

Licking Regional Educational Service Center

LPDC

Local Professional Development Committee Handbook



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Important points to remember:

- You must have an approved IPDP before submitting contact hours.
- Contact hours older than 13 months from the completion of the activity will not be converted to CEUs.
- When submitting contact hours for conversion to CEUs:
 - You will need to go to the Kiosk and follow the prompts. Make sure you click on submit to the committee for final approval when you are finished. Do not send to your director!
 - You must attach attendance verification documents.
- If you believe you could be attending professional development for which certificates of attendance might not be provided, your LPDC is providing a “generic” certificate for you to take with you. The certificate can be found on our website. Navigate to the “LPDC” webpage under the “Staff Resources” tab. Please complete the certificate of attendance and have the facilitator or a representative of the presenting agency sign it.
- Once your initial 5-year Professional License is issued, an Individual Professional Development Plan (I.P.D.P.) must be submitted no later than October 31.
- IPDPs can be revised at any time on the kiosk.
- Again, coursework and/or professional development activities will not be approved if completed prior to the approval of your IPDP.
- Certificate/license renewal should be completed by June 30 of the year it expires.
 - “The treasurer of a board of education may not draw a check for the payment of compensation to a teacher until such treasurer has received from the superintendent a written statement that the teacher has filed a valid educator’s license, or true copy of such license. The statement from the superintendent of schools must show that the license is a proper license for the grades and subjects to be taught, and the dates of its validity. As an exception to this general rule, however, a treasurer is permitted to pay a teacher for services rendered during the first two months of his initial employment with the school district, provided that (1) the teacher is the holder of a bachelor’s degree or higher, and (2) the teacher has filed an application with the State Board of Education for a provisional or professional license.”

Educators who are Licensed by Other Professional Boards

Under the 1998 Standards,

physical therapists
school social workers
audiologists
speech-language pathologists
school nurses
occupational therapists

are **required** to maintain licensure through the other professional board in that area. In order to renew Department of Education licenses, these educators **MUST** maintain their other board license. By doing so, they meet all Department of Education renewal requirements and therefore do not need to work through the LPDC for CEU's.

License Renewal Process

To renew a license every five years, 180 hours are needed.

This can be accomplished by:

A. 6 semester hours (9 quarter hours)

- 1 semester credit equals 30 hours
- 1 quarter credit equals 20 hours
- Course work must be related to classroom teaching and/or the area of licensure

OR

B. 18 Continuing Education Units (180 contact hours)

- 1 C.E.U. equals 10 hours
- Must be actual time on task at chosen activity (i.e. excludes lunch break, travel time, preparation time)

OR

C. 180 hours of **pre-approved** equivalent activities

- See pages 12-13 for detail examples

OR

D. Course work or C.E.U.'s or other **pre-approved** equivalent activities

LICKING REGIONAL E.S.C.

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

We Believe

- our job is to support quality professional development.
- you are professionals and do your job well.
- you exercise good judgment in the selection of professional development opportunities which relate to your goals and can be incorporated into annual requirements for goal setting. The LPDC therefore does not require prior approval of contact hour experiences or contact hour providers.
- you have plenty to do and don't want to spend any more time on paperwork than necessary.

Philosophy

- These are beliefs and values of the Licking Regional Educational Service Center as reflected in our philosophy and mission:
 - service and leadership that will maximize each student's achievement
 - a professional staff that models leadership and excellence
 - cooperative programming and educational networking
 - The logo and slogan of the Licking Regional Educational Service Center indicate that we believe that we are A VITAL LINK, MAKING A DIFFERENCE TOGETHER.
- The nature of professional development at the L.R.E.S.C. reflects the beliefs and values of our mission as we:
 - enhance, enrich, and encourage professional growth
 - support or enhance current job expectations
 - meet or renew job requirements
 - lead to attaining long-range professional goals for the individual
- The benefits of the Licking Regional E.S.C. Local Professional Development Committee are:
 - support and encouragement for staff members as they try a variety of professional development strategies to meet the mission of the L.R.E.S.C.
 - setting quality guidelines for staff members seeking to improve their professional performance.
- Professional development improves practice as the educator keeps his/her eyes on increased student achievement and the needs of the Licking Regional E.S.C. and its mission.

