

Local Professional Development Committee Handbook



2023-2024
School Year

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LPDC Calendar Dates

The committee will be meeting at least quarterly at 3:15 PM at the Pioneer School Conference Room. Additional meetings may be called as needed.

An annual calendar of meeting dates will be distributed to Pioneer Center employees each September. Employees will be notified in the event that additional meetings are needed.

The LPDC will be meeting on the following dates:

September 19	3:15 pm	Pioneer School Conference Room
December 5	3:15 pm	Pioneer School Conference Room
March 12	3:15 pm	Pioneer School Conference Room
May 14	3:15 pm	Pioneer School Conference Room

Committee Members

NAME	POSITION	ADDRESS	CONTACT INFO
Anna Cenci Chairperson, E-Signer	Early Childhood Intervention Specialist	Mt. Logan Elementary 841 E. Main Street Chillicothe OH 45601	acenci@rossdd.org 740-772-7384
Molly Tisdale Support Services	Administrative Support	Pioneer Center 167 W. Main Street Chillicothe OH 45601	mtisdale@rossdd.org 740-773-8044 Ext. 260
Sara Strong Member	Intervention Specialist	Mt. Logan Elementary 841 E. Main Street Chillicothe OH 45601	sstrong@rossdd.org 740-772-7384
Kelli Mankin Member	Intervention Specialist	Pioneer School 11268 County Road 550 Chillicothe OH 45601	kmankin@rossdd.org 740-773-2165 Ext. 136
Jill Howard Member	Intervention Specialist	Pioneer School 11268 County Road 550 Chillicothe OH 45601	jhoward@rossdd.org 740-773-2165 Ext. 130

LPDC Committee Operating Procedures

- A. The LPDC shall select a chairperson and other officers as it deems necessary for the functions of the committee. The chairperson shall be designated as such on forms required by the Ohio Department of Education. The chairperson shall be selected at the first meeting of each year and the term of office shall be through September of each school year.
- B. The LPDC shall meet on a regular basis, and shall publicize all regular and special meetings in advance to certified staff.
 - I. Meetings will be held quarterly and publicized to certified staff annually. Additional meetings may be called by the chairperson or a majority of the committee.
 - II. A quorum constitutes at least three (3) of the five members present. A quorum is necessary for the LPDC to review or take any action on an IPDP.
 - III. A member will be appointed to take minutes and distribute minutes of each meeting to all members of the LPDC.
- C. The LPDC will keep Ross DD/Pioneer Center staff informed of renewal/licensure procedures and updates of procedures.
- D. The LPDC will be comprised of at least 4 members licensed by the Ohio Department of Education and 1 representative appointed by the superintendent with at least one teacher representative from preschool and one from school-age. These posts are filled by a majority vote of teachers holding a license within the scope of the LPDC (i.e. Professional license through ODE). Assignments are indefinite and only will be filled when there is a vacancy in a post due to resignation from the LPDC and/or the Ross County Board of DD.
 - I. In the event of a vacancy on the LPDC, all eligible candidates interested in filling the vacancy may submit a letter of interest to the LPDC, which will be shared with teachers holding a Professional License through ODE. Each teacher (including LPDC members) will be permitted one vote per vacancy.
- E. The LPDC shall have the option of collaborating or developing a consortium with other schools in establishing and completing the work of the LPDC.
- F. The Ross County Board of DD will provide the funds needed for the LPDC to function in an effective manner. Compensation and/or release time shall be provided to members of the LPDC to complete the necessary functions in compliance with the law. The LPDC may make recommendations to the Ross County Board of DD as to the amount of compensation and/or release time necessary for the LPDC to function effectively.
- G. The LPDC will operate under the Open Meetings Act (Sunshine Law).

Pioneer Center Mission & Philosophy

Mission

Improving lives by supporting choices of people through community partnerships and quality services.

The Ross County Board of DD exists for the purpose of improving the quality of life for our citizens who have a developmental disability. We are committed to provide quality services that provide individuals and their families with choices that enhance community participation and achieve a life of increasing capabilities.

Our Purpose

To improve the quality of life for individuals with developmental disabilities.

