



*Southern Ohio ESC
and
Region 14–Hopewell Center*

Local
Professional
Development
Committee

HANDBOOK

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Southern Ohio ESC and Region 14-Hopewell Center Local Professional Development Committee

LPDC Mission

The mission of the Southern Ohio ESC and Region 14-Hopewell Center Local Professional Development Committee is to foster an educational environment that ensures excellence in performance through shared expertise, collaborative partnerships, and continuous learning by providing effective forums for awareness and training regarding current or anticipated educational trends and instructional strategies.

Southern Ohio ESC and Region 14-Hopewell Center LPDC

COMMITTEE CONTACT INFORMATION

Name	Service Term	Location	E-mail
CHAIRPERSON			
Jill Kelch	2009-2011	Region 14-Hopewell Center	jkelch@ohioregion14.org
VICE CHAIRPERSON			
Wannetta Hartman	2009-2011	Southern Ohio ESC	so_whartman@mveca.org
MEMBERS			
Melanie Chance	2009-2012	Hills & Dales	melchance_45169@yahoo.com
Barb Glass	2009-2011	East Clinton	Barb.Glass@eastclinton.org
Megan Hall-Gehring	2009-2010	Region 14-Hopewell Center	mgehring@ohioregion14.org
Sherri Helterbrand	2009-1012	Region 14-Hopewell Center	shelterbrand@ohioregion14.org
Tony Long	2009-2010	Southern Ohio ESC	so_tlong@mveca.org
Pam Stephens	2009-2011	Town & Country	PamStephens1@hotmail.com
Becca Wise	2009-2012	Region 14-Hopewell Center	rwise@ohioregion14.org
ALTERNATES			
Nancy McDermott, Alternate	2009-2013	Southern Ohio ESC	so_nmcdermot@mveca.org
Ellen Ryan, Alternate	2009-2013	Region 14-Hopewell Center	eryan@ohioregion14.org

Southern Ohio ESC and Region 14-Hopewell Center LPDC

SCHEDULE OF MEETINGS

DATE	TIME	LOCATION
August 24, 2009	3:00 p.m.	Hopewell Center
September 21, 2009	3:00 p.m.	Southern Ohio ESC
October 26, 2009	3:00 p.m.	Hopewell Center
December 14, 2009	3:00 p.m.	Southern Ohio ESC
January 25, 2010	3:00 p.m.	Hopewell Center
March 1, 2010	3:00 p.m.	Southern Ohio ESC
April 12, 2010	3:00 p.m.	Hopewell Center
May 24, 2010	3:00 p.m.	Southern Ohio ESC
June 7, 2010	3:00 p.m.	Hopewell Center

Materials should be submitted to the LPDC one week in advance.

LIFE AFTER COLLEGE

1. Teacher Education and Licensure Standards

These Standards change from certification to licensure.

There will be no more permanent certificates.

Continuous relevant professional growth is required.

2. Beginning Teachers

Teachers will renew every five years of their teaching career with on-going professional development, including a master's degree or 30 hours graduate credit within the first 12 years* of practice.

3. Local Professional Development Committees

As part of the Standards, the responsibility for awarding clock and making renewal decisions has been shifted from the Ohio Department of Education to the local school districts. Due to this local decision-making, committees can be more flexible in the types of activities that can be accepted for renewal.

4. Individual Professional Development Plans

These are the road map plans for those in transition to licensure as well as those who are renewing licenses. The plan lays out the professional development goals and how they relate to district, building, student, and individual needs. The emphasis is on the new learning and how that learning relates to the teacher's area of licensure and/or position. A new IPDP needs to be submitted immediately after each renewal.

* Pending ODE regulations change.

QUESTIONS & ANSWERS

1. **What is an Individual Professional Development Plan (IPDP)?**
An Individual Professional Development Plan (IPDP) is your proposed program for professional growth that you plan to complete.
2. **Who must have an Individual Professional Development Plan (IPDP)?**
An IPDP must be completed immediately after renewing a license and for converting a certificate to a license.
3. **What is the Local Professional Development Committee (LPDC)?**
This is a group of nine Southern Ohio ESC, Region 14-Hopewell Center, Clinton County Board of DD and Highland County Board of DD educators who will be reviewing and approving each educator's IPDP. Final approval of this committee is required prior to issuance of your professional educator license.
4. **Who serves on the Local Professional Development Committee?**
Educators from Southern Ohio ESC, Region 14-Hopewell Center, Clinton County Board of DD and Highland County Board of DD educators serve on the LPDC Committee.
5. **Who will actually review the Individual Professional Development Plans?**
The actual review will be completed by the Southern Ohio ESC and Region 14-Hopewell Center LPDC.
6. **What are the requirements to renew and convert to a license?**
In order to renew a license and to convert a certificate to a license, the requirement is the completion of either of the following, or a combination of the following:
 - 1) 6 semester hours of course work/9 quarter hours
 - 2) 18 Continuing Education Units (CEUs)/180 clock hours of equivalent activities
 - 3) LPDC approved activities (see activities listed on pages 19 & 20)

How do you convert your CEUs and semester hours to clock hours?

- generally, one clock hour of activity equals 0.1 CEU
- one semester hour of college credit equals 30 clock hours
- one quarter hour equals 20 clock hours

The professional development activities you participate in must take place over the life of the license/certificate you are renewing/converting. The activities must be consistent with your entities goal or mission statement, and relate to your current work assignment (as stated in your IPDP).

