

# Warren Local School District

## ~ LPDC Handbook ~

This document supersedes all previous LPDC handbooks for Warren Local Schools.

<b>Organizational Information</b>	<b>Page</b>
• Member List	2
• Meeting Schedule and Location	2
• Contact Information	2
• By-Laws	3-5
• Standards for Professional Development	6
• Submission of Documents to the LPDC	6-7
• Appeal Form	8
 <b>Warren Local Procedures</b>	
• WLEA Collective Bargaining Agreement	9-13
• Warren Local Forms for Reimbursement (Form A and Form C)	14-15
• Request of Change of Course (Form D)	16
• Graduate Course <u>and</u> CEU Approval Form (non-reimbursement).	17
• Evaluation of Professional Development	18
• Ohio Standards for Professional Development	19
• CEU General Certificate of Attendance	20
 <b>IPDP (Individualized Professional Development Plan)</b>	
• Guidelines for Writing and IPDP	21-22
• Activity Suggestion List	23
• Ohio Educator Standards	24
• Individual Professional Development Plan/Goal Sheet	25-26
• IPDP Rubric	27
 <b>Professional Development Models</b>	
• General Information for CEUs	28
• Quarter/Semester Hour Conversion Chart	28
• Guidelines for Equivalent Other Activities (CEUs)	29-32
• Reference to ODE Information	33

This handbook is also available on the Warren Local School District website. [www.warrenlocal.org](http://www.warrenlocal.org) (login the Intranet site)

# Warren Local Professional Development Committee

The Warren Local Professional Development Committee represents all certified staff members of the Warren Local School District. This includes Administrators, Teachers, and Substitutes. This committee cannot recognize members not employed for at least one day by the Warren Local Board of Education.

- Committee Members (Refer to By-laws – Section II and III)

Teacher Members:

<b>Name</b>	<b>School</b>	<b>Term Begins</b>	<b>Term Ends</b>
Molly Denton	WHS (Teacher)	July 2021	June 2024
Olivia Mullins	WHS (Teacher)	July 2019	June 2022
Kristi Sams	WMS (Teacher)	July 2019	June 2022
Elizabeth Donahue	WMS (Teacher)	July 2020	June 2023
Tracey Huck	WES (Teacher)	July 2021	June 2024
Diane Hite	WES (Teacher)	July 2020	June 2023

<b>Name</b>	<b>Position</b>
Brent Taylor	Administrator
Amy Walters	WLEA President or designee
Lori Ludwig	Superintendent or designee
Vicki Lowe	Secretary

- Meeting Location/ Time (Refer to By-laws Section VII)

## **Warren Local LPDC**

**Location: Warren Local Administration Office**

**Time: 4:00pm**

**Dates: to be announced each year by the committee chairperson prior to the first day of school (as per Section VII-B of the LPDC bylaws)**

**2021,2022 Meetings Dates:**

September 2, October 7, December 2, February 3, April 7, May 5 and June (TBA)

- Contact Information

All correspondence should be sent to:  
 Warren LPDC  
 Warren Local Administration Office  
 220 Sweetapple Road  
 Vincent, OH 45784

# Warren LPDC Bylaws

## I. Purpose

The purpose of the LPDC is to:

- A. ensure that professional development meets high standards of quality.
- B. assist educators with developing district / building related goals and approving appropriate professional development activities that are consistent with the Individual Professional Development Plans (IPDPs) and/or meet requirements for Ohio Licensure and guidelines for Highly Qualified Teacher status.

## II. Committee Composition and Selection

- A. The committee will be comprised of 9 members as follows:
  1. 6 teachers (at least one from each building)
  2. WLEA President or Designee (permanent)
  3. 1 administrator
  4. Superintendent or Designee (permanent)
- B. The Warren Local Education Association (WLEA) President will appoint the teacher members and the Superintendent will appoint the administrative members.
- C. In the event of an in-term vacancy, the committee member will be replaced in accordance with (B) above.
- D. All LPDC members will be designated by June 30 and will begin their term on July 1 of each year.

## III. Term of Office for Committee Members

- A. The term of office for members serving on the committee will be three years.
- B. The initial terms for nonpermanent members will be staggered as follows:
  1. 2022 HS, MS
  2. 2023 MS, ES
  3. 2024 HS, ES
- C. The committee chairperson will be determined by a majority vote of the committee members during the first meeting after July 1.  
The chairperson will conduct the meeting or appoint from among the committee members someone to preside in his/ her absence.

## IV. Record Keeping

- A. A secretary will be assigned to the LPDC for a minimum of seven hours per month.
  1. Duties will include but are not limited to: minutes, meeting postings, receiving and filing IPDPs and related paperwork.
  2. Compensation will be in accordance with the OAPSE contract.
  3. The secretary may not be someone who will be under the purview of the committee.
  4. The secretary will be responsible to the committee chairperson.
  5. In the absence of the secretary, record-keeping duties will be assumed by the Chairperson or Designee.
- B. Secure storage will be provided for the safe and organized storage of committee records. This storage will be at the administration building.

## **V. Financial Compensation and Reimbursement**

- A. Each association LPDC member will be compensated at the hourly rate established in the negotiated agreement between WLEA and the Warren Local Board of Education for EDC committees for work performed (training, meetings, and other committee activities).
- B. Hours submitted before December 1 will be paid by December 31 and hours submitted before July 1 will be paid by July 31.
- C. The district will pay for all training activities for LPDC members. LPDC members will be reimbursed for incurred costs and mileage for activities outside the district.

## **VI. Decision Making**

- A. Decisions will be made by majority vote of the committee members present and voting, as long as a quorum is present.
- B. A quorum will consist of five voting members.
- C. An administrator may request review by a subcommittee consisting of the two voting administrative members and one teacher member appointed by the committee chairperson.
- D. The committee will accept IPDPs, which have been approved by other Ohio school districts for any educator, hired by the Warren Local Board of Education.

## **VII. Meetings**

- A. The committee will hold regularly scheduled meetings from September through May.
- B. Before the first day of school each year, the committee shall establish and publish its meeting schedule.
- C. The committee may meet more frequently as deemed necessary to complete its work.