Purpose

The purpose of the Licking Regional E.S.C. Local Professional Development Committee is to:

- support and encourage participation in quality professional development activities
- oversee the renewal of licenses of certificated staff members of the Licking Regional E.S.C.
- create a process for converting professional development contact hours into continuing education units (CEUs)
- determine whether course work or equivalent other professional development activities related to teaching and/or the area of licensure meet the requirements of the Teaching and Licensure Standards.

Local Professional Development Committee Structure

- The committee consists of five voting members, a superintendent's liaison, and secretary.
- Three teachers are elected by the E.S.C. staff teachers.
- Two administrators are elected by administrators. This includes supervisors, consultants, coordinators, treasurer, directors, and school psychologists.
- The superintendent's liaison and secretary are appointed by the E.S.C. Superintendent.

Local Professional Development Committee RESPONSIBILITIES

Members of the Licking Regional E.S.C. Local Professional Development Committee will:

- promote and encourage quality professional development for all certificated staff members.
- oversee license renewal for staff members.
- conduct the work of the committee in a professional manner.
- excuse themselves from voting on their own certificate/license renewals.
- establish the agenda for the next meeting at the conclusion of each meeting.

Qualifications to be a committee member of the LPDC

- Be a full time employee of the Licking Regional Educational Service Center. Full time is defined as 28 or more hours a week or 121 or more days a year. Hold the job position determined by the vacancy (teacher for teacher position; administrator for administrator position)
- Willingness to meet the responsibilities for LPDC committee members as described in our guidelines.

Attendance

- Members are expected to attend all meetings and to arrive on time and stay for the scheduled length of the meeting.
- Meeting dates and time will be established in advance with an annual calendar.
- If committee members are unable to attend a meeting they must contact the facilitator as soon as possible. Four voting members must be present for the work of the committee to be conducted.
- Members may not miss more than three meetings per year. If an emergency requires that a member must miss some or all of a meeting, he/she is responsible for contacting the facilitator for a meeting update.

Meeting Schedule

- The Licking Regional E.S.C. Local Professional Development Committee will meet at least four times a year according to the publicized meeting schedule.
- Additional meetings will be held at the discretion of the LPDC
- The LPDC will not schedule a July meeting.
- The committee empowers the facilitator and the secretary to approve last-minute certification renewals during the summer when the committee is not scheduled to meet.

Training to become a member of the LPDC

- The superintendent's liaison will assign a mentor to new members.
- Mentors will provide an orientation prior to the first meeting and will serve as a mentor through the first year.

Compensation for the LPDC

- Compensation for the members of the Licking Regional LPDC may be earned as a stipend or compensatory time. The stipend is earned at the rate of \$25.00 per hour not to exceed 40 hours or \$1000.00 per year. For compensation purposes, the year is defined as August 1 to July 31.
- Compensatory time is earned under the guidelines established in Governing Board policy and is used only with the supervisor's permission.
- No additional compensation will be paid for LPDC members working during their regularly scheduled contract day/year.
- Participants may choose to be compensated with a stipend or compensatory time, or a combination of the two. The secretary will keep a record of committee time accrued by LPDC members.
- Payment for the previous year will be made before June 30. Compensation guidelines will be reviewed at the end of each school year.
- Committee members may request mileage, office supplies, secretarial services, and duplicating as needed for the work of the committee.

LPDC Election Details and Timeline

Each three year term of office runs from August 1 through July 31.

February 28/29

Via e-mail, offer the opportunity to stand for election; identify if the opening is for a teacher or administrator. To declare candidacy & get name on the ballot, contact the Superintendent's liaison before March 15.

