



Local Professional Development Committee (LPDC)

Procedures and Guidelines

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Mission Statement

The mission of the Hamilton City School District is to guarantee that all students experience success through participation in a dynamic educational system provided by a competent and caring staff and enhanced by community involvement.

Hamilton City School District Local Professional Development Committee Procedures and Guidelines

Mission Statement

The mission of the Local Professional Development Committee (L.P.D.C.) shall be to review professional development plans for license renewal and for certificate renewal where appropriate for Hamilton City School District educators. The committee will also develop an operational plan, including guidelines and operating procedures.

Purpose

The purpose of the Local Professional Development Committee is to oversee and review course work and other professional development activities for certificate renewal and licensure and highly qualified designation. Such activities shall evidence the following:
progress toward individual professional growth,
alignment with school and district needs,
and conformity to State Standards.

Committee Members

The L.P.D.C. shall be made up of nine members: five classroom teachers appointed by the Association President and four administrators appointed by the Superintendent. The Association President and the Superintendent may each appoint up to two alternates.

Committee Member Terms

Committee members shall serve a two year term without limits to the number of terms served. The Superintendent will approve administrative members and alternates. The H.C.T.A. President will appoint teacher members and alternates. Members will serve on the committee with the approval of the Superintendent and H.C.T.A. President. Terms shall run from Aug. 1 through July 31 of the following year. Committee members who discover they are unable to complete their term may withdraw by notifying the L.P.D.C. committee in writing.

Committee Members' Compensation and Training

Committee members shall be compensated at the hourly rate as determined by the Master Contract as well as for any reasonable expenses incurred. On-going training shall be encouraged and supported.

L.P.D.C. Meetings

The initial meeting of the school year shall be called during August. At this initial meeting the committee shall select a chairperson and a secretary.

The responsibilities of the chairperson are to conduct L.P.D.C. meetings, communicate information to the members of the L.P.D.C., represent the L.P.D.C. at meetings of other stake holder organizations, ensure vacancies on the L.P.D.C. are filled in accordance with selection rules and communicate L.P.D.C. information to members.

It is the responsibility of the secretary to maintain minutes of action taken during L.P.D.C. meetings, notify applicants of acceptance/returned for clarification/denial status of Individual Professional Development Plans and/or proposals for credit. Minutes of each meeting shall be recorded, distributed to members for review prior to the next meeting and filed in the Instructional Services office. Secretarial support will be provided by the local district.

Meetings of the L.P.D.C. shall be scheduled at least quarterly. Additional meetings may be scheduled as required. All meetings to review individual professional development plans shall take place outside normal student instructional hours at the convenience of committee members.

A quorum shall be five of the nine committee members to conduct L.P.D.C. business, including at least three teachers and two administrators. The quorum shall not consist of a majority of alternates.

Whenever an administrator's professional development plan is being discussed or voted upon, the L.P.D.C. 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.

An official vote must be a majority of members in agreement on any actions.

A committee member shall recuse him/herself from reviewing/voting on his/her own IPDP or activity proposals or in any other occasion of conflict of interest.

All discussions, voting and records regarding reviews and evaluations of IPDPs shall be kept as confidential as permitted by law.

Record Maintenance

Voting records shall be recorded as accepted, returned for clarification, or denied.

IPDP/Portfolio Procedures and Timelines

It is required that educators have an I.P.D.P. written and approved upon issuance of their new license. P.D. credit may not be approved until an I.P.D.P. is in place.

An educators I.P.D.P. shall be submitted via P.D. Express software (please refer to Appendix A) for renewal and approval by the L.P.D.P. committee.

After review by at least two L.P.D.C. members, the educator will receive notification, via P.D. Express, indicating approval or the need for clarification.

The L.P.D.C. can meet upon request with the educator to indicate areas needing clarification/modification if the IPDP is not accepted.

IPDPs returned for clarification may be resubmitted via PDExpress with revisions for a second review. Following the second review, the IPDP shall be approved or denied.

Educators with IPDPs may choose to have an annual review of their plan by the L.P.D.C..

