

ASHLAND UNIVERSITY

PROFESSIONAL  
DEVELOPMENT  
MANUAL

LPDC

November  
2016

## Highly Qualified Professional Development

1. Was the professional development (PD) activity focused on skills and knowledge needed to support higher levels of student achievement?
2. Did the PD activity align with the University Core Values, Goals and Guiding Principles?
3. Was the PD activity sustained and ongoing? That is, was it designed with follow up to ensure the knowledge and skills were acquired and then implemented?

### The Dwight Schar College of Education Position Statement on Diversity, Equity and Inclusive Excellence

The Dwight Schar College of Education at Ashland University is a nationally recognized college with a regional, national and international influence. We serve a diverse student population on three campuses, online and abroad, while still maintaining quality, tradition, and an accent on the individual. We strive to attract motivated students and give them every opportunity to thrive. The challenges facing us,, moving forward, are especially complex and will require diverse teams who can work innovatively and collaboratively. Actively seeking an engaged, passionate faculty and staff, who represent an increasingly diverse world, is necessary to prepare our students for an ever changing global climate.

**Diversity:** The Dwight Schar College of Education affirms the value and dignity of a diverse student, faculty, and staff population which strives to provide opportunities that support an awareness of our social responsibilities, affirming justice, inclusiveness and compassion for all people.

**Vision:** The Dwight Schar College of Education will be a leader in preparing and supporting reflective practitioners who transform students, schools, and society.

**Mission:** The Dwight Schar College of Education guides all students through innovative and diverse field- based experiences that are grounded in theory and result in skilled and responsive practitioners, well- prepared to meet tomorrow's challenges.

**Guiding Principle 1:** *Practitioner- and Field- Based Experiences*, Core to All Programs, Link Theory and Practice

**Guiding Principle 2:** *Partnerships with External Stakeholders* Broaden Insights and Support Student Success

**Guiding Principle 3:** *Pedagogical and Content Expertise* Lead to Positive Outcomes within Diverse Learning Environments

**Guiding Principle 4:** *A Culture of Assessment* Creates Avenues for Reflection, Leading to Excellence

## Background

In 1996, the Ohio General Assembly passed Senate Bill230 authorizing the establishment of Local Professional Development Committees (LPDCs). This legislation signaled a major change in Ohio's approach to the development of its teaching force-it placed the responsibility for professional development in the hands of the educators themselves.

While the Ohio Department of Education still issues all certificates and licenses, two major changes have occurred:

1. Each educator employed in an Ohio public school, chartered nonpublic school or higher education and seeking to fulfill license renewal requirements must develop an Individual Professional Development Plan (IPDP) for course work, continuing education activities, or other equivalent activities.
2. To review and approve IPDPs, each public school district, chartered nonpublic school, and institutions of higher education must have a Local Professional Development Committee consisting of at least five employees. Here at Ashland, these five members are appointed by the Dean of the College of Education. (An LPDC can have additional members.)

### **Quality Professional Development**

Quality professional development is:

1. Results-Oriented: Increases the capacity of educators to improve student achievement.
2. Individualized: Addresses educators' varied experiences and learning needs.
3. Job-Embedded: Is relevant to and embedded in each educator's principal 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 student data, aligned with the University's Core Values and/or College's Guiding Principles and focused on the specific set of targeted improvements in student learning.
7. Systemic: Is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

### **The Purpose of this Manual**

This manual will outline the roles and responsibilities of the LPDC and the individual licensed staff members at Ashland University.

## **Philosophy and Statement of Beliefs**

Continuous improvement of student learning and achievement shall drive professional staff development by:

- Being consistent with the University's Core Values and with the College of Education's Guiding Principles.
- Establishing the relationship between quality professional development and improved practice.
- Building a solid foundation of knowledge and skills for growth and movement within the profession.
- Reflecting research and utilizing data providing opportunity for inquiry, reflection, and mentoring.
- Emphasizing new learning, innovations, and increased personal responsibility.
- Recognizing that professional growth is a career-long process.

## **Representation**

The LPDC is represented by five (5) employees of Ashland University, all licensed by the State of Ohio.

## **Selection/Responsibilities**

Chairperson: Elected by a majority of the LPDC

Responsibilities:

- \*Conduct LPDC meetings
- \*Communicate information to the members of the LPDC
- \*Represent the LPDC at meetings of other stakeholders
- \*Fill vacancies on the LPDC per selection rules
- \*Select a recorder/clerk to maintain minutes of action taken during LPDC meetings; and, ensure that applicants are notified of approval/resubmission/denial status of individual professional development plans and/or proposals for receiving credit or for providing credit.
- \*Receive, organize and present (to the LPDC) submitted individual professional development plans and/or proposals for credit.

