Resource Guide for Establishing & Maintaining Local Professional Development Committees (LPDCs)

Ohio | Department of Education

April 2012

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Part 1: Requirements & Responsibilities

The Legal Basis for LPDCs

In 1996, Ohio's General Assembly authorized the establishment of Local Professional Development Committees (LPDCs) and mandated that such be established in every school district and chartered nonpublic school by September 1998 (Ohio Revised Code 3319.22). The purpose of the committees is to review the coursework and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of licenses have been met, with the exception of professional pupil services licenses that require credentialing through related licensure boards. The LPDC's responsibility begins when an educator obtains to a Professional License.

Other educational agencies* may establish Local Professional Development Committees on their own or in collaboration with a school district or other agency having authority to establish them, and shall be structured in a manner comparable to the structures prescribed for school districts.

Based on Local Professional Development Committee review and approval- the Ohio Department of Education issues licenses valid across the state of Ohio. Review by a Local Professional Development Committee does not mean the educator is qualified to work only in that district; the license is valid in any district in Ohio.

*Including but not limited to the Department of Education, Educational Service Centers, and County Boards of Developmental Disabilities, Regional Professional Development Centers, Special Education Regional Resource Centers, and college/university departments of education, Head Start programs, the Ohio SchoolNet commission and the Ohio Education Computer Network.

The Specifications of Ohio Revised Code Section 3319.22

The requirements in law for Local Professional Development Committees (LPDCs) vary depending on the type of district or organization establishing and maintaining the LPDC. These types of districts or organizations include the following:

- Public school districts with collective bargaining units;
- Public school districts with no bargaining units;
- Chartered nonpublic schools;
- Non-school entities.

Regardless of the type of district or organization, all LPDCs will include at least five (5) total members and a majority of teacher members. For LPDCs, a teacher is someone working under a teaching certificate or license and employed under a teaching contract.

Four-Tiered Teacher Licensure Structure

Resident Educator License / Alternative Resident Educator License
– 4 yr. nonrenewable (may be extended on a case by case basis)

Resident Educator License Requirements	Alternative Resident Educator License Requirements
• Bachelors 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** • Bachelors 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	• Bachelors degree • Major in the subject to be taught or extensive work experience • Completion of an Intensive Pedagogical Training Institute • Content area examination • This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers

Professional Educator License – 5 yr. renewable

Requirements
• Bachelors degree (except career-technical workforce development) • Successfully complete the Ohio Resident Educator Program • Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License - 5 yr. renewable
A + B +C

A	B	C
Degree Requirement	**Experience**	**Demonstration of Practice at the Accomplished/Distinguished Level:**
• Masters degree or higher from an institution of higher education accredited by a regional accrediting organization	• Nine years under a standard teaching license with 120 days of service as defined by ORD, of which at least five years are under a professional/permanent license/certificate	• Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5 yr. renewable
A + B +C

A	B	C	
Degree Requirement	**Experience**	**Demonstration of Practice at the Distinguished Level:**	
• Masters degree or higher from an institution of higher education accredited by a regional accrediting organization	• Nine years under a standard teaching license with 120 days of service as define by ORC, of which at least five years are under a professional/permanent license/certificate or a Senior Professional Educator License	• Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, **OR**	• Hold active National Board Certification (NBPTS)

The following pages list the highlights of the LPDC requirements. See the full text of the law in Appendix A.

LPDC Requirements in Law for Public School Districts *with* Collective Bargaining Units

- LPDCs will be established following the collective bargaining agreement in effect.
- If there are no specifications for selecting members, the exclusive representative of the district's teachers will select teacher members and replacements in cases of vacancy.
- If there are no specifications for the establishment of the LPDC, the district's Board of Education will establish the following:
    1. Committee structure – the number of committees; the distribution of teacher, administrator and other members on each; the scope of the committee (district-wide, by building, by grade level or by license type).
    2. Selection of administrative members and replacements in case of vacancy.
    3. Term length of members
    4. Frequency, time and place of meetings

- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

LPDC Requirements in Law for Public School Districts *without* Collective Bargaining Units

- The LPDC will consist of *at least:*
    1. Three classroom teachers employed by the district;
    2. One administrator employed by the district;
    3. One other district employee appointed by the district superintendent.
- The district's Board of Education will determine the structure and number of LPDCs, the terms of office and elections.
- LPDCs may be grouped
    1. *At the district level:* Teacher members will be elected by a majority of the classroom teachers of the district. The administrator member will be elected by a majority vote of the district's principals, if there are two fewer in the administrators.