By October 30 of the final year of an IPDP, educators are encouraged to submit the Optional Review (pg. 30) to the L.P.D.C. to ensure the plan's goals will successfully be met.

Continuing Education Units, (C.E.U.) for individually guided options must be approved prior to starting the activity by submitting a pre-approval form to the L.P.D.C. via P.D. Express. The following Professional Development Activities need pre-approval before commencing the activity: publication, educational project, reading/travel, study group, grant writing, related work experience and research.

Verification of C.E.U.'s shall be submitted to the L.P.D.C. for each completed activity. The L.P.D.C. will then provide the individual with verification of credit for activities submitted via P.D. Express. *Signatures on sign in sheets for district professional development offerings will serve as verification for attendance.*

Appeals

Appeals to the denial of an IPDP shall be submitted in writing to the L.P.D.C. chair within 10 working days after receipt of the denial.

All appeals will be heard first by the L.P.D.C. (Level I), then by a third party appeals committee (Level II), if necessary.

The Third Party Appeals Committee will review all appeals and return decisions to the L.P.D.C. and applicant within 10 working days. The Third Party Appeals Committee will be comprised of two designees appointed by the Superintendent and three designees appointed by the HCTA President. A current LPDC member will not be part of the Third Party Appeals Committee.

Reciprocity

The Hamilton City L.P.D.C. shall accept other districts' approved IPDPs.

Continuing Education Units previously accumulated and approved will be credited, whereas remaining CEUs shall fall under Hamilton City School District L.P.D.C. guidelines.

Educators requesting approval for work completed outside of Ohio will present designated signature from prior state for work completed in prior state.

Exceptional cases are subject to L.P.D.C. review and the subsequent appeals process.

Amending the Procedures and Guidelines

The L.P.D.C. shall amend procedures and guidelines as deemed necessary.

Proposed amendments shall be read one meeting prior to a vote at the next meeting.

The L.P.D.C. guidelines, operating procedures and forms shall be submitted to the Board and Association for comment prior to adoption.

Hamilton City School District
Local Professional Development Committee
General Guidelines About Your Individual Professional Development Plan (IPDP)

1. What is an Individual Professional Development Plan?
An Individual Professional Development Plan (IPDP) is your proposed program for professional growth that you plan to complete.
2. Who must have an Individual Professional Development Plan?
An IPDP must be approved and completed prior to license renewal, conversion from a certificate to a license or when renewing a certificate and using alternative professional development unit options.
3. What is the Local Professional Development Committee?
This is a group of Hamilton educators who will be reviewing and approving each educator's Individual Professional Development Plan (IPDP) and activities. Final approval of the IPDP by the Local Professional Development Committee is required prior to issuance of your professional educator license or renewal of your certification.
4. Who serves on the Local Professional Development Committee?
The L.P.D.C. is comprised of nine educators from the Hamilton City School District. The committee consists of five classroom teachers and four administrators.
5. Who will actually review the Professional Development Plans?
The actual review will be completed by at least two members of the Local Professional Development Committee via PDExpress.
6. What are the requirements for renewing a license/certificate?
You must complete the equivalent of six semester hours of coursework or 18 Continuing Education Units (CEUs) relevant to classroom teaching and/or the area of certification since the latest issue date of the certificate to be transitioned or renewed. Educators employed in the schools of Ohio must complete an approved Individual Professional Development Plan (IPDP), and meet all transition requirements through the Local Professional Development Committee (LPDC).

7. What are the requirements to renew and convert to a license?
In order to renew a license and to convert a certificate to a license, the requirement is the completion of either of the following, or a combination of the following:
1. Six semester hours of coursework
 2. Eighteen Continuing Education Units
- The professional development activities you participate in must take place over the life of the license/certificate you are renewing/ converting. The activities must be consistent with the District Strategic Plan or building improvement plan or mission statement, and relate to your current work assignment.
8. When must your Professional Development Plan be started/completed?
Your I.P.D.P. must be submitted and then approved by the Local Professional Development Committee upon issuance of your new license. *Professional Development credit may not be approved until you I.P.D.P. has been approved.*
9. How often should you submit your activities for approval?
Activities should be submitted upon completion of activity. However, all individually guided activities should be approved prior to starting the activity.
10. How many Professional Development Plans must you have?
Educators will have one Professional Development Plan. Many educators hold multiple certificates, however, each educator will have just one IPDP. Ultimately, each educator will have just one license.
11. What if your work assignment changes?
If there is a significant change in your work assignment, you must revise and resubmit your Professional Development Plan, showing that it aligns to your new work assignment.
12. How many licenses can I have?
Each educator will have only one license. Multiple certificates will be phased out. As your old certificates expire, you convert them to your license; each area listed on your old certificate will be added to your existing.
13. How much will the license cost?
All fees are determined by the state.

