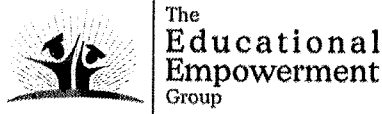


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Dear Colleague:

Welcome!

The Local Professional Development Committee (LPDC) would like to extend our support and assistance to you as you transition to your LPDC.

All certificated employees are required to submit an Individual Professional Development Plan (IPDP) outlining professional development goals for the current licensure cycle PRIOR to beginning any professional development activities to be used towards licensure renewal. The IPDP must be submitted to the committee within sixty (60) days of being hired and/or receiving the initial five-year professional license.

Employees are encouraged to review the Local Professional Development Committee's handbook.

The following is a summary of the steps and procedures necessary for all Educational Empowerment Group educators to complete.

1. If you are joining the Educational Empowerment Group from another district/school, request that the school complete a "Verification Form for Educators Exiting the LPDC" form. The hours from your previous employment can be used towards your five-year renewal; however, this form must be approved by the LPDC and placed in your active file. If you should need a form to present to your previous employer it can be found on the ODE website, <http://education.ohio.gov/Topics/Teaching/Professional-Development/LPDC-s/LPDC-Forms>.
2. Questions regarding the Local Professional Development Committee can be directed to Tom Rydarowicz, Tom@edempowerment.com or Kristine Hunchuck, KHunchuck@southsideedu.org

Local Professional Development Committee
Handbook and Plan of Operation

INTRODUCTION

In October, 1996, the State of Ohio Board of Education initiated a new focus for professional development with the adoption of the Teacher Education and Licensure Standards. With the passage of the Professional or Associate License Renewal Law (Senate Bill 230) the Ohio Legislature enacted the standards into law, effective January 1, 1998. The Teacher Education and Licensure Standards are based on the belief that educators must continue to learn, grow, and develop throughout their careers. At each phase of the professional development continuum, spanning recruitment through retirement, accountability for performance and continued growth is emphasized. Additionally, the law authorized the establishment of a Local Professional Development Committee responsible for approval of growth activities and certificate and license renewal. These documents identify the initiatives of regarding such mandates and include materials explaining the procedures of the Local Professional Development Committee, the processes for renewing licenses and the related forms required for the process.

PROFESSIONAL DEVELOPMENT PHILOSOPHY

Professional Development aims to align personal growth objectives with the student needs and stated district and school goals. High quality professional development is founded on the understanding that:

- High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.
- HQPD is informed by multiple sources of data.
- HQPD is collaborative.
- HQPD includes varied learning experiences that accommodate individual educators' knowledge and skills.
- HQPD is evaluated by its short and long term impact on professional practice and achievement of all students.
- HQPD results in the acquisition, enhancement or refinement of skills and knowledge.

THE LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE FOR OHIO CHARTER SCHOOLS

The major purpose for establishing the Local Professional Development Committee as a regional provider is to ensure that professional development aligns with the ongoing continuous improvement of a district and school. The LPDC is subject to provisions of the Ohio Revised Code. The main responsibilities of the LPDC are as follows:

- Develop standards and policies of all aspects of the LPDC.
- Support development of Independent Professional Development Plans (IPDPs).
- Review and approve IPDPs.
- Review and approve credit-bearing activities related to an IPDP.
- Approve CEU applications for both district and non-district providers.
- Approve teacher-initiated, independent professional development activities for CEU credit.
- Provide an appeal process.
- Authorize transition to and renewal of educator licenses.
- Communicate with educators on all issues related to LPDC policies and procedures.

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE BY-LAWS

Vision Statement: The vision of the Local Professional Development Committee (LPDC) is to be a model LPDC grounded in quality professional development principles, systems thinking, and best practice in aligned processes.

Mission Statement: The mission of the Local Professional Development Committee (LPDC) is to ensure educator quality by providing a direct link between high standards of quality professional development, continuous improvement and continuing educator licensure.

Purpose: The purpose of the Local Professional Development Committee (LPDC) is to create the standards, policies and procedures for educator growth through professional development to ensure that educators stay highly qualified in their field, resulting in continuing licensure.

