



Licking  
Heights  
Schools

Individual Professional  
Development Plan

Staff  
Handbook

Local Professional Development Committee (LPDC)  
of the Licking Heights Local Schools

Staff Handbook  
*Revised June 2017*

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# Licking Heights Local Professional Development Committee

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## Meetings are held at least once a month in

June  
August  
September  
November  
January  
March  
April  
May

# **Licking Heights Local Professional Development Committee**

## **Statement of Purpose**

The purpose of the Licking Heights Local Professional Development Committee is to:

- approve and issue contact hours and Continuing Education Units within the district
- review coursework and other professional development activities completed by educators employed by the Licking Heights District and used for the renewal of all licenses

The approval of the LPDC is required and noted on the Ohio Department of Education prescribed form at the initiation of the license renewal process. The LPDC does not issue licenses; that authority is solely reserved for the Ohio Department of Education

## **Philosophy**

The philosophy of the Licking Heights Local Professional Development Committee is to:

- emphasize increased student learning and achievement and the maximization of each educator's potential through appropriate professional development
- foster a standard of continuous improvement in the district by promoting the alignment of professional growth with individual, student, building and district needs and goals
- support the Continuous Improvement Process by requiring Individual Professional Development Plans to reflect building and district goals
- guide the development of Individual Professional Development Plans: i.e., goal-setting, research, selecting strategies that impact student learning and reach the goal, planning for implementation, implementation, evaluation of progress, and building professional capabilities through effective methodology

## **Master Teacher**

The Licking Heights Local Professional Development Committee will serve as the review committee for applications requesting designation as "Master Teacher" for the certified staff of Licking Heights Local School District.

Criteria to be demonstrated for the designation of "Master Teacher" may be accessed at <http://esb.ode.state.oh.us>.

# **Licking Heights Local Professional Development Committee**

## **Sunshine Law**

The LPDC is a subcommittee of the Licking Heights Board of Education and thus falls under the provisions of the Sunshine Law. All meetings will be announced in advance and are open to the public.

## **Confidentiality**

The LPDC shall keep confidential all reviews, evaluations and discussions of the Professional Development Plan and/or course/activity proposals. No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party involved.

## **Method of Decision-Making**

An official vote must be the majority of members present in agreement in any action. A member's abstention will only be allowed if the vote will personally impact that individual or a family member.

# How to Renew a Currently Valid Five-Year License

This page outlines the requirements to renew a currently valid five year license and provides a link to the license renewal application.

## [License Renewal Application](#)

Requirements for renewal of a currently valid license:

### If Currently Employed in an Ohio School/District

For individuals currently employed in an Ohio public school/district, chartered nonpublic school or community school:

Each educator is responsible for the design of an Individual Professional Development Plan (IPDP), subject to the approval of the Local Professional Development Committee (LPDC). The plan should be based on the needs of the educator, the students, the school and the school district, and be aligned with the professional educator standards adopted by the State Board of Education. In accordance with the approved plan, the educator must complete six semester hours of coursework related to classroom teaching and/or the area of licensure; or 18 continuing education units (CEUs) (180 contact hours) or other equivalent activities related to classroom teaching and/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. Coursework, CEUs or other equivalent activities may be combined.

*Coursework needs to be completed prior to September 1 of the year of expiration of the license to be renewed or the renewal requirement increases to 9 semester hours, or 13.5 quarter hours.*

### **Contact Information**

Office of Educator Licensure

(614) 466-3593

1 (877) 644-6338 (toll free)

# License Renewal Process

## How To Renew Your License Online

### Steps:

1. Go to ODE website \_\_\_\_
2. Log into a SAFE account. (upper right hand corner) If you do not have one you can register for one on ODE \_\_\_\_
3. Click on ODE.CORE \_\_\_\_
4. At the top of page click on “My Educator Profile/ My Applications” \_\_\_\_
5. Use drop down box and select Renew \_\_\_\_
6. Fill out the information \_\_\_\_
7. Pay Online-using credit card \_\_\_\_
8. Get background check
9. These are offered at the district office. Cost is \$25.00 exact cash or check.
10. Give a copy of your official transcript to your LPDC representative. Once your course work matches your IPDP goals your transcript will be returned to you. \_\_\_\_
11. Once you are approved by LPDC and information online is completed the E-signer will approve your application.
12. ODE will send you an approval that it is renewed.
13. After your license is renewed create a new IPDP online.
14. Professional Development will not count toward a new license until new IPDP has been created.