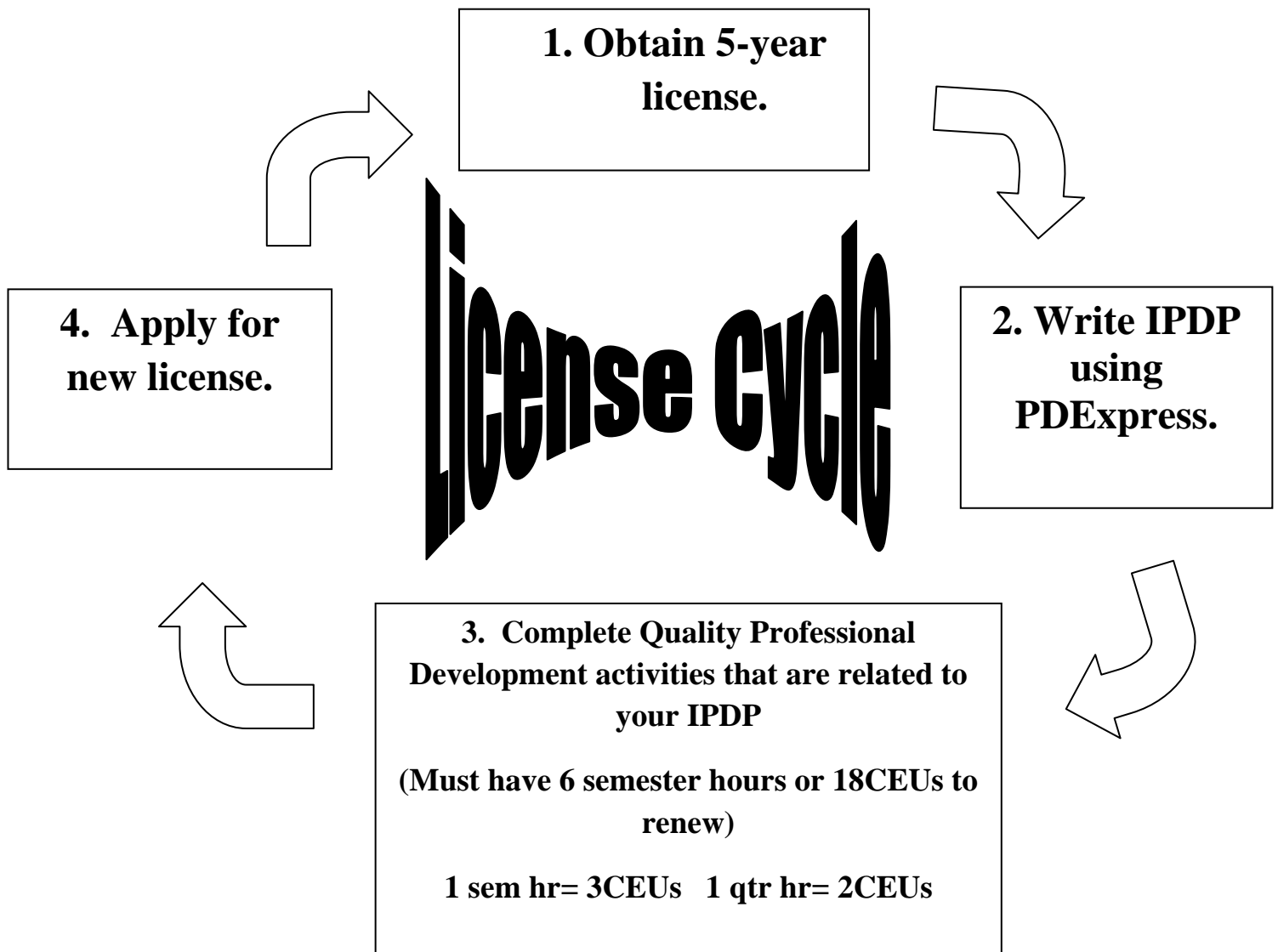
14. What licensure/certification services does the L.P.D.C. not provide?

