



Wood County LPDC

Handbook

Revised 2022

Acknowledgements

Portions of this document were reproduced or adapted from the following Ohio Department of Education Publications

Organizing for High Quality Professional Development, 2008

Standards for Ohio Educators, 2007

Ohio Standards for Superintendents, 2008

Website

LPDC Handbook and LPDC Forms are available on the Wood County Educational Service Center website www.wcesc.org

Committee members

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The Legal Basis of the LPDC

In 1996, Ohio's General Assembly authorized the establishment of Local Professional Development Committees (LPDCs) and directed that a LPDC be established in every school district and chartered nonpublic school by September 1998 (Ohio Revised Code 3319.22). The purpose of the LPDC 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 certificates or licenses have been met. The only educators who do not fall under a LPDC are those with professional pupil services licenses (i.e. Audiologist, Social Worker, Speech-Language Pathologist, School Nurse, Occupational Therapist, Physical Therapist, and Occupational Therapy Assistant). These educators require credentialing through separate licensure boards.

Based on the review and approval of the LPDC, the Ohio Department of Education issues professional licenses to educators that are valid in any school district in Ohio.

The History of the LPDC

The Wood County Consortium LPDC met for the first time in September 1998. The LPDC served WCESC professional staff and two local districts – Northwood and Otsego.

In 2004, in response to the report of the Governor's Commission on Teaching Success, Senate Bill 2 mandated the creation of the Educator Standards Board (ESB). This Board was charged with bringing standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

In October 2005, the State Board of Education approved the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, and the Ohio Standards for Professional Development. Ohio Standards for Superintendents were adopted in 2008. Standards-based criteria to evaluate Individual Professional Development Plans were published in August 2008.

In 2009, the LPDC revised its forms and operational procedures to be consistent with the efforts of the Ohio Department of Education.

In 2022, The LPDC Consortium divided into separate LPDCs. WCESC formed its own LPDC. Now called the Wood County LPDC.

LPDC Philosophy

Professional educators must continuously strive to improve and expand their own knowledge base. The Wood County Educational Service Center's Local Professional Development Committee exists as a supportive oversight body to assist professional, licensed staff members of the Wood County Educational Service Center, its sponsored charter schools, and other contracted educational entities achieve professional growth appropriate to their positions and meet state requirements for licensure.

LPDC Purpose

The purpose of the Wood County LPDC is to create policies and procedures that assist professional, licensed staff members focus on appropriate goals for professional growth, pre-approve proposed professional development activities and validate CEUs prior to application for licensure.

Composition of the LPDC

The LPDC committee consists of five members. Three members are teachers from the consortium ESC. One member is an administrator representing the ESC. One member is a licensed professional from related services. The chair is selected by a majority vote of the members.

Amendments

The LPDC will review its operating plan and forms on a regular basis. LPDC forms and the operating plan can be revised by a majority vote of LPDC members.

Amendments which alter the requirements for approved IPDPs and/or approved activity proposals will not negatively impact any individual during their current license renewal cycle, unless mandated by ODE or state government.

Amendments to the LPDC operating plan and/or forms may be suggested by any licensed staff member. Amendments should be suggested in writing to the LPDC chair. Proposed amendments will be placed on the agenda of the next LPDC meeting.

Records Retention

The LPDC maintains copies of all letters sent to educators. The LPDC is not responsible for keeping copies of contact hour/CEU certificates, transcripts or plans. Responsibility for collecting and maintaining these documents is solely that of the educator until it is time to renew the educator license.

A copy of the license renewal application with all submitted renewal documents will be placed in the file maintained for each educator. Records will be retained for all current and former employees in accordance with the WCESC Record Retention Guidelines.

Responsibilities of the LPDC and Chairperson

Committee members are given the task of reviewing and approving Individual Professional Development Plans (IPDPs) for certified/licensed educators employed by the Wood County Educational Service Center. Committee members also pre-approve designated professional development activities and review the evaluation of preapproved activities submitted by the educator before granting CEUs for license renewal. LPDC members approve reciprocity for educators entering or leaving the LPDC. Finally, LPDC members review all applications for license renewal to verify that educators have met the license renewal requirements

The chairperson is responsible for convening meetings, posting notices of meetings, and maintaining records of LPDC actions.

The committee reviews all Professional Development Summary Forms of each educator applying for licensure renewal to insure that the equivalent of 18 CEUs relating to the IPDP have been completed and presents the license renewal documents to the LPDC for their consideration.