2. *At the building level:* Teacher members will be elected by majority vote of the classroom teachers in that building.
3. *By grade level or age level:* Teacher members will be licensed to teach at the corresponding grade or age. They will be elected by a majority of teachers with such licenses. The administrator member will be elected by other administrators in buildings with teachers with such licenses.

- The LPDC committee structure established by a district board shall remain in effect unless with 30 days prior to an anniversary of the date upon which the current committee structure was established, the board provides notice to all affected district employees that the committee structure is to be modified.
- Vacancies among elected teacher members will be filled by vote of the remaining members. Other vacancies will be replaced by appointment by the district superintendent. Members filling vacancies will hold office for the remainder of the term.
- LPDCs may include additional members, but the majority must be classroom teachers from the district.
- The initial meeting of an LPDC will be called by a member designated by the district superintendent.
  At this meeting, the committee will
  1. Name a chairperson;
  2. Select any other officers;
  3. Adopt rules for meetings.
- Subsequent meetings will be held at the call of the chairperson or after a majority of committee members sign and file a petition with the district superintendent. Dates, times and locations will be published within the district.
- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Highlights of LPDC Requirements in Law by Type of District or Organization

Chartered Nonpublic Schools

- The chief administrative officer has the authority to establish the LPDC in any manner so long as the LPDC meets the mandate of determining whether an educator's proposed coursework or other professional development activity meets the requirements of the rules.
- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Non-School Entities

- Institutions or agencies that provide educational services and employ or contract the services of certificated or licensed educators are permitted to establish LPDCs.
- Such institutions or agencies shall develop a plan for the structure, membership and operation of the committee based on guidelines established by the Ohio Department of Education.
- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Regional Providers

- Institutions, agencies or professional organizations that provide services to educators are permitted to establish LPDCs to assist licensed educators not employed in Ohio schools or employed in Ohio schools with no LPDC.
- Such institutions, agencies or professional organizations shall develop a plan for the structure, membership and operation of the committee based on the guidelines established by the Ohio Department of Education.
- The LPDC committee structure established by a regional provider shall remain in effect unless with 30 days prior to an anniversary of LPDC establishment the participants are notified that the committee structure is to change.
- Membership in the institution, agency or professional organization cannot be required for educators to participate in the LPDC.
- A fee for LPDC participation cannot be assessed.
- The LPDC must include at least five licensed educators.
- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Consortiums

A consortium consists of two or more school districts or educational agencies joined together to establish an LPDC and share responsibilities for the LPDC work.

- If a school district with an exclusive bargaining unit joins a consortium in which other districts with collective bargaining units are members, the consortium will need to follow the guidelines for districts with collective bargaining units.
- If a consortium includes different districts with collective bargaining agents (such as an OEA local), an independent local would need to work together jointly and individually to undertake the responsibilities outlined for the bargaining unit.
- The LPDC must establish a procedure by which an educator may appeal an LPDC decision.

Responsibilities of the Local Professional Development Committee

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;
- Register the LPDC with the Ohio Department of Education *annually* on this page and
- Submit LPDC signature verification to Ohio Department of Education *annually*.

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 Professional Development Standards (available on this page) and
- Promote High Quality Professional Development (HQPD) as defined by the Ohio Professional Development Standards (See the Professional Development Standards available here and *Organizing for High Quality Professional Development* available for download from this page.

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" available on this page, 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

Note: Legal counsel for the Ohio Department of Education has indicated that since there is no specific exemption in law, LPDCs need to operate under the Open Meetings Act (Sunshine Law). LPDCs may choose to follow the local Board of Education's policies and procedures on meetings, personnel records and review or may wish to seek advice concerning these laws from local counsel. Chartered nonpublic schools are exempt from the Open Meetings 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

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

Part 2: Guidelines for Local Professional Development Committees

Plan of Operation

A Plan of Operation is the description of the way in which a Local Professional Development Committee (LPDC) fulfills its responsibilities. The plan outlines the purpose, guiding principles, timelines and processes through which the LPDC carries out its function of determining whether the coursework or equivalent professional development activities proposed by educators seeking the renewal of a license meet the requirements of Ohio's Teacher Education and Licensure Standards.