Membership: The Local Professional Development Committee (LPDC) will be comprised of 15 members. The make up of the committee will be comprised of more teachers than administrators. It will include a representative mix of staff that: (a) hold a certificate/license and/or occupy administrative and/or consultant positions; (b) occupy classified and/or unclassified positions; and (d) reflect cultural, ethnic and gender diversity. All terms shall be two years in length. Vacancies shall be filled in the manner of the original appointment and will complete the term of the appointment. All terms are based on a fiscal year appointment (July 1 – June 30).

Roles and Terms of Office: A chairperson, vice-chairperson and secretary shall be elected by members of the LPDC. The term of office shall be two years in length. Officers may serve two consecutive terms.

The Chair Shall:

Preside over all LPDC meetings.

Call all meetings and set agenda in collaboration with membership.

Ensure adherence to the IPDP review process and procedures.

Suggest necessary professional growth for the LPDC committee.

The Vice-Chair Shall:

Fulfill the duties of the Chair at any meeting the Chair is unable to attend.

Fulfill the duties of committee member when not serving as Chair.

The Secretary Shall:

Record and provide minutes of all meetings.

Fulfill the duties of committee member.

Committee Members Shall:

Elect a member by voice vote to act in the absence of the Chair and Vice-Chair.

Serve as staff information contact person.

Participate fully as review panel for the IPDP.

Suggest and work with individuals as necessary to ensure professional growth of colleagues.

Suggest necessary professional growth for the LPDC committee.

Meetings and Policies: The LPDC will meet at a location to be determined monthly. The monthly location may change to fairly distribute the meeting locations to accommodate all members.

- A quorum of the LPDC shall consist of no less than five members.
- All meetings of the LPDC shall be public meetings and shall be held during the regular business day.
- The “reorganization” meeting for each year shall be the July meeting. The LPDC calendar shall be established for the year at this time. The chairperson and Vice-chair person shall also be selected at this time.
- The minutes of the LPDC will be maintained in accordance with State records retention policies.
- Charter School Specialists will be responsible for dissemination of meeting announcements and will be the repository of minutes and records for the LPDC.
- Minutes from LPDC meetings shall be available upon request through Charter School Specialists.
- Amending The By-Laws: Amendments shall be voted on by roll call vote. A simple majority of members present and voting will prevail.

DOCUMENTS AND RECORDS

The LPDC will maintain the necessary secretarial and technology support to assist with the forms, database, and other materials needed to function. All documents produced by the LPDC will be dated. The secretary will assist the committee with the following:

- Maintaining databases necessary for supporting the LPDC processes.
- Notifying applicants and members of meetings and hearings.
- Processing educators’ applications for licensure.
- Preparing and issuing CEU certificates.
- Processing approved CEU provider applications.

APPEAL PROCEDURES

An educator may appeal any decision made by the LPDC. When an educator receives a non-approval notice from the LPDC, the educator may appeal by submitting a written request to the LPDC. In response, the LPDC may either grant the request or ask the applicant to appear before the LPDC for a hearing.

If the educator is dissatisfied with the decision of the LPDC, he/she may request in writing to the LPDC that an alternate panel be convened for a second and final hearing. This panel will consist of the following:

- One LPDC member whose area of licensure matches or is close to that of the person appealing the decision.
- One district administrator who works at the same level as the person appealing the decision (elementary, middle, high or district).
- One non-LPDC educator who is assigned to a position comparable to that of the person appealing the decision.

AMENDMENT PROCEDURES

Any changes or revisions to the Plan of Operation shall be done by a two-thirds majority vote of the established quorum vote.

THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

An Individual Professional Development Plan (IPDP) consists of an educator's personal learning goals, relates to the Ohio Standards for Teachers or Administrators, is relevant to the individual's area(s) of licensure, and leads to strengthened instructional practices and improved student learning. The IPDP is tied to an educator's current license and expires along with the license. A new IPDP must be created and submitted for approval each time an educator begins a new 5-year licensure cycle.

The Local Professional Development Committee for Ohio Chartered Schools, as a regional provider, will oversee all full-time licensed or certificated educators of the sponsored schools who hold either an 8-year certificate or a 5-year license.