7. **Can you combine semester hours, certificates of attendance, and clock hours?**
YES. However, we are asking all educators to convert their activities into clock hours as the standard unit of measurement. So, even though you will participate in a variety of activities, when completing your paperwork for the LPDC, we are asking that you convert your semester/quarter hours and certificates of attendance to clock hours.

8. **When must your IPDP be started/completed?**
Your IPDP must be completed by June 30 of your last new license/certificate. The LPDC will review your IPDP and approval is needed before you begin your plan. The sooner you begin working toward the completion of your IPDP, the longer you will have to complete your proposed activities. **DO NOT WAIT until the last minute to begin your requirements for renewal. It is your responsibility as an educator to monitor your own progress. You may elect to have a review annually, if desired.**
9. **How many IPDPs must you have?**
Educators will have one IPDP. Currently many educators hold multiple certificates, however, each educator will have just **one** IPDP. Ultimately, each educator will have just one license. Your IPDP will need to include activities to develop all areas in which you wish to receive endorsement. Activities, however, do not need to be necessarily divided equally among your endorsements. Whatever seems most logical is what should be planned to meet your development goals.
10. **What if your work assignment changes?**
If there is a significant change in your work assignment, you must revise and resubmit your IPDP on the proper form. However, all activities accumulated prior to the revision of your IPDP will be applied to your 180 clock hour requirement.
11. **How many licenses can you have?**
Each educator will have only **one** license. Multiple certificates will be phased out. As your old certificates expire and you convert them to a license, each area listed on your old certificate will be added to your existing license.
12. **What will be the duration dates of a license?**
Licenses will still be issued to begin on July 1 and be effective until June 30 of their expiration year (this is the same timeline that was used for certificates). Costs of renewing certificates are established by the Ohio Department of Education. Renewed certificates will be sent to the applicant.
13. **Will you have to obtain a master's degree?**
If you are a student graduating as of 2002, you will have to earn either 30 semester hours of college credit or a master's degree by the end of your second renewal after converting to a license. Therefore, you have twelve years (see page 7) after becoming licensed to complete this requirement. Those teachers who have held at least **one teaching certificate** under the old standards **will not** be required to obtain a master's degree or the additional 30 hours **unless** they so desire or unless admitted to a licensure program prior to January 1, 1998 and who completes said program after July 1, 2002.
14. **Will every educator have to do an IPDP even if he/she holds a permanent certificate?**
NO. Educators with a permanent certificate are not required to renew or convert to a license.

15. How does conversion from certification to licensure affect eligibility for tenure?

Teachers converting from a provisional certificate to a license shall receive a five-year professional license. **The requirements for tenure** are specified in law and will remain the same:

- ❖ The teacher must hold a professional, permanent, or life certificate or license.
 - ❖ The teacher must either hold a master's degree or have completed 30 semester hours of coursework.
 - ❖ The teacher must have taught at least three years of the last five in the district.
 - ❖ The limited contract must be expiring in the same year the continuing contract is offered.
- ORC 3307.37

Since the coursework/master's degree requirement is in law, teachers will need to continue to meet that requirement to be eligible for a continuing contract.

16. What licensure/certification services does the LPDC not provide?

The LPDC **does not** upgrade provisional licenses to professional licenses, upgrade professional licenses to permanent certificates, renew or approve temporary or supplemental licenses, or validations, or add new areas to a certificate or license. Educators wishing to upgrade their license or certificate must inquire directly through their local employer.

The LPDC **does not** renew licenses for those substitute teachers who use six semester hours of college credit to renew a license. These substitutes are to apply directly to the Ohio Department of Education.

The LPDC **does not** renew the licenses of some Ohio Department of Education license holders who also hold licenses from their respective State of Ohio licensing boards (i.e., school audiologists, school social workers, school speech-language pathologists, school nurses).

17. Under what circumstances will an educator not apply through the LPDC?

- ✓ Substitutes working under a substitute's license need to apply directly to the ODE. Substitutes with regular licenses need to apply directly to the ODE.
- ✓ New licenses or the addition of new areas (endorsements) will be handled directly by the ODE.
- ✓ Educators who are not currently employed or who are working in an institution without an LPDC will apply directly to the ODE. This means their option to meet professional development requirements will be ODE approved college coursework.

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

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

19. Who keeps track of IPDP records?

Individuals are responsible for maintaining their Professional Development records and completing necessary paperwork for license renewal.

20. Will the LPDC advise or help me in writing my IPDP?

No. The job of the committee is to review coursework, CEU proposals, and other professional development activities completed for license renewal.

21. Will an LPDC member review their own IPDP?

They will abstain from the review and voting.

22. How does conversion from certification to licensure affect eligibility for tenure?

Educators converting from a provisional certificate to a license will receive a five-year professional license. The requirements for tenure are specified in law and will remain the same:

- The educator must hold a professional, permanent, or life certificate or license.
- The educator must either hold a masters degree or have completed 30 semester hours of coursework
- The educator must have taught at least three of the last five years in a district
- The educator must be at the end of a limited contract
- The educator must have satisfactory evaluations

23. How will ODE assure that all educators are treated fairly?

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





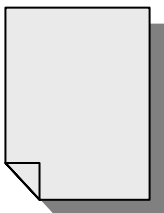
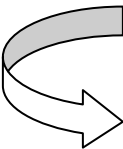
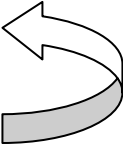
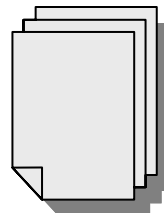
24. What about teachers who move to a state with reciprocity?