Our Philosophy

The mission of the Ross County Board of DD is promoted through the following principles:

- A.** The Board recognizes that all individuals desire and deserve the opportunity to make decisions about their lives and;
- B.** Person-centered planning is a process they enables people with developmental disabilities and their families to communicate their wants and needs to us so that the Board can arrange the supports they need for a quality life and;
- C.** Service coordination is a process of assisting individuals and their families to identify and acquire the appropriate service and supports they choose for themselves within the resources available.
- D.** The Dignity and self-worth of each individual shall be respected.
- E.** Service and supports shall be personalized and age appropriate.
- F.** Services for individuals with developmental disabilities should be close to their homes and families.

Quality professional development...

- is relevant to the vision and goals of the center.
 - is relevant to the educator's job.
- promotes collaboration and reflection among educators.
 - promotes student achievement.
- is innovative, progressive, and future-oriented.

General Guidelines about an Individual Professional Development Plan

1. What is an Individual Professional Development Plan (IPDP)?

An IPDP is your proposed program for professional growth that you plan to complete. This plan must be approved and completed prior to license renewal.

2. Who must have an IPDP?

Any educator holding a 5-Year Professional License prior to completing coursework that they would like to be credited towards their renewal requirements.

3. What is the Local Professional Development Committee (LPDC)?

This is a group of Pioneer Center educators who will be reviewing and approving each educator's IPDP. Final approval of the LPDC is required prior to issuance of your professional educator license.

4. Who serves on the LPDC?

Five educators and a representative from the administrative team. The committee consists of three classroom teachers and three supervisors/administrators.

5. What are the requirements to renew a license?

The requirements to renew a license or the completion of any combination of the following:

- I. Six (6) semester hours of coursework (9 quarter hours)
- II. Eighteen (18) Continuing Education Units (CEUs)
- III. One-hundred eighty (180) clock hours equivalent activities

6. Can you combine semester hours, CEUs, and clock hours?

Yes, however, the LPDC asks that all educators convert their activities into CEUs as the standard unit of measurement. So, even though you will participate in a variety of activities, when completing your paperwork for the LPDC, you are asked to convert your semester hours and clock hours to CEUs.

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

Generally, one clock hour of activity equals 0.1 CEU. One semester hour of college credit equals 3 CEUs. See the "Conversion Chart" for specific conversions.

8. When must your IPDP be started/completed?

Your IPDP must be completed & approved by the LPDC prior to starting any coursework that you want counted towards your license renewal.

9. How often should you submit your activities for approval?

Many activities only need to be submitted when you actually apply for your license. However, some activities should be pre-approved. These pre-approved activities should be approved prior to commencing the activity.

10. How many IPDPs must you have?

Educators will have one IPDP. Many educators hold multiple certificates; however, each educator will have just one IPDP. Ultimately, each educator will have just one license.

11. What if your work assignment changes?

If there is significant change in your work assignment, you must revise and resubmit your IPDP. However, all activities accumulated prior to the revision of your IPDP will be applied to your 180 clock hour requirement.

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

The LDDC does not renew or approve supplemental licenses or validations, or add new areas to a license. The LDPC does not renew Resident Educator licenses.

The LDPC does not renew licenses for those substitute teachers who use six semester hours of college credit to renew a license and elect to apply directly to the Ohio Department of Education.

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

Steps for Renewing a License

- Step 1: Complete your Individual Professional Development Plan (page 14) and submit to the Local Professional Development Committee.
- Step 2: Once your Individual Professional Development Plan has been approved, begin completing activities that are relevant to your identified goal areas of your plan. Be sure to document the time and other necessary verification of completion. Please note that some activities may need Local Professional Development Committee pre-approval to ensure that the activity will be granted credit.
- Step 3: Maintain a file/portfolio of your documentation. The Local Professional Development Committee will not maintain a central file or records of your information other than a copy of your approved Individual Professional Development Plan. Certificates of participation/completion and grade transcripts are the preferred forms of documentation.
- Step 4: Sometime between January 1 and May 1 of the year your license is due to expire, submit appropriate documentation of 18 CEUs of activities to the Local Professional Development Committee for final approval. Submit your paperwork (hours and completed/previously approved IPDP. Don't forget that you can submit a new IPDP at this time) in a timely manner in order to the Local Professional Development Committee.
- Step 5: Wait for arrival of your new license from the State Department of Education
- Step 6: Submit a copy of your new license to the Local Professional Development Committee.