CRITERIA FOR COURSE WORK AND EQUIVALENT OTHER ACTIVITIES (EOAs)

To earn credits for licensure, educators must participate in approved credit-bearing experiences that relate to one or more of the goals on their IPDP and correlate to the Ohio Standards for Teachers and/or Administrators.

OHIO STANDARDS FOR TEACHERS GUIDELINES FOR APPROVALS

The LPDC has established guidelines for approval of credit-bearing experiences. Individual Professional Development Plans will be approved by a quorum of the LPDC members.

BASIC LICENSURE REQUIREMENTS

It is the personal and professional responsibility of all educators to know the information presented in this document. *Failure to follow LPDC policies and procedures could result in a loss of your educator credentials in the state of Ohio.*

Converting Teaching Credentials

If you hold a 2-Year Provisional License:

You must complete one successful year of teaching in an Ohio school district and pass the Praxis III state evaluation to qualify for a 5-Year Professional License.

If you hold an 8-Year Certificate or a 5-Year Professional License:

You must meet the basic licensure requirements outlined on the following page.

If you hold a Permanent Certificate:

Due to congressional mandates like *No Child Left Behind*, we recommend that you have an approved Individual Professional Development Plan (IPDP) on file with the LPDC. This is a change from advice given in the past.

If you hold two or more certificates that expire in different years:

After you transition your first certificate to a 5-year license, all other certificates will be added to that license as they expire. They will then all expire together. (Example: If you transition an elementary certificate to a 5-year license in 2004 and a counselor's certificate to licensure in 2006, they become one license that expires in 2009. The expiration date is 5 years after the transition of the first certificate to licensure.)

Your Individual Professional Development Plan (IPDP) cycle parallels the licensure cycle:

Your IPDP expires along with your certificate(s) and must be recreated immediately after you transition your first certificate to licensure. It is valid until your license expires. You are not required to create a new IPDP as you transition additional certificates to your already active 5-year license.

NOTE: Anyone who does not hold a permanent certificate will be required to convert to a license when his/her 8-year certificate expires.

THE LICENSURE CYCLE

1. Complete and submit an Individual Professional Development Plan (IPDP) to the Local Professional Development Committee (LPDC). You must have an IPDP approved by the LPDC before you earn any credits (either college or CEUs) that you will use to qualify to renew your Ohio credentials.
2. Earn 6 semester hours, 9 quarter hours, or 18 CEUs (or a combination of these) after the **Issue**

CONVERSION TABLE

			Date on
1	1.5	3	your
2	3.0	6	current
3	4.5	9	
4	6.0	12	
5	7.5	15	
6	9.0	18	

certificate or license and after you have an approved IPDP on file with the LPDC. All college courses and professional development experiences for which you earn credit must be related to a goal on your approved IPDP and must be earned before your certificate/license expires.

Resident Educator

NBMRPA closely follows Ohio's Resident Educator recommended policy and strives to perform, at a minimum, the following:

Resident Educator: The Resident Educator must complete a four-year program of support including mentoring, and completion of the Resident Educator Program requirements. The instructional meetings between the RE and mentor are documented using the Collaborative Log. Upon completion of each year of support and mentoring, the RE will be provided with formative progress data and feedback to assist in meeting the summative assessment requirements by the end of the RE Program. At the end of the RE Program, the RE must sign the licensure application attesting to the completion of the program requirements.

Mentor: The mentor must attend all required mentor training modules to become a certified mentor. The mentor uses the formative assessment tools and protocols to support the Resident Educator. Upon completion of each year of mentoring and support, the mentor will participate in a formative progress review to assist the RE in meeting the summative assessment requirements. At the end of the RE Program, the mentor must sign the licensure application attesting to the completion of the program requirements.

Principal: The Principal supports the Resident Educator and mentor by creating a positive climate for mentoring and providing protected time and resources for mentoring and other residency activities. The principal communicates and collaborates regularly with REs and mentors. Finally, the principal respects the necessary confidential relationship between mentors and REs.

Resident Educator Program coordinators: Resident Educator Program coordinators work with principals to select, assign and oversee mentors and provide the opportunity for the assigned mentors to attend required mentor training. They register REs in the Connected Ohio Records for Educators (CORE) system during the published registration dates. Program coordinators provide the necessary resources for support and professional development to both REs and mentors. Program coordinators facilitate formative progress assessments to assist the RE in meeting the summative assessment requirements.