## **VIII. Responsibilities**

- A. The committee will review and approve IPDPs, associated course work, and other professional development activities that educators propose to utilize for the purpose of personal professional development and/or certificate or license renewal.
- B. The committee will assign CEU credits to professional development activities.
- C. The committee will review operating procedures for the submission and review of IPDPs by educators in the district.
- D. Upon determination that all professional development requirements for renewal have been met, the verified online application will be e-signed by the LPDC chairperson or approved e-signer and forwarded to the Ohio Department of Education for finalization.

## **IX. Appeals**

- A. If an educator disagrees with an LPDC decision, the educator must contact the chairperson to request a meeting with the LPDC. This meeting is to discuss in person the decision made by the LPDC and to gain an understanding of the perspective of the LPDC and the reasons for rejection.
- B. If after the reconsideration has taken place, the LPDC and the educator are still unable to come to an agreement, a third party shall review the decision.
  - 1. The third party shall be in the form of a panel consisting of :
    - a.) one licensed educator selected by the LPDC
    - b.) one licensed educator selected by the educator filing the appeal
    - c.) one licensed educator selected by the above two
  - 2. These three individuals then function as a panel to review the LPDC decision and either uphold or overturn the decision.

## **X. Conflict of Interest / Change of Status**

- A. LPDC and Appeals Committee members may not participate as a decision-maker for items presented by themselves or an immediate family member as defined most broadly in the negotiated agreement.
- B. No current LPDC member can be on the Appeals Committee.
- C. Any LPDC teacher member who accepts an administrative position will immediately vacate his / her seat on the committee as a teacher member.
- D. Any LPDC administrative member who accepts a teaching position will immediately vacate his / her seat on the committee as an administrative member.
- E. Any LPDC member who leaves the employment of the district will vacate his / her seat on the committee no later than his / her last working day.

## **XI. Bylaws Approval**

- A. The WLEA Executive Committee and the Board of Education must approve any changes to these bylaws.

# Standards for Professional Development

The seven principles of Quality Professional Development that guide the work of the LPDC are:

1. Result-Oriented: increases the capacity of educators to improve organizational effectiveness.
2. Individualized: addresses educators varied experiences and learning needs.
3. Job-Embedded: is relevant to and embedded in each educator's primary work.
4. Collaborative: creates communities of educators that support continuous inquiry, collaboration, and growth.
5. Research-based: applies knowledge from learning theory and research, as well as lessons from sound educational practice.
6. Data-Driven: is based on data, aligned with district and school goals, and focused on a specific set of targeted improvements.
7. Systemic: is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

## Submission of Documents to LPDC

### Staff Responsibility

- It is the responsibility of the licensed staff member to ensure paperwork is received by LPDC the Friday **BEFORE** the scheduled meeting. Submissions after this time will **NOT** be put on the current agenda and will fall to our next scheduled meeting. \*See the scheduled meeting dates above.
- It is the responsibility of the licensed staff member (teacher or administrator) to monitor the expiration date(s) of all certificates / licenses and IPDPs.
- It is the responsibility of the individual to fully complete the components of the Individual Professional Development Plan (IPDP) in a timely manner as stated in the plan or within the five-year cycle of the plan. If modifications to the IPDP are necessary, these modifications should be submitted to the LPDC in a timely manner.
- Individual Professional Development Plans (IPDP) must reflect the needs of the profession, district, school, and individual.
- Coursework, Classes/Workshops, and/or Equivalent Other Activities (for CEUs) must be completed in accordance with the IPDP. **All work taken prior to approval of the IPDP will not be accepted.**
- All CEU submissions for approval including, district in-services, are due to the LPDC **no later than one year after the completion date.**
- Coursework submissions (taken for college credit) can be turned in at any time during the current licensure period.
- All submissions to the LPDC must include the correct forms and cover sheets as needed.
- It is the responsibility of the individual to submit CEU requests for in-services and 2-hour delays using the certificate available in the handbook or provided by the presenter.
- It is the responsibility of the individual to submit grade cards and transcripts to the LPDC.
- Credit for Equivalent Other Activities (EOA) shall be awarded for licensure credit based on the guidelines established by the Warren LPDC (see pages 29-32). Activities must be directly relevant to the approved IPDP. Persons may be asked to justify the credit values sought through their activities / projects.

- **It is the responsibility of the individual to keep copies of their submissions.** Copies of the forms sent will be stored in your LPDC file at the Administration office. Originals will be returned to the LPDC member.

### **Warren LPDC Responsibility**

- Items submitted to the LPDC (at the Administration Office) within 48 hours before the regularly scheduled meeting, shall be included on the meeting agenda.
- The Warren LPDC shall accept outside IPDPs for any staff member hired by Warren Local as all fulfilling all necessary requirements of the renewal process. Work already completed and approved on the previous position shall be honored. Remaining work shall be acquired using the guidelines of the Warren LPDC with resubmission of an IPDP to be completed within a **180-day period (6 months)**. The new hire shall have the former LPDC send copies of the previous IPDP and verification of all credit/CEUs completed under that plan.
- The LPDC will maintain a file for every licensed staff member of the Warren Local School District. These files may be inspected as per policies for all personnel files.
- Approved LPDC License Renewal Forms will be sent directly to Ohio Department of Education via email/safe accounts per the approved designees. The staff member will receive verification in the form of a Meeting Response Form and/or email from ODE stating the status of the renewal application.
- Members leaving the LPDC will request in writing for their files to be sent to their new LPDC. The Warren LPDC will retain a copy.

### **Reimbursement of Professional Growth and Professional Development Expenses**

- The LPDC Committee does not approve or disapprove reimbursement requests nor conduct the lottery to determine who will receive reimbursement (See Board policy).
- The LPDC's **ONLY** responsibility is to assure that there is an Individual Professional Development Plan (IPDP) on file and that the CEU(s) and course request(s) fit the plan on file.
- The LPDC has nothing to do with the approval or disapproval of funds for professional meeting reimbursement or pay scale adjustments.