A thorough, well-developed Plan of Operation is critical to the success of an LPDC. A Plan of Operation should include the following elements, which are described in more detail below:

- Philosophy;
- Purpose;
- Criteria for coursework or professional development activities (see *Organizing for High Quality Professional Development*);
- Relationship among the LPDC, the building's improvement plan, the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan, and local professional development activities;
- Composition of the membership, selection of members and terms of office;
- Operational procedures;
- Reflection and revision;
- Forms

- ***Philosophy***

A clear statement of beliefs and values that govern the operation of the LPDC, the philosophy may be based on the vision or mission statements of the school or district that the committee serves. It should express the committee's understanding of the nature of professional development and the relationship between High Quality Professional Development (HQPD) and the improvement of educational practice.

- ***Purpose***

This element of the plan outlines the task of the committee. LPDCs are responsible for approving Individual Professional Development Plans (IPDPs) and determining whether coursework or professional development activities are HQPD and meet the requirements of license renewal.

- ***Criteria for Coursework or Professional Development Activities***

This element describes in detail the criteria by which an IPDP's goals and activities will be evaluated. These criteria provide the basis for the evaluation of whether the IPDP meets the needs of the district, the school, the educator and the students. This element is the essence of the Plan of Operation for the review and approval of an IPDP and the subsequent coursework or professional development activities taken.

LPDCs are encouraged to ground their criteria in the Ohio Educator Standards.

- ***Relationship among the LPDC, the building's improvement plan, the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan, and local professional development activities***

Because the IPDP must reflect the needs of the district and the school, the LPDC Plan of Operation should insure that LPDC members are familiar with the CCIP or Strategic Plan of the District and the school and that the LPDC criteria are appropriately aligned.

- ***Composition of Membership, Selection of Members and Term of Office***

The membership of the LPDC, the selection of members and the terms of office must be established in accordance with Ohio Revised Code Section 3319.22 (see Part 1 and Appendix A of this document).

- ***Operating Procedures***

This section outlines specifically how the LPDC will operate. It includes the following:

  - The procedures, criteria and timelines for the review and approval of IPDPs, coursework and other professional development activities;
  - The frequency and location of meetings;
  - The duties of committee members;
  - The process for selecting the committee chair;
  - The process for reviewing and approving IPDPs and documenting the review process;
  - The decision –making processes;
  - Methods and dates for internal and external communication, including the notification of educators regarding LPDC decisions;
  - Guidelines for maintaining records;
  - Procedures and timelines for handling appeals;
  - The system for verification of professional development to educators; and
  - The mandate to electronically register and provide signature verification to ODE **annually.**

- ***Reflection and Revision***

The LPDC should establish a process of self-assessment, which should include consideration of the views of district educators regarding the effectiveness of the committee's work, procedures and criteria. The results of this self-assessment should be used to redesign and revise the Plan of Operation as necessary. All changes should be made with the advice and knowledge of the educators represented by the LPDC.

- ***Forms***

All forms used by the LPDC to facilitate the license renewal process should be included. Committees are encouraged to use the LPDC forms provided by the ODE, which align directly to Ohio's Standards for Educators. See the "LPDC Forms" page in this location, which features the following documents:

1. **LPDC Step-by-Step** – This graphic illustrates how the work of the LPDC's aligns with the School Improvement model and Plan-Do-Study-Act. It shows how individual educators need to consider the new and improved IPDP a process rather than merely a plan. It also shows IPDPs to be recursive documents, which cycle through steps 2 and 3 several times during an individual educator's license cycle.
2. **Recommended IPDP Template -** District committees may use this MS Word document as is, or select portions most appropriate for their needs. Districts using online IPDP forms may wish to include some of the new content in fields made available for optional content. Also included—a SAMP IPDP showing how an educator might complete the IPDP template.
3. **Recommended Pre**-Approval Template – many districts require pre –approval for all professional development (PD) experiences; others do not. This document will prove particularly useful as a method for verifying non-traditional PD endeavors, often called EOA's (Equivalent other Activities). Also included—tow Sample Pre-Approval templates, which illustrate how an educator can track alignment to the PD standards on specific activities.
4. **PD Summary** – This document is designed to help LPDCs track educators' PD activities as they align to the Ohio Professional Development Standards.
5. **Contact Hour Verification Form** – In Ohio, only LPDCs can award CEUs. This form can be used by vendors and PD providers to document contact hours with participants.
6. **Verification Form for Educators leaving the LPDC** – LPDCs should provide educators exiting their committee a completed version of this form. This will be done as the educator leaves the district.
7. **Suggested Webinar Verification Form** Use this form to document webinar participation to your LPDC.

Reciprocity

In addition to facilitating the license renewal process, the LPDC represents local collegial efforts to support and maintain a high quality teaching force throughout Ohio. In that collegial spirit, LPDCs should honor the efforts of educators who move into the district with a current IPDP approved by their prior LPDC. Educators should use the *Verification Form for Educators Leaving the LPDC*, referred to in the forms section.

When an educator leaves employment in a district, the former LPDC **must,** upon request of the educator, provide verification of the approval of the educator's IPDP and any coursework and professional development completed by the educator and accepted by the LPDC, using the *Verification Form for Educators Leaving the LPDC.* The LPDC should encourage the educator to approach the new LPDC as soon as possible with the ongoing IPDP to complete the reciprocity transfer.

When an educator takes employment in a new district, the new LPDC **must** honor the coursework and other professional development activities that a newly-hired educator had completed pursuant to an IPDP approved by their former LPDC prior to employment in the new district. As soon as possible *after* employment and *before* engaging in any additional coursework or professional development activities, the newly-hired educator must submit an IPDP in accordance with the operating procedures of the new district.

Appeal Process

Ohio Revised Code requires that every educator served by an LPDC must be provided with an opportunity to appeal the decisions of the LPDC regarding

(a) IPDP approval, and
(b) Pre-Approval or approval of coursework and professional development activities.

(See Appendix A.)

Although the mandate requiring an appeal process is clear, **the LPDC is responsible to construct and implement it.**

To construct or revise the local appeal process, the LPDC should first **ensure that the operating procedures, timelines, forms and criteria are explicitly stated in writing and communicated to all educators served.** To reduce confusion, potential disagreements and eventual appeals, clearly communicate expectations on the following **LPDC** basics:

- The criteria, format and directions for preparing the IPDP;
- The criteria, procedures and timelines for the approval of IPDPs and the acceptance of coursework and other professional development activities;

- The communication system in place between and among the LPDC and its constituent educators;
- The revision and resubmission process for non-approved IPDPs, coursework and other professional development activities;
- The recordkeeping policies and processes of the LPDC; and
- The process by which an educator may appeal a decision rendered by the LPDC.

Because the appeals process is determined locally, specific features may vary from one LPDC to another. However, every LPDC's appeal process should provide for **at least** two stages of review: *reconsideration and third-party review*.

Reconsideration

If an educator disagrees with an LPDC decision, the educator must **first** be given the opportunity to meet with the LPDC to present his or her case. The discussion should be both open and collegial with the intent to provide both the educator and the LPDC the opportunity to understand each other's perspective while seeking a mutually-acceptable resolution.

If a resolution is reached at this point in the process, it should be so documented and made a matter of record for the educator and for the LPDC.

If the parties cannot reach a mutually-acceptable resolution, then the educator may advance the appeal to the next level, the third-party review.

Third-Party Review

In the event that the educator and the LPDC cannot reach a mutually-acceptable resolution, the LPDC should provide for a third-party review and decision. One method for third-party review is for the LPDC to convene a panel of three licensed educators:

1. One educator selected by the LPDC;
2. One educator selected by the educator making the appeal; and
3. One educator approved by both the LPDC and the educator.

