

To log in to MCEC LPDC software: Go to www.mcesc.org. Go to Departments – Human Resources – LPDC. Click on: "LPDC." At the LPDC software log-in screen enter: UN: first initial/last name (no spaces). PW: Password used when logging on to your MCEC computer.

**MONTGOMERY COUNTY EDUCATIONAL SERVICE CENTER
LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE
MCEC LPDC Committee**

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|---|---|
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Dear Educator:

Our local professional development committee (LPDC) is comprised of representatives from Curriculum; Student Programs, Regional Center, and Administration in accordance with state mandates. LPDCs are established to give school districts more involvement in the implementation and approval of professional development requirements for certification/licensure renewal.

Any Montgomery County ESC (MCEC) employee, full or part time, holding an educational license with the Ohio Department of Education is required to develop an Individual Professional Development Plan (IPDP) and submit it to MCEC LPDC for approval before earning credit toward license renewal.

All certificate/licensure renewals must be processed through the Montgomery County ESC LPDC. The LPDC rather than the state certification office is the signatory for certification/licensure renewal. The LPDC cannot approve any **new** certificate or license, only renewals. New credentials go to: <http://education.ohio.gov/Topics/Teaching/Educator-Licensure> identify necessary criteria and log into your SAFE account.

Educators are required to renew their certificate/licensure by developing an individual professional development plan (IPDP) that must be reviewed, approved, and verified by the MCEC LPDC. After the IPDP is approved, the educator implements that plan by engaging in professional development activities to earn credit toward renewal. **The plan must include timeline, 3 goals and how you plan to accomplish the goals i.e., coursework, workshops or conferences. A new plan must be created:**

- 1.) Upon hire or
- 2.) Upon renewal of licensure.

We will accept the CEU's transferred from your previous district upon receipt of the Verification Form for Educators Exiting the LPDC Form. A new plan must be submitted to the MCEC LPDC in order to get credit for activities earned as a Montgomery County Employee. Retiree's and those leaving MCEC must obtain an Approval Verification Form from the MCEC LPDC of completed hours and submit to ODE or their new district when applying for a renewal.

There are two broad categories of professional development (PD) activities: Traditional and Non-traditional. Traditional PD activities include workshops and conferences. Participants typically receive a certificate of attendance verifying the number of contact hours.

Educators also have the option to plan for individually designed PD opportunities to learn new skills, demonstrate leadership or extend learning, for example. These types of customized PD experiences are Non-traditional PD activities. Verification of new learning and contact hours is differentiated depending on the type of activity. Teaching a college course, engaging in educational research or designing and implementing newly learned strategies or skills with students or other

professionals are a few examples of Non-traditional PD activities.

You will find a format for developing your IPDP and for proposing professional development activities. This manual contains details and resources for you to use in developing and implementing your IPDP. Your LPDC is here to help you. If you have any questions, do not hesitate to contact any member of the committee.

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IMPORTANT REMINDERS AND TIMELINES

Please Note:

- All activities and courses must be related to goals.
- Although it is recommended that Traditional Activities be requested a minimum of 14 days in advance of the activity, Non- Traditional Activities must be requested unless otherwise indicated.
- It is recommended that all Final Reports of Activity and Certificates of Attendance offered outside of the MCECSC be submitted within 14 days of completion of the activity. Failure to do so may result in a denial of any credit being granted for the activity.
- Once you have submitted any activity or plan, it is your responsibility to check the status of that request.

***** Educators who have obtained a permanent certificate do not have to develop an Individual Professional Development Plan (IPDP). Permanent certificates remain permanent under the new licensure system. Fingerprints must be done every 5 years.**

3920. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES POLICY

A. PURPOSE AND NUMBER OF LPDCs

1. Local Professional Development Committees (LPDCs) shall be established according to law and State Department of Education guidelines to oversee individuals who wish to pursue licensure or individual professional development plans CEU options for renewal.
2. The school board and administration will determine the number of Local Professional Development Committees in the district, which number shall be at least one and which number may change only from year to year.

B. COMMITTEE MEMBER COMPOSITION, SELECTION, AND TERMS

1. Each Local Professional Development Committee shall be comprised of a minimum of five (5) certificated/licensed members. The committee members shall be representative of the Educational Service Center's employees. Representatives from each of the following shall be appointed by the department administrator: Curriculum, student programs, Regional Center, and administration.
2. Local Professional Development Committee members shall serve three-year terms. There shall be no limit in the number of terms LPDC members may serve.
3. Local Professional Development Committee members may vacate their appointments by giving thirty (30) days advance written notice to the committee chairperson. An LPDC member may be removed from his/her appointment upon the written request of the respective appointing party, or Superintendent followed by a unanimous vote of the remaining members of the LPDC.