### IMPORTANT NOTE:

Early renewals are especially important due to large numbers of applications in the summer months.

- BCI/FBI background checks could easily be delayed during the summer
- BCI/FBI background checks must be completed before license applications can be approved by ODE
- Current teaching licenses must be received by the district office by September – any delay could, and will, force the treasurer’s office to withhold paychecks.

The status of Ohio educational licenses and applications for renewal can be accessed through ODE, by setting up a secure SAFE account.

## Ohio's 4-Tiered Licensure Structure

### Resident Educator License / Alternative Resident Educator License – 4 yr nonrenewable (maybe extended on a case-by-case basis)

| Resident Educator License Requirements   | Alternative Resident Educator License Requirements  |
|--|---|
| <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• An approved program of teacher preparation</li> <li>• Examinations prescribed by State Board of Education (licensure exams)</li> <li>• 12 semester hours of reading for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses</li> </ul> | <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Major in the subject to be taught or extensive work experience</li> <li>• Completion of an Intensive Pedagogical Training Institute (IPTI)</li> <li>• Content area examination</li> <li>• This license will also be issued for career-technical workforce development as utilizing existing processes for licensing these teachers and including an IPTI</li> </ul> |

### Professional Educator License – 5 yr renewable

| Requirements   |
|--|
| <ul style="list-style-type: none"> <li>• Bachelor's degree (except career-technical workforce development)</li> <li>• Successfully completed the Ohio Resident Educator Program</li> <li>• Alternative License holders successfully complete additional requirements to obtain Professional license</li> </ul> |

### Senior Professional Educator License – 5 yr renewable

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

### Lead Professional Educator License – 5 yr renewable

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

Nov 20



## When Must I Have an Individual Professional Development Plan?

**An Individual Professional Development Plan MUST be submitted to the Licking Heights Local Professional Development Committee BEFORE any courses, workshops or activities are attempted that will be used for certificate/license renewal.**

After an IPDP is submitted, the following professional development options may be utilized to fulfill licensure requirements:

6 semester hours of college course work

**OR**

18 CEUs - either ODE approved or district LPDC approved

**OR**

180 Contact Hours- either ODE approved or district LPDC approved

**OR**

A combination of any of the above

**Resident Educators are to submit an IPDP as soon as possible after applying for their first five-year license.**

To: **New staff** of Licking Heights Local Schools

From: Licking Heights Local Professional Development Committee (LPDC)

All teachers are now working under licensure standards.

These standards stipulate that you must have an Individual Professional Development Plan (IPDP) approved by the LPDC of the district in which you work, and must follow the guidelines stated in our handbook. **This IPDP must be approved before any coursework is undertaken that will be used to apply for a license renewal when your current license expires.**

**If you have previously worked under an Individual Professional Development Plan in another district,** you must request a reciprocity form from the LPDC in that district. This reciprocity form must state the coursework taken under your previous IPDP and is mandatory for that coursework to be applicable towards your next license. You **must** also submit a new Licking Heights IPDP to our committee.

**If you are returning to the teaching profession after a period of non-teaching,** you are also under licensure standards and must have an Individual Professional Development Plan. This IPDP must be approved before any coursework is undertaken that will be used to apply for a teaching license when your current license expires.

**If you are a recent graduate,** to move to a 5-year Professional license, all that is needed is to participate in the Resident Educator Program. No IPDP is needed and no LPDC sign-off is required.

No college courses or CEU can apply toward renewal of a 5-year license until it has been issued. A new IPDP should be submitted to the LPDC as soon as application is made for that 5-year license. **An IPDP must be submitted before any coursework is undertaken that will be used towards the next 5-year license.**

For any staff that has been hired over the summer, please be aware that any graduate courses or workshops taken over the summer will be accepted retroactively, **IF** an IPDP is submitted to the LPDC by our first meeting of the school year.