State-Level Review

In anticipation of potential appeals, the LPDC may elect to add a *final* appeals stage: a review of the matter by the Ohio Department of Education. **Unless an LPDC includes this step in their operating procedures, educators *cannot* appeal LPDC decisions beyond the third-party review.**

Part 3: Professional or Associate License Renewal (and Certificate Transition)

Note: This section of the document addresses requirements *only* for those educators who are currently employed in a school, school district or an agency or institution registered with the Ohio Department of Education that has established a Local Professional Development Committee (LPDC).

Licensed or certificated educators who are not connected to an established LPDC must apply for renewal or transition directly through the Ohio Department of Education, Office of Educator Licensure. Since there would be no LPDC to review the other professional development activities and award Continuing Education Units (CEUs), educators in this situation are able to use *only* college or university coursework toward renewal requirements.

Local Professional Development Committee Authorization

Which situations are managed by an LPDC?

- ***Transitions to the 5-Year License* from an 8-Year Professional Certificate issued prior to July 2007.**
- ***Renewals of a* 5-Year Professional License or a 5-Year Associate License**

Who <u>must</u> work through an LPDC?

- 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.

Who <u>may</u> work through an LPDC?

- Educators who hold certificates or 5-year licenses who substitute teach or interpret on a regular basis in the school or district the LPDC represents may work with the LPDC *if* its operational procedures include that provision. If there is no such operational procedure, substitute teachers must work directly with the Ohio Department of Education in order to fulfill license renewal requirements.

Who is <u>exempt</u> from working through an LPDC?

- School social workers, school speech-language pathologists, school nurses, school audiologists, occupational therapists, physical therapists, occupational therapy assistants and physical therapy assistants are required to maintain licensure through their respective Ohio professional licensure board. To renew five-year professional Ohio Department of Education pupil services licenses in these areas, educators must maintain their other board license. By doing so, they meet all Ohio Department of Education renewal requirements and therefore, *do not need to work through the LPDC.* These educators renew their license by submitting a renewal application with proof of current professional board licensure directly to the Ohio Department of Education.

- While ODE-licensed school counselors and school psychologists are not required to maintain concurrent professional licensure through the Ohio Counselor, Social Workers and Marriage and Family Therapy Board (counselors) or the Ohio State Board of Psychology (psychologists), some individuals do hold both the ODE license and a professional board license. Holders of five-year professional ODE pupil services licenses for school counselor or school psychologist *who also hold* a corresponding professional board license may renew the ODE license based on maintaining licensure through the respective professional licensure board, and do not need to work through an LPDC. Holders of five-year professional ODE school counselor or school psychologist licenses who *do not* maintain a concurrent professional board license are required to work through the LPDC to renew their ODE licenses.

- Holders of two-year provisional teaching or school counselor licenses, and teachers working under the four year Resident Educator license, do not work through the LPDC to renew provisional licenses or to advance from a provisional license or Resident Educator license to a professional license.

- Individuals may apply directly to the ODE Office of Educator Licensure to renew a provisional license, in order to obtain another provisional license if they do not hold a position that enables them to complete the Ohio Resident Educator Program under a Resident Educator license.

- Individuals *who have completed an Ohio teacher induction program* (Entry Year Program or Transition Resident Educator Program) also apply directly to the ODE Office of Educator Licensure, having had their application signed by the superintendent or designee and the mentor.

- Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license.

- Educators holding alternative resident educator licenses, including career-technical workforce development teachers, do not work through the LPDC. Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license

- Educators holding an alternative principal license, alternative administrative specialist license, or alternative superintendent license *do not work through the LPDC* to renew the alternative license. Once a professional license is obtained in the area in which the alternative license was formerly held, regular LPDC procedures apply to the renewal of the professional license.

- Educators holding a one-year temporary pupil services license or one-year supplemental teaching license *do not work through the LPDC* to renew the temporary or supplemental or to advance to the standard license in the area in which the temporary or supplemental license was held. Once a professional license has been obtained in the area, regular LPDC procedures apply to the renewal of the professional license.

Individual Professional Development Plan

If an educator is employed in an Ohio school, the Ohio Administrative Code Rule 3301-24-08 states, "Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to the approval of the local professional development committee."