March 31 Ballots e-mailed, to be returned by April 15.

April 30 Before April 30, notify all candidates of the election results by phone. Results will be announced via e-mail.

August 1 Before first meeting after August 1, orientation of new LPDC members with the facilitator.

Vacancies on the Committee

The superintendent or his/her liaison shall appoint a replacement to fill any vacancy on the LPDC except in the case of vacancies among the elected classroom teacher members which shall be filled by vote of the remaining members of the committee so selected. (In other words, teacher members will vote to select the teacher to fill a vacancy.) In order to be fairly represented, a teacher from each program (PS, MD, ED) will serve on the LPDC

Responsibilities of the Chair

The chair of the LPDC is chosen by the elected members through consensus.

Responsibilities of the chair:

1. plan the meeting agenda with the superintendent's liaison
2. lead meetings
3. confer with the liaison to determine if meetings should be cancelled when the minimum required attendance is in question
4. work with the LPDC to plan the next meeting's agenda

Responsibilities of the Superintendent's Liaison

The superintendent's liaison is appointed by the superintendent.

1. plan the meeting agenda with the chair
2. confer with the chair to determine if meetings should be cancelled when the minimum required attendance is in question
3. train and mentor new members for a period of one year
4. record proposed changes to the LPDC handbook, staff communications, and/or LPDC processes

Responsibilities of the Secretary

The secretary is appointed by the superintendent and records the work of the LPDC

1. attend meetings and keep minutes of decisions made by the LPDC
2. maintain records of the work of the Licking Regional E.S.C. Local Professional Development Committee and E.S.C. staff members
3. notify E.S.C. employees each fall regarding certificates expiring the following June.
4. record attendance of LPDC members.
5. post current LPDC members and meeting dates to the ESC website.

Communication

- The procedures of the Licking Regional E.S.C. Licking Professional Development Committee will be communicated to certificated staff through informational meetings as well as in writing.
- Questions/concerns of any staff member may be directed to any LPDC member.
- Information about the LPDC will be provided to other LPDCs, the community, and the state of Ohio, upon written request.

Decision-Making Process

- The Licking Regional E.S.C. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE will make its decisions through consensus. Consensus means that after discussion, most team members agree with a particular decision and that those who disagree are willing to accept the decision and try to make it work.
- In the event of a deadlock regarding the license renewal of an employee, the LPDC will prepare a list of the issues/concerns to be addressed and invite the applicant to address the LPDC regarding those issues at the next regularly-scheduled meeting.
- The Licking Regional E.S.C. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE will meet regularly according to their publicized meeting schedule.
- Emergency meetings will be held at the discretion of the LPDC.

Record Keeping

The LPDC will maintain the following records:

1. The LPDC secretary will maintain a record of certificates and licenses held by each certificated employee. (This information is on the Kiosk).
2. The LPDC secretary will identify the certificate or license under which each educator is currently employed.
3. Contact hours will be submitted and kept on the Kiosk.
4. The Individual Professional Development Plan will be submitted and approved on the Kiosk and a copy will also be available there.

Administrators' Renewals

Amended House Bill 770 provides for the following change in procedure for administrators' license renewals:

- Whenever an administrator's coursework plan is being discussed or voted upon, the LPDC shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.
- A person wishing to employ this procedure may ask any LPDC administrator member to request that decisions about the administrator's coursework plan be addressed by an administrator majority.
- This request needs to be made before the LPDC meeting and be announced by the administrator representative at the beginning of the meeting's agenda.
- Teacher members will determine which one of them will participate as the voting member.

Appeal Process

- If an educator disagrees with a decision made by the Licking Regional Educational Service Center Local Professional Development Committee, the educator may meet with the LPDC for discussion involving his/her case or reconsideration of that decision. This meeting will serve to help both the educator and the LPDC gain a better understanding of the other's perspective.
- If, after the reconsideration process has taken place, the LPDC and the educator are still unable to come to agreement, a third party panel will review the decision.
 - The LPDC will select one certificated/licensed educator who is not a member of the LPDC;
 - One certificated/licensed educator will be selected by the educator,
 - A third certificated/licensed educator will be agreed upon by the other two panel members.
 - These three individuals then function as a review panel to consider the LPDC decision and either uphold it or overturn it.