4. Vacancies shall be filled for the remainder of unexpired terms in the same manner as original appointments.

C. LPDC CHAIRPERSON AND LPDC DECISION MAKING

1. Each Local Professional Development Committee shall have a chairperson whose duties shall be to facilitate LPDC meetings and to certify and report committee actions to affected parties. The chairperson shall be elected annually by a majority vote of a quorum of the committee.
2. Decision making shall be by majority vote of a quorum of the committee members.
3. A quorum of the committee shall be considered to be at 2-3 members present.

D. TRAINING AND MEETINGS

1. Annually, the district shall provide Local Professional Development Committee members training inservice related to their LPDC duties as needed.
2. Local Professional Development Committee members shall be entitled to meet for the purpose of conducting committee business and meeting committee responsibilities on a regular, as-needed basis. Meetings will be called by the Superintendent or designee.

E. DUTIES OF A LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

1. Each Local Professional Development Committee shall be designated as the committee of record for all certificated/ licensed employees which may include all affected employees, employees assigned to given buildings or instructional levels, administrative employees, and/or former employees who requested to remain part of the LPDC prior to leaving excluding those teachers already served by the EMC LPDC.
2. An LPDC's duty is to receive, review, and evaluate IPDPs for the employees in its charge. IPDP's are required for employee's transition to licensure. It may recommend and accept changes in IPDPs, and accept or reject IPDPs as they are submitted. It shall determine whether or not the given employee has satisfactorily completed the terms and conditions of his/her IPDP. The duties of a LPDC shall be carried out in a reasonable, timely, and equitable fashion.
3. A Local Professional Development Committee shall publish procedures, guidelines and timetables for submission, writing, and completing IPDPs. Such procedures shall outline the appeals process included in this provision.

F. APPEALS

1. In the event a Local Professional Development Committee decides to reject an

IPDP, such decision shall be communicated in writing to the affected employee within fourteen (14) calendar days. Such communication shall include a brief statement as to why the IPDP is being rejected.

2. Likewise, in the event a LPDC decides that an employee has not successfully completed his/her IPDP such decision shall be communicated in writing to the affected employee within fourteen (14) calendar days. Such communication shall

Include a brief statement as to why the Local Professional Development Committee does not believe the IPDP has been successfully completed.

3920. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES (Continued)

3. In either event, the affected employee may request in writing to appear before the Local Professional Development Committee to seek a reconsideration of the LPDC's decision. Such request must be made in writing to the chairperson of the LPDC within fourteen (14) days of the employee receiving notice of the LPDC's decision. A meeting between the affected employee and the LPDC will be arranged by the LPDC chairperson within fourteen (14) days of receipt of the request for an appearance. At that meeting, the employee shall be given a reasonable amount of time to speak with and question the committee. At the end of such time, the LPDC will issue its final determination to either sustain or reverse its earlier decision.
4. Provided the affected employee has utilized the internal appeals process established above, the affected employee may appeal an adverse decision to the Ohio Department of Education. Such appeal must be in writing, copied to the LPDC chairperson, and submitted within fourteen (14) days of receipt of the LPDC's final determination.

G. AUTHORITY

1. A Local Professional Development Committee shall have the authority to set policy and regulations compatible with all of the above, but shall not have the authority to set policy and regulations in conflict with any of the above.
2. Only the procedural elements are subject to challenge via the appeals process.

H. ENABLING PROVISIONS

1. The Local Professional Development Committee members shall serve three (3) year terms. The LPDC shall consist of representatives from: Curriculum & Instruction, Student programs, Regional Center and Administration.
2. Local Professional Development Committee members will be expected to meet their ongoing responsibilities and also do what is necessary to maintain the Local Professional Development Committee.

MONTGOMERY COUNTY EDUCATONAL SERVICE CENTER

MISSION STATEMENT & CORE VALUES

Mission: ~ Visionary Leaders Providing Exemplary Service ~

Core Values ~

- **Integrity** – Demonstrating personal responsibility and ethical standards.
- **Innovation** – Consistently asking “why not” to improve our services.
- **Communication** – Practicing clear and proactive feedback as a prerequisite for successful partnerships.
- **Collaboration** – Working together to create a cohesive and sustainable system.
- **Diversity** – Demonstrating success dependent upon different strengths, interests, ideas, and cultural backgrounds.
- **Wellness** – Recognizing and supporting mental, physical, and emotional well-being among all stakeholders.

MONTGOMERY COUNTY LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE BY-LAWS

The professional classes, workshops, and/or equivalent activities related to primary responsibilities or current areas of certification/licensure are the only options that can be used to satisfy the Ohio Department of Education renewal requirements.

Having plans and activities approved by this committee does not imply that funding will be provided by the district.

Coursework CEU's must be from a previously approved Ohio Department of Education accredited provider or such other providers as are accredited by MCEC LPDC.