**Appeal Form**  
(Initiated by Staff Member)

Name \_\_\_\_\_ Building \_\_\_\_\_  
Date of Submission \_\_\_\_\_

I formally request an appeal to the Local Professional Development Committee decision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee's signature \_\_\_\_\_ Date \_\_\_\_\_

-----

For LPDC Use: To be completed and a copy sent to the individual requesting an appeal.

Appeal form received on \_\_\_\_\_ by \_\_\_\_\_.

The appeal form hearing will take place on \_\_\_\_\_ (date) at \_\_\_\_\_ (time).

The location of the hearing is \_\_\_\_\_.

**PLEASE BE PREPARED WITH SUPPORTING DOCUMENTATION.**

Notification of Appeal Hearing sent on \_\_\_\_\_

Comments:

SUBMIT TO LPDC AT ADMINISTRATION OFFICE

**ARTICLE XVIII (as per WLEA and WLBE agreement of Master Contract)**

**PROFESSIONAL DEVELOPMENT**

**A. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**

The local professional development committee shall consist of the following voting

- Superintendent or his/her designee
- Association President or his/her designee
- One teacher from each building in the district
- One administrator

Teacher members shall be appointed by the Association President. The administrative member shall be appointed by the Superintendent.

The local professional development committee shall operate according to the Bylaws of the committee. The Bylaws may be changed by a majority vote of the committee, subject to approval by the Association Executive Committee and the Board.

The local professional development committee shall also act as the Master Teacher Oversight Committee for the purpose of designating teachers in the building/district as Master Teachers in accordance with the recommendations of the Ohio Department of Education.

The local professional development committee shall establish a plan of operation for the appropriate procedure becoming designated as a Master Teacher, including but not limited to: the time and location of meetings, the application and review process, the dissemination of general information to local association members, and the appeal procedure.

Should the State no longer require the district to have a Master Teacher Program, Warren Local School District is not obligated to continue the program or committee.

**B. PROFESSIONAL LEAVE**

1. The amount of thirteen thousand (\$13,000.00) in each of the two (2) years of this contract shall be allocated from Board monies to be used for the payment of the expenses of Bargaining Unit Members who are attending approved professional meetings, and/or workshops, and/or school visitations. The annual allocation shall be divided on a January 1, and July 1, basis.

2. A professional leave fund shall be included in the budget for each building. total of \$30,000 shall be distributed to the four buildings as follows:

	7/1 through 12/31	1/1 through 6/30
High School	\$5,000.00	\$5,000.00
Middle School	\$5,000.00	\$5,000.00
Warren Elementary	\$2,500.00	\$2,500.00
Little Hocking	\$2,500.00	\$2,500.00

These funds will be utilized at the discretion of the building principal. Any carryover from the July 1 money shall be carried over to the next half year in the building budget. Any carryover remaining on June 30 shall be carried over to the next school year in the building budget.

3. The term "professional days" is not to include days when a Bargaining Unit Member accompanies students at meetings, competitions, field trips, and the like.

4. Application to attend announced professional meetings or workshops or to make school visitations shall be filed with the building principal. Once approved at the building level, requests shall be submitted to the Superintendent for review. Upon approval by the Superintendent, copies of the application form shall be returned to the building principal and the Bargaining Unit Member. Administration shall provide written reasons for denial. If a Bargaining Unit Member's application is denied at the building level, he/she has the right to meet with the Curriculum Director and/or Superintendent to appeal the denial.

5. Every effort shall be made to rotate the approved attendance among the various Bargaining Unit Members in a department or special subject area.

### **C. TUITION REIMBURSEMENT**

1. Bargaining Unit Members shall be eligible for consideration in professional growth. Recipients will be chosen from applicants who have a minimum of previous professional service of at least two (2) school years (no less than 120 school days per year) in Warren Local Schools. No Bargaining Unit Member on a leave of absence shall be eligible for reimbursement under this Article.

2. A part-time Bargaining Unit Member as defined in Article XXXIII shall be eligible for tuition reimbursement after two (2) years of service. Tuition reimbursement shall be pro-rated according to the time he/she is contracted to work in the year in which the tuition reimbursement is approved.

3. If, following approval of a tuition reimbursement application, the applicant, for any reason, fails to take the approved or substituted course during the quarter or semester for which it was approved, the reimbursement amount allocated to that application shall become unencumbered and shall revert back to the general tuition reimbursement fund. The applicant shall notify the Superintendent's office of such an event as soon as possible.

4. Reimbursement for approved coursework shall be at the rate of the lesser of \$210 per quarter hour (\$300 per semester hour) or the actual tuition expense of the Bargaining Unit Member for graduate level coursework or the lesser of \$140 per quarter hour (\$200 per semester hour) or the actual tuition expense of the Bargaining Unit Member for undergraduate level coursework. A Bargaining Unit Member failing to maintain a cumulative point average of "B" or better shall not receive reimbursement. The Bargaining Unit Member must teach in the Warren Local Schools the year following receipt of this credit to be entitled to payment.

5. In order to receive reimbursement the Local Professional Development Committee must first verify that the course matches the Bargaining Unit Member's Individual Professional Development Plan.

6. Any Bargaining Unit Member that wants to be considered for tuition reimbursement shall submit their name to the Superintendent's Office in writing by August 1 for courses beginning from September 1 through December 31, by December 1 for courses beginning January 1 through April 30, and by April 1 for courses beginning May 1 through August 31. A lottery shall be conducted among those names submitted by the deadline. Bargaining Unit Members shall be eligible for tuition reimbursement of three semester hours, or the equivalent, in order of their lottery number. If money remains after each member has received reimbursement, then members shall become eligible for a second course using the same lottery numbers. This procedure shall continue until all courses are reimbursed or all funds are depleted. Bargaining Unit Members who submit their names after the deadline shall be placed at the bottom of the rotation and shall become eligible for reimbursement the next time their names come up in the

7. In order to receive reimbursement the Bargaining Unit Member must submit the
- a. A course request form, which must be submitted by 10 days after the
  - b. An itemized statement from the college or university showing tuition
  - c. Proof of payment of tuition expenses;
  - d. Grade sheet or statement from the University or an official transcript.