To ensure that all appropriate professional development activities may be considered to meet renewal requirements, the Individual Professional Development Plan (IPDP) should be written and submitted to the LPDC for approval as soon as possible after the issuance of the license to be renewed. After an approved IPDP is on file, the LPDC is able to grant credit for professional development activities in accordance with the LPDC's Plan of Operation.

To qualify for licensure renewal, the educator must complete one or a combination of the following:

- Six (6) semester hours of coursework related to classroom teaching or the area of licensure;
- Eighteen (18) continuing education units (CEUs) which represent 180 contact hours of professional development OR engagement in equivalent other activities (EOAs) related to classroom teaching or the area of licensure as approved by the LPDC of the employing school, district or agency since the issuance of the license to be renewed.

The primary responsibility of the Local Professional Development Committee (LPDC) is to review educators' Individual Professional Development Plans (IPDPs) and ensure that the identified goals and strategies are relevant to the needs of the district, the school, the students and the educator. Such decisions should be based on the committee's local criteria and be aligned to the Ohio Professional Development Standards. To ensure that educators engage in appropriate professional development activities, the IPDP must be submitted and approved *prior to beginning* the coursework or activities for which the educator seeks approval.

The development of IPDPs allows educators' flexibility in selection of personally meaningful coursework, workshops and professional development, provided it aligns with district goals and the Ohio Standards for Professional Development. Detailed guidance to the development and approval of the Individual Professional Development Plan (IPDP) is available in the booklet, *Organizing for High Quality Professional Development* available online at this location.

Not all professional development need be college courses or workshops; in fact, the highest quality professional development is neither. The following Equivalent Other Activities (EOAs) fall under the category of professional development:

- ☐ Conference
- ☐ Single workshop

- ☐ Professional Learning Team/Community Involvement
- ☐ Independent study/action research
- ☐ Professional educational organization activities
- ☐ District leadership team, LPDC, curriculum development, school improvement
- ☐ Coaching/mentoring student teachers, new teachers or teachers in need
- ☐ Activities leading to Master Teacher/National Board

Local Professional Development Committee(s) across the state continue to make decisions about licensure renewal. Educators determine and set their own professional goals, using the process outlined in *Organizing for High Quality Professional Development.* By also consulting *Standards for Ohio Educators* (available on this page) educators can make informed decisions regarding their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

The Individual Professional Development Plan (IPDP) identifies an educator's goals for learning. The process of preparing and submitting an IPDP requires educators to

- Examine their practice; (Self-Assessment- RE, OTES, OPES)
- Determine individual priorities and goals;
- Complete the IPDP according to LPDC policy; and
- Obtain pre-approval from the LPDC (per district policy).

LPDC should provide educators all the materials required to prepare an acceptable IPDP. The Ohio Department of Education provides IPDP templates and supporting documents on the web. Though LPDCs are not obligated to use these forms, LPDCs should see that their forms align to the Ohio Standards for Professional Development and require educators to examine their own practice against the appropriate set of educator standards.

Educators are responsible to maintain their IPDPs and any required documentation for activity and course approval. *Keep copies of all materials submitted to the LPDC.*

It is *the educator's responsibility* to complete the IPDP and its accompanying professional development according to the LPDC's policies and timelines. Be aware of the LPDC's meeting schedule and plan your submissions accordingly.

Timely Submission of Applications

Upon determination by the LPDC that all requirements for renewal have been met, send the application form, with the applicant's signature, signed by the LPDC designate with the proper fee attached to:

Ohio Department of Education
Office of Educator Licensure
25 South Front St., Mail Stop 105
Columbus, Ohio 43215-4183

This process can start as early as January of the year that an educator's license expires.

Administrators, School Treasurers, School Business Managers, Supervisors

When 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.

Renewal or Transition after Retirement or Termination of Employment

When an educator retires or takes employment in a new district, the former district will provide verification of the IPDP approval, including coursework and continuing education that is completed and accepted.

Completed professional development activities approved by an LPDC must be honored by other LPDCs and by the Ohio Department of Education.

It is the educator's responsibility to request and retain the approved and signed form, ***Verification Form for Educators Leaving the LPDC,*** available on this page , and submit it to the new LPDC at the time of employment in the new district; or if no longer employed by a district to the Ohio Department of Education at the time of application for renewal.