The LPDC began accepting relevant university credit hours and CEU's on January 1, 2000.

Previously employed new hires or current employees who hold an Ohio Certificate/License and who have had course work and/ or activities approved by their prior LPDC during their current renewal cycle shall have this coursework and/ or activities approved by MCEC LPDC when accompanied by supporting documentation.

For retirees who have retired prior to the implementation of LPDC committees (September 1, 1998), the MCEC LPDC will accept CEU's earned from the issue date of the expiring certificate to the approval date of the IPDP.

Individual Professional Development Plans and Proposals that are denied may be resubmitted with modification, or appealed. The application or appeal process can be done in writing within 14 calendar days of the rejected plan.

Procedures

1. Individual Professional Development Plans (IPDP) shall be submitted on the LPDC software and evaluated by the LPDC Committee. **An approved IPDP must be on file at least two years prior to the expiration of the certificate/license. The IPDP must be approved before any subsequent activities will be approved.**

This software can be found at www.mcesc.org. To log in to the software your username is your first initial followed by your last name with no spaces and your password is the password used when logging on to MCEC computer unless otherwise provided by IT.

2. It is recommended that requests for any type of professional development activity be submitted online through the LPDC software.
3. All college credit and/or CEUs completed are documented through the LPDC software. A transcript of activities can be viewed or printed as a record of all approved and completed activities. **Individuals are responsible for maintaining their own records.**
4. If the plan/activities require any time away from the workday, prior approval of the responsible administrator is necessary before scheduling those activities, or before submitting the request.
5. The LPDC shall indicate actions taken by way of the LPDC software the same day it is reviewed. The individual is responsible for checking the on-line software for action taken or any communication from the LPDC. When requested activities that are approved by the LPDC will be marked as

"Approved." For any entry marked 'needs additional information', open your activity and go to the comments section to get the information from the LPDC. If revisions are required, the plan or proposal must be resubmitted to the LPDC chairperson within 14 days via the software.

Procedures Continued

6. Documentation – **It is the educator's responsibility** to maintain documentation for the hours spent completing LPDC approved "non-traditional activities" and to submit them to the LPDC chairperson, **upon completion**, for acceptance towards certificate or license renewal. **All documentation will be maintained by the individual.** Documentation for other than college coursework/CEUs from accredited providers shall be assessed on a case by case basis. Completion will not be granted until receipt of documentation.
7. Proposals for 'non-traditional' activities must include the dates of the activity, a detailed description of the activity; including how this activity supports your professional development plan, how it relates to ESC or building goals, how it will enhance your professional growth, and how it impacts your professional role (indicate to which goal in your IPDP it relates). A final report of activity, a log of activities, an implementation activity and other documentation requested at the time of approval shall be submitted to the LPDC within 14 days of completion of the activity for approval.
8. Coursework – College classes or college coursework from accredited institutions shall be submitted on the LPDC software. The submission must include the dates of the course, the name of the college/university, name of course and instructor and the number of credit hours being offered (indicate to which goal in your IPDP it relates). Indicate whether the credit is quarter or semester hours and the format for the course (traditional, online, and video). Include a brief description of the course content. Official transcripts issued by the college or university shall be submitted to the LPDC chairperson, upon completion, for verification toward certificate or license renewal.
9. Workshop/conferences/in-services/staff development must include the name of the event, dates of the event, the scheduled time of the event, and the name of provider and total contact hours requested (indicate to which goal in your IPDP it relates). Conferences, workshops, and inservices offered by approved providers – Certificate of attendance shall be submitted for completion of the activity.

Please Note:

- Any activity that is granted for the first time will not be granted additional credit a second time if the activity is repeated.
- All courses and activities must be related to individual goals.

MCESC LPDC RULES

1. LPDC Bodies - The LPDC's shall be by statute, the official certificate/license body for the Montgomery County ESC and for the student programs.
2. The LPDC shall be composed of 5 members.
3. Length of Term will be from August 1st to July 31st.
4. Meetings - The LPDC shall meet at least monthly while school is in session. If no business is on the agenda, the meeting may be cancelled by the Chairperson.
5. Quorum - a quorum shall be two to three members present in order to conduct LPDC business.
6. Committee Evaluation Process - LPDC committee members shall evaluate each proposal in advance of meeting dates. During meetings the secretary shall compile final evaluations based upon discussions.
7. Approval - Approval of the individual plan (IPDP) or proposal shall require a majority vote of the LPDC.
8. Appeals - Appeals shall be submitted in writing to the chairperson within 14 calendar days after receiving notification of the review. All appeals will be heard at the meeting of the LPDC and will require the educator to be present. A majority of the LPDC will be required to uphold the appeal. The educator will receive written notification of the appeal decision within 14 calendar days after the decision of the committee. Should an educators appeal be denied, that educator has 14 calendar days to file a written appeal to the state.
9. Documentation – **It is the educator's responsibility** to maintain documentation for the hours spent completing LPDC approved "non-traditional activities" and to submit them to the LPDC chairperson, **upon completion**, for acceptance towards certificate or license renewal. **All documentation will be maintained by the individual.** Documentation for other than college coursework/CEUs from accredited providers shall be assessed on a case by case basis. Completion will not be granted until receipt of documentation.
10. Offices of the LPDC - The chairperson shall run and facilitate the meetings. The secretary of the LPDC shall provide minutes of each meeting to the committee members.
11. Elections of the Offices of the LPDC - The LPDC shall elect a chairperson and a secretary at the first