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

ADDRESS FOR THE OHIO DEPARTMENT OF EDUCATION (ODE):

Ohio Department of Education
Office of Educator Licensure
65 S. Front Street
Columbus, Ohio 43215-4183
Phone: 614-466-3593
Fax: 614-728-3058
Web: ode.state.oh.us

LPDC Step-by-Step IPDP Approval Process

1	2	3	4
 <p>Approval of Goals</p>	 <p>Pre-approval of PD</p> <p><i>* if required by LPDC</i></p>	 <p>Evaluation of Approved PD</p>	 <p>Review for License Renewal</p>
<p>Approve educator's IPDP goals.</p> 	<p>Review educator's submissions for preapproval of PD activity.</p> 	<p>Review educator's evaluations of & reflections on approved PD activities. Enter on matrix document.</p> 	<p>Complete final evaluation to assure that all six PD standards are addressed.</p> 



Think of it as a PROCESS rather than a plan.

The mission of the Southern Ohio ESC and Region 14-Hopewell Center Professional Development Committee is to foster an educational environment that ensures excellence in performance through shared expertise, collaborative partnerships, and continuous learning by providing effective forums for awareness and training regarding current or anticipated educational trends and instructional strategies.

By-laws for the Southern Ohio ESC and Region 14-Hopewell Center LPDC

Section I. Definition and Purpose

Professional development is defined as any course, training, activity, or experience which enhances the educational expertise of staff members which will ultimately lead to improved student performance.

Based upon the passage of Senate Bill 230 (1996), the purpose of the Southern Ohio ESC and Region 14-Hopewell Center Professional Development Committee is to:

- 1) review the coursework and other professional development activities proposed and completed by the educators within this district or organization for credential renewal, and
- 2) promote involvement in high quality staff development that is results-driven, systemic, and constructivist in nature.

The Southern Ohio ESC and Region 14-Hopewell Center Local Professional Development Committee shall be, by statute, the official licensing body for the Southern Ohio ESC and Region 14-Hopewell Center. The duties of this committee will encourage the attainment of the following goals:

- Foster the norm of continuous improvement
- Promote alignment of professional growth and individual, student, and service district needs and goals
- Emphasize increased student learning and achievement as a professional development priority
- Guide the development of Individual Professional Development Plans
- Promote the inquiry into, and study, acquisition, and delivery of effective teaching and learning practices based upon research and best practice
- Provide Southern Ohio ESC and Region 14-Hopewell Center staff with assistance and reasonable solutions to their educational needs

Section II. Membership, Selection of Members and Terms of Office

The membership of the Southern Ohio ESC and Region 14-Hopewell Center's Local Professional Development Committee shall consist of nine committee members, including four teachers, four administrators, and 1 classified-licensed staff member. At least one of the committee members will hold a special education certificate/license. Selection of members will be done through self or peer nomination with appointments being made by the Superintendent in the event of insufficient nominations. Two alternate members will be selected to serve in the case of absence of standing committee members. The selection of the chairperson and vice-chairperson shall be by the majority vote of the LPDC committee. The chairperson will be appointed by the Superintendent if a consensus

is not reached. The vice-chairperson will be appointed by the chairperson if a consensus is not reached. Southern Ohio ESC and Region 14-Hopewell Center will alternate committee chairperson and vice-chairperson.

Terms shall be from August 15 through August 14 of the following year. Members will serve a three-year term. The first year the representative will receive LPDC committee training. The third year the representative will train team representatives who will assume vacated positions.

Committee members who find that they are unable to fulfill their role as active committee members may withdraw by notifying the Superintendent, committee chairperson and team leader in written form. In this event, the Superintendent will appoint a member to fulfill the unexpired term.

Section III. Operational Procedures

The Southern Ohio ESC and Region 14-Hopewell Center LPDC chairperson shall register with ODE Center for the Teaching Profession.

The Southern Ohio ESC and Region 14-Hopewell Center Local Professional Development Committee shall meet at least six (6) times a year. Additional meetings may be scheduled by the committee chair with ten-day prior notice.

All LPDC meetings will be held at the Southern Ohio ESC located at 3321 Airborne Road, Wilmington, Ohio or Hopewell Center located at 5350 W. New Market Road, Hillsboro, Ohio or other specified location as chosen by the committee. Members of the committee will have the option to be compensated with clock hours, if desired. Participants may also receive mileage reimbursement at the rate established by the SOESC. **\$15.00 PER HOUR OR COMPENSATORY TIME IF MEETING IS HELD AFTER WORKING HOURS.**

In the case of public attendance at the LPDC meeting, executive sessions of the LPDC members may be necessary for confidentiality purposes.