## **Committee Procedures**

The LPDC will meet twice each semester during the school year to oversee and review professional development plans for coursework, continuing education units, or “other equivalent activities.” Providers’ applications to offer workshops for CEU credit, and educators’ applications for renewal of certificates/licenses shall also be reviewed and/or approved according to prescribed standards as set forth by the Ohio Department of Education.

During the months of June, July, and August the LPDC will meet on an as needed basis. The meetings shall be posted at least 48 hours in advance. The chairperson has the right to call members for the purpose of cancellation if no IPDPs, course/activity proposals or issues are submitted during a particular month.

An emergency meeting of the LPDC may be called by the chairperson with the concurrence of the majority of the members. Conference calls may be utilized for LPDC business.

A quorum, necessary to conduct LPDC business, shall be three (3) out of the five (5) LPDC members. At least three (3) of the LPDC members must agree upon any proposal for it to be considered approved.

The LPDC shall keep confidential all reviews, evaluations, and discussions of Individual Professional Development Plans (IPDPs) and/or course/activity proposals. No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party/parties involved.

Minutes/records of actions taken shall be maintained by the LPDC chairperson or appointee.

Evaluation of IPDPs or course/activity proposals shall be evaluated by consensus.

Reviewed IPDPs and/or course/activity proposals, or proposals to provide CEUs are to be returned within 10 working days of the review.

Each employee is responsible for keeping and maintaining their personal IPDP, course work activity and any paperwork relating to their professional development records.

## Licensure Renewal Flowchart

Open a SAFE Account with the Ohio Department of Education.



Obtain 4-year Resident Educator Teaching License.



Complete 4 years of the Resident Educator Program & the Resident Educator Summative Assessment (RESA)



Get FBI/BCI background checks done. Through SAFE Account, apply for and advance to your FIRST 5-year Professional Educator License.



Write IPDP after issuance date and send to LPDC for approval.



After issuance date and before expiration date, gain APPROVAL and complete 6 semester hours, 9 quarter hours, or 18 CEU's to renew license.



Get FBI/BCI background checks done, apply for renewal and receive SECOND 5-year Professional license anytime in the 5<sup>th</sup> year between January and June.



From here on out, every 5 years, continue to write an IPDP after the issuance date of your license and obtain approval from LPDC.

After issuance date and before expiration date, gain APPROVAL and complete 6 semester hours, 9 quarter hours, or 18 CEU's to renew license.

If you are adding an endorsement or an additional license please consult with ODE by calling 1-877-644-6338 or visiting <http://education.ohio.gov/Teachers>

## **Appeals Process**

Written appeals shall be submitted to the LPDC chairperson within 20 days of denial of an IPDP or credit proposal. All written appeals will be reviewed at the next regularly scheduled meeting of the LPDC.

An appeal may be presented in person at the next regularly scheduled LPDC meeting. A written request for inclusion on the agenda should be given to the LPDC chairperson no later than five (5) days before that regularly scheduled LPDC meeting.

Upon further consideration, the LPDC will provide written notification of the appeal decision within five days.

If the appeal is denied, the applicant may request a terminal opinion, a binding decision rendered by a three-person mediation team chosen as follows: One person selected by the applicant (may not be related to the applicant), one person chosen by the LPDC, and a third person mutually agreed upon by the first two. Members of the mediation team must hold a current Ohio Department of Education License.

See Appendix A

## **Amendments**

The LPDC may revise the Local Professional Development Committee Standards and Bylaws by a vote of three (3) LPDC members in favor of the amendment.

Amendments altering the requirements for approval of IPDPs and/or approved course/activity proposals shall not negatively impact any individual who has already begun pursuit of a certificate or license.

Amendments may be suggested by any licensed employee by submission in writing to the committee chairperson, who shall make the LPDC aware of such suggestions for consideration at the next regularly scheduled LPDC meeting.

