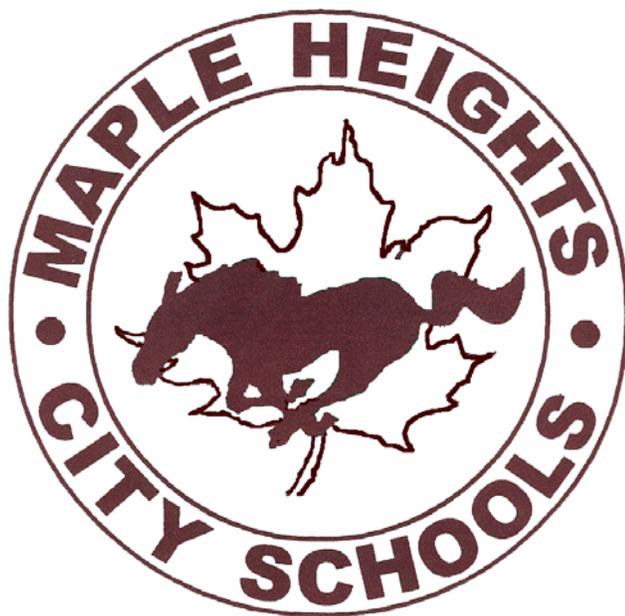


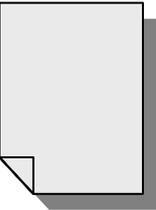
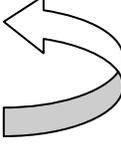
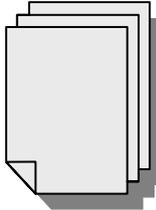
Maple Heights City Schools

**LOCAL PROFESSIONAL
DEVELOPMENT COMMITTEE
HANDBOOK**



REV. 6/09

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.

Maple Heights City Schools

Local Professional Development Committee

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INTRODUCTION

When fully implemented, the new licensure law (Senate Bill 230) eliminates certificates and replaces them with provisional and five-year licenses. To renew a license, the applicant must prepare a professional development plan and submit it for approval by the Maple Heights Local Professional Development Committee (LPDC). The plan must include course work for credit, continuing education activity, and/or equivalent activities relating to the licensure area or to classroom teaching. By statute and regulation, the LPDC is charged with determining whether or not the completed activities meet the requirements for issuance and renewal of professional licenses. Essentially, the LPDC determines whether or not an individual's professional development plan is satisfactory and meets the established criteria; that is, to approval or disapproval the plan.

PURPOSE

The purpose of the local professional development committee is to oversee, review, and approval professional development plans for credential renewal.

MISSION

The mission of the Local Professional Development Committee shall be to set policy and review professional development goals for certification and license renewal for Maple Heights City Schools' educators.

Professional development plays a critical role in enhancing and vitalizing education in the Maple Heights City School District. Professional development shall focus on experiences that expand and enrich the students, educators, building, district, and community. These experiences shall be directly related to assisting students in "reaching their potential and becoming responsible, productive citizens".

ROLES & RESPONSIBILITIES

Individual members of the committee agree to:

- Make LPDC meetings a priority
- Remain objective
- Exercise confidentiality outside group
- Adhere to rules of the Sunshine Law

All members of the LPDC shall display a willingness to participate in training (i.e. workshops, etc. which will benefit the functions of the committee).

COMMITTEE AS A WHOLE

The committee reserves the right to meet as a group to discuss any breach of aforementioned responsibilities on the part of an individual member of the committee. After presentation of facts and rebuttal by the individual, a vote will be taken as to the consequences for the action. The individual will abstain from voting and his/her voting right is deferred to the alternate.

GOAL OF LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

The goal of the LPDC is to establish procedures for reviewing and approving course work and other professional development activities for the purpose of licensure renewal.

The LPDC will approve the Individual Professional Development Plan (IPDP) for each individual seeking licensure.

COMMITTEE FORMATION

The Maple Heights LPDC will consist of five (5) members; MHTA Executive Committee shall select three (3) teachers, the building principals shall elect one (1) principal, and one (1) superintendent designee will be appointed. Additionally, the MHTA Executive Committee will select a nonvoting member to serve as an alternate for a one-year term. This alternate member will replace the next outgoing teacher member on the LPDC. A non-voting subcommittee may be established at the discretion of the LPDC to assist in reviewing an IPDP.

The initial term for teacher members will be one, two and three years and two years thereafter. The initial term for administrator members will be one and two years and two years thereafter. Terms shall run from July 1 through June 30. Vacancies will be filled by the original form of selection.