Appeals Process

- I. An appeals procedure is available for any IPDP not marked “preapproved” by the LPDC.
- II. The Appeals Committee will be appointed by the Superintendent when an appeal is filed and will consist of three educators from within the district or another district, who are not members of the Pioneer Center’s LPDC. The Appeals committee shall select a chairperson.
- III. The applicant must submit a request for appeal to the LPDC Chairperson within four (4) weeks of the denial of an initial IPDP application.
- IV. The LPDC Chairperson will submit the appeal to the Superintendent.
- V. An Appeals Committee meeting will be called by the Appeals Committee, and will include the educator submitting the appeal.
- VI. The Appeals Committee’s decision will be reached within four (4) weeks of the meeting.
- VII. The Appeals Committee decision will be either to uphold the LPDC decision, or overturn the LPDC decision referring the educator back to the LPDC for pre-approval.
- VIII. The Appeals Committee will provide the LPDC Chairperson with a written determination of the Appeals Committee decision.

Responsibilities of the Educator

Be informed:

- Meet licensure requirements in a timely manner, including the submittal of the licensure renewal applications;
- Know the professional development and renewal application requirements for educator licensure, including the meaning of license issuance and expiration;
- Choose coursework and other professional development activities that align with the appropriate Ohio Educator Standards ([available on this page](#)), and
- Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.

Abide by LPDC operating procedures:

- Follow the LPDC procedures, criteria and timelines for reviews of IPDPs;
- Submit the IPDP for LPDC approval soon after receiving a new or renewed license;
- Obtain LPDC approval of the IPDP before engaging in professional development for licensure renewal; professional development that is done either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.

Maintain records:

- Keep records of all licensure and LPDC transactions including:
 - the LPDC review and approval/request for revision of an IPDP
 - transcripts for coursework
 - required documentation for equivalent other activities (EOAs)

Senior Professional/Lead Professional Educator Licensure:

- Keep current master teacher information and/or National Board certification on file

Responsibilities of the LPDC

Local Professional Development Committees are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal.

To fulfill their responsibilities, LPDCs need to:

Be informed:

- Know the district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan;
- Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal;
- Ensure that educators' coursework and other professional development activities meet the standards for renewal of licenses;

Educate and assist all members:

- Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC;
- Align to the Ohio Standards for Professional Development ([available on this page](#)) and
- Promote High Quality Professional Development (HQPD) as defined by the Ohio Standards for Professional Development and related resources [available here](#).

Establish and abide by operating procedures:

- Develop an IPDP format for use by educators;
- Follow criteria established by ODE for evaluation of educators' IPDPs;
- Establish operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities;
- Develop and use criteria for awarding Continuing Education Units (CEUs) based on educators' contact hours;
- Use the form "Verification Form for Educators Leaving the LPDC", and
- Periodically evaluate LPDC operations for effectiveness, timeliness, efficiency and professional courtesy.

Communicate clearly and maintain records:

- Establish communication procedures to keep all constituents up-to-date on LPDC matters;
- Communicate to all constituents in a regular and systematic way;
- Keep records of LPDC matters according to statute; and
- Encourage educators to maintain their own records as well.

Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

A full and current update of the Ohio Open Meetings Act and Public Records Act is available at the Ohio Attorney General's Office: <http://www.ohioattorneygeneral.gov/yellowbook>

Regional LPDC Support Team Members

The Regional Local Professional Development Committee (LPDC) Support Team was established in 2005 to facilitate transition to a standards-based professional development state system, specifically to:

- Organize and hold informational meetings for LPDC members in their assigned areas;
- Work cooperatively with Ohio stakeholders to develop tools and strategies for effectively implementing the Ohio Professional Development Standards across the state; and
- Develop standards-based criteria for LPDCs to use to evaluate Individual Professional Development Plans (IPDPs).

Regional Support Team members may cover more than one region. Click [here](#) to locate the contact information for the Regional LPDC Support Team members serving your region.