EMPLOYEE RESPONSIBILITIES

Reciprocity with other LPDCs

■ Employees entering employment with the Licking Regional E.S.C.

1. We believe that Local Professional Development Committees should make a collegial effort to support and maintain quality teachers and administrative personnel. The Licking Regional E.S.C. LPDC pledges our support to work with other LPDCs to ensure that no educator is penalized by the LPDC system. In the spirit of collegiality, when an educator takes employment in our E.S.C., we will honor the work he/she previously completed which was verified by the former LPDC

■ Process for submission of documents from previous district's LPDC

1. Submit CEU Approval Verification Form from previous LPDC
2. Align your current Individual Professional Development Plan with the mission of the Licking Regional E.S.C., its program goals, student needs, and needs of the educator.
3. The Individual Professional Development Plan should be submitted for LPDC approval within 30 days of employment or no later than October 31.
 - Coursework and/or professional development activities will not be approved if completed prior to the Licking Regional E.S.C. LPDC approval of your I.P.D.P.
4. Any staff member needing assistance with this process should contact any LPDC member.

Employees terminating employment with the Licking Regional E.S.C.

Employees leaving the employment of the Licking Regional E.S.C. should contact the LPDC in writing and request a **CEU Approval Verification Form** be completed.

Submission of all Paperwork

All paperwork should be submitted directly on the Kiosk and in the case of IPDP submission, will be signed off by your supervisor. Continuing education units should be submitted to the LPDC for final approval via the Kiosk.

Renewing Your License

Process for renewing a license expiring in June of the current school year:

1. All renewals are done online through Ohio Department of Education's website. Our LPDC IRN number is 013966. You need to enter this number to direct your application to our ESC for signature.
2. You may need to complete a BCII &/or FBI background check (as a continuing employee, FBI checks are required once every 5 years).
3. You will need a credit or debit card to pay for your transaction.

Please submit your renewal in a timely fashion. All licenses expire June 30 of your 5th year.

Timeline for Creating the Individual Professional Development Plan

1. Once an employee has received a 5-year professional license under which he/she is employed, an Individual Professional Development plan must be created in accordance with Local Professional Development Committee guidelines within the first 30 days of the next contract year.
 - Coursework and/or professional development activities will not be approved, if completed prior to the approval of your I.P.D.P.
 - The supervisor must give approval for the I.P.D.P. and any revisions by approving/signing on the kiosk.
 - Annual goal setting with your supervisor for evaluation purposes can be a significant part of your Individual Development Plan. It is the committee's intention that these two processes be blended into a single process as much as possible.

Guidelines for Developing an Individual Professional Development Plan

1. Briefly describe your present job.
2. Briefly describe 2 or 3 long term goals. These goals should exceed your normal job requirements and/or educational requirements needed to maintain licensure.
3. Select the strategies you will use to attain your goals.
4. Select the accountability method(s) you will use for documenting professional learning

Considerations for Goal Setting

- As I plan my goals, what information or data should I consider in relation to my area of certification or licensure, to my students' needs, to my district and building improvement plans and to my professional aspirations?
- How can I use the data I have gathered to define my learning needs and develop my IPDP goals?
- Are my IPDP goals focused on my learning knowledge, skills and strategies that will help me improve my practice?
- Do my IPDP goals reflect a balance between personal and professional considerations?