LPDC teacher members will receive release time and/or stipends per the negotiated master agreement.

Operating Procedures

The LPDC will conduct individual meetings a minimum of once per month. The meeting's agenda will be established by the chairperson with input of LPDC members. The agenda will be published by the secretary and distributed appropriately. The meeting's minutes will be recorded by the secretary and made available. These minutes will be distributed to all LPDC members including alternate, MHTA president and the Superintendent. The committee will establish the time and place of the meetings. The secretary will send memos to each LPDC member regarding upcoming meetings. The secretary will notify the treasurer's office regarding upcoming meetings for publication. At this time any individual who is meeting with the committee will also be notified.

The LPDC has defined a quorum as four of the five voting members. Only when a quorum is present can voting occur. For administrative license renewal, the administrator can request an additional administrative member, assigned by the superintendent.

A new member will serve as the nonvoting alternate for one year. Training of new members will be through, but not limited to, a mentoring program within the committee. An alternate may become a voting member at the discretion of the committee.

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

STANDARDS FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

In accordance with established LPDC standards, employees seeking certification/license renewal must complete an IPDP. The plan is used to outline the professional development activities that align personal, professional growth objectives with student learning, building, and/or district learning goals. The IPDP must be submitted for review and approval by the LPDC. The IPDP may be modified during the five-year cycle with the approval of the LPDC. The LPDC will monitor progress of the plan annually. The LPDC will be responsible for reviewing, verifying, and approving the complete plan. The Approval Verification Form for Educators Entering/Leaving the LPDC" (Form 4) is used for this purpose.

Professional Development Activities may be completed within the scope of your employment, but should enhance your effectiveness as an educator.

PROCEDURES FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Previously employed new hires who hold an Ohio license and who have had course, workshops, or activities approved by their prior LPDC during their current renewal cycle shall have said IPDP components approved by the Maple Heights LPDC when accompanied by supporting documentation. "Approval Verification Form for Educators Entering / Leading the LPDC" (Form 4) is used for this purpose.

Components already completed prior to filing an Individual Professional Development Plan which are related to the plan's goals should be submitted for consideration.

BEGINNING THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN PROCESS

Submitting Your Plan

All certificated employees need to submit an “Individual Professional Development Plan” (Form 1) outlining professional development required to renew their license. The Individual Professional Development Plan (IPDP) must be developed and submitted to the committee within 60 days of hire or within 60 days of receiving an initial and all subsequent five-year Professional Licenses. IPDP’s may also be amended as necessary by sending the amendment to the committee.

Tuition reimbursement will not be approved unless a current IPDP is in place.

Approval of your IPDP

The LPDC will either (1) approve, (2) approve with conditions, or (3) not approve each IPDP submitted. An IPDP may be rejected for the following reasons:

1. Plan is incomplete
2. Plan lacks relevance to current assignment
3. Goals are not related to individual /building /district needs
4. Goals do not include the aspects of: attention to engage in learning/focus for learning /rationale for and application of learning
5. Plan lacks evidence of alignment of Ohio Educator Standards

The Committee will write recommendations for resubmission. Procedures for appeal of the committee’s decision are listed on the following page.

SAFE Accounts

The committee recommends all certificated employees register for a SAFE account through the ODE website. This account can be used to track PDU’s offered by state conferences and any information regarding your license.

Professional Development Credit Criteria for Licensure Renewal

Professional development activities and attendance at professional conferences and workshops will be eligible for licensure credit if they meet the standards established by the LPDC. This can be accomplished by the following options:

Graduate College Coursework. Pre-approval is not required, however for tuition reimbursement the pre-approval form must be submitted prior to the start of your class.

Educational Workshops and Conferences. Pre-approval is not necessary, but it is encouraged to assure the conferences / workshops meets your IPDP goals and will be accepted by the LPDC. Verification of contact hours must be submitted when applying for licensure.

Professional Development Activities, These activities should result in a tangible product such as, but not limited to, the following: a book, article, report, curriculum, training module, videotape, pilot project, software package, etc. Persons wishing approval of a professional development activity will be required to justify the value of their activity by completing "Pre-Approval of Professional Development Activity" (Form 2). (See Appendix B for examples of Professional Development Activities). A maximum of 120 hours of the total required to renew may be earned through district initiatives.

REGULAR DUTIES OF YOUR CURRENT POSITION ARE NOT ELIGIBLE AS PROFESSIONAL DEVELOPMENT ACTIVITIES.