District leaders: District leaders provide the foundational support for a high quality Resident Educator Program. They provide fiscal and human resources, establish policies that support the success of beginning teachers and mentors and empower the implementation team to make decisions about program development, implementation and evaluation. They align programs within the district and with teacher preparation programs to leverage resources and provide Resident Educators a seamless and coherent entry into the profession of teaching. At the end of the RE Program, the superintendent must sign the licensure application attesting to the completion of the program requirements.

Update: Local Professional Development Committees

September 2017

Introduction

Recent, new interpretations of state law have brought Local Professional Development Committees ("LPDC" and "Committee") into the spotlight for community school Governing Authorities and district school boards ("Board"). This update is intended to bring ERCO sponsored schools up- to- speed on these Committees, the work they do, and their relationship to the Board.

History & Purpose of LPDCs

LPDCs are the groups sanctioned by the State to review coursework and professional development activities proposed and completed by educators to determine if state certification and licensure requirements have been met. LPDCs are responsible for reviewing and approving Individual Professional Development Plans, coursework, and other professional development activities that educators propose to complete for license renewal.

The Committees were initially formed in 1996 by the Ohio General Assembly and required to be established in every school district and chartered nonpublic school in the state by September 1998. When community schools were later established, they were required to utilize LPDCs as well.

LPDCs must be utilized by all teaching, non-teaching, and associate personnel (including interpreters and treasurers) who:

- hold a certificate, a professional, or an associate 5-year license, **and**
- are employed full- or part-time in the school, school district, agency, or institution the LPDC represents, **and**
- who wish to fulfill the license renewal requirements.

Formation of the Committees

Districts and other educational agencies may establish LPDCs on their own or in collaboration with a school district or other agency having authority to establish them. For example, in the community school sector, some sponsors and management companies organize them for their schools. All LPDCs include at least five total members, the majority of whom must be teachers; the exact make-up of the group depends on the type of entity that formed it. (For LPDC purposes, a teacher is someone working under a teaching certificate or license and employed under a teaching contract.) School Boards pass resolutions approving the formation of an LPDC for the school/district or approving the joining of one.

Recent Changes in Legal Interpretation

Ohio Department of Education legal counsel recently issued guidance determining that because LPDCs are not explicitly exempt from Open Records and Public Meetings laws, they must adhere to those laws. In practice this means that these formerly ad-hoc entities now must:

FOUR WAYS TO RENEW – To be completed with the five year cycle

Please submit to the LPDC your completed professional activities yearly. All requests for verification & approval of professional development activities must be received by April 30th in order to be processed at the last LPDC meeting in May.

1. Accumulate 6 Semester Hours (180 contact hours equivalent)

Requirements

- Graduate coursework must be taken at an NCATE or ODE accredited college or university
Verification of completion
- Official transcript indicating successful completion

2. Accumulate 18 CEUs (180 contact hour equivalents)

Requirements

- CEU activities must meet the Educational Service Center of Cuyahoga County's Standards and Guidelines for Professional Development
- CEU activities must have been endorsed by the LPDC Verification of completion
- Original certificate of completed participation signed by presenter or provider representative

3. Accumulate up to 120 hours of Professional Development Activities

Requirements

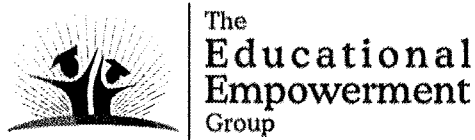
- Other professional activities must meet the Educational Service Center of Cuyahoga County's Standards and Guidelines for Professional Development
- Individuals designing professional development activities must prepare a proposal outline of the planned activities and the number of CEU hours requested. The project must be organized following the descriptions listed in the "Professional Development Activities" section of this booklet (Appendix D) Verification of completion
- A log of relevant activities having the signature of a sponsoring administrative representative AND • A completed product as proposed in the Pre-Approval of Professional Development Activity