meeting of the year.

12. LPDC Records – LPDC records are maintained on-line on the LPDC software.

13. By-Laws can be revised and changed with a majority vote by the LPDC.

GUIDELINES FOR COMPLETING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) AND REQUESTING PD ACTIVITIES FOR CREDIT ON-LINE

To log in to MCEC LPDC software: Go to www.mcesc.org. Hold cursor on the "Human Resources" Tab. Click on: "LPDC." At the "LPDC" screen, scroll to the bottom of the page and click on "LPDC website". At the LPDC software log-in screen enter: **User Name:** first initial/last name (no spaces). **Password:** Use the password provided for logging onto your MCEC computer unless otherwise provided by IT.

Completing Your Individual Professional Development Plan (IPDP)

LPDC Goals used to develop IPDPs are aligned with the Ohio Standards for the Teaching Profession and the Ohio Standards for Principals. If you have an existing plan, it is not necessary to develop a new one, based on the new goals.

Your IPDP must be developed on line and must include goals (minimum of three goals), a brief description of how you plan to achieve your goals (participation in workshops, conferences or by taking college course) and timelines (beginning at the inception of the plan with MCEC and ending at the end of licensure due date).

IPDP Goals – Goals should be somewhat global and directly related to the work you do and be aligned with the Ohio Standards. Broad – based goals will allow you to complete a variety of types of activities that are relevant to your job role over the timeline of your IPDP. When deciding what goals to include, think about priorities for yourself within your job role. Are there skills you wish to develop, topics you wish to learn more about, priorities for your ESC assignment? What new learning will enhance your professional growth and role? (See Selection of Professional Goals on page 17).

Timelines – Indicate the timeline for your IPDP. The timeline for your IPDP is the same as your licensure renewal cycle unless you are new to the MCEC LPDC. In which case, the plan begins once your new plan has been approved with MCEC LPDC. When you have renewed a license, a new IPDP must be developed for the new renewal cycle before any credit will be granted.

Developing and Submitting the IPDP Online for Approval

Once you are logged into the LPDC software (see box at top of page), you will be at the "Home Page". Your name and building assignment will appear on the tab on the left of the page.

Create a New Plan

A new plan must be created:

- Upon hire
- Upon renewal of licensure.

We will accept the PD hours transferred from your previous district upon receipt of Verification Form for Educators Leaving an Ohio LPDC. A new plan must be submitted to the MCEC LPDC in order to get credit for activities earned as a Montgomery County Employee.

If you are creating an IPDP with Montgomery County for the first time, or creating a new plan at the beginning of a licensure renewal cycle, click on the "Create a Plan" button. At that screen, be sure the school year matches the one in which you want to create a plan then, click "Next". Click on a category to bring up a screen with boxes for you to use to select your goal for that area and the timeline for your IPDP. Once you have selected at minimum of three goals, click the "Save" and then "Submit for Review" buttons. You may want to print a copy of your plan for your records.

Find an Existing Plan

At the left side of the screen, click on "Plan" to bring up a list of plans you have submitted. This screen gives you information about the date you created the plan and the LPDC status of that plan. You must have an approved plan in place before LPDC can act on or you can begin any PD activities.

GUIDELINES FOR COMPLETING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) ~ Continued

If you have submitted a new plan for approval, it is the educator's responsibility to check through the LPDC software to see if the Plan status has changed or if LPDC needs additional information or clarification. A plan status of "Not Approved" or "Review 2" means you should look in the comments section for details about information or clarification LPDC is requesting. Reminder – PD Activities will not be approved by LPDC until an approved IPDP is in place.

Professional Development (PD) Activities

The purpose of professional development is to engage in activities that afford the educator with opportunities for new learning that enhance his/her ability to contribute to the continuous improvement efforts in the district, building or within his/her job role. The educator's IPDP describes the particular goals that person intends to accomplish toward this end. Each individual PD activity must be approved by the LPDC, in order for the educator to be awarded credit once the activity is completed and verification received by the LPDC.