1 CONTACT HOUR	=	1 PDU
30 PDUs	=	1 SEMESTER HOUR
1.5 QUARTER HOURS	=	1 SEMESTER HOUR

Contact hours are the direct clock hours spent engaged in a professional development activity. For example, a workshop from 8:00 a.m. – 3:30 p.m. may be worth only six hours deducting time for registration, breaks, and lunch.

Completing Renewal/Transition Process

After January 1st of the year your license expires you may complete your renewal or transition process by:

- Complete Licensure Application Form;
- Request official transcripts of all coursework taken;
- Complete record of all workshop hours and other approved activities; and
- Check or money order payable to "Ohio T.E.C.", cover processing fee

Once all listed items are completed, return to the Personnel Department for processing to the State of Ohio. All licenses expire on June 30, paperwork should be complete and returned no later than May 30.

It is the responsibility of the employee to maintain current certification. The Maple Heights LPDC can only assist you in the process.

Appeals Process

Reasons for appeal of LPDC decisions:

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

Level 1 Appeal

1. Complete Maple Heights city Schools LPDC Appeal Form (Form 5)
2. Meet with the LPDC
3. Receive written response from the LPDC
4. Accept the LPDC decision (appeal process ends) or reject (next level appeal initiated).

Level 2 Appeal

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

Level 3 Appeal

1. Appeals may be taken to the Greater Cleveland Educational Development Center (GCEDC) / Northeast Professional Development Center (NRPDC) for final resolution, or an independent arbitration organization (AAA).
2. Cost for Level 3 appeal will be at the expense of the individual filing the appeal.

APPENDIX

FOUR WAYS TO RENEW

(To be completed within the five-year cycle)

1. Accumulates 6 Semester Hours

Requirements

- Coursework for semester hours must meet the Maple Heights City Schools Standards and Guidelines for Professional Development.
- Coursework must be taken at an accredited college or university.

Verification of Completion

- A transcript indicating successful completion.

2. Accumulate 180 Professional Development Units (PDUs)

Requirements

- PDU activities must meet the Maple Heights City Schools Standards and Guidelines for Professional Development.
- PDU activities must be endorsed by the LPDC and specific procedures for acceptance by LPDC must be followed.

Verification of Completion

- Certificate of completed participation signed by presenter or provider representative.

3. Accumulate credit for “Other Approved Professional Development Activities” (180 contact hours)

Requirements

- Other Approved Activities must meet the Maple Heights City Schools Standards and Guidelines for Professional Development.
- Individuals designing “other activities” must prepare a proposal outline of the planned activities and the number of Professional Development units (PDUs) requested.

Verification of Completion

- A log of relevant activities may be documented by:
 - A sponsoring administrative representative
- OR**
- A completed product and/or a written summary of activities

4. Accumulate 18 CEU credits using a combination of course work CEUs and/or PDUs

Requirements

- 6 Semester Hours

OR

- 180 Contact Hours
 - 1 Contact Hour = 1 PDU
 - 30 PDUs = 1 Semester Hour

OR

- Combination of semester and contact hours

PROFESSIONAL DEVELOPMENT ACTIVITIES AND VALUE

The Maple Heights Schools LPDC must review all certificate/license renewal applications for certificated employees. This includes reviewing semester hours, Professional Development Units (PDU's) and "other approved activities" that are submitted for credit toward license renewal. These activities may include, but are not limited to:

- Externships
- Educational Travel
- Action Research
- Pursuit of NBPTS Certification
- Workshops / Conferences
- Community/Business Educational Improvement Activities
- Grant Writing
- Mentoring / Peer Tutoring
- Services to Professional Organizations
- Presentations at Conferences or In-services
- Publishing of Articles/Books/Monographs
- Observation / Assessment Process
- Innovative Unit Development/Program Development
- Established Networks
- Case Studies and Reflections
- Professional Study Groups
- Teacher Portfolio

**NO INDIVIDUAL PROFESSIONAL DEVELOPMENT ACTIVITY WILL BE GRANTED
MORE THAN 60 PDU'S / PER SCHOOL YEAR.**

JUSTIFICATION FOR NUMBER OF PDU'S ASSIGNED IS THE RESPONSIBILITY OF THE INDIVIDUAL.