4. Accumulate 180 contact hour equivalents using a Combination of the First 3 Ways.

Requirements

- Requirements and verifications for each type of activity included in a combination proposal must follow the previous descriptions
- The parts of the project must total to the equivalent of 180 contact hours. The ratios 1 CEU = 10 contact hours and 3 CEUs = 1 semester hour will apply. APPENDIX A (1 of 2) A

sample Combination Project might include: 2 semester hours = 6 CEUs = 60 hours
Accumulated CEU workshops/seminars = 5 CEUs = 50 hours Professional Development
Activities = 7 CEUs = 70 hours Total = 18 CEUS = 180 hours APPENDIX A (2 of 2)



ODE CORE ONLINE LICENSE/PERMIT APPLICATION INSTRUCTIONS:

To renew your license to substitute, regular teaching license, educational aide permit follow these steps:

- Log in to your SAFE account from the ODE web site home page.
- Access your CORE "My Educator Profile" by clicking on the "ODE.CORE" under "Web Systems" on your SAFE home page.
- Click on "My Educator Profile."
- Click on "My Credentials" from the drop down menu.

You will see a list of all of the certificates and licenses you have ever held. Locate the license or certificate you want to renew, and click on "Select Action" to the left of that credential. Sorting and display options are available at the top of the page.

- Select "Renew" as the action you want to take.
- Select the "Effective Year" as July of the current year: 2014
- Click on "Add Renew Request" button.

IMPORTANT: Be sure to select the Educational Empowerment Group as the place to which the license should be mailed. If you select your home your license will not be on file here at the EEG as required. As in the past, a copy of your license will be mailed to your home from the EEG.

- Click on the "Save Application and Next" button.

The "Background Checks and Signatures" page will display. Answer the background check questions, providing explanations if so prompted.

- Click in the "Applicant Signature" check box to certify that your application is correct and that you have answered all of the questions truthfully.

Depending on your license, certain signatures may be required. If so, the "Signature Box" will be displayed.

If a Superintendent's signature is required, select Educational Empowerment Group

Superintendent, IRN #046532

If a LPDC signature is required, select Educational empowerment Group LPDC, IRN #015498

- Click on the "Save Application and Next" button.

Now you may see requests for documents and instructions for mailing or uploading those documents. Your request may not require documentation, so you may not see this page.

- Click on **“Pay and Submit.”** A prompt will ask you if you have additional new or renewal licenses you want to process at this time.

Multiple License Renewals: If you want to renew more than one license, follow the directions provided by clicking on **“Submit Multiple Application.”** Complete all of the license applications you want to submit at this time following the prompts provided. Then go to the **“My Applications”** link. Select all of the applications you have not completed, and pay for them in one payment transaction. This will allow you to receive the discounts offered by ODE for renewing multiple licenses simultaneously.

If you are only submitting for one license, then click on the **“Pay and Submit the Application”** button. You will be taken to the **“My Accounts”** screen where you will make your credit card payment for the application you’ve just submitted.

When you have successfully submitted and paid for your application(s), your signer(s) will receive email reminders to review and approve them. You will receive an email telling you whether your application has been approved or declined. If it has been declined, a detailed message will let you know what needs to be corrected.

Return to your CORE **“My Applications”** screen regularly to check on the status of your application.

Applications which are **“in process”** but have not yet been submitted on the top half of the **“My Applications”** screen. You can still edit or delete these applications.

Applications which have been submitted and paid for are listed in the bottom half of the screen. You can check the status of your submitted applications here.



Review Checklist for IPDP

Name: _____

Yes	No	Content and Quality Checklist
		Current copy of license/certification attached
		Intention to engage learning
		Identified strategies and or activities to reach goal
		Rationale given and application of learning shown
		IPDP dates are appropriate for the certificate/license(s) targeted for renewal
		Goals relate to the certificate/license area(s) being renewed

Signature of Reviewer _____ Date _____

Signature of Reviewer _____ Date _____

*If any "no's" are marked, see comments.

Reviewer Comments:

The Individual Professional Development Plan was:

_____ Approved _____ Not Approved

_____ Rewrite and resubmit to the LPDC

LPDC Chairperson

Date



The
Educational
Empowerment
Group

Individual Professional Development Plan (IPDP)

Name: _____

Date of Submission: _____

Building: _____

Type of Certificate/License: _____

Plan Type (check one):

Initial Proposal (per 5-year license)

Revised Proposal

Amended Proposal (only check if changing within the same cycle)

IPDP Effective Date: From _____

To _____

Renewal Cycle (check one):

Transitioning from certificate to license

1st renewal of 5-year license

2nd renewal of 5-year license

3+ renewal of 5-year license

Goals: List 3 goals for your professional development learning.
Within each goal include: 1. How are you going to attain new knowledge to meet your goals? 2. What activities or strategies will you use in your classroom to obtain your goal? 3. Give your rationale for and application of learning to reach your goal.