In implementing the IPDP, the educator selects PD activities in which to engage that meet all of these criteria:

PD activity requested:

- aligns with goal(s) in the IPDP
- aligns with the goals of the educator's district, building, department or job role
- provides the educator with experiences that result in new learning
- aligns with standards for High Quality Professional Development

PD activities that do not meet all of these criteria may not be approved, or LPDC may request additional information to clarify how the PD activity meets these criteria. These criteria apply to all PD Activities submitted for LPDC approval.

There are two broad categories of professional development (PD) activities: Traditional and Non-traditional. Traditional PD activities include college coursework, workshops and conferences. Participants typically receive a certificate of attendance from the PD provider verifying the number of contact hours.

Educators also have the option to plan for *individually designed* PD opportunities to learn new skills, demonstrate leadership or extend learning, for example. These types of customized PD experiences are Non-traditional PD activities. Verification of new learning and contact hours is differentiated depending on the type of activity. Teaching a college course, engaging in educational research or designing and implementing newly learned strategies or skills with students or other professionals are a few examples of Non-traditional PD activities.

See the "Documentation for Professional Development Activities" chart beginning on p. 20 for additional information.

Submitting Requests for Traditional PD Activities

To request a Traditional PD Activity for approval for CEUs or college credit, log on to the LPDC software. Then click on the "Propose Activity" button. **It is recommended that the activities are submitted at least 14 days prior to the activity.** At the Activity screen, choose the correct school year and choose the type of Traditional Activity ("Inservice/Staff Development/ Workshop" or "College Course" or Professional Conference) from the drop down list. Next, you will type in the exact title of the event.

GUIDELINES FOR COMPLETING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) ~ Continued

Look in the "Comments" box on the screen for direction or information from the LPDC. It is the educator's responsibility to check on the status of the activity and provide additional information when requested. It is important to follow up and check on the status of activities submitted for LPDC. If additional information is requested, act promptly to avoid having credit denied. The title for a given activity should be used to refer to this same activity for any follow-up or documentation. Then click the "Next" button.

Enter in the number of CEUs you are requesting for this event. (1 contact hour = 0.1 CEU). In the "Description" box type a brief description of the content, theme, intended learning outcomes, etc. about the event you are requesting to attend. Include the location and dates of the event. If this event involves multiple dates, list all of them here.

Next, enter in the start date of the activity. Only one date (the start date) can be entered. If the event includes multiple dates, list those in the "Description" box. In the next box list the name of the provider, organization sponsoring the event or university awarding credit. The provider is the organization, entity, school district or institution that will provide verification of attendance and contact hours.

Include a statement explaining how this event aligns with your IPDP (indicate which goal(s)). In the next field describe how this event will enhance your job role with MCEC. In the next field provide a statement explaining what new learning will result. In the next field indicate "yes" or "no" that the event aligns with High Quality Professional Development (HQPD). For more information about HQPD go to www.ode.state.oh.us and search on key word "High Quality Professional Development." Be sure you have provided enough detail about the event's content so that LPDC can determine if it in fact does align with the goal(s) in your IPDP you selected and how and what new learning will result.

Be sure to "save" the request and print it for your records. Then click the "submit for review" button.

After the LPDC has reviewed your request, the activity will be designated as "approved, need additional information, or not approved". "Approved" status will be changed to "completed" upon documentation of completion of the activity such as certificates of attendance or transcripts. To check the status of an activity submitted for approval, log in to the LPDC software, put your cursor on "My Pages" and choose "Activities" from the list that pops up. The status of the activity after LPDC action is in the window to the right of the activity type. If the activity is "Approved" proceed with your plans as described when you submitted it and submit/Upload & save the Certificate of Attendance or transcript once the event is completed. If "Need Additional Information" or "Not Approved" appears as the status, open the activity by putting the cursor in the Title denied.

Submitting Requests for Non-traditional Professional Development Activities

Non traditional activities must be approved **prior to beginning the activity UNLESS indicated "Not Needed"**. Please review the Non-traditional activities Log for information required for the Non-traditional activity selected.

All Non-traditional PD Activities must be requested online using the LPDC software. To request a Non-traditional PD Activity for approval log on to the LPDC software. Then click on the "Propose Activity" button. **It is recommended that you submit the activity at least 14 days prior to the activity.** At the Activity screen, choose the correct school year and choose the type of Non-traditional Activity from the drop-down list. See the Non- Traditional Activities Template on pages 15 & 16 for a complete list. Next, you will type in the exact title of the activity. Remember this title – it should be used to refer to this same activity for any follow-up or documentation. Then click the "Next" button. Enter in the number of CEUs. 1 contact hour = 0.1 CEU.