Community Educational Improvement Activities

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

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

Curriculum Development

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

- Develop district resource guides
- Writing curriculum components
- District research and development project

New Program Development and Implementation

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

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

Professional Educational Organizations

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

- PDK
- ASCD
- CEC
- Other professional groups

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

Professional Written Materials

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

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

Other Development Materials

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

- Software package
- Videotape

Related Work Experience

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

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

School/District Improvement

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

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

Workshop Presentation

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

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

Supervisory/Evaluation Procedures

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

- Serving on an audit team which reviews school's program performance (outside place of employment)

CONVERSION CHART

Semester Hours	Quarter Hours	PDU
1/3	1/2	10
2/3	1	20
1	1.5	30
1 1/3	2	40
1 2/3	2.5	50
2	3	60
2 1/3	3.5	70
2 2/3	4	80
3	4.5	90
3 1/3	5	100
3 2/3	5.5	110
4	6	120
4 1/3	6.5	130
4 2/3	7	140
5	7.5	150
5 1/3	8	160
5 2/3	8.5	170
6	9	180
7	10.5	210
8	12	240
9	13.5	270
10	15	300
11	16.5	330
12	18	360
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	

STANDARDS

FOR OHIO'S TEACHERS



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

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



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

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



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

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



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

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



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

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



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

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



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

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

STANDARDS

FOR OHIO'S TEACHERS



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- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for the Teaching Profession

Introduction

The research is clear; what matters most is the quality of the teacher who we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. With the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development, Ohio has continued on track toward an aligned, standards-based education system in which all students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession.

In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- assist higher-education programs in developing the content and requirements of pre-service training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.

The Ohio Standards for the Teaching Profession

In the Standards for the Teaching Profession, seven standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning	The Conditions for Teaching and Learning	Teaching as a Profession
<p>Standard #1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.</p> <p>Standard #2: Content Teachers know and understand the content area for which they have instructional responsibility.</p> <p>Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	<p>Standard #5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p>Standard #6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>Standard #7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.</p>

Ohio Standards for the Teaching Profession

Standard #1: Students

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

Standard #2: Content

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

Standard #3: Assessment

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

Standard #4: Instruction

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

Standard #5: Learning Environment

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

Standard #6: Collaboration and Communication

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

Standard #1: Students

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

Narrative Summary:

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements:

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

Standard #2: Content

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

Narrative Summary:

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach, and recognize that the content is not static but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content-specific practices, processes and vocabulary. They connect the content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements:

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers 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.

Narrative Summary:

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements:

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers 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.

Narrative Summary:

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements:

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

Narrative Summary:

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements:

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

Standard #6: Collaboration and Communication

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

Narrative Summary:

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust.

Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements:

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

Narrative Summary:

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development.

Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and wellbeing by participating in decision-making, initiating innovations for school change and fostering on-going collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically, and addressing concerns related to inequities among students.

Elements:

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

References

This document includes references to the following publications, which informed the development of the Ohio Standards for the Teaching Profession:

- Cotton, K., *Effective Schooling Practices: A Research Synthesis 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory [online], 1995. Available at: <http://www.nwrel.org/scpd/esp/esp95.html>
- Danielson, C., *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1996.

STANDARDS

FOR OHIO'S PRINCIPALS



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

- Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.



Principals support the implementation of high-quality standards based instruction that results in higher levels of

achievements for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio Academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage, and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.



Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.



Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.



Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Introduction

Ohio is in the midst of creating an aligned, standards-based education system in which all of Ohio's students achieve at the highest levels. Ohio has already adopted academic content standards for students. Now Ohio is in the process of adopting standards for education professionals through the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development.

The Ohio Standards for Principals play an essential role in Ohio's standards-based system. Ohio's educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio will not realize its educational goals. Effective principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Principals, Ohio has clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio's principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:

- assist higher-education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

These Standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.

The Ohio Standards for Principals

In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

Goals and Achievement	Conditions	Collaboration and Communication
<p>Standard #1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.</p> <p>Standard #2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</p>	<p>Standard #3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.</p>	<p>Standard #4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.</p> <p>Standard #5: Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being</p>

Ohio Standards for Principals

Standard #1: Continuous Improvement

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

Standard #2: Instruction

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

Standard #3: School Operations, Resources and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard #4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

Standard #5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Standard 1: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Narrative Summary

Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

Elements

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Standard 2: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.**Narrative Summary**

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices. Principals initiate and engage in ongoing, high quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Elements

- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.2 Principals ensure instructional practices are effective and meet the needs of all students.
- 2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- 2.4 Principals know, understand and share relevant research.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.**Narrative Summary**

Schools that achieve high levels of student performance provide a safe orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

Elements

- 3.1 Principals establish and maintain a safe school environment.
- 3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- 3.3 Principals allocate resources, including technology, to support student and staff learning.
- 3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning
- 3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Standard 4: Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Narrative Summary

High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and on-going development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, student, parents and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

Elements

- 4.1 Principals promote a collaborative learning culture.
- 4.2 Principals share leadership with staff, students, parents and community members.
- 4.3 Principals develop and sustain leadership.