**Note: As soon as you receive your updated certificate/license, submit a new IPDP - to be in effect for courses and workshops towards your next license renewal.**

# Individual Professional Development Plan

(see IPDP Rubric for Evaluation Criteria)

## IPDPs are now completed online

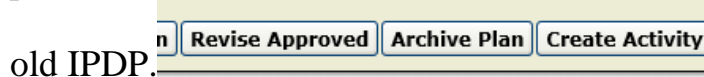
Log into [www.LACA.org](http://www.LACA.org)



At the top of the page is the IPDP link



If you have renewed your license and need to create a new IPDP, you must archive your old plan before you create a new plan. “Archive Your Plan” is a button in the middle of your



old IPDP.

THEN click Create a Plan

Choose the appropriate template: Teacher, Administrator, Treasurer, Business Manager

The image shows a form titled 'Development Plan - Header'. It contains several fields with annotations:

- Plan Template:** Licking Heights Teacher IPDP
- \* Name Of Plan:** Renewal in 20\_\_ (An arrow points to this field with the text 'Put the date your license').
- \* Select Committee:** LPDC committee (An arrow points to this dropdown with the text 'Keep as none!')
- Approving Supervisor:** None (An arrow points to this dropdown with the text 'Keep as none!')
- \* Applies to Licenses:** Two checkboxes are checked. The first is 'FL1000593 - 5 Year - Professional - License - Kindergarten-Elementary (K-8) - 05/14/2010 - 06/30/2015'. The second is 'FL1000593 - 5 Year - Lead Professional Educator - License - Kindergarten-Elementary (K-8) - 07/03/2011 - 06/30/2016'.
- \* Mission:** Renewal of 5 Year License (An arrow points to this dropdown with the text 'Make sure correct license is marked')

**Other Mission Desc:**

**cus:**

*I plan to continue graduate coursework, attend workshops and seminars that will benefit my teaching. Reading is an area of interest to me and an area in which I want to develop my professional capabilities. I want to learn and incorporate different methods of assessment in reading.*

This is your five year plan. What do you plan to do and how? Be broad. If you write only graduate coursework, only graduate coursework will count.

### Goals

You must have at least three goals. One of the goals must be tied to student growth or achievement. On this form, there is room for up to five goals.

**Procedure - Professional Development Plan Goals**

**\* Goal One:**

*4a. To improve students' specific skills in reading.*

0 of 2000

**\* Goal Two:**

*2c. To acquire further knowledge and skills in the area of reading instruction.*

0 of 2000

**\* Goal Three:**

*1b. To use and construct effective evaluation instruments for use in my role as classroom teacher.*

0 of

**Goal Four:**

Must use pages in the LPDC manual # 17-19 to select your goals. Please put number and letter.

If you plan on having a student teacher or mentor a new teacher (Goal 5h) make sure there is a goal in here that matches that. If you plan on taking courses about using technology, make sure there is a goal about that. You can always revise your IPDP. Make sure at least some of your goals reflect all of your certifications Please, make sure it is broad so that you cover your bases.

IPDP Teacher Rubric

Name \_\_\_\_\_

|  | Meets Expectation 2   | Does Not Meet Expectation 0  |
|--|---|--|
| Focus  | Contains a focus that matches instructional license and district goals.   | Does not contain a focus matched to district goals or licensure.   |
| Goals<br>Goals must be taken from the goal identification guide.   | Contains 3 goals that are matched to the district goals.<br>Goals are matched to increasing student growth and achievement. | Contains fewer than 3 goals matched to district goals or contain goals not matched to district goals of increasing student growth and achievement. |
| <b>Professional Development Matched to Teaching Standards</b>  |   |  |
|  | Meets Expectation 2   | Does Not Meet Expectation 0  |
| Teachers understand student learning and development, and respect the diversity of the students they teach.                                    | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category  |
| Teachers know and understand the content area for which they have instructional responsibility.  | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category  |
| Teachers plan and deliver effective instruction that advances the learning of each individual student.   | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category  |
| Teachers create learning environments that promote high levels of learning and achievement for all students                                    | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category  |
| Teachers assume responsibilities for professional growth, performance and involvement as an individual and as a member of a learning community | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category  |
| <b>Evaluation of Plan</b>  |   |  |
|  | Meets Expectation 2   | Does Not Meet Expectation 0  |
| Professional Development Evaluation  | Uses 3 or more evaluation tools to assess PD effectiveness  | Does not use 3 tools to assess PD effectiveness  |

|          |              |
|----------|--------------|
| Approved | Not Approved |
|          |              |