Explanation of Forms

Form Name	Required By	Its Use	When to Submit
Individual Professional Development Plan (IPDP)	LPDC-Must be approved by the LPDC prior to beginning the work outlined in your plan in order to receive credit toward conversion or renewal of license	<ul style="list-style-type: none"> • For initial plan proposal • To revise your IPDP 	<ul style="list-style-type: none"> • Before beginning your activities. • Once you begin your last renewal of your certificate. • When your job assignment changes.
Activity Pre-Approval Verification Form	LPDC-if you are completing activities from Group 3 or 4	<ul style="list-style-type: none"> • To request pre-approval for Group 3 and 4 activities • To record hours for Group 3 and 4 activities 	<ul style="list-style-type: none"> • Before beginning the activity when applying for pre-approval of a Group 3 or 4 activities. • When applying for a license.
Activity Log	LPDC-if you are completing activities from Group 3 or 4	<ul style="list-style-type: none"> • To keep a record of accumulated hours and activities 	<ul style="list-style-type: none"> • When submitting final Requirement Check sheet.
Approval Verification Form for Educators Leaving a LPDC	LPDC	<ul style="list-style-type: none"> • For educators leaving one LPDC and beginning to work in a new organization with a new LPDC. • To document what you accomplished prior to leaving your previous LPDC. 	<ul style="list-style-type: none"> • Have it completed upon leaving your former employer. • Submit it to your new LPDC upon beginning work.
LPDC Verification Form	Must be signed off by LPDC	<ul style="list-style-type: none"> • For verification of coursework & CEUs to ODE 	<ul style="list-style-type: none"> • With application for new license or renewal of a license.

Please provide details of the work you plan to complete, such as requirements from Group 1, 2, 3, or 4. Please include an estimated timeline for your accumulation of credit hours, CEUs, or contact hours.

DO NOT MARK BELOW THIS LINE
FOR LPDC USE ONLY

1. Professional Development Plan is relevant to the educational needs of students, the educator, and the organization.
☐ Yes ☐ No ☐ Revisions Needed
2. Rationale for the IPDP is clear and appropriate.
☐ Yes ☐ No ☐ Revisions Needed
3. IPDP goals are relevant, realistic, and attainable.
☐ Yes ☐ No ☐ Revisions Needed
4. Course work is relevant to the educator's areas of certification or licensure.
☐ Yes ☐ No ☐ Revisions Needed
5. Professional development activities reflect high quality.
☐ Yes ☐ No ☐ Revisions Needed
6. A timeline for the completion of the professional development activities has been provided.
☐ Yes ☐ No ☐ Revisions Needed
7. The IPDP reflects a sincere commitment to professional growth and the improvement of teaching.
☐ Yes ☐ No ☐ Revisions Needed

☐ Revise/Resubmit

Revision Advice:

-OR-

☐ Approved as written

Approval Signature: _____ Date _____

Group Activity Comparison

Group	1	2	3	4
Type	Local Requirements	College Courses/Workshops	Local/Countywide Committee Work	Independent Activities/Projects
Maximum Hours Permitted	0-50	0-180	0-130	0-130
Description	Activities that receive approval for local district in-service requirements	College coursework or workshops where CEUs or certificates of attendance are issued	Building, district, or county level committee or other education work that enhances professional collegiality	Independent projects developed with the purpose of enhancing or increasing on individual's educational skills
Pre-approval of Activities	Not required	Not required	Required	Required
Documentation	Signature of School Administrator /Certificate of Participation	CEU, Transcript or Certificate of Participation	Activity Verification Form	Activity Verification Form
Sample Activities	Any activities that are used to meet your local district in-service requirements	District-wide, building level, county-wide, and out of county workshops. College Courses	Mentoring, Advisory Teams, Curriculum Committees, Grant Writing	Peer Observation, Research, Externship, Presentations, Teaching a College Course, National Board Certification, Educational Projects, Travel, Readings, Publication, Cooperating Teacher
Within Group Activity Maximums	Subject to local district in-service expectations	No limitations	Some limitations. See Group Activity Guidelines	Some Limitations. See Group Activity Guidelines

Note: All activities must related to your IPDP goal areas
Further information about activities is available under Group Activity Guidelines
Educators are encouraged to use a variety of activities in meeting their 180 clock hour requirements