The chairperson and vice chairperson shall be elected by members of the committee. In the absence of either party at a meeting, the remaining committee members shall designate an alternate. The duties of the chair, vice chair, committee members, and appointed recorder are as follows:

The Chairperson shall:

- ❑ Call all meetings and set agendas in collaboration with the membership
- ❑ Preside at all Southern Ohio ESC and Region 14-Hopewell Center Local Professional Development Committee meetings
- ❑ Ensure adherence to the Individual Professional Development Plan review process and procedures
- ❑ Provide notification to educators of approval or rejection of IPDPs
- ❑ Serve as the appeals process contact and liaison
- ❑ Serve as the reviewer of educator professional development plans for certification/license renewal
- ❑ Suggest professional growth needs for members of the Local Professional Development Committee
- ❑ Send minutes and agendas to LPDC members prior to each meeting
- ❑ Send a "Reminder of Review" Notification to educators one-year prior to the expiration of their certificate/license

The Vice Chairperson shall:

- ❑ Shall act as chairperson to preside at LPDC Committee meetings in the absence of the chairperson
- ❑ Shall work in collaboration with the chairperson to perform duties assigned by chairperson

The Recorder shall:

- ❑ Keep accurate minutes for all official meetings of the Southern Ohio ESC and Region 14-Hopewell Center LPDC and submit to the chairperson within ten working days of the meeting
- ❑ Assist the chair with all communications

The remaining committee members shall:

- ❑ Elect one of the members by voice to act in the absence of the chair or recorder
- ❑ Serve as a staff information contact person
- ❑ Serve as reviewers of educator professional development plans for certificate/license renewal

An emergency meeting of the LPDC may be called by the chairperson with concurrence of a majority of members. Likewise, the chairperson has the right to cancel a scheduled meeting if there are no IPDPs, course/activity proposals, or other related issues that have been submitted during the time period prior to the meeting.

A committee member shall excuse himself/herself from review/voting upon his/her own professional development plan or activity proposals or in any other situation where a conflict of interest may exist. In such cases, a committee alternate shall serve as a committee member.

All minutes of meetings and records of the LPDC shall be kept in the official files of the LPDC and in a secured area filed by one member of the LPDC committee and made available to current LPDC members. Within each organization, files will be made available to LPDC members.

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

Suggestions for revisions to the LPDC guidelines and procedures may be submitted in writing to the chairperson of the LPDC, who shall make the LPDC aware of such suggestions at the next regular meeting. Revisions to the LPDC document may be recommended and adopted by a majority vote of the members of the committee. Such revisions shall be made known to the Southern Ohio ESC and Region 14-Hopewell Center Regional Advisory Council and certified staff. Accepted amendments shall be in force upon notification of their above parties.

7-7-09

Section IV. LPDC Group Activity Comparison for License Renewal

Group Type	1 Local Requirements	2 College Courses/Workshops	3 Committee Work	4 Independent Activities/Projects
Description	Activities that receive approval for district inservice requirements	College coursework or workshops where college credit or certificates of attendance are issued	Building, district, or other committee or other education work that enhances professional collegiality.	Independent projects developed with the purpose of enhancing or increasing an individual's educational skills.
Preapproval of Activities	Not required	Recommended for workshops	Required	Required
Documentation	Certificate of Attendance	Transcript or Certificate of Attendance	Activity Proposal Form	Activity Proposal Form
Sample Activities	Any activities that are used to meet your local district inservice requirement	District-wide, building level or other workshops, college courses	Mentoring, advisory teams, curriculum committees, school improvement, grant writing, HQPD, CIP, OIP	Peer observation, research, externships, presentations, teaching a college course, national board certification, educational projects, travel, readings, publication, cooperating teacher, Lead/Master Teacher activities
Note:	Group 3 & 4 activities need preapproval Further information about activities is available under Group Activity Guidelines Educators are encouraged to use a variety of activities in meeting their 180 clock hour requirements			

Section IV. LPDC Group Activity Guidelines for License Renewal

Group	Activity	Value	Verification	Criteria
1	Local Requirements	1 clock hr. = 0.1	Certificate of Attendance	Must meet district inservice expectations
2	College Courses	1 semester hr. = 3 1 quarter hr. = 2	Official Transcript	Must be taken through an accredited college or other approved post-secondary educational institution.
2	Workshops	1 clock hr. = 0.1	Certificate of Attendance	LPDC approved provider
3	Mentoring/Entry Year Program	1 clock hr. = 0.1	Activity Verification	Mentor of teacher or administrator in Entry Year Program. Entry year person also eligible.
3	Curriculum Development	1 clock hr. = 0.1	Activity Verification	Service on local, county, state, or national formal committee.
3	Professional Development	1 clock hr. = 0.1	Activity Verification	Service on local, county, state, or national formal committee.
3	Grant Writing	1 clock hr. = 0.1	Activity Verification	Service on local, county, state, or national formal committee.
4	Publication	6 for a book 3 for an article	Activity Verification and a copy of the publication	Must contribute to the education profession and be commercially published.
4	Peer Review & Assistance	1 clock hr. = 0.1	Activity Verification	Both participants are eligible.
4	National Board of Professional Teaching Standards	13 for completion 6 for participation without completion	National Board Certificate, or Activity Verification for participation only	
4	Professional Vocational Board Certification	1 clock hr. = 0.1	Certification of Completion	Time in coursework/ clinics for certification and/or renewal

Group	Activity	Value	Verification	Criteria
4	Lead/Master Teacher	60 clock hours for completion	Letter of Verification	Must complete all requirements
4	Cooperating Teacher for a Student Teacher	1.5 per semester 1.0 per quarter	Activity Verification	Formal college program
4	Peer Observation	1 clock hr. = 0.1	Activity Verification	Not part of mentoring, Entry Year of Peer Review & Assistance Program
4	Cooperating Teacher for a Practicum Teacher	1 clock hr. = 0.1	Activity Verification	Formal college program
4	Teaching a College Course	1.5 per semester 1.0 per quarter	Activity Verification	May be used no more than two times for the same course
4	Professional Presentation	1 clock hr. = 0.1	Activity Verification	Applies to the first presentation of a topic
4	Educational Project	1 clock hr. = 0.1	Activity Verification	Must apply educational skills and knowledge toward the development of a project. Hours for planning and preparation only.
4	Self-Directed Educational Development	1 clock hr. = 0.1	Activity Verification	May include professional reading, research, educational travel. Must enhance individual's work in the profession or contribute to educator's area of specialization.
4	Externship	1 clock hr. = 0.1	Activity Verification	Must enhance individual's work in the profession or contribute to educator's specialization.
NOTE:	Preapproval is required for all Group 3 & 4 activities.			