In order to complete their duties, members of the LPDC need to:

Be Informed:

- Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal;
- Ensure that educators' coursework and other professional development activities meet the standards for renewal of certificates or licenses;

Educate and Assist All Members:

- Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC;
- Stay up to date on quality professional development principles and practices.

Establish and Abide by Operating Procedures:

- Establish clear criteria by which the LPDC will review educators' IPDPs;
- Establish the operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities;
- Develop and use criteria for awarding Continuing Education Units (CEUs);
- Establish a local process and timelines for educators to appeal the decision of the LPDC;
- Establish a policy for reciprocity between LPDCs to provide verification of IPDP approval and accepted professional development activities for educators leaving the LPDC and to honor such verification provided by LPDCs of educators entering the LPDC;
- Evaluate LPDC operations for effectiveness, timeliness, efficiency and professional courtesy.

Communicate Clearly and Maintain Records:

- Communicate to all constituents in a regular and systematic way;
- Keep records of LPDC decisions regarding educator IPDPs and completed coursework and other professional development activities.
- Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

Responsibilities of the Educator

In the process of license renewal, educators have the responsibility to:

Be Informed:

- Know the professional development and renewal requirements for educator licensure, including the significance of licensure issuance and expiration dates;
- Meet licensure renewal requirements in a timely manner, including submittal of the licensure renewal application(s);
- Choose coursework and other professional development activities that reflect the principles of high quality professional development;
- Know school and/or district goals.

Abide by LPDC Operating Procedures:

- Follow the LPDC procedures, criteria and timelines for reviews of IPDPs, coursework and other professional development activities;
- Submit the IPDP for LPDC approval as soon as possible after receiving a new or renewed license;
- Obtain LPDC approval of the IPDP before engaging in professional development for licensure renewal. Professional development activities that are completed either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.

Maintain Records

- Keep records of all licensure and LPDC transactions, particularly the LPDC review and approval of an IPDP, coursework and other professional development activities.

Appeal Procedure

Should an educator wish to appeal a decision of the LPDC, the appeal should be resolved as follows:

- Step 1: The educator shall first discuss the concern with a representative on the LPDC.
- Step 2: If, after Step 1, the educator wishes to appeal, the educator shall submit a written request for an appeal meeting to the LPDC within fifteen (15) calendar days of the date of the receipt of the unapproved documentation that is the subject of the appeal.
- Step 3: Within fifteen (15) days of receipt of the written request for an appeal meeting, the LPDC shall schedule the appeal meeting. The appeal meeting shall take place within thirty (30) days of the date of its scheduling. The LPDC shall notify the educator in writing of the time, date and place of the meeting.

The appeals committee shall consist of the following: one member appointed by the LPDC, one member appointed by the educator, and one member mutually agreed upon by both the LPDC and the educator. The educator shall be notified in writing of the decision within seven (7) days of the meeting, and the decision shall be by majority vote.

Submission Dates

The LPDC will meet four times a year to review IPDP, preapproved activities, and grant final approval of portfolios. Educators can expect to receive notification of approval or rejection of submitted documents within thirty days of submission.

On-line applications should NOT be submitted before January 1st of the year the license expires. Final submission for consideration should be submitted no later than the second week of May.

Requirements to Renew a License

In order to renew a five-year professional license or convert an eight-year certificate to a five-year license, the general requirement is the completion of eighteen (18) Continuing Education Units (CEUs).

The 18 CEU requirement can be met by a combination of college coursework, contact hours, and approved LPDC activities. Specific requirements for license renewal are listed in the next table.

Type of License	Requirement to Renew
RESIDENT EDUCATOR LICENSE (4 YEAR)	Must hold a Bachelor's Degree from an accredited teacher preparation program.
PROFESSIONAL EDUCATOR LICENSE (5 YEAR)	Requires candidate to hold at least a bachelor's degree and to have successfully completed the Ohio teacher residency program. Renewable with 18 CEUs of LPDC approved activities.
SENIOR PROFESSIONAL EDUCATOR LICENSE (5 YEAR)	Requires candidate to hold at least a master's degree AND previously held a Professional Educator License AND Successful completion of the Master Teacher Portfolio Renewable with 18 CEUs of LPDC approved activities.
LEAD PROFESSIONAL EDUCATOR LICENSE (5 YEAR)	Requires candidate to hold at least a master's degree AND previously held a Professional Educator License or Permanent License AND Earn Teacher Leader Endorsement AND hold either National Board Certification OR Master Teacher criteria Renewable with 18 CEUs of LPDC approved activities.
The school audiologist, school social worker, school speech-language pathologist, school nurse, occupational therapist, physical therapist, and occupational therapy assistant licenses may be renewed upon evidence of a currently valid license issued by the respective Ohio licensure board. The school counselor and school psychologist licenses may be renewed upon evidence of a currently valid license issued by the respective Ohio licensure board.	
RENEWAL OF AN EXPIRED LICENSE	Up to five years – may be reinstated upon completion of nine semester hours of coursework relevant to area of licensure since the issuance of that license. More than five years - may be reinstated upon completion of 12 semester hours of coursework relevant to area of licensure since the issuance of that license.