Group Activity Guidelines

Group	Activity	Max. CEUs	CEU Value	Verification	Criteria
1	Local Requirements	5 CEUs per license cycle	1 clock hour = 0.1 CEU	Signature of Certificate of Participation	Must meet local district-in-service expectations and be related to IPDP Goals
2	College courses	No Limit	1 semester hr = 3 CEUs 1 quarter hr = 2 CEUs	Transcript	Must be related to IPDP Goals
2	Workshops	No Limit	1 clock hour = 0.1 CEU	CEU Certificate or Certificate of Participation	Only time spent in IPDP Goal related activities
3	Mentoring	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Mentor of Teacher or administrator in Resident Educator Program
3	Curriculum Development	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Service on local, county, state, or national formal committee
3	Professional Committee	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Service on local, county, state, or national formal committee
3	Grant Writing	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Not dependent on award of grant. Planning and preparation only, not for management of grant
3	Teaching Portfolio	1 CEU per license cycle	1 CEU	Activity Verification Form and Portfolio	Must satisfy license renewal standards
4	Publication	6 CEUs per license cycle	6 CEUs for a book 3 CEUs for an article	Activity Verification Form & copy of the publication	Must contribute to the education profession and be commercially published
4	Peer Observation	1 CEU per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Not part of Resident Educator Program
4	National Board of Professional Teaching Standards	13 CEUs per license cycle	13 CEUs Maximum	National Board Certificate or Activity Verification Form for Participation only	Must be related to IPDP Goals

4	Professional Vocational Board Certification	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Certificate of Completion	Time in coursework/clinics for test preparation purposes only
4	Cooperating Teacher for a Student Teacher	6 CEUs per license cycle	1.5 CEUs per semester 1.0 CEU per quarter	Activity Verification Form	University must be NCATE accredited
4	Cooperating Teacher for a Practicum Teacher	3 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	University must be NCATE accredited
4	Teaching a College Course	6 CEUs per license cycle	3 CEUs for a semester 2 CEUs for a quarter	Activity Verification Form	Applies to the first presentation of a college course each license cycle
4	Professional Presentation	3 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Applies to the first presentation in license cycle
4	Educational Project	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Must apply educational skills and knowledge toward the development of a project. Hours for planning and preparation only.
4	Self-Directed Educational Development	3 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	May include professional reading, research, and educational travel. Must enhance individual's work in the profession or contribute to educator's area of specialization.
4	Externship	6 CEUs per license cycle	1 clock hour = 0.1 CEU	Activity Verification Form	Must enhance individual's work in the profession or contribute to educator's specialization.

Section Two: Ohio Standards for the Teaching Profession

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

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

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

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

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

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

of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

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

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

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

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

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

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

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

Name: _____

☐ **Group 3 Type of Activity:** _____

Educator's Signature: _____ **Date:** ____/____/____

LPDC Pre-Approval: _____ **Date:** ____/____/____

(Complete new form for each activity)

Activity Log Form

Name: _____

Date	Activity	Group Activity #	Contact Hours	CEUs (0.1 x contact hours)	Running Total CEUs
Total					

Approval Verification for Educators Leaving a LPDC Form

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

_____, _____
(Name of Educator) (Educator ID)

has completed the following credits toward completion of the plan since: ____/____/____
(Date)

_____ college/university semester hours

_____ college/university quarter hours

_____ LPDC approved professional development activities (CEUs)

_____, ____/____/____
(Authorized LPDC Signature) (Date)

Print name of Authorized LPDC Signer _____

Name of School District _____

Name of LPDC, if different _____

LPDC address _____

LPDC contact person _____

LPDC contact person email _____

LPDC telephone number _____

Renewal/Conversion Verification Form

(to be completed and included with proof of completion of earned CEUs when submitted to LPDC)

Name:	
Building/Assignment:	
Type of Certificate/License:	
Area(s) of Licensure:	
Effective Date:	Expiration Date:
Date of this license IPDP Approval:	

List your total earned since the above IPDP approval date and total at the bottom:

Group 1 Activities				
	Total Clock Hours	_____	x 0.1=	_____ CEUs
Group 2 Activities				
	College Quarter Hours Earned	_____	x 2=	_____ CEUs
	College Semester Hours Earned	_____	x 3=	_____ CEUs
	Other Group 2 Clock Hours	_____	x 0.1=	_____ CEUs
Group 3 Activities				
	Total Clock Hours	_____	x 0.1=	_____ CEUs
Group 4 Activities				
	Total Clock Hours	_____	x 0.1=	_____ CEUs
Total				_____ CEUs

- Be sure to attach documentation of these TOTAL CEUs (official transcripts, certificates of attendance/participation with clock hours listed, Pre-Approval Verification forms for Group 3 and/or 4 activities completed).