## **Criteria**

1. Supports the University's Core Value and/or the College's Guiding Principles
2. Emphasizes student achievement
3. Demonstrates a focused, sustained effort
4. Utilizes data/achievement outcomes assessment
5. Expands/enhances personal professional growth

## **Individual Professional Development Plan (IPDP) Contents**

A. Learning Goals Statements – two or three statements of the broad learning goals the educator plans to meet during the renewal cycle. The goal statements:

1. Should contain an action verb that relates to learning
2. Should cite an area of knowledge
3. Most should cite a rationale
4. Reflect the University's Core Values and/or College's Guiding Principles

B. Professional Development Activities/Equivalent Other Activities (Examples):

1. Coursework from accredited college/university
2. Action Research
3. Pursuit of National Board Certification
4. Innovative unit development/program development
5. Approved workshops/conferences
6. Grant writing
7. Mentoring
8. Service to Professional organizations
9. Presentations at conferences/in-service training
10. Publishing articles, books, monographs
11. Praxis III assessor
12. Directorships
13. Community/business education improvement activities
14. Case studies and analysis
15. Education research groups
16. Professional study groups
17. Inquiry groups
18. Developing curriculum  
    See Appendix B – "Activity Grid"

C. Evaluation- Ways of measuring your success

1. Log of activities
2. Successful grants
3. Published articles, books, monographs
4. Action research results
5. Achievement of departmental goals, guiding principles
6. Reflections based upon data from logged activities
7. Observations
8. Anecdotal records
9. Self-assessment portfolio

## **An Individual's Professional Development Portfolio**

It is recommended that educators maintain a systematic means of keeping track of their professional development activities. It is suggested that the portfolio include but not be limited to:

1. Copies of any submitted LPDC forms
  - a. IPDP
  - b. Pre-Approval Activity Sheets
  - c. Post-Approval Activity Sheets
2. Copies of existing certificates and/or licenses
3. Copies of certificates associated with attendance at professional development events
  - a. Any notes or records that indicate your use of the information gained at the event, follow-up activities, reflections on the successful implementation of practices
  - b. Documentation of student achievement
4. Examples of published work
5. Certificates indicating offices held or committee participation

## Professional Growth Options

Option 1: 6 Semester Hours

Requirements:

- Coursework for semester hours must meet the ACS Standards and Guidelines for Professional Development.
- Coursework must be taken at an NCATE or ODE accredited college or university.

Option2: 18 CEUs

Requirements:

- CEU activities must meet the suggested activities (See page 8) for Professional Development.
- CEU activities must have been endorsed by the LPDC.

Option 3: Other Equivalent Activities

Requirements:

- Other equivalent activities (See page 8) must meet the suggested activities for Professional Development.
- Individuals designing "other equivalent activities" must outline and document proposed projects and procedures under Section II, A & B.

Option 4: Combination of Any of the First 3 Ways.

Requirements:

- Requirements and verifications for types of activities included in a combination plan must follow the previous descriptions.
- The parts of the project must total to the equivalent of 18 CEUs. The ratios 1 CEU = 10 contact hours and 3CEUs = 1 semester hour will apply.
- Individuals designing "other equivalent activities" must outline and document proposed projects and procedures under Section II, A & B.

**Individual Professional Development Plan (IPDP)**

*Please Do Not Make Modifications to this Form*

Name: \_\_\_\_\_ Date of IPDP Submission: \_\_\_\_\_

Present assignment: \_\_\_\_\_

Certificates that you currently hold: (Refer to your ODE certification information)

1. Go to [www.ode.state.oh.us](http://www.ode.state.oh.us)
2. Click on "SAFE ACCOUNT SIGN IN" in the bottom left hand part of the screen
3. Click on "SIGN UP"
4. Read the agreement and click on "I AGREE" AT THE BOTTOM
5. Follow the directions on the screen

<b>TYPE</b> (License)	<b>Term</b> (5 or 8 year)	<b>AREA OF</b> <b>LICENSURE</b>	<b>ISSUANCE</b> <b>DATE</b>	<b>EXPIRATION</b> <b>DATE</b>

Reason for IPDP: (Please check one)

- \_\_\_\_\_ Completion of final certificate renewal under old standards OR new 5-year license.  
New certificate issued since 09-01-1998.
- \_\_\_\_\_ Renewal of 5-year license.
- \_\_\_\_\_ Have not completed final certificate renewal, but wish to obtain CEU credit for "other equivalent activity".

**Section I** – Must be completed for all IPDP proposals. Additional paper may be used as needed.

- A. State your main goals/objectives as related to student learning.

