________

IPDP on file electronically & approved?   ___Yes   ___No

Activities listed online for approval?   ___Yes   ___No

Official verification materials included?   ___Yes   ___No

If no, are materials on file with Personnel Office?   ___Yes   ___No

Licensure application and appropriate fee submitted with materials?   ___Yes   ___No

Committee action

______Approved on ________________ for the following hours:

________CEU’s ________Contact Hours ________semester hours

______Rejected/Pending (circle) on ________________ for the following reasons:

_________ IPDP not on file/approved

_________ Official verification materials not included/on file

Reviewed by following LPDC committee members:

__________________________________________ Date:________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO

LPDC APPEAL FORM
(Initiated by staff member)

Name __________________________________________________________ Building _______________________

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

[ ] Rejection of the IPDP

[ ] Incomplete plan

[ ] Plan lacks relevance to current assignment

[ ] Goals unrelated to the individual, assignment, and district

[ ] Outcomes for each goal lacks clarity

[ ] Insufficient activities and corresponding timeline

[ ] Evaluation procedures are insufficient

[ ] No evidence of alignment to Ohio Standards for Professional Development

LPDC USE: To be completed by LPDC chairperson. Copy is sent to individual requesting appeal.

Appeal form received on __________________, by ________________________________.

The appeal hearing will take place on ____________________________ (date)
at _______ (time). The location of the hearing is ____________________________.

Confirmation of meeting is to be made within three business days by e-mailing

__________________________ at ______________________.

LPDC USE:
Notification of Appeal Hearing Sent On: __________________
Comments:

LPDC 5:8/19