Authorized LPDC signature: _____ Date: _____

Receiving Credit for Renewal

1. The LPDC will only accept official transcripts when granting college credit. An official transcript is one that has a raised seal of the institution.
2. Official transcripts will be accepted from all Ohio institutions approved for teacher education and associate certification institutions by the Ohio Department of Education (ODE). A 2003 listing of ODE approved institutions is provided in Appendix __ of this handbook.
3. Official transcripts will also be accepted from any institution certified by the National Council for Accreditation of Teacher Education (NCATE). A list of NCATE approved colleges and, both inside and outside of Ohio, can be found at <http://www.ncate.org>
4. It is highly recommended that prior approval be secured from the LPDC if you are considering taking courses or workshops from an institution that does not appear on the ODE or NCATE lists or on the Approved Providers List (Appendix A).
5. **Once you have received your license, you must have an approved IPDP (Individual Professional Development Plan) on file in order to have your work count toward credit for conversion to license or licensure renewal. Work completed prior to the approval of your IPDP will not be acknowledged by the LPDC.**

Conversion Chart

Semester Hours	Quarter Hours	CEU	Contact hours
1/3	0.5	1	10 hours
2/3	1	2	20 hours
1	1.5	3	30 hours
1 1/3	2	4	40 hours
1 2/3	2.5	5	50 hours
2	3	6	60 hours
2 1/3	3.5	7	70 hours
2 2/3	4	8	80 hours
3	4.5	9	90 hours
3 1/3	5	10	100 hours
3 2/3	5.5	11	110 hours
4	6	12	120 hours
4 1/3	6.5	13	130 hours
4 2/3	7	14	140 hours
5	7.5	15	150 hours
5 1/3	8	16	160 hours
5 2/3	8.5	17	170 hours
6	9	18	180 hours
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		

CEC Paraeducator Professional Development Standards

1. Implement team-based assignments
2. Build and maintain effective communication and relationships
3. Maintain student-centered, supportive environments
4. Organize learning experiences for students
5. Implement lessons initiated by the teacher or related services personnel
6. Assess student needs and progress under teacher direction
7. Maintain a safe learning environment
8. Assist in the instructional process and communicating with the teacher their perceptions of student progress and needs
9. Participate in training to develop their know-ledge and skills to become more effective paraeducators

For More Information Visit:

<https://www.cec.sped.org/Standards/Paraeducator-Preparation-Guidelines>

Paraeducator's Individual Professional Development Plan

Name:	
Building/Assignment:	
Type of Certificate/License: <i>Educational Aide</i> <input type="checkbox"/> 1 Year Educational Aide Permit <input type="checkbox"/> 4 Year Educational Aide Permit <input type="checkbox"/> ESEA Qualified	
Effective Date:	Expiration Date:
Plan Type (select one): <input type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal	
<p style="text-align: center;"><u>Goals:</u></p> <p style="text-align: center;">List 3 goals for your professional development learning based on the Council for Exceptional Children's Standards for Paraeducators.</p> <p style="text-align: center;">https://www.cec.sped.org/Standards/Paraeducator-Preparation-Guidelines</p>	
Sample Goal: <i>"I will be actively involved in the creation and individualizing of lesson materials (under teacher supervision) to meet student needs."</i> Paraeducator Standards: <i>Paraeducator Standard</i>	Comments on Progress
Goal 1: Paraeducator Standard(s):	
Goal 2: Paraeducator Standard(s):	
Goal 3: Paraeducator Standard(s):	

Paraeducator's Individual Professional Development Plan

Please provide details of the work you plan to complete, Please include an estimated timeline for your accumulation of credit hours, CEUs, or contact hours.