GUIDELINES FOR COMPLETING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) ~ Continued

In the "Description" box type a complete description of what you are proposing to do. Include the locations and dates where various events associated with the requested activity will take place (e.g., committee meetings, classroom observations, presentations made, workshops taught, etc.). If there are multiple dates, please list them in the description. Next, enter in the start date of the activity. Only one date (the start date) can be entered. If the event includes multiple dates, list those in the "Description" box.

In the "Name of Provider" box, enter "self" for non-traditional activity requests. Include a statement explaining how this event aligns with your IPDP (indicate which goal(s). Be sure you have provided enough detail about activity content so that LPDC can determine if it in fact does align with the goal(s) in your IPDP that you selected. In the next field, briefly describe how this activity will enhance your job role with MCEC. Next, describe what new learning will result from you completing this activity. In the next field, please answer "yes" or "no" to "aligns with HQPD". Lastly, be sure to "save" the request and print it for your records if you like. Then click the "submit for review" button.

After the LPDC has reviewed your request, the activity will be designated as "approved, need additional information, or not approved". "Approved" status will be changed to "completed" upon documentation of completion of the activity. To check the status of an activity submitted for approval, log in to the LPDC software, put your cursor on "My Pages" and choose "Activities" from the list that pops up. The status of the activity after LPDC action is in the window to the right of the activity type. If the activity is "Approved" proceed with your plans as described when you submitted it and submit the documentation requested for that activity once it is completed. A list of Implementation Activities is located on the chart beginning on page 15. LPDC may request additional documentation.

If "Need Additional Information" or "Not Approved" appears as the status, open the activity by putting the cursor in the Title and look in the "Comments" box on the screen for direction or information from the LPDC. **It is the educator's responsibility to check on the status of the activity and provide additional information when requested.** It is important to follow up and check of the status of activities submitted to LPDC. If additional information is requested, act promptly to avoid having credit be denied.

After the Non-traditional PD Activity is completed, submit the Final LOG/Report of Non-traditional Professional Development Activity with all documentation requested, within 14 days of completion. A

log of activities and an implementation activity documenting new learning shall be included in your final report. **Submit a copy of the required documentation to the Director of Human Resources.**

PLEASE NOTE: Any activity that does not provide a certificate of attendance or a transcript is considered a Non-traditional activity and must be pre-approved UNLESS indicated "NOT NEEDED".

Non - Traditional Professional Development Activity Reporting

Final Report of Non-traditional Professional Development Activity

NAME _____ Department _____

Date Activity Completed _____ Date Final Report Submitted _____

***Please Note: It is recommended that the Final Report Be Submitted Within 14 Days of Activity Completion.**

1. Non-Traditional Activity

Print out a copy of your approved non-traditional professional development activity request from the LPDC software and attach.

2. Implementation Activity/Personal Reflection Paper

An implementation activity is required that makes use of the information, experience or product generated by this Non-traditional activity within your job role. The implementation is described in a personal reflection paper that also describes how you did or plan to implement new learning. Use the template on pages 15 & 16 as a guideline to complete the activity.

3. Log of Activities

The log of activities documents the dates, the various types of activities engaged in as you completed the Non-traditional activity and how much time you spent in each instance. See the LPDC Non - Traditional Activities Template for guidance.

**Non - Traditional Professional Development Activity Reporting
LPDC Non – Traditional Activities Template**

| NTA # | Approval Activity | Value per Implementation Activity | Maximum Credit Per Licensure Cycle | NTA Proposal Form Required | Type of documentation required upon completion of activity | Criteria/ Restrictions |
|-------|--|--|------------------------------------|---------------------------------------|---|--|
| 1 | Mentor Teacher | First yr. teacher: 60 CH Second yr. teacher 30 CH | 60 contact hours per cycle | Not needed | Verification letter from Bldg. Administrator | Must be mentor through MCECSC Resident Educator Program |
| 2 | Professional Committee | Professional Committee to be determined through scope of task | 60 contact hours per cycle | Not needed | LPDC Documentation Log/certificate from committee chairperson | Must be service on district, local, county, state, or national committee |
| 3 | Official MCECSC Curriculum Committee – Alignment and/or Textbook Selection Committee | 30 contact hours per activity | 60 contact hours per cycle | Not needed | LPDC Documentation Log/certificate from committee chairperson | Must be service on local official committee only |
| 4 | Grant Writing | 20 contact hours per activity | 60 contact hours per cycle | Must be submitted prior to completion | Copy of completed grant | Includes planning, preparation only, not management of grand; is not dependent upon award. |
| 5 | Commercial Publication of Original Work | .Book: 90 CH .Newspaper repeated: 60CH .Chapter/Article: 30CH | 90 contact hours per cycle | Must be submitted prior to completion | Copy of submission ready DRAFT w/publishing contract or finished work | Must contribute to the education profession |
| 6 | School Based initiative(e.g. approved BLT, TBT meetings or school improvement initiatives/pilots | 10 contact hours per activity | 60 contact hours per cycle | Must be submitted prior to completion | LPDC Documentation Log | Work must be authorized by building principal or department head |
| 7 | Peer Observation for Professional Growth | Actual time for observation | 10 contact hours | Not needed | LPDC Documentation Log | Must be related to IPDP and not part of an official mentoring program |
| 8(a). | National Board for Professional Teaching Standards | .Certification granted:180 CH .Completion of all requirements 60 CH .Take 1 completion 10 CH | 180 contact hours | Not needed | National Board Certificate or letter from NCPTS must be attached | Must be related to IPDP |
| 8(b). | Master Teacher Program Completion | 180 contact hours | 180 contact hours | Not needed | Master Teacher Designation | Must be related to IPDP |
| 8(c). | Partial completion of Master Teacher Program | Log of hours | Hours logged | Not needed | Documentation Log | Must be related to IPDP |
| 8(d). | Renewal of Master Teacher or National Board Certification | 40 Up to contact hours | Hours logged | Not needed | Documentation of Record | Must be related to IPDP |
| 9 | Professional Certification – NOT NBPTS | 60 contact hours | 60 contact hours | Must be submitted prior to completion | Certificate of completion | Must be in area of individuals licensure and related to IPDP |
| 10 | Cooperating Teacher for Student | Phase III - 20 CH Phase II – 10 CH | 60 contact hours per cycle | Not needed | Verification letter from building administrator | None |