If the plan was not completed in total, a new plan to address the time period remaining in the renewal cycle will have to be written and approved by the new LPDC. Or, if the educator is not employed, the remaining credits will have to be completed by taking coursework at a college or university prior to application to the Ohio Department of Education.

Renewal Requirements for Expired Licenses (and Certificates)

Professional and associate licenses that have lapsed for *up to five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of nine semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed. The educator is advised to inform the LPDC that he or she is taking coursework and also work with the Ohio Department of Education Office of Licensure to ensure coursework has been accepted.

Professional and associate licenses that have lapsed for *more than five years* due to not meeting professional development requirements may be reinstated upon completion of the equivalent of 12 semester hours of coursework relevant to classroom or the area of licensure since the issuance of the license to be renewed. The educator is advised to inform the LPDC that he or she is taking coursework and also work with the Ohio Department of Education Office of Licensure to ensure coursework has been accepted.

APPENDIX A: Ohio Revised Code Section 3319.22

A. Public School Districts with Collective Bargaining Units

Local Professional Development Committees shall be established in accordance with any collective bargaining agreement in effect in the district that includes provisions for such committees.

If the collective bargaining agreement does not specify a different method for the selection of teacher members of the committees, the exclusive representative of the district's teachers shall select the teacher members and shall designate replacement members in the case of vacancies of teacher members, unless the collective bargaining agreement specifies a different method of selecting such replacements.

If the collective bargaining agreement does not specify a different structure for the committees, the Board of Education of the school district shall establish:

- The structure, including the number of committees and the number of teacher, administrative and other members on each committee;
- The specific administrative members to be part of each committee;
- Whether the scope of the committees will be district level, building level, or by the type of grade or age levels for which educator certificates/licenses are designated;
- The lengths of terms of members;
- The procedure for filling vacancies on the committees;
- The frequency, time and place of meetings;
- A procedure by which an educator can appeal the decision of the local committee.

B. Public School Districts with No Collective Bargaining Units

The Board of Education in each school district shall establish the structure for one or more Local Professional Development Committees.

The committee structure shall remain in effect unless within thirty days prior to an anniversary of the date upon which the current committee structure was established, the board provides notice to all affected district employees that the committee structure is to be modified.

NOTE: The following language is taken directly from Ohio Revised Code Section 3319.22 and outlines the requirements in law for Local Professional Development Committees.

Local Professional Development Committees may have a district level or building level scope of operations, and may be established with regard to a particular grade or age levels for which an educator license is designated.

For committees with a district level scope, the teacher members shall be elected by a majority of the classroom teachers of the district, and the principal member shall be elected by a majority

vote of the principals of the district, unless there are two or fewer principals employed by the district, in which case the one or two principals employed shall serve on the committee.

For committees with a building level scope, the teacher and principal members shall be assigned to that building, and the teacher members shall be elected by a majority vote of the classroom teachers assigned to that building.

For committees with a particular grade level or age level scope, the teacher members shall be licensed to teach such grade or age levels, and shall be elected by a majority of the classroom teachers holding such a license, and the principal shall be elected by all principals serving in buildings where any such teachers serve.

The district superintendent shall appoint a replacement to fill any vacancy that occurs on a Local Professional Development Committee, 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.

Terms of office and the conduct for elections for members of the LPDC shall be prescribed by the district board establishing the committee.

An LPDC may include additional members, except that the majority of members on such committee shall be classroom teachers employed by the district.

Any member appointed to fill a vacancy prior to the expiration date of the term for which a predecessor was appointed shall hold office as a member for the remainder of that term.

The initial meeting of any LPDC, upon election and appointment of all committee members, shall be called by a member designated by the district superintendent. At the initial meeting, the committee shall select a chairperson and such other officers the committee deems necessary, and shall adopt rules for the conduct of meetings.

Thereafter, the committee shall meet at the call of the chairperson or upon the filing of a petition with the district superintendent signed by a majority of the committee members calling for the committee to meet.

C. Chartered Nonpublic Schools

The chief administrative officer shall establish the committee in any manner acceptable to such officer. The committee established under this division shall determine whether coursework or other professional activities that a district or chartered nonpublic educator proposes to complete meets the requirements of the rules. A procedure by which an educator may appeal the decision of a Local Professional Development Committee shall be established.