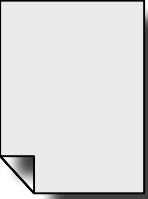
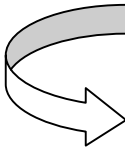
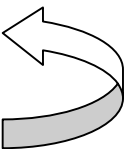
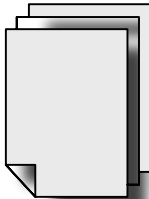
THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Overview

An Individual Professional Development Plan (IPDP) identifies an educator’s goals for professional growth. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development.

One of the major responsibilities of the Local Professional Development Committee (LPDC) is to review educators’ Individual Professional Development Plans (IPDPs) and ensure that the identified goals and strategies are relevant to the needs of the district, school, students and educator. The IPDP should be thought of as a process rather than a single “plan”.

Step-by Step Overview of IPDP Approval Process

Step 1	Step 2	Step 3	Step 4
<p>Approval of Goals</p> 	<p>Pre-approval of PD</p> 	<p>Evaluation of Approved PD</p> 	<p>Review for License Renewal</p> 
<p>With each new license cycle, LPDC approves educator’s IPDP goals.</p> 	<p>LPDC reviews educator’s submissions for PD activities that require preapproval. Some PD activities do not require pre-approval.</p> 	<p>LPDC reviews educator’s evaluations or reflections on pre-approved PD activities. LPDC approves CEUs. Educator enters CEUs or contact hours on appropriate PD Summary Form.</p> 	<p>LPDC completes final evaluation of educator’s PD activities to assure that all six PD standards have been addressed during the license renewal cycle.</p> 

After the LPDC has approved the initial IPDP, the educator may amend the IPDP at any time during the license cycle.

Approval of Goals

Activities for licensure renewal will only count if a signed IPDP is in place at the time of the PD activity.

Well written goals for professional growth are the first critical step in the IPDP process. Educators are encouraged to complete the following steps in preparing their IPDP goals.

1. Examine your practice
 - a. Examine multiple sources of data
 - b. Complete an appropriate educator standards self evaluation (e.g. the self assessment included in the ODE publication *Organizing for High Quality Professional Development*). This document is available on the LPDC website.
 - c. Consider how school and district goals should impact the IPDP
2. Determine priorities and goals for the IPDP
 - a. Prioritize your needs
 - b. Relate goals to license, current assignment, future plans, district/building goals
 - c. Complete IPDP with written SMART Goals. Examples of SMART goals are provided below.

EXAMPLES OF SMART GOALS				
State the Action you will take	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Ohio Educator Standard (see pages 11 & 12)
<i>I will acquire</i>	<i>multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a building-level book study</i>	<i>Standard #5</i>
<i>I will investigate</i>	<i>interdisciplinary strategies</i>	<i>to incorporate more connections between core subjects in my classroom</i>	<i>by participating in Sustainable Development's Distance learning course on interdisciplinary education</i>	<i>Standards #2,3 & 4</i>
<i>I will enhance my abilities in teaching</i>	<i>special needs students</i>	<i>to improve student learning</i>	<i>by attending ASCD's Differentiation Conference</i>	<i>Standards #1,2, & 4</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training on Value Added</i>	<i>Standards #3 & 7</i>