B. Explain how each goal aligns with the University's Core Values and/or the College's Guiding Principles.

C. What activities do you plan to incorporate into your workplace to meet your goals?

D. Describe the process you would use to regularly monitor and measure the effectiveness of your Plan. (Examples: logs of activities, anecdotal notes, portfolios)

**Section II** – Must be completed only if your Plan includes the use of credit for "other equivalent Activities".

A. Outline your proposed projects and procedures.

B. Documentation: Must include verification completion as outlined in Options 3 & 4  
Numbers of CEUs requested for Section II  
Provide rationale for the request

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_Approved \_\_\_\_Denied Authorized LPDC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity Proposal for Fulfillment of  
Individual Professional Development Plan**  
*Please Do Not Make Modifications to this Form*

Please Note: As an educator on an IPDP you must submit a proposal prior to participation in an activity. A separate proposal must be completed for each proposed activity. The word "activity" can represent a workshop/conference, academic coursework, or an "other equivalent activity". (See grid for assistance in determining CEUs for "other equivalent activities".)

Name \_\_\_\_\_ Last 4 Digits of Social Security # \_\_\_\_\_  
Name or Title of Activity: \_\_\_\_\_  
Sponsoring Provider: \_\_\_\_\_  
Date(s) of activity or timeline of implementation and completion: \_\_\_\_\_  
\_\_\_\_\_

Please select from choices below to indicate type of credit you are requesting: (Please note that per ODE guidelines, course and CEU credit may only be granted if (1) they align to ODE Standards for Professional Development and (2) the learning institution is accredited.)

- Number of Semester Hours: \_\_\_\_\_ (Please convert quarter hours to semester hours. One quarter hour is equal to 2/3 semester hour.)
- Number of Workshop/Conference CEUs: \_\_\_\_\_ Number of Contact Hours: \_\_\_\_\_
- Number of Other Equivalent Activities" CEUs: \_\_\_\_\_  
(See Activity Grid for Guidelines)

Provide a brief description of the activity:

Explain how this activity supports your IPDP:

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ Approved \_\_\_\_ Denied Authorized LPDC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Activity Complete Authorized LPDC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**LPDC Appeal Request Form- Step One**

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

I, \_\_\_\_\_, wish to have my materials originally submitted on \_\_\_\_\_ reconsidered for approval by the LPDC.

\_\_\_\_\_ I will plan to attend the next scheduled committee meeting.

\_\_\_\_\_ I will not plan to attend the next scheduled committee meeting.

Your signature: \_\_\_\_\_

\_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Your appeal will be considered on \_\_\_\_\_

**Make a copy of this for your personal file.**

**LPDC Appeals Form for Step Two**

Signature of person requesting appeal \_\_\_\_\_ Date \_\_\_\_\_

It is the appellant's responsibility to select a certificated or licensed district employee to serve as his/her choice on the Three Person review panel. On the line below, please write the name of the person you have chosen and who has agreed to serve on the panel.

\_\_\_\_\_  
Name Building Home Phone#

Please supply the names of seven other certificated or licensed district employees who you would not object to as being the third mutually agreed upon panel member.

Name	Building	Home Phone #
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LPDC Appeals Notification**

\_\_\_\_\_ Agreement **has** been reached on the selection of the panel members. They are as follows:

- 1. \_\_\_\_\_ LPDC choice
- 2. \_\_\_\_\_ Appellant's choice
- 3. \_\_\_\_\_ Mutual choice

The Three Person Review Panel will meet on \_\_\_\_\_

At (time/place) \_\_\_\_\_

\_\_\_\_\_ Agreement **has not** been reached on the selection of panel members. On the back of this paper please supply us with seven more names of certificated or licensed district employees.

\_\_\_\_\_  
Signature of LPDC Chairperson Date

**Make a copy of this for your personal file.**

**Local Professional Development Committee**

**Activity Grid**

OPTIONS	MAXIMUM CEUs	CEU VALUE	VERIFICATION	CRITERIA
<i>COURSEWORK:</i>				
College		1 semester hour = 3 CEUs 3 quarter hours/2 semester hours = 6 CEUs 2 quarter hours = 4 CEUs 1 quarter hour = 2 CEUs	Official transcripts <i>or</i> Original grade slips <i>or</i> Original certificate of completion.	Must be taken through an accredited college of other approved post-secondary educational institution. Education courses are expected to be from an NCATE approved institution.  Must be taken for credit with a grade of "C" or better, a "P" in pass/fail course.  Coursework must be in education or in a content area directly related to the individual's teaching assignment or working with students.
<i>WORKSHOP/CONFERENCE:</i>				
Professional Conference Workshop/Institute/ Academy, Or In-service Credit		1 clock hour in workshops =0.1 CEU	·Activity Documentation Voucher Workshop Verification: *Workshop Form *Agenda and/or *confirming letter of attendance and/or *Certificate of completion	Includes only time spent on activities in the program that relate to the IPDP.
<i>OTHER EQUIVALENT ACTIVITIES:</i>				
Grant Writing	6 CEUs per license cycle	1 clock hour= 0.1 CEU	Activity Documentation Voucher	CEUs not dependent on awarding of grant. Documented clock hours in planning and preparing.