Earning CEUs for Equivalent Other Activities

- Equivalent other activities (EOAs) must **be preapproved** by the Local Professional Development Committee.
- To earn EOAs, the educator must have an approved Individual Professional Development Plan.
- Your supervisor's signature of approval is required for your EOA project.
- The EOA proposal must include information in which the educator describes how the EOA will impact his/her performance and/or students in the classroom.
- EOA projects can be revised and resubmitted to the LPDC if necessary.
- Credit for Equivalent Other Activities is earned in the form of CEUs. To earn CEUs, 1 hour of work equals .1 CEU. Therefore, 10 hours of work equal 1.0 CEU.

Equivalent Other Activities Proposal Guidelines

The following is not a worksheet. Please create the writing space and format you need to respond to these guidelines.

1. Describe the task(s) or project to be completed.
2. Please describe how this task/project will impact your performance and/or students in the classroom.
3. How many hours do you anticipate this task/project will take for completion? We do expect that you will document the time involved in your task/project indication the date, a description of the task you were working on, and the time spent.
4. How many CEUs do you hope to earn from this task/project? (Please see the guideline above).
5. **Do include a supervisor's signature approving this project.**

Equivalent Other Activities Approval Form

Thank you for submitting your plan to the LPDC so that you might earn CEUs through Equivalent Other Activities.

The Licking Regional E.S.C. Local Professional Development Committee approves your plan. Upon completion of your project, the LPDC will award you _____ CEUs in accordance with the guidelines outlined below.

To Claim these CEUs, you must submit your final report including:

1. This form in which the LPDC gave prior approval for your EOA Plan
2. Documentation described in the guidelines which includes
 - A description of the task you were working on
 - The recorded date(s) and time(s) you spent working on your task/project
 - Some evidence of the completion of your planned EOA

If there is more or less time involved in your project than you estimated in the Equivalent Other Activities Proposal, please document as part of #2 above showing recorded dates and times. Do bring this information to the attention of the LPDC secretary or chair.

LPDC Approving Signature: _____

Date: _____

Converting Contact Hours to CEUS

Under the provisions of Senate Bill 230, it is now the responsibility of Local Professional Development Committees to convert professional development contact hours to CEUs.

We have attempted to make this conversion a simple process. 1 (one) contact hour may be converted to .1 CEUs with the approval of the LPDC. We want to make this conversion at least annually so that neither your paper process nor the LPDC's paper process will be too monumental. Contact hours older than 13 months from the completion of the activity will not be converted to CEUs.

We will review your **submitted contact hours** at our regularly scheduled meetings.

1. You will need to submit the **original attendance verification documents** from the contact hour provider. These original documents will be returned to you and should be maintained in your professional records. These should be uploaded to the Kiosk.

If you believe you could be attending professional development for which certificates of attendance might not be provided, your LPDC is providing a "generic" certificate for you to take with you. Please complete the certificate of attendance and have the facilitator or a Representative of the presenting agency sign it.

The **Generic Certificate of Attendance** is available on the LRESC website under the "Staff Resources" tab and under the "LPDC" menu.

2. Following our review and conversion process, you will receive notice from the Kiosk that your activity has been approved.

Sample Educational Goals

Assessment and Evaluation

- a. To apply technology as an effective assessment tool.
- b. To construct effective evaluation instruments (rubrics) for use in my role.
- c. To expand the number and types of assessment tools utilized in my current role.
- d. To apply assessment data to instruction.
- e. To correctly interpret and apply test scores.
- f. To seek input from parents and students for the purpose of improving instruction, classroom practices, and/or other job-related activities.
- g. To seek input from colleagues and/or other staff members for the purpose of improving job-related practices.

Content and Professional Knowledge

- a. To apply technology as an effective content tool.
- b. To gain knowledge of other professions.
- c. To acquire further knowledge and skills in a specific content area _____
- d. To increase understanding of age-appropriate and developmental characteristics of students.
- e. To acquire and demonstrate use of educational theory and/or philosophy.
- f. Communication Skills

To apply technology as an effective communication tool

- a. To present to various audiences.
- b. To enhance speaking skills.
- c. To enhance writing skills.
- d. To enhance community-school relations.
- e. To enhance/increase communication with specific group: _____

Instructional Methodology

- a. To improve students' specific skills in _____
- b. To integrate higher-order thinking skills into daily learning activities.
- c. To facilitate students to teach themselves and others (cooperative teaming, etc.).
- d. To have students become more proficient in solving problems by using a variety of tools and knowledge.
- e. To teach effectively across many disciplines.
- f. To develop interdisciplinary unit(s) of instruction which focus on: _____
- g. To develop strategies to improve the learning environment for all students.
- h. To implement a variety of teaching methods that result in increased student achievement.