See the next page for an additional guide

GUIDE FOR WRITING SMART GOALS

State an Intention to engage in learning	Describe an Area of Focus for the Learning	Rationale	Add the Activities
<p>“I will (use an action verb)</p> <p>acquire analyze apply research be able to become familiar with become knowledgeable become proficient in become skillful at build relationships contribute to demonstrate develop/design enhance my understanding of examine expand explore gain a greater understanding of gain skills in implement incorporate interpret investigate learn about learn how to modify curriculum obtain skills in practice promote read widely research study survey take part in use</p> <p>INSERT OWN</p>	<p>multiple strategies testing students on standards interdisciplinary curriculum units ways to develop students’ thinking skills ways of working with special needs knowledge of cultures of student populations recognize differences in students meet needs of diverse populations strategies to improve learning environment strategies to manage groups of students ways of developing positive self concepts organize physical space uses of technology in the classroom develop new instructional techniques implementation of classroom inclusion techniques develop effective communication with students develop effective questioning techniques engage students in learning working with colleagues & staff communicate with families professional ethics educational theories age appropriateness and developmental characteristics of students with state and federal policies district or classroom based research new administrative/managerial skills new ways to evaluate student performance interpret student tests</p> <p>INSERT OWN</p>	<p>for the purpose of</p> <p><i>In order to...</i> share knowledge with colleagues deepen understanding in (insert area) improve classroom discipline update policies and procedures modify curriculum implement/apply/demonstrate in the classroom contribute to the teaching profession incorporate into lesson plans improve student learning contribute to school & district</p> <p>INSERT OWN</p>	<p>my activities may include</p> <p>talking to colleagues working on a Master’s degree in (insert area) attending conferences and workshops self directed educational development (professional reading, research, educational travel) mentoring curriculum development serving on a professional committee grant writing research and publishing peer observation National Board of Professional Teaching Standards Professional Vocational Board Certification cooperating teacher for a student teacher professional presentation teaching a college course</p> <p>INSERT OWN</p>

STANDARDS FOR OHIO TEACHERS



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.



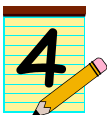
Teachers know and understand the content area for which they have instructional responsibility.

- 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.



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.



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

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



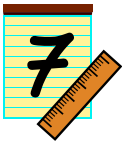
Teachers create learning environments that promote high levels of learning and achievement for all students.

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



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



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

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Types of Activities

Educators are encouraged to use a variety of activities in meeting their 18 CEU requirement. Some activities require pre-approval while others do not. There is a maximum number of CEUs that can be used for license renewal for certain types of activities. The actual number of CEUs granted for activities that require pre-approval may vary based on documentation presented to the LPDC.

Group 1: Local In-service days and maintaining LPDC forms

Group 2: College coursework and Professional workshops

Group 3: Local/State/National Committee work or Professional Certification

Group 4: Independent Activities and Projects (PRE-APPROVAL REQUIRED)

Group	Activity	Max. CEUs	Verification	Criteria
1	Local Requirements	5 CEUs per license cycle	Activity Verification Form 1	Must meet all local district or ESC in-service expectations
1	Teacher LPDC Folder	1 CEU per license cycle	Activity Verification Form 1 and LPDC Folder	All forms are properly filled out
2	College Courses	No Limit	Activity Verification Form 2 and OFFICIAL TRANSCRIPTS	Must be related to IPDP goals.
2	Workshops	No Limit	Activity Verification Form 2 and Certificate of Attendance	Must be related to IPDP goals
3	Mentoring	6 CEUs per license cycle	Activity Verification Form 3	Mentor of teacher or administrator in Entry Year Program
3	Curriculum Development	No Limit	Activity Verification Form 3	Service on local, county, state, or national committee
3	Professional Committee	No Limit	Activity Verification Form 3	Service on local, county, state, or national committee
3	Grant Writing	6 CEUs per license cycle	Activity Verification Form 3 and copy of grant	Not dependent on award of grant – planning and preparation only, not for management of grant
3	Cooperating Teacher for Methods Block teacher	0.5 CEUs per semester 3 CEUs per license cycle	Activity Verification Form 3	Work with University/College supervisor
3	Cooperating Teacher for a Student Teacher	1.5 CEUs per semester 6 CEUs per license cycle	Activity Verification Form 3	Work with University/College supervisor
3	Master Teacher Designation Achieved	18 CEUs for cycle which granted	Activity Verification Form 3 and completed Master Teacher Forms	Must be related to IPDP goals.
3	National Board Professional Teacher	18 CEUs for cycle which granted	Activity Verification Form 3 and copy of National Board Certificate	Must be related to IPDP goals.
3	Professional Vocational Board Certification	6 CEUs per license cycle	Activity Verification Form 3 and certificate of completion	Time in coursework/clinics for test preparation purposes only