***Educator Standards are found at the end of the IPDP.**

****Current license must be attached to your IPDP**

*****Goals must be specific to your current license.**



The
Educational
Empowerment
Group

Individual Professional Development Plan (IPDP)

Example:

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

Personal goal: I will educate myself about creating a classroom website to enhance my students learning, as well as, creating better communication between home and school. 4G

How are you going to attain new knowledge to meet your goals?

I will take online website course. After learning how to, I will create a classroom website.

What activities or strategies will you use in your classroom to obtain your goal?

I will create a website for my classroom. This will allow my students to access homework, educational websites and other important classroom information. I will also take time to utilize the website at our schools computer lab, to ensure that every student knows how to use the website and how to access it.

Give your rationale for and application of learning to reach your goal.

Creating a classroom website will improve communication between school and my student's families. This will allow students to expand their knowledge of the internet and websites, also.

--

Goal 1

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

Personal goal:

How are you going to attain new knowledge to meet your goals?

What activities or strategies will you use in your classroom to obtain your goal?

Give your rationale for and application of learning to reach your goal.

Goal 2

Standard:

Personal goal:

How are you going to attain new knowledge to meet your goals?

What activities or strategies will you use in your classroom to obtain your goal?

Give your rationale for and application of learning to reach your goal.

Goal 3

Standard:

Personal goal:

How are you going to attain new knowledge to meet your goals?

What activities or strategies will you use in your classroom to obtain your goal?

Give your rationale for and application of learning to reach your goal.

Ohio Standards for the Teaching Profession

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

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

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

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

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

- a. Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- b. Teachers select, develop and use a variety

and assume responsibility for their own learning.

d. Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

e. Teachers maintain an environment that is conducive to learning for all students.

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

a. Teachers communicate clearly and effectively.

b. Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

c. Teachers collaborate effectively with other teachers, administrators and school and district staff.

d. Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

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

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

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

c. Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements

*These standards are from the Ohio Department of Education website.

Four-Tiered Teacher Licensure Structure

Resident Educator License / Alternative Resident Educator License – 4-Year Renewable/Extendable

Resident Educator License Requirements	Alternative Resident Educator License Requirements
<ul style="list-style-type: none"> • Bachelor's degree, an approved program of teacher preparation, pass examinations prescribed by State Board of Education, and 12 semester hours of reading coursework for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses, OR • Bachelor's degree, GPA of 2.5 or higher, pass an examination in the subject area to be taught, successfully complete the summer training institute operated by Teach For America, and be assigned to teach in Ohio as a participant in the Teach For America program 	<p style="text-align: center;"><i>Designated Subjects, World Languages, Intervention Specialist, Montessori Education</i></p> <ul style="list-style-type: none"> • Bachelor's degree • Twenty-four semester hours (36 quarter hours) in the subject area to be taught with a 2.5 GPA or higher (integrated language arts, science, and social studies require 48 semester or 72 quarter hours) • Completion of an Intensive Pedagogical Training Institute (IPTI) • Content area examination • <i>Career-Technical Workforce Development</i> • This license is also issued for teaching in career-technical workforce development areas that require a candidate to have experience in the career area to be taught and completion of an approved summer training institute but not hold a bachelor's degree, as defined by Ohio law.