IPDP Administrator’s Rubric

Name \_\_\_\_\_

|  | Meets Expectation 2  | Does Not Meet Expectation 0  |
|--|--|--|
| Focus  | Contains a focus that matches instructional license and district goals.  | Does not contain a focus matched to district goals or licensure.   |
| Goals<br>Goals must be taken from the goal identification guide.   | Contains 3 goals that are matched to the district goals. Goals are matched to increasing student growth and achievement. | Contains fewer than 3 goals matched to district goals or contain goals not matched to district goals of increasing student growth and achievement. |
| <b>Professional Development Matched to Principal’s Standards</b>   |  |  |
|  | Meets Expectation 2  | Does Not Meet Expectation 0  |
| Principals help create a shared vision and clear goals for their schools to ensure continuous progress toward achieving the goals.   | Professional Development has at least one focus area in this category  | Professional Development does not contain a focus area in this category  |
| Supporting the implementation of high quality standards based instruction resulting in high levels of achievement for all students   | Professional Development has at least one focus area in this category  | Professional Development does not contain a focus area in this category  |
| Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.  | Professional Development has at least one focus area in this category  | Professional Development does not contain a focus area in this category  |
| Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being. | Professional Development has at least one focus area in this category  | Professional Development does not contain a focus area in this category  |
| <b>Evaluation of Plan</b>  |  |  |
|  | Meets Expectation 2  | Does Not Meet Expectation 0  |
| Professional Development Evaluation  | Uses 3 or more evaluation tools to assess PD effectiveness   | Does not use 3 tools to assess PD effectiveness  |

|          |              |
|----------|--------------|
| Approved | Not Approved |
|          |              |

IPDP Treasurer’s Rubric

Name \_\_\_\_\_

|   | Meets Expectation 2   | Does Not Meet Expectation 0   |
|---|---|---|
| Focus   | Contains a focus that matches instructional license and district goals. | Does not contain a focus matched to district goals or licensure.        |
| Goals   | Contains 3 goals that are matched to the district goals.                | Contains fewer than 3 goals matched to district goals                   |
| Professional Development Matched to Treasurer’s Standards |   |   |
|   | Meets Expectation 2   | Does Not Meet Expectation 0   |
| Leadership  | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category |
| Financial Management                                      | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category |
| Facilities, Properties and Capital Assets Management      | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category |
| Communication and Collaboration                           | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category |
| Professionalism   | Professional Development has at least one focus area in this category   | Professional Development does not contain a focus area in this category |
| Evaluation of Plan  |   |   |
|   | Meets Expectation 2   | Does Not Meet Expectation 0   |
| Professional Development Evaluation                       | Uses 3 or more evaluation tools to assess PD effectiveness              | Does not use 3 tools to assess PD effectiveness                         |

|          |              |
|----------|--------------|
| Approved | Not Approved |
|          |              |

## Professional Development Standards

### **Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.**

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.
- 

### **Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.**

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data and research to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a

particular approach to instructional improvement or whole school reform.

- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

### **Standard 3: High Quality Professional Development (HQPD) is collaborative.**

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

### **Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.**

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

### **Standard 5: High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.**

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.

- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

### **Standard 6: High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.**

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.



# Goal Identification Guide

To the Educator : This Goal Identification Guide is provided to assist you in identifying goals that may help you to maximize your professional potential to yourself, your students, your district, and the community within which you work. It is a guide, and is not intended to be inclusive. You are encouraged to develop goals that will help you, your students, and/or your school district to succeed.

Please select a minimum of three (3) goals which will form the basis of your IPDP. If your original goals change you will need to submit a revised IPDP.

## 1. Assessment and Evaluation

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

## 2. Content and Professional Knowledge

- a. To apply technology as an effective content tool.
- b. To gain knowledge of other professions.
- c. To acquire further knowledge and skills in a specific content area: \_\_\_\_\_
- d. To increase understanding of age-appropriate and developmental characteristics of students
- e. To acquire and demonstrate use of educational theory and/or philosophy.
- f. To observe classrooms and other educators to learn new practices which can be implemented into my own classroom.