*** ALL GROUP 4 ACTIVITIES MUST BE PRE-APPROVED ***

Group	Activity	Max. CEUs	Verification	Criteria
4	Publication	12 CEUs per license cycle 6 CEUs for book 3 CEUs for article	Activity Verification Form 4 and a copy of the publication	Must contribute to the education profession and be commercially published
4	Peer Observation	1 CEU per license cycle	Activity Verification Form 4	Not part of Mentoring program. Must be related to IPDP goals
4	Teaching a College Course (first time teaching course only)	6 CEUs per license cycle 1.5 CEUs for semester 1CEU for quarter	Activity Verification Form 4 copy of syllabus Verification from college	
4	Professional presentation	6 CEUs per license cycle	Activity Verification Form 4 and agenda	Applies to the first presentation of a topic each license cycle. Must be beyond normal work requirements
4	Educational Project	12 CEUs per license cycle	Activity Verification Form 4 and summary of project along with a reflection	Must apply educational skills and knowledge toward the development of a project. Hours for planning and preparation only.
4	Self-directed Educational Development	3 CEUs per license cycle	Activity Verification Form 4 and summary of activity along with a reflection that explains how it has enhanced the educator's development.	May include professional reading, research, educational travel. Must enhance individual's work in the profession or contribute to educator's area specialization. Must stretch the educator's abilities. Results should be shared with colleagues.
4	Webinar	6 CEUs per license cycle	Activity Verification Form 4 and summary of webinar along with a reflection	Must be directly related to IPDP goals
4	Externship	6 CEUs per license cycle	Activity Verification Form 4 and Activity log	Must enhance individual's work in the profession or contribute to educator's specialization.

GROUP 4 SCORING RUBRIC

Any educator may need to submit a professional development activity that needs pre-approval by the LPDC committee. Any activity NOT specifically listed in Groups 1 through 3 may need pre-approval. The educator must submit their proposal by the deadline and BEFORE completing the activity. The LPDC will determine if the professional development meets the state standards (see page 17). The following rubric will be used for scoring purposes.

Standard 1 Essential Question: Is PD purposefully structured to occur over time?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 1</i>
Clearly focuses on and aligns with school and district priorities	Relates to some of the school and/or district priorities	Makes no connection to school or district priorities		Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
Includes a continuous process of planning, implementation, reflection and evaluation	Includes several connected events	Includes no related events		
Includes varied activities and multiple resources	Includes more than one type of activity	Includes only one type of activity		
Standard 2 Essential Question: Is the focus of the IPDP based on an examination of multiple sources of data?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 2</i>
Shows evidence of the use of data to analyze his/her practice	Shows limited use of data to analyze his/her practice	Shows no analysis of practice		Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
Uses current research to inform PD content and process	Examines some research to select PD content and process	Shows no evidence of research to select PD content and process		
Builds upon prior PD experiences to plan future PD	Makes some reference to prior PD for future PD choices	Never references prior PD in making PD decisions		
Standard 3 Does the IPDP provide opportunities for the individual to work with other educators?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 2</i>
Includes ongoing opportunities for collaboration	Provides some opportunities for collaboration	Rarely provides opportunities for collaboration		Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
Includes regular participation in a learning community for a specified educational outcome	Includes occasional participation in a learning team	Allows few if any opportunities for participation in learning teams		
Includes ongoing use of communication strategies to broaden collaboration, including technology	Includes occasional use of communication strategies to broaden collaboration, including technology	Fails to use communication strategies to broaden collaboration		
Standard 4 Essential Question: Does the IPDP meet the needs and experiences of an adult learner?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 4</i>
Includes a variety of learning experiences	Attempts to vary learning experiences	Fails to vary learning experiences or includes only single-day events		Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
Reflects a structured set of experiences, matched with goals and needs logically sequenced, and matched with goals and needs	Attempts to organize or match experiences with goals and needs	Fails to organize or match experiences with goals and needs		
Clearly addresses the educator's professional knowledge, strengths and weaknesses	Shows an attempt to address the educator's professional knowledge, strengths and weaknesses	Provides no evidence of consideration for the educator's professional knowledge, strength and weaknesses		