Section V. IPDP Submission Timeline, Decision Making, Appeals Process, and Reciprocity

On the first staff meeting day, LPDC members will share the IPDP Guidelines. Each certified staff member in the Southern Ohio ESC and Region 14-Hopewell Center will receive a notebook which includes these guidelines, IPDP development instructions and all related IPDP documentation forms and information.

All new IPDPs shall be submitted by October 1. Copies of forms are included in your LPDC notebook. Forms are also available on the Southern Ohio ESC website. Notification of committee action on IPDPs shall occur by November 1, annually.

Any decision to approve or reject a submitted IPDP for certification/licensure renewal purposes must receive a majority vote of the full committee. All decisions will be made by a majority vote of the committee members present and voting, so long as a quorum is present. A quorum consisting of five members must be present to conduct all LPDC business. The only exception is during administrative reviews in which the committee make-up can be altered as a result of a written request of an administrator in accordance with the procedures stated previously.

Any revisions to an IPDP must be submitted on the IPDP Revised Plan Proposal Form and be approved by the LPDC. Any revision must fall within the guidelines of the activities which can be included in IPDPs.

If the IPDP is rejected the individual shall be given a copy of the same guidelines/criteria sheet with reasons for rejection clearly indicated. Educators whose plans have been rejected may submit a revised plan within **ten (10)** working days of the initial rejection notification, may secure more detailed supportive materials to substantiate the legitimacy of their original plan, or may contact the LPDC chair for appeals process information. **Educators are responsible for maintaining all professional development records and completing all necessary paperwork for license renewal.**

If an educator disagrees with the LPDC's decision, the educator must contact the chair to request a meeting with the LPDC to discuss in person the IPDP and gain an understanding of the perspective of the LPDC and reasons for rejection. 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. This third party shall be in the form of a panel consisting of one licensed educator selected by the LPDC, one licensed educator selected by the educator, and one licensed educator mutually agreed upon by the above two.

The Southern Ohio ESC and Region 14-Hopewell Center -LPDC shall accept outside district-approved IPDPs for any educator hired within the Southern Ohio ESC and Region 14-Hopewell Center from another district as fulfilling all necessary requirements for the renewal process. Hours/CEUs accumulated in the district of previous employment shall be honored. The educator's IPDP will be requested as part of the application process. All remaining hours/CEUs will be completed under the auspices of the Southern Ohio ESC and Region 14-Hopewell Center -LPDC. It is the responsibility of the educator to see that the Southern Ohio ESC and Region 14-Hopewell Center -LPDC receives his/her IPDP by October 1 of the year in which he/she is hired. **In the event of revisions for approved IPDPs and/or approved course/activities, the revision shall not negatively impact any educator who has already begun pursuit of a certificate/license.** The educator may either:

- 1) complete his/her IPDP under the previous requirements in effect when the IPDP was filed, or
- 2) move under the new requirements without penalty.

Any educator leaving Southern Ohio ESC or Region 14-Hopewell Center needs to file an Approval Verification Form with the Chairperson of the LPDC. This form will allow the LPDC to release an educator's IPDP and CEU verifications to another district. Records for educators leaving Southern Ohio ESC or Region 14-Hopewell Center shall be maintained for two years.

Successful completion of coursework, clock hours, and locally approved professional development activities must be verified by the LPDC Review Committee, whose signatures have been authorized, on the educator's application for renewal. Verification of full-time teaching experience remains the responsibility of the Southern Ohio ESC Superintendent or Superintendent of the employing agency on the renewal application form. This signature verifies that the employment information given by the educator on the application form is true and correct. **It is the educator's responsibility to complete the Ohio Department of Education licensure renewal application form (which will be signed by the LPDC) and to attach a check made payable to "Treasurer, State of Ohio" for payment.**

A copy of the new certificate/license will be placed in the educator's personnel file in the office of the employing agency.

Nothing in the LPDC process shall negatively impact a certificated employee's employment status or evaluation unless recommendation for licensure to the Ohio Department of Education by the LPDC cannot be attained. It is understood that the licensure process is separate from the evaluation process and shall not be used to make employment decisions except where employees have not renewed his/her certificate/license under the established standards under law.

STEPS FOR RENEWING YOUR LICENSE

STEPS FOR CONVERTING YOUR CERTIFICATE TO A LICENSE

Step 1 Complete your IPDP proposal if needed this year. Attach copies of current certificates/licenses. Submit it to Southern Ohio ESC and Region 14-Hopewell Center - LPDC.

Step 2 Once your IPDP proposal has been approved, begin completing activities that are relevant to your identified goal areas of your plan. Be sure to document the time and other necessary verifications of completion.