## 3. Communication Skills

- a. To apply technology as an effective communication tool.
- b. To present to various audiences.
- c. To enhance speaking skills.
- d. To enhance writing skills.
- e. To enhance community-school relations.
- f. To enhance/increase communication with specific group: \_\_\_\_\_

## 4. Instructional Methodology

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

## 5. Interpersonal Skills

- a. To apply technology as an effective interpersonal tool.
- b. To encourage others to achieve and succeed.
- c. To coordinate and direct the efforts of others.
- d. To facilitate groups to accomplish established goals.
- e. To motivate self and others.
- f. To develop and demonstrate personal leadership skills
- g. To assess and monitor interpersonal skills
- h. To mentor staff or student teachers as part of the building PLC or as part of a college or university program that places student teachers.

## 6. Organizational and Leadership Skills

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

## 7. Skills to Meet the Special Needs of Students

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

## 8. School District and/or Building Specific Goals

- a. To increase test scores by aligning curriculum, assessment, instructional strategies, and/or use of technology.

## 9. Community Partnerships

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

10. Administrative Skills

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

# Appeals Process

If an educator has submitted a COMPLETE Individual Professional Development Plan (IPDP) or license renewal for review and it has been rejected, the educator has a right to an appeals hearing. The process is as follows:

1. The educator must contact the Licking Heights Local Professional Development Committee (LH LPDC) Chairperson in writing within 10 working days of notice of rejection. At the time, the educator and the chairperson will mutually agree on a date and time for the appeals hearing. This hearing will take place within 20 working days of the receipt of this request, unless otherwise mutually agreed upon.
2. At the appeals hearing with the LH LPDC, the educator can submit testimony, oral or written, as to why the original rejection should be overruled. Within 1 work day the educator shall be notified in writing as to the committee's decision.
3. If the educator still disagrees with the decision of the LH LPDC, they have a right to an appeal with a third party. The third party for the Licking Heights Local Professional Development Committee (LH LPDC) shall be a three-person panel consisting of:
  1. 1 licensed educator selected by the educator
  2. 1 licensed educator selected by the LPDC
  3. 1 licensed educator mutually agreed upon by the educator and the LPDC
4. The educator has 10 working days from the date of the primary appeals hearing to contact the LPDC chairperson to request a hearing before the appeals panel.
5. At this appeals panel hearing, all parties shall be present. Those present should be:
  1. 3-person appeals panel
  2. The educator filing the appeal
  3. The LPDC chairperson

Each party shall be given a chance to submit their testimony either orally or in written form. Following the hearing, the educator and the LH LPDC shall receive in writing the decision of the appeals panel with 5 working days.

**\*\* ALL DECISIONS MADE BY THE APPEALS PANEL ARE FINAL AND ARE NOT GRIEVABLE.**

## Continuing Education Unit Options

| Options   | Maximum CEUs, Contact Hours per renewal cycle | Verification Needed                                 |
|---|---|---|
| College Coursework                                      | Unlimited                                     | Official Transcripts                                |
| *Professional Conference<br>Clinics/Workshop/Institutes | Unlimited                                     | Activity Documentation or Certificate of Completion |

### Independent Activities

*These activities shall not be those which are deemed by the LPDC to be job embedded or part of the contractual or supplemental agreement*

| Options  | Maximum Hours Per Year                          | Verification Needed  |
|--|---|--|
| Curriculum<br>TBTs are included here   | 15 clock hours or 1.5 CEUs<br>Per year          | Activity Documentation or Certificate of Completion  |
| Professional/District/School Committees  | 15 clock hours or 1.5 CEUs<br>Per year          | Activity Documentation or Certificate of Completion  |
| Study Groups, Book Study Groups  | 15 clock hours or 1.5 CEUs<br>Per year          | Activity Documentation   |
| Presentation to Peers  | 10 clock hours or 1 CEU<br>Per year             | Summary submitted to LPDC  |
| Education Journal, Book, Video, Audio Review, or Webinar                         | 10 clock hours or 1 CEU<br>Per year             | Summary of the journal must be submitted to LPDC in format which can be disseminated to peers. |
| Peer Observation, Classroom Visitation, Cooperating Teacher (methods or student) | 100 clock hours or 10 CEUs<br>per renewal cycle | Signed and dated activity form   |
| Grant Writing  | 30 clock hours or 3 CEUs<br>Per renewal cycle   | Activity Documentation   |
| Externship/Internship  | 50 clock hours or 5 CEUs<br>Per renewal cycle   | Signed and dated activity form   |