**Non - Traditional Professional Development Activity Reporting
LPDC Non – Traditional Activities Template Continued**

| NTA # | Approval Activity | Value per Activity | Maximum Credit Per Licensure Cycle | NTA Proposal Form Required | Type of documentation required upon completion of activity | Criteria/Restrictions |
|--------------|---|--|--|--|---|--|
| 11 | Teaching a college course | 30 contact hours per semester | 90 contact hours | Must be submitted prior to completion | Official University Signature of Dean | One course maximum per cycle |
| 12 | Professional Presentation (In-service, workshops etc.) | Presenter may receive documented prep hours for each topic plus hours for presentation | 90 contact hours per cycle 30 contact hours per topic | Must be submitted prior to completion unless requested by administrator | Program brochure or agenda required If requested by an administrator must have signature | Applies to each presentation of a topic in each licensure cycle Prep hours awarded once per cycle |
| 13 | Educational Project which produces a final product | Up to 20 contact hours | 60 contact hours | Must be submitted prior to completion | LPDC Documentation Log final product portfolio | Must be related to IPDP Includes hours for planning and preparation only |
| 14(a). | Self- directed Educational Development that leads to new learning | 20 contact hours | 60 contact hours | Must be submitted prior to completion | Portfolio w/reflection summary | Must enhance one's work professionally and requires written report/portfolio; may include activities such as professional reading, research, and must be related to IPDP |
| 14(b). | Educational Travel | 20 contact hours | 60 hours | Must be submitted prior to completion | Portfolio w/ reflection summary | Must enhance ones work professionally and requires written report or portfolio; must relate to IPDP |
| 14(c). | Class Audit | Semester hour equivalent | Non | Must be submitted prior to completion | Official Transcript | Must relate to IPDP |
| 14(d). | Book Study | Up to 30 contact hours per book | 60 contact hours | Must be submitted prior to completion | Documentation Log/reflection summary | Must relate to IPDP |
| 15 | School Based initiative(e.g. DLT, school improvement initiatives/pilots | 10 contact hours per activity | 60 contact hours per cycle | Must be submitted prior to completion | LPDC Documentation Log | Work must be authorized by building principal or department head |

Individual Professional Development Plan Selection of Professional Goals

Your IPDP may include goals taken from the following areas: Use this guide in developing the goals that reflect the needs of you, your students, and the ESC or department and will afford you the opportunity to gain new learning that aligns with the continuous improvement goals of your ESC, district, building, department and/or job role.

Standard 1

Students: Effective teachers understand student learning and development and respect the diverse students that they teach

- To acquire deeper knowledge of how students learn and of the developmental characteristics of age groups
- To enhance understanding of what students know and are able to do and how to meet the needs of all students
- To model for others an expectation that all students will achieve to their full potential
- To model for others respect for students' diverse cultures, language skills and experiences
- To enhance the recognition of characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identifications, and instruction and intervention.
- To acquire further skill in: _____

Standard 2

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

- To support teachers' depth of knowledge about the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction
- To enhance teachers' understanding and use of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline
- To acquire additional understanding of school and district curriculum priorities and the Ohio academic content standards
- To understand the relationship of knowledge within the one discipline to other content areas.
- To model for teachers how to connect content to relevant life experiences and career opportunities
- To acquire further skill in: _____

Standard 3

Assessment: Teachers understand and use varied assessment to inform instruction, evaluate and ensure student learning