DO NOT WAIT UNTIL THE LAST MINUTE TO START YOUR REQUIREMENTS FOR RENEWAL!!!!

Step 3 Maintain a file/portfolio of your documentation. The LPDC will not maintain central records of your information other than a copy of your pre-approved IPDP. Optional annual reviews of your IPDP will be provided upon your request.

Step 4 By no later than May 1 of the year your certificate/license is due to expire, submit your completed portfolio/file documenting 180 clock hours of activities or 6 graduate semester hours (or a combination) to the LPDC for final approval with the appropriate application form.

Step 5 New employees must complete an IPDP proposal by October 1 of hiring year (or within one month of hiring date if after September 1). Veteran employees must complete a new IPDP proposal immediately following renewal of licensure in order to start the licensure cycle again.

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

EXPLANATION OF FORMS

FORM	USE	WHEN TO SUBMIT
LPDC Question Form (Form 1)	For answers to individual questions	Whenever questions occur
IPDP Goal Sheet (Form 2) and Sample Goals	For initial plan proposal	Before beginning your activities Once you begin your last renewal of your license
IPDP Review Form (Form 3)	For the LPDC to use when evaluating/approving your plan	
Activity Proposal Form (Form 4)	To record hours for activities	When applying for a license, attach to application
Evaluation of Approved Professional Development (Form 5) Sample	To be completed after the PD experience	
Annual Review Request Form (Form 6)	To request an optional review of your progress toward completion of your plan	File with LPDC by May 1 annually if desired
Final License Application Form (Form 7)	To request renewal of a license To request conversion of a certificate/license	File by May 1 of the year the certificate/license is to expire File upon completion of all activity requirements Attach check or money order for renewal fee; check to Treasurer, State of Ohio
Approval Verification Form for Educators Leaving LPDC (Form 8)	To allow LPDC records to be released to another school district for reciprocity purposes	File when leaving the Southern Ohio ESC or Region 14-Hopewell Center with the LPDC Include the address/contact where you want it to be sent

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee
CONVERSION CHART

Semester Hours	Quarter Hours	C.E.U.
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	

TO CONVERT HOURS TAKEN AT A TWO YEAR COLLEGE TO CEUs

1 qtr. hr. = 500 min. = 8.3 hrs. = .83 CEU

1 sem. hr. = 750 min. = 12.5 hrs. = 1.25 CEUs

1 qtr. lab = 1000 min. = 16.6 hrs. = 1.66 CEUs

1 sem. lab = 1500 min. = 25 hrs. = 2.5 CEUs

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

"QUESTIONS THAT NEED ANSWERS"

Name _____ Building _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Submit questions to an LPDC Committee Member.

Southern Ohio ESC and Region 14-Hopewell Center
Individual Professional Development Plan / Goal Sheet

Name:	Submission Date:
Building/Assignment:	
Type of Certificate/License:	
Area of Licensure:	
Issue Date:	Effective Date:
	Expiration Date:
Plan Type Select one: <input type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: From _____ to _____	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See <i>sample goal below.</i>)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 Educator, Principal, or HQPD Standard	
Goal 2 Educator, Principal, or HQPD Standard	
Goal 3 Educator, Principal, or HQPD Standard	

Additional goals (if applicable):

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Southern Ohio ESC and Region 14-Hopewell Center
Individual Professional Development Plan / Goal Sheet

Name: <i>Ms. Teacher</i>	Submission Date: <i>9/8/08</i>
Building/Assignment: <i>Suburban Middle School</i>	
Type of Certificate/License: <i>5 year professional</i>	
Area of Licensure: <i>Social Studies 7-12</i>	
Issue Date: <i>6/10/08</i>	Effective Date: <i>7/1/08</i>
	Expiration Date: <i>6/30/2013</i>
Plan Type Select one: <input checked="" type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
IPDP Effective Date: <i>From 12/10/08 to 6/30/2013</i>	
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input checked="" type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license	
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See sample goal below.)	
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>	
Goal 1 <i>I will extend my knowledge of adolescent and middle school student development, as well as problems associated with this age group in order to help me plan appropriate lessons and interventions so students will be successful in my class.</i> Educator Standard: <i>Teacher # 1 Students</i>	
Goal 2 <i>I will improve my skills for leading, collaborating and mentoring students, pre-service teachers and peers to improve the quality of the instructional program.</i> Educator Standards: <i>Teacher # 6 Collaboration and Communication</i> <i>Teacher #7 Professional Responsibility and Growth</i>	

Goal 3

I will further my understanding and use of methods to integrate technology into the classroom and curriculum for instruction, assessment and as a tool for communication.

Educator Standard:

Teacher #2 Content

Teacher #4 Instruction

Additional goals (if applicable):

(from: Standards for Ohio Educators, Ohio Department of Education)

Use the following statements to identify areas for growth and further professional development.

Standard 1: Students

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

- ✓ I understand how students learn and I know the developmental characteristics of different age groups of students.
- ✓ I use my knowledge of what students know and are able to do to meet the needs of all of my students.
- ✓ I expect that all students will achieve to their full potential.
- ✓ I demonstrate respect for my students' diverse cultures, language skills and experiences.
- ✓ I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.

Standard 2: Content

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

- ✓ I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.
- ✓ I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.
- ✓ I understand and use the Ohio academic content standards.
- ✓ I connect my discipline with other content areas to plan and deliver effective instruction.
- ✓ I connect content to relevant life experiences and career opportunities.