Documentation for reimbursement must be submitted within 90 days following the end of the course except where the Superintendent has been notified within this time of special circumstances. A Bargaining Unit Member who thus notifies the Superintendent shall not have his/her reimbursement denied because of these circumstances.

8. Where the Bargaining Unit Member is employed by the Board under a continuing or multi-year contract that will not expire or be subject to non-renewal until no sooner than the end of the next school year following completion of the course work for which reimbursement is sought, payment will be made within a reasonable time but no more than fourteen (14) work days after submission of proper certification to the Treasurer.

Where the Bargaining Unit Member is employed by the Board under a contract that is subject to non-renewal prior to the end of the next school year following completion of the course work for which reimbursement is sought, if the Bargaining Unit Member is re-employed and accepts such employment, payment will be made within a reasonable period of time but no more than fourteen (14) work days after submission of proper certification to the Treasurer and after July 10 following completion of the course.

9. By accepting payment under either condition set forth in this Article, the Bargaining Unit Member agrees that if his/her employment with the Board ends for any reason whatsoever prior to completion of the next entire school year following payment, the Board and Treasurer may recover all monies paid under this Article by withholding salary or any other means.

10. When a Bargaining Unit Member presents evidence of completion of additional credit which would qualify the Bargaining Unit Member for a better salary schedule bracket, the salary of the Bargaining Unit Member will be adjusted. Evidence of credit can be by a grade sheet or statement from the university or the official transcript and shall be presented to the county superintendent and the Board Treasurer on or before November 15 and on or before February 15, with adjustment to be made at the beginning of the semester.

11. In the event an approved course is canceled or full, the Bargaining Unit Member may substitute an alternative course in the field of study. The Bargaining Unit Member must submit a change of course form, which must be approved by the Local Professional Development Committee.

The Board shall appropriate a minimum of thirty thousand dollars (\$30,000.00) during each year of this contract. The amount shall be divided equally among August 1, December 1, and April 1. The unencumbered portion shall carryover for the duration of this contract.

## **RESIDENT EDUCATOR**

1. Mentor positions will be posted on an annual basis. The Resident Educator Committee consisting of the WLEA President and Vice President, the Resident Educator Coordinator and the Superintendent or his/her designee will make a determination as to the assignment of mentors to specific teachers on Resident Educator License cycles, teachers that are new to the District, and teachers who may move from one location/assignment to another within the District.

2. A meeting will be held prior to the start of the school year with Mentors and Mentees to explain the program, answer questions, and allow the Mentors the opportunity to meet and make initial plans with the Mentees.

3. The position of Resident Educator Coordinator will be posted on an annual basis and will be compensated at a rate of \$2,000/year.

4. Mentors will be paid according to the following scale:

- Mentor to a Year 1 Resident Educator: \$1,200/year
- Mentor to a Year 2 Resident Educator or mentor to a teacher or principal new to the District with 0-4 Years total experience: \$1200/year
- Mentor to a Year 3 Resident Educator or mentor to a teacher or principal new to the District with 5 or more years of experience: \$1200/year
- Mentor to a Year 4 Resident Educator: \$1200/year
- Mentor to an experienced teacher who moves to another building/assignment in the District: No monetary compensation

5. In addition to the monetary compensation as listed above, any Mentor who attends the Mentor Workshop with his/her Mentee will be assigned an additional 1/2 day of personal leave to be used at his/her discretion.

6. Confidentiality

Mentors shall communicate directly with their mentees and shall hold all information in strict confidence. All interaction, written or verbal, between the mentor teacher and the mentee shall be confidential information.

No mentor shall participate in any informal or formal contractual evaluation of a Bargaining Unit Member. No mentor shall be directed, required, or requested to make any recommendation regarding the employment of a Bargaining Unit Member in the program.

## **NATIONAL BOARDS**

Bargaining Unit Members who are pursuing National Board Certification shall be granted, upon request, two days of professional leave for the purpose of completing certification requirements.

Bargaining Unit Members who are pursuing National Board Certification may enter the professional development lottery to cover any costs of application which have not been picked up by the state or other entity.

WARREN LOCAL SCHOOL DISTRICT
APPLICATION FOR APPROVAL OF PROFESSIONAL GROWTH EXPENDITURES

NOTE: NO MORE THAN ONE COURSE REQUEST PER FORM
NOTE: MUST BE SUBMITTED TO THE SUPERINTENDENT WITHIN 10 DAYS OF THE START OF THE COURSE

Please Complete and Submit

Name School

Present Teaching Field

Years' Experience in Warren Local School District

College or University Through Which You Plan to Take Course:

Name Location

Course In Which You Plan To Enroll:

Name of Course Course Number

Beginning Date Credit Hours (sem) OR (qtr)

Estimated Cost for the Course Will You Receive Other Tuition Grants? YES NO

This course qualifies for 100% tuition reimbursement per the contract provision: YES NO

Provide a description of the professional development you are requesting approval for:

Three horizontal lines for providing a description of professional development.

List the specific goal(s) from your IPDP and explain how the course supports the goal(s).

Two horizontal lines for listing specific goals and explaining support.

Signature of Employee Date

Date Reviewed by LPDC

LPDC Approved
LPDC Disapproved

Reason:

Two horizontal lines for LPDC reason.

LPDC Authorized Signature
Revised August 2020

Date Received by Superintendent

Lottery Number

Date of Bd. Of Ed. Approval
Date of Bd. OF Ed. Disapproval

Reason:

Two horizontal lines for Superintendent reason.