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Narrative Summary

Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices, which value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

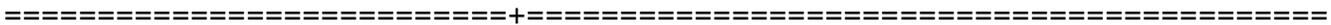
Elements

- 5.1 Principals use community resources to improve student learning.
- 5.2 Principals involve parents and community members in improving student learning.
- 5.3 Principals connect the school with the community.
- 5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

FORMS

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 _____

PRE-APPROVAL OF PROFESSIONAL DEVELOPMENT ACTIVITY

Form: To be submitted **prior** to engaging in PD

(Please refer to Professional Development Activities and Values)

Name:	IPDP Approval Date:
Teaching/Work Assignment:	
District and Building/School Name:	
Location of professional Development:	
Date(s) of Professional Development:	
Location of Professional Development:	
Title of Professional Development (Specific):	
<p>TYPE – <i>Select one or more as appropriate.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Development <input type="checkbox"/> New Program Development and Implementation <input type="checkbox"/> Professional Learning Team/Community Involvement <input type="checkbox"/> Professional educational organization activities <input type="checkbox"/> Professional Written Materials <input type="checkbox"/> Other Development Materials <input type="checkbox"/> Related Work Experience <input type="checkbox"/> Independent study/action research <input type="checkbox"/> District leadership team, LPDC, curriculum development, school improvement <input type="checkbox"/> Other, not listed above: (Specify) _____ 	
Description of PD	
IPDP Goal(s) applicable to this PD	

Number of contact hours:	Number of PDUs requested:
--------------------------	---------------------------

Please turn to page entitled "Evaluation of Approved PD" and check the box or boxes in front of the PD standards you expect to address in this PD experience. Refer to *Professional Development Activities and Value* [available on [Appendix B](#)].

Signature of applicant _____ Date _____

Signature of administrator _____ Date _____

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

Revise/Resubmit

Revision Advice:

-OR-

Approved as written

Approval Signature _____ Date _____

EVALUATION OF PRE-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 *Professional Development Activities and Value* [available at Appendix B]

<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 and 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): _____

Signature of applicant _____ Date _____

Signature of administrator (supervisor) _____ Date _____

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

=====

- Revise/Resubmit

Revision Advice:

-OR-

- Approved as written

Approval Signature _____ Date _____

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

Approved _____ Date_____Initials

Revision _____ Date_____Initials

Name: _____ Date Submitted _____

Present Teaching Assignment _____

	YES	NO	REVISIONS NEEDED
1. The IPDP has been filled out completely.	_____	_____	_____
2. The IPDP is relevant to licenses held and in line with Ohio Standards for Professional Development.	_____	_____	_____
3. The goals of the IPDP are parallel to the needs of the individual, assignment, and district	_____	_____	_____

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

Please: _____ rewrite and resubmit to LPDC

_____ make an appointment with LPDC to discuss your IPDP

Reviewed by the following LPDC Members: _____
(LPDC Chairperson)

Date: _____

Recommendations:

Returned to Employee On: _____

Copies to Remain with LPDC and in Professional Development File

**APPROVAL VERIFICATION FORM
FOR EDUCATORS LEAVING AN LPDC**

This verifies that the attached Individual Professional Development Plan was approved,
and that

Name of educator

Social security number

has completed the following credits toward completion of the plan since the date below:

Date

_____ college/university semester hours

_____ college/university quarter hours

_____ LPDC approved professional development activities (CEUs)

Authorized Signature

Date

Print Name of Authorized Signer

Name of School District

Name of LPDC, if different

LPDC Address

LPDC Contact Person

LPDC Telephone Number

LPDC APPEAL FORM
(Initiated by staff member)

Employee's Name _____ Building _____

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

- _____ Rejection of the IPDP
- _____ Incomplete Plan
- _____ Plan lacks relevance to current assignment
- _____ Goals unrelated to the individual, assignment, and district
- _____ Outcomes for each goal lack clarity
- _____ Insufficient activities and corresponding time
- _____ Evaluation procedures are insufficient
- _____ No evidence of alignment to Ohio Standards for Professional Development

=====

FOR LPDC USE: To be completed and copy sent to individual requesting appeal.

Appeal form received on _____ by _____.

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

PLEASE BE PREPARED WITH SUPPORTIVE DOCUMENTATION

Confirmation of Meeting is to be made within three business days for phoning

_____ at _____.

LPDC USE

Notification of Appeal Hearing Sent on: _____

COMMENTS:

[Dashed box containing LPDC USE section with fields for notification date and comments]