Standard 3: Assessment

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

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

Standard 4: Instruction

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

- ✓ I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.
- ✓ I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.
- ✓ I communicate clear learning goals and link learning activities to those goals.
- ✓ I apply my knowledge of how students think and learn to my planning and instruction.
- ✓ I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.
- ✓ I create and select activities that are designed to help students become independent learners and complex problem-solvers.
- ✓ I use resources effectively, including technology, to enhance student learning.

Standard 5: Learning Environment

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

- ✓ I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.
- ✓ I have created a classroom environment that is physically and emotionally safe.
- ✓ I motivate my students to work productively and take responsibility for their own learning.
- ✓ I create learning situations in which students work independently, collaboratively and/or as a whole class.
- ✓ I maintain an environment that is conducive to learning for all students.

Standard 6: Collaboration and Communication

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

- ✓ I communicate clearly and effectively.
- ✓ I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- ✓ I collaborate effectively with other teachers, administrators and school and district staff.
- ✓ I collaborate effectively with the local community and community agencies, when appropriate to promote student learning.

Standard 7: Professional Responsibility and Growth

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

- ✓ I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- ✓ I take responsibility for engaging in continuous, purposeful professional development.
- ✓ I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

Southern Ohio ESC and Region 14-Hopewell Center
Individual Professional Development Plan Review Form

Name: _____ Certificate/License # _____

Current Assignment _____

Date Submitted _____ License Renewal Date _____

This IPDP:	CIRCLE ONE		
Is complete, clear and concise	YES	NO	NA
Is goal oriented and aligned with Southern Ohio ESC or Region 14-Hopewell Center's Mission	YES	NO	NA
Enhances the professional growth of the individual	YES	NO	NA
Is consistent with the individual's current assignment and/or certificate or license	YES	NO	NA
Meets criteria for individual's certificate/license not currently in use but of possible need for the future	YES	NO	NA
A goal addressing Emergent Technology and its possible application to use with/for students	YES	NO	NA

This IPDP meets the following standards:

#1	PD purposefully structured to occur over time.	YES	NO	NA
#2	Data sources guided individual toward this PD.	YES	NO	NA
#3	PD includes opportunities for collaboration.	YES	NO	NA
#4	PD includes varied learning experiences to accommodate adult learning needs.	YES	NO	NA
#5	PD impacts short- and long-term.	YES	NO	NA
#6	PD results in the acquisition, enhancement or refinement of skills & knowledge.	YES	NO	NA

FOR COMMITTEE USE ONLY

IPDP: *APPROVED* *REVISIONS NEEDED* *REJECTED* Date: _____

Suggested Revision:

Reviewed by LPDC Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date: _____

Date Resubmitted: _____

Southern Ohio ESC and Region 14-Hopewell Center
Activity Proposal Form
 (For 3 & 4 Activities)

Name _____ Certificate/License # _____

Current Assignment _____

Date Submitted _____ License Renewal Date _____

Date(s) of Professional Development _____

Location of Professional Development _____

Title of Professional Development (Specify) _____

TYPE - Select one or more as appropriate

- Professional Learning Team/Community Involvement
- Independent study/action research
- Professional educational organization activities
- District leadership team, LPDC, curriculum development, school improvement
- Coaching/mentoring student teachers, new teachers or teachers in need
- Mentoring/Entry Year Program
- Curriculum Development
- Professional Development
- Grant Writing
- Publication
- Peer Review & Assistance
- National Board of Professional Teaching Standards
- Lead/Master Teacher
- Professional Vocational Board Certification
- Cooperating Teacher for a Student Teacher
- Peer Observation
- Cooperating Teacher for a Practicum Teacher
- Teaching a College Course
- Professional Presentation
- Educational Project
- Self-Directed Educational Development
- Externship
- Other, not listed above: (Specify) _____

1. **PROCESS:** Describe the activity that you plan to do.

2. **RATIONALE:** Explain the basis for selecting this activity.

3. **BENEFITS:** Describe the anticipated benefits to yourself, students and the district as a result of this activity.

4. **ASSESSMENT:** Describe how the impact of this activity will be assessed and identify the person(s) responsible for the completion of this assessment.

5. **DISSEMINATION:** If the benefits of the activity can be shared with other staff or community members, describe how and with whom you plan to share.

6. **TIMELINE & AGENDA:** Provide a timeline for the planning, implementation, and assessment phases of this activity. If a printed agenda is available, please supply a copy with this proposal.

7. **COLLABORATION:** If this is a collaborative effort, list all team members and their expected roles and responsibilities.

8. **VERIFICATION:** Provide information on how the activity will be verified.

- Revise/Resubmit

Revision Advice:

-OR-

- Approved as written**

Approval Signature _____ Date _____

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

Evaluation of Approved Professional Development
[To be completed *after* the PD experience]

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards.

Answer only those which apply to this PD experience. Refer to *Organizing for HQPD*.

<input type="checkbox"/> Standard 1: How is this PD purposefully structured to occur over time?
<input type="checkbox"/> Standard 2: What data sources guided you toward this PD?
<input type="checkbox"/> Standard 3: How does the PD include opportunities for collaboration?
<input type="checkbox"/> Standard 4: How did the PD include varied learning experiences to accommodate adult learning needs?
<input type="checkbox"/> Standard 5: Evaluate the PD as to its short- and long-term impact. Be as specific as possible.
<input type="checkbox"/> Standard 6: How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? Be specific.