**WARREN LOCAL SCHOOL DISTRICT**  
**APPLICATION FOR REIMBURSEMENT**  
**FOR PROFESSIONAL GROWTH EXPENDITURES**

MUST BE SUBMITTED TO THE SUPERINTENDENT WITHIN 90 DAYS AFTER END OF QUARTER/SEMESTER

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Name and Location of College or University:

\_\_\_\_\_

Name of Course \_\_\_\_\_ Course Number \_\_\_\_\_

Completion Date \_\_\_\_\_ Credit Hours \_\_\_\_\_ (sem) OR \_\_\_\_\_ (qtr)

Grade \_\_\_\_\_

The following **MUST** be attached to this request for reimbursement:

1. Official transcript, grade report, or other documentation indicating successful completion.
2. Evidence of expenditure (university receipt, credit card statement, or canceled check)

I certify the above information to be correct to the best of my knowledge, and I apply for reimbursement:

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

Approved for Payment \_\_\_\_\_ YES \_\_\_\_\_ NO

Signature of Superintendent \_\_\_\_\_ Date \_\_\_\_\_

**Form D**

**WARREN LOCAL SCHOOL DISTRICT**

REQUEST FOR CHANGE OF COURSE

NOTE: NO MORE THAN ONE COURSE REQUEST PER FORM

If for any reason, the course for which you have made application for approval for reimbursement has been changed, whether by your own decision or by decision of the college, please complete the following form and return to the superintendent before beginning course.

Name \_\_\_\_\_

Original Course For Which Application Was Made:

Name and Location of College or University:

\_\_\_\_\_

Name of Course \_\_\_\_\_ Course Number \_\_\_\_\_

Completion Date \_\_\_\_\_ Credit Hours \_\_\_\_\_ (sem) OR \_\_\_\_\_ (qtr)

Course to be Substituted:

Name and Location of College or University:

\_\_\_\_\_

Name of Course \_\_\_\_\_ Course Number \_\_\_\_\_

Completion Date \_\_\_\_\_ Credit Hours \_\_\_\_\_ (sem) OR \_\_\_\_\_ (qtr)

Estimated Cost for the Course \_\_\_\_\_

Indicated how this course supports your individual professional development plan (IPDP):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Date Reviewed by LPDC

\_\_\_\_\_  
Date Received by Superintendent

\_\_\_\_\_  
LPDC Approved  
\_\_\_\_\_  
LPDC Disapproved

Reason: \_\_\_\_\_  
\_\_\_\_\_

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

**Warren Local School District**  
**Professional Development APPROVAL form\***  
**This form is NOT for reimbursement.**  
**ONLY ONE ITEM PER REQUEST FORM**

Employee Name			
IPDP approval date			
Teaching/Work Assignment AND School Name			
Title of Professional Development			
Date(s) of Professional Development			
Location/Address of Professional Development			
Type / Amount of Credit Requested	<input type="checkbox"/> CEU CEUs	<input type="checkbox"/> Semester hrs.	<input type="checkbox"/> Quarter hrs.
Type of Professional Development (select one or more as appropriate)	<input type="checkbox"/> College/University course <input type="checkbox"/> Ongoing series of workshop sessions <input type="checkbox"/> Conference <input type="checkbox"/> Single workshop <input type="checkbox"/> Professional Learning Team / Community Involvement <input type="checkbox"/> Independent Study / Action Research <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> District leadership, LPDC, curriculum development, school improvement <input type="checkbox"/> Coaching/mentoring student teachers, new teachers or teachers in need <input type="checkbox"/> Other, not listed above (Specify)		
Description of PD			
IDPD goal(s) applicable to this Professional Development			
<b>Employee's Signature</b>		Date	
I certify that the above request is	<input type="checkbox"/> <b>Approved</b>	<input type="checkbox"/> <b>NOT Approved</b>	
LPDC signature		Motion Number:	

\*Credit will not be given until Evaluation Form **AND** evidence of completion is submitted and approved following the PD.

Employee Name: \_\_\_\_\_

Name of course/CEU PD: \_\_\_\_\_

**Warren Local School District**  
**Evaluation of Approved Professional Development**  
**(To be completed *AFTER* the PD experience)**

**I. Alignment to Ohio Professional Development Standards.**

Answer only those which apply to this PD experience.

**Standard 1:** How is this PD purposefully structured to occur over time?

**Standard 2:** What data sources guided you toward this PD?

**Standard 3:** How does the PD include opportunities for collaboration?

**Standard 4:** How did the PD include varied learning experiences to accommodate adult learning needs?

**Standard 5:** Evaluate the PD as to its short and long-term impact. Be as specific as possible.

**Standard 6:** How did the PD result in the acquisition, enhancement or refinement of skills and knowledge? Be specific.

**II. Identify and attach documentation to evidence completion for this PD experience. (Certificate of Attendance, Grade card, Transcript etc...)**

# Ohio Professional Development Standards

## **1. High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.**

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

## **2 High quality professional development (HQPD) is informed by multiple sources of data.**

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

## **3 High quality professional development (HQPD) is collaborative.**

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates

communication technologies to broaden the scope of collaboration.

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

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

## **5 High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.**

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

## **6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.**

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

## Certificate of Attendance

Name of Participant: \_\_\_\_\_

Title of Training: \_\_\_\_\_

Trainer/Presenter Name: \_\_\_\_\_

Date of Training: \_\_\_\_\_

Contact Hours: \_\_\_\_\_

Location of training: \_\_\_\_\_

Date submitted: \_\_\_\_\_

**To obtain credit for this professional development you MUST attach:**

- 1. PD Approval Form –AND–**
- 2. Evaluation Form for PD –AND–**
- 3. A Certificate of Attendance**

(Failure to do so will result in your PD being denied and returned to you for proper paperwork and resubmission).

# of CEU requested: \_\_\_\_\_

Presenter Signature: \_\_\_\_\_

**This certificate verifies participation in the activity described above. Participants are responsible for conveying this information to their Local Professional Development Committee in a manner consistent with their local guidelines.**

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# Guidelines for Writing an IPDP

This document is intended as a guide to help you write a quality IPDP.