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

1. Professional Development Plan is relevant to the educational needs of students, the paraeducator, and the organization.
☐ Yes ☐ No ☐ Revisions Needed
2. Rationale for the IPDP is clear and appropriate.
☐ Yes ☐ No ☐ Revisions Needed
3. IPDP goals are relevant, realistic, and attainable.
☐ Yes ☐ No ☐ Revisions Needed
4. Professional development activities reflect high quality.
☐ Yes ☐ No ☐ Revisions Needed

☐ Revise/Resubmit

Revision Advice:

-OR-

☐ Approved as written

Approval Signature: _____ Date _____

APPENDIX A
The Pioneer Center LPDC
Approved Professional Development Providers List

The Pioneer Center LPDC has created the following list of approved providers of professional development, which indicates recognition by the LPDC that these institutions and organizations support the continuing professional development of educators, consider the delivery of quality professional development as part of their mission and continually seek to be responsive to the individual needs of educators. This is not inclusive – educators should seek professional development from providers who are committed to their needs and who have the expertise and skills to train and educate. Educators must also seek professional development which facilitates the achievement of professional development goals as outlined in their approved Individual Professional Development Plan. All Pioneer Center educators are encouraged to discuss with their LPDC and gain pre-approval prior to license renewal for any providers who do not appear on the list. Additions can be made to this list by the LPDC on a regular basis.

- American Association of School Administrators (AASA)
- Any accredited Ohio school district including Career Technology Centers (CTC) and Boards of DD
- Any Ohio Educational Service Center/District or SST
- Any Ohio ESC Consortium
- Any Ohio Hospital's Education Programs (including Children's Hospitals)
- Any Ohio Mental Health Department
- Any State of Ohio or National professional organizations that pertain to specific educational disciplines and/or administration or finance.
- Association for Supervision and Curriculum Development (ASCD)
- Battelle for Kids
- Buckeye Association of School Administrators (BASA)
- Council for Exceptional Children (and affiliates)
- INFOHIO
- Instructional Technology services of Central Ohio (ITSCO)
- K&C Educational Associates
- Metropolitan Educational Technology Association (META) Solutions
- National Association of School Psychologists (and affiliates)
- National Education Association (NEA) (and affiliates)
- National Staff Development Council
- Ohio Association of Elementary School Administrators (OAESA) and related organizations
- Ohio Association of School Business Officials (OASBO) and related organizations
- Ohio Board of Regents and
 - Ohio Approved Certification/Licensure Colleges and Universities and
 - Ohio Approved Programs from other states (see list at <http://education.ohio.gov/>)

- Ohio Center for Autism and Low Incidence (OCALI)
- Ohio Child Care Resource & Referral Association (OCCRRA)
- Ohio Department of Education (ODE) and ODE sponsored/endorsed programs
- Ohio Department of Health and any Ohio County Health Department
- Ohio Department of Job and Family Services and affiliates
- Ohio Educational Library Media Association (OELMA)
- Ohio Educational Service Center Association (OESCA)
- Ohio Federation of Teachers (OFT)
- Ohio School Boards Association (OSBA)
- Ohio SchoolNet Office
- Ohio State Board of Education
- Safe Schools Coalition
- School Study Council of Ohio (SSCO)
- Staff Development Council of Ohio
- United States Department of Education

Appendix B

CERTIFIED STAFF TUITION PAYMENT (JANUARY 1 THROUGH DECEMBER 31)

The Board will pay the full costs up to \$2,500 (two thousand five hundred dollars) for each year for courses in the field of education, administration, guidance or counseling, special education and in the area of specialization.

- A. The staff member must file a written application with course number and description of course to the Superintendent for written approval prior to beginning the course. If the course is part of a teacher's professional development plan, approval must also be given by the LPDC.
- B. The staff member must submit an official transcript of the completed courses and a tuition voucher to the Superintendent's Office before payment will be made.
- C. Laid-off members shall be paid upon evidence of completing the course and agreement to work for the Board the next work year after receiving reimbursement, or he/she shall pay the funds back to the Board.
- D. All teachers and other professional staff employed by the Board of a contract agency who hold valid teaching certificates from the Department of Education or adult certificates from the Department of Developmental Disabilities are eligible to participate in this program.
- E. The Board will not pay for courses that are required by an applicant to acquire initial certification for his/her position.
- F. The Board will not pay for grades of "D" or "F".
- G. Reimbursement will be made according to current budget constraints. In the event the reimbursement requests are greater than budgeted amounts, a pro-rated reimbursement plan may be implemented.