Sample Educational Goals (continued)

Interpersonal Skills

- a. To apply technology as an effective interpersonal tool.
- b. To encourage others to achieve and succeed.
- c. To coordinate and direct the efforts of others.
- d. To facilitate groups to accomplish established goals.
- e. To motivate self and others.
- f. To develop and demonstrate personal leadership skills.
- g. To assess and monitor interpersonal skills.

Organizational and Leadership Skills

- a. To apply technology as an effective management tool.
- b. To seek out and apply for outside resources (example: grant writing).
- c. To collect data to use in planning and problem solving.
- d. To create conditions and environment for productive performance.
- e. To establish vision that encourages performance of self and others.
- f. To learn planning and organizational skills that improve self and others.
- g. To develop strategies to manage groups of people.
- h. To obtain skills for working with community members, colleagues, support staff, and/or supervisors.
- i. To implement specific strategies/programs to promote positive and improved student behavior.

Skills to Meet the Special Needs of Students

- a. To adapt instruction to all skill levels.
- b. To apply technologies as effective intervention tools.
- c. To increase awareness about specific topics relative to the special needs students (i.e. divorce, death, abuse etc.).
- d. To sensitize all students to the needs of individuals (i.e. respect for differences, etc.)
- e. To understand social, emotional and developmental needs of students.
- f. To meet the needs of diverse populations.
- g. To develop a program which fosters respect for the diversity of people.
- h. To learn and apply ways of developing positive self-concepts in students.
- i. To implement inclusion techniques for special education students.
- j. To understand differences in how students learn and provide instruction to accommodate such diversity.
- k. To understand how students learn and develop, and create opportunities for each student's academic development.
- l. To work cooperatively with a colleague to make appropriate changes for specific students.

Sample Educational Goals (continued)

School District and/or Building Specific Goals

- a. To increase proficiency test scores by aligning curriculum, assessment, instructional strategies, and/or use of technology.
- b. To improve public perception of school building/district.
- c. To develop a supportive mentoring program.
- d. To increase volunteers in classroom, building, and/or district.
- e. To develop and enhance classroom, building, and/or district communication tools.
- f. Specific goals related to district's Strategic Plan:

Community Partnerships

- a. To work with parents/family members, school colleagues, and community members to support student's learning and development.
- b. To become acquainted with community resources in order to utilize them effectively in current role.
- c. To establish a specific community partnership with my building and/or class.
- d. To develop a mentoring program utilizing a specific group of community members.

Administrative Skills

- a. To apply technology as an effective administrative tool.
- b. To identify and follow-through on a set of goals specific to the needs of my current assignment.
- c. To increase personal communication skills to be used by me with staff members.
- d. To research various management styles and employ the use of one. To determine its effectiveness given my role.
- e. To assess my leadership and administrative strengths and weaknesses based upon input from individuals with whom I come into contact.
- f. To develop an incentive program for use with my staff members _____



Individual Professional Development Plan

CEU Approval Verification Form For Educators Leaving an LPDC

This verifies that the attached Individual Professional development Plan was approved

on _____, and that _____
(date) (name of educator)

has completed the following credits toward completion of the plan since the date above.

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved CEUs

_____ credits for "other equivalent activities"

(authorized signature)

(date)

Print name of Authorized Signer _____

Name of E.S.C. _____

Name of LPDC, if different _____

LPDC address _____

LPDC contact person _____

LPDC telephone number _____