Standard 5 Essential Question: Is a combination of evaluative measures planned to assess the effectiveness of PD over time?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 5</i>
Documents evidence of new skills applied to practice	Includes some evidence of changes in practice	Fails to include evidence of change in practice		Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
Uses both formative and summative data to assess effectiveness of PD	Uses some data to assess effectiveness of PD	Uses no data to assess effectiveness of PD		
Measures initial satisfaction with and eventual impact of PD through personal reflection, examination of PD implementation AND evidence of the use of new knowledge and skills	Measures initial satisfaction with and eventual impact of PD through personal reflection, examination of PD implementation OR evidence of the use of new knowledge and skills	Fails to address initial satisfaction with OR impact on student achievement		
Standard 6 Essential Question: Does the IPDP advance the educator's content knowledge and repertoire of instructional strategies?				
<i>Exemplary 2 points each</i>	<i>Adequate 1 point each</i>	<i>Needs Revision 0 points each</i>	<i>Score</i>	<i>Total Score for Standard 6</i>
Aligns to local, state and/or national standards and/or school and district priorities	Connects to local, state and/or national standards and/or school and district priorities	Makes little connection to local, state and/or national standards and/or school and district priorities		Total = _____ of 8 7-8 Exemplary 4-6 Adequate 0-3 Needs revision
Includes evidence of the use of content-specific, relevant and current best practices to advance educator learning	References the use of relevant and current best practices	Provides no evidence of relevant or current best practices		
Advances educator's ability to use relevant instructional practices to meet the varied needs of diverse learners	Mentions the need to use relevant instructional practices to meet the varied needs of diverse learners	Fails to address the varied needs of diverse learners		
Reflects an application of new knowledge and skills to engage students, families and communities in the learning process	Includes a limited awareness of the engagement of students, families and communities in the learning process	Fails to address engagement of students, families or communities in the learning process		

OVERALL RATING OF GROUP 4 ACTIVITY					
Score for Standard 1	Score for Standard 2	Score for Standard 3	Score for Standard 4	Score for Standard 5	Score for Standard 6
<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision 	<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision 	<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision 	<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision 	<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision 	<ul style="list-style-type: none"> • Exemplary • Adequate • Needs Revision
<input type="checkbox"/> Approved		<input type="checkbox"/> Approved with Reservations		<input type="checkbox"/> Needs Revisions Before Approval	

OHIO STANDARDS FOR PROFESSIONAL DEVELOPMENT


The LPDC will evaluate the submitted Group 4 activities using a rubric based on the six Ohio Standards for Professional Development (complete text available on the LPDC website). Those standards are:

- **Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.**
 - ❖ To meet the specific needs of students, professional development must focus on the strategic plan of the district or the priorities of the individual school. An educator's IPDP should align with the stated priorities and approved building or district goals.
- **Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.**
 - ❖ To meet the specific needs of students, professional development must be based on an analysis of multiple sources of data. An educator's IPDP should reflect an examination of student or other relevant educational data, as well as an assessment of the educator's own skills and knowledge against Ohio's Standards for Educators.
- **Standard 3: High Quality Professional Development (HQPD) is collaborative.**
 - ❖ High quality professional development encourages the collaboration of educators. An IPDP should delineate opportunities for collaboration and communication with other educators and administrators.
- **Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.**
 - ❖ High quality professional development must accommodate the individual educator's level of knowledge and skill. Learning experiences should vary in intensity and duration and promote opportunities for self-directed, life-long learning. The sequence of learning experiences in the IPDP should enable the educator to systematically learn and implement new skills and knowledge.
- **Standard 5: High Quality Professional Development (HQPD) is evaluated by its short-term and long-term impact on professional practice and achievement of all students.**
 - ❖ Evaluation data inform continuous improvement by identifying the impact of professional development on student achievement. As part of the IPDP process, an educator must reflect on and evaluate the impact of PD activities on his/her professional practices.
- **Standard 6: High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.**
 - ❖ The focus of all high quality professional development is increased student learning. To ensure that students achieve at high levels, educators must have deep content knowledge and master varied instructional and assessment strategies. An educator's IPDP activities should enhance or refine the educator's skills and knowledge.

Renewing Your Teaching License

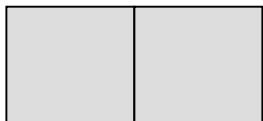
This chart is designed to help you make a quick calculation of how many CEU's you have accumulated toward your teaching license.


- 1 CEU earned for attending district in-services. (Maximum of 5 per license cycle)
- 1 CEU earned for keeping the renewal portfolio organized. (Maximum of 1 per license cycle)

 = One CEU
= 10 contact hours

 = One year of District In-service (Max. 5)

 = Keeping a Teaching Portfolio

 = 1 Quarter College Credit

 = 1 Semester College Credit

Number of Credits Needed For Renewal