## General Statements:

1. The committee is looking for a variety of action steps – see the list on page 23. Remember to include the committee work and district sponsored training and in-service you will participate in. These are important parts of your IPDP action plan. Also consider leading or teaching an in-service session – the best way to learn is to teach.
2. When writing your goals, remember that you are the student in this plan. Avoid language that talks about how the goal will affect the students directly or that involves student actions. The IPDP is a plan for helping you to grow professionally. **DO** use language such as: I will explore...; I will investigate...; I will research...; I will write about...; I will study...; and I will gain knowledge.
3. The IPDP must reflect an understanding of building and district goals and plans. For example, a high school teacher’s IPDP would most certainly include mention of the HSTW initiative. Or an elementary teacher would include MMGW or the K-5 initiative.
4. If one of your goals is to renew licensure or move up on the pay scale, this can not be the only goal.
5. Please keep in mind, under the rules of licensure, the importance of the IPDP is increased. Under licensure the LPDC must verify that the hours and CEUs match the applicant’s IPDP.
6. It is recommended that each person include no more than **5 goals**. Think about what you actually hope to accomplish in your professional development during the duration of your plan. You also may want to update or revise your IPDP more often as your goals are accomplished or change.

## A Goal Statement Should:

1. State an intention to engage in learning using an action verb signifying your personal learning (Examples: I will learn about...; I will read extensively in...; I will become skillful at...; I will investigate...; I will gain understanding of...;)
2. Describe an area related to practice that will be the focus of your learning.
3. Describe how the learning will be demonstrated such as products or dissemination of finding.
4. You may also describe the alignment between each goal and the goals of the district or school building. To substantiate a need, you could cite:
  - A. Data sources that include relevant district or school information or your own research and evaluation activities. This may (or may not) include data relevant to student achievement.
  - B. Information for your self-assessment or reflection activities or feedback from supervisors or peers about our educational practice.
  - C. Standards or requirements associated with an upcoming or recently acquired responsibility or position.

## SAMPLE GOALS:

1. I will increase my understanding of specific topics such as but not limited to technology, developmental reading, special education rules, and best practices for special education instruction. (Special Ed. Person)
2. I will improve my knowledge and skills in technology for classroom and professional productivity.
3. I will increase my understanding and knowledge of the analysis of data related to proficiency scores.
4. I will explore different ways to incorporate technology into the language arts, math, or elementary, etc.) classroom in order to aid students in presentations, comprehension, and research.

5. I will study methods of teaching reading comprehension and writing in order to help students master these skills.
6. I will explore methods outlined in the High Schools That Work initiative in order to help the school become better aligned with key conditions and practices.
7. I will explore ways to introduce problem-based learning in the classroom.
8. I will learn about counseling theories and methods in order to better facilitate a mentor/mentee program at the high school.
9. I will gain an understanding of how students can stay focused and on task in the classroom. I will learn methods that will allow me to view students' attention spans and document their progress in a regular classroom setting.
10. I will study various theories of reading and design a variety of assessments for use in the reading classroom.
11. I will research various technologies and implement them as effective intervention tools.
12. I will study how to better teach test-taking skills and how to implement these skills in the classroom.
13. I will learn and apply new ways of improving communications through technology among students, faculty, and the community.
14. I will study proven skills and strategies that enable students to perform at their highest level in the classroom.

**An Action Plan should** describe the anticipated evidence that will be available at the end of the IPDP cycle to verify that learning activities have occurred.

**SAMPLE ACTION STEPS:**

**DO NOT LIMIT** yourself to only graduate courses or one type of professional development. The committee can not approve CEUs if you only list graduate courses in your action plan.

1. I will attend workshops or conferences regarding\_\_\_\_\_.
2. I will start a master's program at\_\_\_\_\_.
3. I will complete a master's degree in\_\_\_\_\_.
4. I will complete the requirements for National Board Certification.
5. I will create a program of individual study to include but not limited to a literature review, self-evaluation, and/or peer study group.
6. I will present at a workshop or at in-service session.
7. I will participate in HSTW workshops and conferences in order to help align my classroom with the current site action plan.
8. I will take graduate courses and/or attend workshops and conferences and workshops in areas related to my professional goals and my current teaching assignment.
9. I will continue training as a mentor and serve as a mentor to teachers in Warren Local Schools.
10. I will serve on district committees.

**Note: Do not say you will select or find a graduate program - this does not give the committee enough information to match up your course requests.**

## **Possible Activities for Professional Development**

1. Graduate coursework
2. National Board Certification or other additional licensure areas
3. Peer collaboration within the school to improve teaching and learning
4. Peer coaching or mentoring, entry year participant or mentor, or collegial support groups
5. Individual study, projects, or initiatives outside college coursework
6. Study groups or individual reflective assessment
7. Distance learning coursework or workshops
8. Workshops/conferences where improvements in teacher content knowledge or pedagogical knowledge is sought
9. ODE initiatives such as Pathwise Mentor, Praxis III assessor, work with RPDCs, Ohio Reads, etc.
10. Grant writing
11. School district opportunities to plan, lead, collaborate in facilitating professional development activities for teachers with the district/county/region
12. Professional opportunities such as teaching college classes or managing after school / summer programs
13. Coordinate student enrichment activities (outside classroom)
14. District or county committee work
15. Teaching Portfolio
16. Publication of original work
17. Related work experience or externship
18. Videotaping for self-evaluation
19. Visitation of another classroom
20. Curriculum development / program improvement
21. Professional organization work
  - Holding local, district, regional, state or national committee positions and offices; planning and presenting conference sessions; or researching and publishing articles

# Ohio Educator Standards

## **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 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 as 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/or 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 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.

# Warren Local School District Individual Professional Development Plan/Goal Sheet

## General Information

Name:	Date Submitted (use the dropdown arrow): Click here to enter a date.
Building/Assignment	
Type of License (check all that apply) <input type="checkbox"/> 5 year <input type="checkbox"/> Permanent <input type="checkbox"/> Administration <input type="checkbox"/> Other:	
Area of Licensure:	
Issue Date of License: Click here to enter a date.	Effective Date of License: Click here to enter a date.
	Expiration Date of License: Click here to enter a date.
IPDP Type Choose an item.	
IPDP Effective Date From: Click here to enter a date.    to Click here to enter a date.	
Renewal Cycle Choose an item.	

## General Information

**Goals** (List a MINIMUM of 3 additional goals for your professional learning) Be sure to include which Ohio Educator Standard(s) each goal reflects and necessary action steps to complete the goals.

<b>Goal 1</b> I will take part in and assume responsibility for continuous and purposeful professional development to positively impact teaching quality, school improvement, and student achievement.
<b>Educator Standards (choose all that apply)</b> 1. Standard 7- Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member for a learning community.