\*If you attend a workshop paid for by the district or your building, you **MUST** turn in documentation to the curriculum director or building administration.

Effective 2015-16 school year, the maximum allowable credit for Public School Work webinars are 5 clock hours per year. You must show verification upon renewal.

All district professional development days will be verified by a sign in sheet or computer form.

## **STANDARDS AND GUIDELINES For Continuing Education Units (CEUs)**

### **CEU/EOA (Equivalent Other Activity) Standards**

If educators are planning on submitting an educational activity to the LPDC for CEU/EOA credit(s), the following are to be observed:

1. Pre-approval is not required if the activity is required/requested by an administrator.
2. If there is any doubt on the educator's part as to whether or not a particular activity is acceptable for CEU/EOA credit, always ask.
3. Pre-approval for credit is strongly suggested if the educational activity being submitted is conducted by an organization that does not traditionally deal directly with educator's professional development.
4. CEUs/EOAs may include, but are not limited to, the options listed in this handbook.
5. CEU/EOA credit must be related to classroom teaching and/or the area of licensure.

### **Policy for Licking Heights Group Activity Contact Hours**

Individual Contact Hours can be awarded for group activities within the Licking Heights Local Schools.

One request for contact hours is to be submitted to the Licking Heights Local Professional Development Committee by the presenter or organizer.











Name \_\_\_\_\_

**Professional/District/Building Committee Log**

(Can receive up to 15 hours per year- Cannot receive a stipend)

| Date | Contact Hours | Your Signature | Verified by:<br>Committee Chair |
|------|---------------|----------------|---------------------------------|
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*These activities shall not be those which are deemed by the LPDC to be job-embedded or part of the contractual agreement.*

- **Times recorded should be before or after school or during your prep.**
- **Make a copy of this for your personal file.**

Name \_\_\_\_\_

**Non-certificated Professional Developments or  
Internship/Externship**

| Date | Contact Hours | Your Signature | Verified by:<br>Presenter/Supervisor |
|------|---------------|----------------|--------------------------------------|
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*These activities shall not be those which are deemed by the LPDC to be job-embedded or part of the contractual agreement.*

- **Times recorded should be before or after school or during your prep.**
- **Make a copy of this for your personal file.**



Name \_\_\_\_\_

### Webinar Participation Form

|                              |   |
|------------------------------|---|
| Webinar Title                |   |
| Date and Time                |   |
| Hosting Organization/Entity  | <i>Provide the name of the host and include names and credentials of presenters or featured speakers, if known.</i> |
| Webinar Goals and Objectives |   |
| Contact Hours                | <i>Specify hours of engagement and attach documentation if possible</i>   |
| Participant Role             | <i>For example: Listening to presenters, participation in individual or group activities...</i>                     |

My signature below attests to my participation in the WEBINAR described on this document.

I understand that I am responsible for conveying this information to my Local Professional Development Committee in a manner consistent with their local guidelines.

\_\_\_\_\_  
Participant's Name

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

## LPDC/IPDP Disclaimer

I understand that

- All records kept for licensure purposes are my responsibility
- An online IPDP must be approved before coursework can be approved for certification/license renewal.
- It is my responsibility to read the LPDC handbook and understand which activities can be counted toward my license renewal. (The handbook is found under the staff tab on [www.lhschools.org](http://www.lhschools.org).)

I further understand that:

- It is my responsibility to be aware of and follow timelines for my license/certificate.
- If my certificate/license expires, the district cannot pay me.
- If my coursework for renewal is not completed by September 1<sup>st</sup>, I will be required to complete an addition three semester hours before December 30<sup>th</sup>.

Name (printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_