Professional Educator License –5-Year Renewable

Requirements
<ul style="list-style-type: none"> • Bachelor's degree (except career-technical workforce development) • Successful completion of the Ohio Resident Educator Program • Alternative license advance/renewal/extension requires successful completion of all additional requirements for professional license

(Professional license RENEWAL requires 6 semester hours/18 CEUs, as approved by the Local Professional Development Committee of the employing school or district, to be completed after issue date of license being renewed and before September 1 of license expiration year)

Senior Professional Educator License - 5-Year Renewable

A	B	C
<p style="text-align: center;">Degree Requirement</p> <ul style="list-style-type: none"> • Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<p style="text-align: center;">Experience</p> <ul style="list-style-type: none"> • Nine years under a standard teaching license with 120 days of service as defined by Ohio law, of which at least five years are under a professional/permanent license/certificate 	<p style="text-align: center;">Demonstration of Practice at the Accomplished/Distinguished Level</p> <ul style="list-style-type: none"> • Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5-Year Renewable

A	B	C
<p style="text-align: center;">Degree Requirement</p> <ul style="list-style-type: none"> • Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<p style="text-align: center;">Experience</p> <ul style="list-style-type: none"> • Nine years under a standard teaching license with 120 days of service as defined by Ohio law, of which at least five years are under a professional/permanent license/certificate or a Senior Professional Educator License 	<p style="text-align: center;">Demonstration of Practice at the Distinguished Level</p> <ul style="list-style-type: none"> • Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, OR • Hold active National Board Certification (NBPTS)

CERTIFICATE

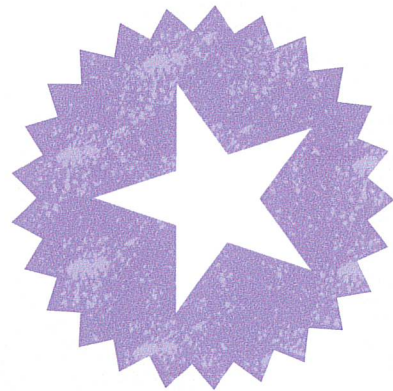
Of

PARTICIPATION



The
Educational
Empowerment
Group

_____ has completed the following professional development:



LPDC
REPRESENTATIVE

ON THIS DAY: _____ PD Hours of credit: _____



The
**Educational
Empowerment**
Group

Pre-Approval of Participation in LPDC Approved PD

Educator: _____ Date: _____

Professional Development Title: _____

Date and Location: _____

Presenter/Facilitator: _____

Rational for attending given professional development:

LPDC member approval signature: _____ Date: _____



The
**Educational
Empowerment**
Group

Pre-Approval of Participation in LPDC Approved PD

Educator: _____ Date: _____

Professional Development Title: _____

Date and Location: _____

Presenter/Facilitator: _____

Rational for attending given professional development:

LPDC member approval signature: _____ Date: _____



The
**Educational
Empowerment**
Group

Verification of Participation in LPDC Approve PD

Professional Development Title: _____

Date and Location: _____

Presenter/Facilitator: _____

How do you plan in implement the new knowledge into your routines?



The
**Educational
Empowerment**
Group

Verification of Participation in LPDC Approve PD

Professional Development Title: _____

Date and Location: _____

Presenter/Facilitator: _____

How do you plan in implement the new knowledge into your routines?

South Side Academy



Professional Development Day – Date _____

Staff Sign In Sheet

Training _____ Presenter _____

Place _____ Time _____

Print name:

Signature:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

[Recipient Name]

[Date]

Page 2

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

21 _____

22 _____

23 _____

24 _____

25 _____

26 _____

27 _____

28 _____

28 _____

29 _____



Renewing 5-year professional license request

IRN: 015498

Staff applying for renewal: _____

School: _____

Approved IPDP on file with EEG LPDC? Yes No

Completion of 180 contact hours (or equivalent hours* see chart)? Yes No

Semester Hour(s)	Quarter Hour(s)	CEU(s)	Contact Hour(s)
6 =	9 =	18 =	180
5 =	7.5 =	15 =	150
4 =	6 =	12 =	120
3 =	4.5 =	9 =	90
2 =	3 =	6 =	60
1 =	1.5 =	3 =	30
Space intentionally left blank	Space intentionally left blank	1 =	10

(Professional Development Conversion Chart)

*The coursework (or professional development) must be completed after the ISSUE DATE of your expiring credential(s) and after the APPROVAL DATE of your Individual Professional Development Plan (IPDP).

Course work is aligned to IPDP goals? Yes No

Staff signature _____ Date: _____

LPDC member signature**: _____ Date: _____

** You must verify all the information is correct and accurate.

**Submit this form to the LPDC Chairperson @ Tom@edempowerment.com