<b>Goal 2 (required)</b> I will Choose an item. Choose an item. in order to Choose an item. Additional Comments (if needed):
<b>Educator Standards (choose all that apply)</b> 1. Choose an item. 2. Choose an item. 3. Choose an item.

**Goal 3 (required)**

**I will** Choose an item. Choose an item. **in order to** Choose an item.

Additional Comments (if needed):

**Educator Standards (choose all that apply)**

1. Choose an item.
2. Choose an item.
3. Choose an item.

**Goal 4 (required)**

**I will** Choose an item. Choose an item. **in order to** Choose an item.

Additional Comments (if needed):

**Educator Standards (choose all that apply)**

1. Choose an item.
2. Choose an item.
3. Choose an item.

**Action Steps that may be used to complete the above IPDP goals.**

List all that apply:

- District/regional/state/national level professional development opportunities
- District curriculum development opportunities
- Going to workshops, trainings, seminars and/or conferences
- Taking, completing and passing graduate level courses.

Please list any others that were NOT listed above (i.e., professional intern, resident educator mentor, cooperating teacher, etc. ):

*For LPDC Committee Use Only:*

## IPDP Review Rubric

Employee Name: \_\_\_\_\_

	IPDP Section	Yes	No	Revision Recommendations
<b>General Information</b>	Name, submission date and building/assignment information			
	Type and area of licensure			
	Dates of license(s) (issuance; start/end dates)			
	IPDP type (new, revised; amended)			
<b>Goals</b>	At least 3 additional goals are listed – they are realistic and attainable.			
	The goals are relevant to the district and building. They also include the Ohio Educator Standards.			
	Goals are stated as professional objectives of the teacher or administrator. They are stated in terms of how they will benefit students.			
<b>Action Plan</b>	Action Plan clearly supports the goals; are realistic and attainable.			
	Action Plan is relevant to the educator’s area of licensure.			
<b>The Warren Local LPDC Action: Motion #</b>				
_____ <b>Approved*</b> <b>Expires: _____ (Date of License Renewal or Five Years)</b> <i>(*Please consider any revision recommendations indicated on the rubric.)</i>				
<b>Not Approved – See Revision Recommendations Above</b>				
<b>If Revision or Addendum – Motion # of Original IPDP:</b> _____				
<b>LDPC Signature:</b> _____			<b>Date:</b> _____	

## General Information for CEUs

- One of the critical tasks of the LPDC is to determine what professional development activities will be accepted for renewal of licenses. The proposed coursework / activity must be based on the professional development plan and be related to classroom teaching and / or the area of licensure to be renewed.
- License renewal under the new standards requires a minimum of 6 semester hours or 18 continuing education units (CEUs) or a combination approved by the LPDC. The LPDC will determine the “value” of equivalent activities and establish guidelines for acceptable combinations of the credit, CEUs, and contact hours. Any combination must total the equivalent of 18 CEUs.
- Individual Professional Development Plans (IPDPs) shall be submitted on a five-year cycle for members with permanent certificates, and when license renewals occur for other members. IPDPs may be revised or amended any time as needed.
- Requests for CEUs will be calculated to the hundredths decimal place only and will not be rounded up. (Example: 2.5 contact hours = .25 CEUs). 1 contact hour = .1 CEU and 3 CEUs = 1 semester hour equivalent.
- Requests for CEUs may be pre-approved by the LPDC. Documentation of completion must be submitted with one year.
- The LPDC will **ONLY** consider granting CEUs for activities submitted within **ONE (1)** year of such activity and only when the activity is completed after the approval date of the IPDP.
- The LPDC will meet to review proposals for professional development on a regular basis. The applicant need not attend the meeting.
- The LPDC recommends that all correspondence related to license renewals are submitted by May of renewal year.
- Activities that can be accepted if the applicant has a current IPDP:
  1. Degree driven graduate coursework at an accredited college or university if the degree is included as part of the IPDP and a list of approved coursework is provided. (Undergraduate coursework can be submitted for CEUs).
  2. Workshops or in-services sponsored by WLSJ (a certificate of attendance **AND** evaluation form are **required**).
  3. CEU, committee work (HSTW, Dibels, Behavior Training) or coursework where the district has requested attendance. A certificate of attendance, grade card or transcript showing completion **AND** evaluation form filled out and submitted.

## Conversion Chart

Quarter Hours	Semester Hours
1	.67
2	1.33
3	2
4	2.67
5	3.33
6	4
7	4.67
8	5.33
9	6
10	6.67

## Guidelines for Equivalent Other Activities (CEUs)

### Individually-Guided Professional Development

- An educator pursues activities he or she believes will promote learning
- The learner sets goals and designs the learning activities.
- Self-directed development empowers educators to address their own problems, creating a sense of professionalism.

Title	Definition / Criteria	CEU Value	Max / 5 Yr Renewal Period	Verification – turn in to LPDC with CEU form
<b>Professional Conferences/ Workshops / In-services</b>	Topic and/or subject must match the IPDP	1 clock hour = 0.1 CEU	NA	For all CEU requests, submit a certificate of attendance (or proof of completion) and an evaluation form to LPDC.
<b>National Board for Professional Teaching Standards Certification</b>	Certification must be completed or participation as a candidate must be verified by the expiration date of the certificate. CEUs for this work will not be given if applicant receives graduate credit for the same.	NA	18 CEUs	Valid copy of the National Certificate of documentation for candidate not completing the certificate.
<b>Professional Teaching Portfolio</b>	Development of an in-depth professional portfolio, which includes district profile, professional documents, professional growth activities, artifacts and reflections.	Variable depending on the final product.	6 CEUs	Copy of finished portfolio should contain reflective documentation or a personal presentation of the portfolio may be made to the LPDC. Contact the LPDC to schedule an appointment.
<b>Grant Writing</b>	Development of grant proposal	1 Clock hour = 0.1 CEU	6 CEUs	Copy of grant proposal, documentation of clock hours of planning, and development, and reflection on the learning while engaged in the process.