Local Professional Development Committee

Activity Grid

OPTIONS	MAXIMUM CEUs	CEU VALUE	VERIFICATION	CRITERIA
<i>OTHER EQUIVALENT ACTIVITIES (Cont'd)</i>				
Publication of Original Work Books, articles, for professional journals	12 CEUs per cycle	6 CEUs for book 3 CEUs for article in a professional journal or magazine	Copy of publication or document and Activity Documentation Voucher	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a commercially published book or article.
Professional Presentation Presenting at workshop or Seminar	6 CEUs per cycle	1 clock hour of presentation= 0.2 CEU	Activity Documentation Voucher	Applies to <u>first</u> presentation for each license/certificate cycle.
Curriculum Development	6 CEUs per cycle	1 clock hour= 0.1 CEU	Activity Documentation Voucher	Must be service on formal committee organized by local, state, national, or international education agency or organization.
Professional Committees Strategic or Continuous Improvement Planning Committees	6 CEUs per cycle	1 clock hour= 0.1 CEU	Activity Documentation Voucher	Must be service on formal committee organized by local, state, national, or international education agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Documented clock hours of committee work.
National Board of Professional Teaching Standards Certification	6 CEUs per certificate/license cycle for candidate completing process but not getting the NBPTS Certificate	Completion and verification in area of assignment during certificate cycle - all required CEUs.	Valid copy of the National Certificate or Activity Documentation Voucher for candidate not completing certificate.	Must be in the subject area of the individual's assignment. Certificate must be completed or participation as candidate must be verified by the expiration date of the Ohio certificate/license.

Local Professional Development Committee

Activity Grid

OPTIONS	MAXIMUM CEUs	CEUVALUE	VERIFICATION	CRITERIA
<i>OTHER EQUIVALENT ACTIVITIES (Cont'd)</i>				
Mentoring (Example: Pathwise)	6 CEUs per cycle	1.5 CEUs per semester	Activity Documentation Voucher	Must be mentoring of teacher, administrator, or specialist by the EYP (Entry Year Program)
Cooperating Teacher	6 CEUs per cycle	1.5 CEUs per semester 1 CEU per quarter course	Activity Documentation Voucher-Successful completion of contract	Must be supervisor of undergraduate student, graduate student or undergraduate intern, or student teacher.
Teaching a College Course	6 CEUs per cycle	1.5 CEUs per Course each semester 1 CEU per Course each quarter	Activity Documentation Voucher	May be used for the first time teaching the course each license/certificate cycle.
Teaching an Adult Vocational or Technical Course	6 CEUs per cycle	1.5 CEUs per Course each semester 1 CEU per Course each quarter  Max. 3 CEUs per year	Activity Documentation Voucher	May be used for the first time teaching the course each license/certificate cycle.
Peer Observation- Observing other teachers for a specific technique	1 CEU per cycle	1 clock hour= 0.1 CEU	Activity Documentation Voucher	Must include a statement of authorization from a supervisor along with summarization of pre-conference and post-conference.
Community Service – service organizations, partnerships & religious service	3 CEUs per cycle	1 clock hour= 0.1 CEU  Max. 3 CEUs per year	Official Meeting Minutes & Attendance or a letter from the organization on official letterhead	Submissions for the Community Service Component must be for time spent on activities in the program that relate to the IPDP.

## Conversion Chart

<b>Semester Hours</b>	<b>Quarter Hours</b>	<b>CEUs</b>
1/3	1/2	1
2/3	1	2
1	1.5	3
1 1/3	2	4
1 2/3	2.5	5
2	3	6
2 1/3	3.5	7
2 2/3	4	8
3	4.5	9
3 1/3	5	10
3 2/3	5.5	11
4	6	12
4 1/3	6.5	13
4 2/3	7	14
5	7.5	15
5 1/3	8	16
5 2/3	8.5	17
6	9	18
7	10.5	21
8	12	24
9	13.5	27
10	15	30
11	16.5	33
12	18	36
13	19.5	
14	21	
15	22.5	
16	24	
17	25.5	
18	27	
19	28.5	
20	30	
21	31.5	
22	33	
23	34.5	
24	36	
25	37.5	
26	39	
27	40.5	
28	42	
29	43.5	
30	45	