D. Non-School Entities

Other institutions or agencies that provide educational services and employ or contract the services of certificated or licensed educators are permitted to establish a Local Professional Development Committee to review the coursework or other professional development activities completed for the purpose of license renewal. Such institutions or agencies may develop a plan for the structure, membership and operation of the committee based on guidelines established by the Ohio Department of Education.

Glossary

Administrator An individual working under the following certificate or license: Superintendent License, Superintendent Certificate, Local Superintendent Certificate, Assistant Superintendent Certificate, Principal License, Principal Certificate, Vocational Director License, Vocational Director Certificate, Educational Administrative Specialist Certificate, Administrative Specialist License, Supervisor Certificate, Vocational Supervisor Certificate, Treasurer License, Business Manager License. Note: For purposes of meeting the requirements in 3301-24-08 regarding the composition of LPDCs when discussing or voting upon administrators' coursework plans, school treasurers and school business managers would be included in this category.

Approved Institution A college or university that has been approved for the preparation of teachers, administrators and school employees in pupil personnel services by the State Board of Education.

Appeal Process The process by which an educator can have the decision of an LPDC reviewed.

CEU A Continuing Education Credit is ten (10) professional development contact hours approved by a Local Professional Development Committee (LPDC). Professional development providers *do not* award CEUs, LPDCs do. Professional development providers should supply their participants with certificates of the *contact hours* of the particular professional development experience.

Consortium Two or more school districts or educational agencies joined together to establish a LPDC and share responsibilities for the LPDC work

Contact Hours The direct clock hours spent engaged in a professional development activity

Chartered Nonpublic School A nonpublic school that operates under applicable State Board of Education rules and is chartered by the State Board of Education

Educator An individual certified or licensed by the State Board of Education to teach or practice in Ohio's schools

EOA (Equivalent Other Activity) A professional development activity other than college or university courses, seminars and workshops.

HQPD (High Quality Professional Development) The acronym identifying the standard for Ohio professional development as delineated in the Ohio Standards for Professional Development

IPDP (Individual Professional Development Plan) The document prepared by individual educators as a record of personal professional development goals and as a document of their achievement.

Issue date vs. effective date All Ohio certificates and licenses have an EFFECTIVE date of July 1- the effective date is the beginning of the validity period or duration of the license. The ISSUE

date is the date that a license is actually issued to an educator- an issue date may be any business day since licensure applications are processed and licenses issued continuously throughout the year.

Permanent Certificate A permanent certificate is an educator credential that was issued under former law that is valid for the lifetime of the certificate holder unless it is limited, suspended or revoked under section 3319.31 of the Revised Code.

Professional Certificate An educator credential issued by the State Board of Education through 2003 to an individual who is deemed to be qualified, under the 1987 *Teacher Education and Certification Standards,* to teach or practice in Ohio's schools. All professional certificates will be transitioned to a five-year professional license by June 30, 2014.

Professional License The professional or associate license that is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the requirements listed in paragraph (A1 / A2) of Ohio Administrative Code 3301-24-08, have been completed since the issuance of the license to be renewed.

Provisional License Ohio's former initial beginning teacher license. New provisional licenses are no longer issued, but may be renewed if already held.

Standards for Ohio Educators Three sets of standards (Ohio Standards for the Teaching Profession, Ohio standards for Principals, and Ohio Standards for Professional Development) adopted by the state Board of Education in 2005 to focus the goals and objectives of educators as they seek to improve the profession.

Teacher Education and Licensure Standards The Ohio Teacher Education and Licensure Standards are sections of the Ohio Administrative Code (OAC) and Ohio Revised Code (ORC) that establish requirements for educator preparation and licensing. Included in the standards are requirements for obtaining and maintaining all available types of educator credentials including teaching, administrator and pupil services credentials, permits, alternative credentials, and substitute and temporary credentials. Administrative rules are reviewed on an ongoing basis and the State Board of Education may revise these rules periodically or create new ones in response to recommendations from the Ohio Department of Education, the Educator Standards Board, and/or other education stakeholders.