Appendix C

The Ross County Board of DD approves in accordance with Senate Bill 230, to establish a Local Professional Development Committee (LPDC) in accordance with the following provisions:

1. The purpose of the committee shall be to oversee, review and approve professional development plans for course work, continuing education units or other equivalent activities for the renewal of professional certificates or license renewal of all Department of Education certified employees of the district and any other activity established by law for LPDCs.
2. The committee shall be composed of five members: three teachers and two administrators. Terms shall be for two (2) years, except that initial selection of one (1) teacher shall be for a three (3) year term. The LPDC shall formulate an appeals process in accordance with the Resource Guide for Establishing LPDCs.
3. The LPDC shall meet on a regular basis and shall adopt its own regulations for meeting. Special meetings will be convened as needed by the chairperson.
4. If any LPDC member is unable to complete his or her term of office, the superintendent shall appoint an administrative person to fill any administrative vacancies and the Department of Education certified staff shall select any replacements for the remainder of the unexpired term.



Department
of Education

Office of Early Learning and School Readiness

Professional Development

LPDC Registry Form

for Step Up To Quality

Revised 4/27/2017

Submit **One** Professional Development LPDC
Registry Form Per Training Certificate, In-service
form or Verification of Attendance to the Ohio
Professional Registry (OPR)

Section I - Applicant Professional Information

Name	_____	Educator ID #	_____
OPR OPIN#	_____	Organization Name (School District)	_____
Teaching/Work Assignment	_____	Location (School)	_____

Section II - Professional Development Information

Date of PD	_____	Instructor's Name:	_____
Title of Training	_____	Instructor's Credentials:	<input type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> PhD
# of Contact Hours	_____	Target Age Group	<input type="checkbox"/> Preschool <input type="checkbox"/> School Age (SACC)

Select One	Professional Development Focus (check as many as apply)	
<input type="checkbox"/> Ongoing series of workshop sessions	Early Learning & Development Standards	Core Knowledge & Competencies
<input type="checkbox"/> Conference	<input type="checkbox"/> Social-Emotional Development	<input type="checkbox"/> Child Growth & Development
<input type="checkbox"/> Single workshop	<input type="checkbox"/> Approaches to Learning	<input type="checkbox"/> Family & Community Relations
<input type="checkbox"/> District leadership team	<input type="checkbox"/> Cognitive Development & General Knowledge	<input type="checkbox"/> Observation & Assessment
<input type="checkbox"/> Local Professional Development Committee	<input type="checkbox"/> Language & Literacy Development	<input type="checkbox"/> Professionalism
<input type="checkbox"/> Curriculum Development	<input type="checkbox"/> Physical Well-Being & Motor Development	<input type="checkbox"/> Learning Environments & Experience
<input type="checkbox"/> School Improvement		
Other (Specify) _____		

Description of PD that clearly describes how it relates to Preschool or School Age (SACC), depending on age group served:

IPDP Goal(s) Applicable to this PD:

By submitting, I attest that this Professional Development is pre-approved
for my Individual Professional Development Plan (IPDP)

Signature/Name of Applicant _____ Date _____

Instruction Sheet for Professional Development LPDC Registry Form

Administrators, lead teachers, and assistant teachers must complete at least 20 hours of approved specialized training each biennium to achieve and maintain the Professional Development Certificate for SUTQ. The following is the list of criteria for accepting training completed through a licensed professional's LPDC in lieu of Ohio Approved credit for the purposes of Professional Development for SUTQ hours.

1. Administrators, lead teachers, and assistant teachers with an Individual Professional Development Plan (IPDP) can earn credit for non-Ohio Approved (OA) training completed at the local level. The plan must be pre-approved by the individual's LPDC.
2. Child Abuse, Communicable Disease, First Aid, CPR, and general Health & Safety courses will not be considered for approval for SUTQ professional development.
3. Instructor must have a minimum of a BA for training approval. Training must be related to the age group served by the individual and with a focus on one of the Early Learning Development Standards or Core Knowledge and Competencies.
4. A Professional Registry LPDC Form must be completed along with a certificate of completion (which includes the signature of the instructor) uploaded to your OPR profile.
5. Completed forms (Professional Development LPDC Registry Form and a certificate of completion or attendance) must be submitted to OPR for verification and approval to be used for SUTQ PD hours. At the completion of the verification process, approved hours will be reflected in the professional's Registry Profile.

How to Submit to OPR — Log into OPR at <https://www.occra.org/opr>

A

B

Click on your **Profile** and Select "Edit/View Registry" in the right corner.

C

Click "Add Training"

D

TRAINING INFORMATION

Complete Training Information and Upload the Professional Development Registry Form and a Training Certificate, In-service form or Verification of Attendance