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- Certificate of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- Other: (Specify)_____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

- Revise/Resubmit**

Revision Advice:

-OR-

- Approved as written**

Approval Signature_____ **Date**_____

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

Evaluation of Preapproved Professional Development
[To be completed after the PD experience]

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards. Answer ALL that apply.

Standard 1: How has the PD been ongoing? –or- how will you extend this PD experience over time?

There were 10 workshop sessions and each session lasted for four hours. There were also out of class assignments to complete weekly. This professional development has provided me with the skills to better utilize technology in my science instruction. I plan to continue to integrate technology into my lessons. Some of the technology that I learned that I plan to continue to use was the creation of power points to share knowledge with students, computer learning games (i.e. Jeopardy, etc.) to review information, digital imaging to ensure that all students can see the demonstration, webcasts so that the students can receive and share information and webquests to allow students to research information on the internet. These activities are all designed to improve student achievement which is the number one priority in our district. While engaged in the professional development, I kept a journal describing which technology strategies I felt were benefiting my students the most. I plan to continue to journal which strategies and activities I feel are the most beneficial for improving student achievement.

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

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

The workshops were attended by the majority of the science educators in our district and by our district technology coordinator. We worked together by grade level and/or content area of science to create products to use in our classrooms. We also set up a discussion board on our district website where we could communicate more easily with each other concerning infusing technology into our lessons. This discussion board has allowed us to share teacher developed products, computer knowledge, and reflections. We have also designated part of our monthly departmental meeting times to the discussion of infusing technology into our lessons.

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 & knowledge? Be specific.

I have developed the skills to integrate technology (Smart Boards, power points, digital imagers, computer learning games, webcasts and webquests) into my classroom instruction and thereby improve my instructional process. By using a variety of teaching techniques I can better meet the needs of all of my student learners. By using the power points, computer learning games, and webquests, I can do more informal observations of the academic progress of my students. The questions on the power points and computer learning games provide a very quick indication as to how well each student is achieving. The webquests allow me to see how my students are doing while engaging in research on the computer.

This PD also provided me with a series of resources that are available on the internet to help support and inform my instruction (ORC, IMS, and the SMART Consortium). These resources provide support to help align my lessons to the state content standards for grade 6 science and provide lesson suggestions.

My students enjoy creating their own webcasts on the topics that we are studying and sharing those webcasts with their classmates and their families.

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- Certificate of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- Other: (Specify) _____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

Evaluation of Preapproved Professional Development
[To be completed after the PD experience]

Directions: Complete sections I and II.

I. Alignment to Ohio Professional Development Standards. Answer ALL that apply.

Standard 1: How has the PD been ongoing? –or- how will you extend this PD experience over time?

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

The self-assessment for teachers found in the book, Organizing for High Quality Professional Development.

I have also noticed a need for an increase in student achievement in the area of science. I have noticed this need based upon my own classroom assessments and on the grades 5 and 8 OAT Science scores.

I also surveyed my students so that they could tell me which teaching methods they felt they most benefited from. They indicated that they really liked experiments and hands-on learning. Previous to this professional development, I did not incorporate many hands-on activities during classroom instruction.

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?

This PD allowed for discussion among the participants and facilitation from the science coordinator in the various ways hands-on learning could be infused into our classroom instruction. It also allowed for practical

application where I could take the knowledge that I had gained and apply it to my own classroom instruction. I also had the opportunity to reflect in a journal about how I felt that increasing hands-on activities in my classroom instruction was impacting student learning and achievement.

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

The professional development provided me with activities and experiments for immediate use in my classroom.

I surveyed my students after increasing hands-on learning in my classroom to see if they felt that they were learning more and if the classroom environment was more enjoyable. They responded that it definitely was. I have also noted an increase in student achievement in the scores that my students receive on classroom assessments. I have observed that the students are more engaged during class and more students are completing their in-class and homework assignments in a timely manner.

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

II. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- Certificate of attendance
- Reflection journal
- Time log
- Agenda with specific dates & times
- Conference program with attended sessions identified
- Transcripts or grade reports
- Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- Other: (Specify) Lesson plans created by PLT

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ **Date** _____

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

ANNUAL REVIEW REQUEST

Name _____ Date Submitted _____

This form is to be filed with the LPDC Chairperson to request optional annual reviews.

This form is to be filed no later than May 1.

_____ Request for an optional annual review.

LPDC Chairperson Signature _____ Date Received _____

Date of Review _____ Time _____

Annual reviews should take no longer than 15 minutes per educator.

The purpose of the review is to check progress toward fulfilling your IPDP.

.....

Annual Review has been completed. Date _____

LPDC Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Southern Ohio ESC and Region 14-Hopewell Center
Local Professional Development Committee

FINAL LICENSE APPLICATION FORM

Name _____ Date Submitted _____

Building _____ Current Assignment _____

Home Address _____

_____ Home Phone _____

Certificate/License Number Renewing _____

Expiration Date _____

Area(s) _____

- Attach Ohio Department of Education Application for License. (<http://ode.state.oh.us>)
- Attach check or money order to "Treasurer, State of Ohio" for the application fees for the License.
- Attach Portfolio, including certificates, original transcripts [if applicable], and documentation forms.
- Fingerprints must be submitted *electronically* to the Ohio Department of Education.

ODE APPROVAL VERIFICATION FORM FOR
EDUCATORS LEAVING A LPDC

here