## Guidelines for Equivalent Other Activities (CEUs)

### Inquiry

- Educators formulate questions about their practice and pursue objective answers to those questions.
- Involves problem identification data collection from research literature and the classroom, data analysis, changes in practice, and collection of additional data to determine the effects of the changes.

<b>Title</b>	<b>Definition / Criteria</b>	<b>CEU Value</b>	<b>Max / 5 Yr Renewal Period</b>	<b>Verification – turn in to LPDC with CEU form</b>
<b>Action Research</b>	Research must involve the examination of current teaching and learning, which result in the improvement of one’s instructional practice.	1 clock hour = 0.1 CEU	6 CEUs	Copy of final product of a report on the findings, documentation of time involved, and reflective documentation on the learning while engaged in the process.
<b>Educational project</b>	Project must be devoted to the enhancement of teaching and learning and involve building / district staff, students, and community members.	1 clock hour = 0.1 CEU	6 CEUs	Copy of final product of a report on the findings, documentation of time involved, and reflective documentation on the learning while engaged in the process.
<b>Educational travel</b>	Project must be with a qualified educational agency or school district.	1 clock hour = 0.1 CEU	3 CEUs	Copy of travel program content, verification of participation, documentation of time involved and reflective journal on the learning while engaged in the process.
<b>Cooperating Teacher for Field Experience Student</b>	Must be part of a formal college program	4 Clock hours = 0.1 CEU	3 CEUs	Copy of documentation of contact hours and a reflection on the learning while engaged in the process.
<b>Cooperating Teacher for Student Teacher</b>	Must be a part of a formal college program	1 CEU per Quarter Hour. 1.5 CEU per Semester Hour	6 CEUs	Formal documentation of participation from the college and a reflective journal documenting the learning process and contact hours.

## Guidelines for Equivalent Other Activities (CEUs)

### Involvement in Development / Improvement Process

- The educator is involved in assessing current practice and determining a problem for which the solution will improve student outcomes.
- Involvement in this process leads to new skills, attitudes, and behavior.

<b>Title</b>	<b>Definition / Criteria</b>	<b>CEU Value</b>	<b>Max / 5 Yr Renewal Period</b>	<b>Verification – turn in to LPDC with CEU form</b>
<b>Curriculum unit development / revision</b>	Production of a tangible product that enhances teaching and learning.	Variable depending on the product	6 CEUs	Copy of curriculum unit
<b>Courses of study development revision</b>	Must be serving on a formal committee organized by an educational agency or local school district.	1 clock hour = 0.1 CEU	6 CEUs	A log of meetings and other work sessions and a reflection on the process.
<b>School Improvement Initiatives</b>	Must be serving on a formal committee organized by an educational agency or local school district.	1 clock hour = 0.1 CEU	3 CEUs	Copy of final product, documentation of hours involved and a reflection on the learning while engaged in the process.
<b>Professional reading / study group</b>	Subject area must be related to individual's area of specialization and assignment	1 clock hour = 0.1 CEU	3 CEUs	Reflective journal documenting the learnings while engaged in the process, time involved and report identifying the actions to be taken to improve instruction.
<b>Professional committee</b>	Must serve on a formal governance committee representing a national, state, or local (not WLSD) educational organization or agency. Must be in a position to contribute to the educational profession or add to the body of knowledge in a specific field.	1 clock hour = 0.1 CEU	3 CEUs	Documentation of hours served and verified by the president or chair of the committee and reflection on the learning while engaged in the process.

## Guidelines for Equivalent Other Activities (CEUs)

### Training

- Includes exploration of theory, demonstrations of practice, and supervised trial of new skills.
- Outcomes should include changes in attitudes and transfer of training.

<b>Title</b>	<b>Definition / Criteria</b>	<b>CEU Value</b>	<b>Max / 5 Yr Renewal Period</b>	<b>Verification – turn in to LPDC with CEU form</b>
<b>Internship / Scholarship</b>	Must be with an accredited professional organization and include the production of a tangible product which enhances teaching and learning.	Variable depending on the activity	6 CEUs	Valid copy of acceptance into the program and copy of the product created as a result of participation.
<b>Undergraduate Coursework</b>	Must be with an accredited college, university, community college, or technical college	1 qtr. hour = 2 CEUs or 1 sem hour = 3 CEUs	NA	Copy of grade report or transcript showing successful completion of the course.
<b>Professional Development Presenter</b>	The same presentation may receive CEUs only twice during a certification or licensure renewal cycle. Additional CEUs may be granted upon presentation revision	1 clock hour presentation = 0.3 CEU	6 CEUs	Copy of program listing the presentation, presentation notes and related handouts.
<b>Teaching of College / Adult education course</b>	May be taught twice during a certification or licensure renewal cycle.	1 qtr. hour = 2 CEUs or 1 sem hour = 3 CEUs	6 CEUs	Course announcement listing the individual as the instructor and a course syllabus showing meeting times.
<b>Trainers of trainers certification</b>	Must be an educational program recognized nationally or statewide.	1 clock hour presentation = 0.3 CEU	6 CEUs	Copy of training and action plan for offering the training to others.
<b>Peer Coaching</b>	Each session must include pre-observation, discussion, observation, and follow-up discussion.	1 clock hour = 0.1 CEU	4 CEUs (both participants are eligible)	Reflective journal of all segments of the observation process and resulting actions. Documentation of all contact hours.
<b>Mentoring</b>	Participation in a formal mentoring program.	1 clock hour = 0.1 CEU	Max CEUs per year = 3 (both participants are eligible)	Must include a statement authorization from a supervisor and a reflective journal documenting the learning process and contact hours.

- **Teacher Education and Licensure**
- **Teaching Profession Standards (*Standards for Ohio Educators* book pgs. 12-39)**

**<http://www.ode.state.oh.us>**

- **HOW TO RENEW, CONVERT, ADVANCE OR TRANSITION**
- **A LICENSE INQUIRY**
- **LICENSURE APPLICATIONS**
- **OHIO'S ENTRY YEAR PROGRAM**
- **ESEA / NO Child Left Behind (NCLB)**
- **STANDARDS FOR OHIO EDUCATORS**