- To expand and deepen knowledge about assessment types, their purposes and the data they generate
- To guide teachers in selecting, developing and using a variety of diagnostic, formative and summative assessments

- To develop additional skill in analyzing data to monitor student progress and learning, and for planning, differentiating and modifying instruction
- To lead teachers in collaborating and communicating about student progress with students, parents and colleagues

IPDP Selection of Professional Goals

- To coach teachers to involve learners in self-assessment and goal setting to address gaps between performance and potential
- To acquire further skill in: _____

Standard 4

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

- To support teachers in aligning their instructional goals and activities with school and district priorities and Ohio's academic content standards
- To enhance teachers' skill in using information about students' learning and performance to plan and deliver instruction that will close the achievement gap
- To coach teachers in how to communicate clear learning goals and explicitly link learning activities to those defined goals
- To assist teachers to apply knowledge of how students think and learn to instructional design and delivery
- To enhance skill in modeling for teachers various strategies to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- To support teachers to create and select activities that are designed to help students develop as independent learners and complex problem solvers
- To acquire skills in using resources effectively, including technology to enhance student learning
- To acquire further skill in: _____

Standard 5

Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students

- To gain knowledge in treating all students fairly and establishing an environment that is respectful, supportive and caring
- To support teachers in creating an environment that is physically and emotionally safe
- To coach teachers in how to motivate students to work productively and assume responsibility for their own learning
- To developing skills in supporting teachers to create learning situations in which students work independently, collaboratively and/or as a whole class
- To coach teachers in maintaining an environment that is conducive to learning for all students
- To acquire further skill in: _____

Standard 6

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

- To enhance skills to communicate clearly and effectively

- To coach teachers to share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health
- To collaborate effectively with other professionals, teachers, administrators and school and district staff
- To collaborate effectively with local community and community agencies, when and where appropriate, to promote a positive environment for student learning
- To acquire further skill in: _____

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

IPDP Selection of Professional Goals

- To understand, uphold and follow professional ethics, policies, and legal codes of professional conduct
- To take responsibility for engaging in continuation, purposeful professional development
- To act as an agent of change who seeks opportunities to positively impact teaching quality school improvement and student achievement
- To acquire further skill in: _____

Ohio Standards for Principals

IPDP Selection of Professional Goals for Principals

Standard 1

Continuous Improvement: Administrators help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals

- To acquire skill to support or to lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff
- To develop skill to support or lead the change process for continuous improvement
- To enhance ability to anticipate, monitor and respond to educational developments that affect school issue and environments
- To acquire further skill in: _____

Standard 2

Collaboration: Administrators establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students

- To deepen knowledge about how to promote a collaborative learning culture
- To model shared leadership with staff, students, parents and community members
- To develop and sustain leadership
- To acquire further skill in: _____

Standard 3

Instruction: Administrators support the implementation of high quality standards based instruction that results in higher levels of achievement for all students

- To coach administrators/teachers to ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district

- To deepen knowledge about strategies for ensuring that instructional practices are effective and meet the needs of all students
- To coach administrators/teachers in advocating for high levels of learning for all students, including students identified as gifted students with disabilities and at-risk students
- To acquire further skill in: _____

Standard 4

Parent and Community Engagement: Administrators engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being

- To support administrators/teachers in using community resources to improve student learning
- To coach administrators/teachers in involving parents and community members in improving student learning
- To deepen knowledge about strategies to connect schools with their communities

Ohio Standards for Principals

IPDP Selection of Professional Goals for Principals

- To increase knowledge about the use of culturally responsive practices, which acknowledge and value diversity
- To acquire further skill in: _____

Standard 5

School Operations, Resources and Learning Environment: Administrators allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- To enhance ability to establish and maintain a safe school environment
- To deepen ability to create a nurturing learning environment that addresses the physical and mental health needs of all
- To improve skill to allocate resources, including technology, to support student and staff learning
- To enhance knowledge of procedures and practices to support staff and students and establish an environment that is conducive to learning
- To acquire further skill in: _____

Please Note:

*The LPDC may require additional documentation of specific activities. As a reminder, 18 CEUs or 6 semester hours is required to renew your license. 1 clock hour = 0.1 CEU.

*Ohio Department of Education equates 45 clock hours to 3 semester hours.
45 clock hours = to 9CEUs. (Highly Qualified Teaching Staff)

It is the educator's responsibility to review their license upon each renewal to ensure that the Ohio Department of Education has not added **specific restrictions to the license itself for renewal i.e., the completion of 6 semester hours in Phonics/Reading.*

Conversion Chart

| <u>Semester Hours</u> | <u>Quarter Hours</u> | <u>C.E.U.</u> |
|-----------------------|----------------------|---------------|
| 1/3..... | .5..... | 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 |