The L.P.D.C. does not renew the certificates or licenses of some Ohio Department of Education certificate holders who also hold licenses from their respective State of Ohio licensing boards (i.e. school audiologists, school social workers, school speech-language pathologists, school nurses).

15. Where can I obtain additional information?

The Ohio Department of Education website

<http://www.ode.ohio.gov> contains general information regarding certification renewal and upgrades as well as information about the transition from a certificate to a license. All certificate/license holders can also access personal information about their certificate/license history and CEUs issued prior to August, 1998 by creating a SAFE account through the state web site.



GLOSSARY

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

Appeal Process: Appeal process is the process by which an educator can have the decision of the L.P.D.C. reviewed.

CEU: One Continuing Education Unit is equivalent to ten contact hours in a professional development program.

Certificate: A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1987 Teacher Education and Certification Standards, to teach or practice in Ohio schools.

Contact Hours: Contact hours are the direct clock hours spent engaged in a professional development activity. One contact hour equals 0.1 CEU.

Educator: Educator is an individual who has been certified or licensed by the State Board of Education to teach or practice in Ohio schools.

Equivalent Activity: Equivalent activities are professional development activities that go beyond traditional workshops and course work to job-related activities.

IPDP: An Individual Professional Development Plan is an individual educator's plan that defines and directs the educator's professional development and which links the professional development to the needs of the educator, the students, the school, and the school district.

Issuing Agency: For purposes of certification and licensure, the Ohio Department of Education serves on behalf of the State Board of Education as the agency responsible for issuing licenses and certificates.

L.P.D.C.: Local Professional Development Committees are committees established by local school districts and nonpublic chartered schools to oversee and review professional development plans, course work, continuing education units and professional development activities for the purpose of the renewal of certificates and licenses.

License: License is a document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1996 Teacher Education and Licensure Standards, to teach or practice in Ohio schools.

PDExpress: A web-based program for educators to manage their professional development, submit an IPDP for approval, submit professional development earned outside of the district, and receive documentation of CEUs.

Permanent Certificate: A permanent certificate is good for the rest of an educator's career and does not require further work for certification nor conversion to a license.

Professional Development: Professional development is an on-going job related process to enhance, maintain and refine the competencies of all staff to ensure quality outcomes for students.

Professional Development Portfolio: A collection/ documentation of an individual's professional development activities.

Professional Development Unit (PDU): Growth development activities based upon your IPDP. This is equivalent to a CEU.

Reciprocity: Reciprocity is a policy which acknowledges and accepts credentials awarded by another L.P.D.C..

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

An Individual Professional Development Plan identifies an educator's goals for learning. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development.

One of the major responsibilities of the Local Professional Development Committee is to review educators' Individual Professional Development Plans and ensure that the identified goals and strategies are relevant to the needs of the district, school, students, and educator. Such decisions will be based on the district's locally defined criteria. All educators will complete IPDPs on-line using PDExpress. Instructions for completing IPDPs through PDExpress can be found in the appendix.

When designing an IPDP, an educator may consider the following components:

Identify Goals

- Please refer to goals on pages 15-20 in the LPDC Manual.
- Select a goal that is related to your field of certification/licensure from the drop-down menu on PDExpress.
- How can data be used to develop the goals?
- Do the goals have a focus? (e.g., improved practice, improved student achievement)
- Do the goals reflect the district's and/or school's Continuous Improvement Plan and/or strategic initiatives?
- Do the goals relate to the certificate/licensure area being renewed?
- Do the goals reflect current research regarding quality professional development and educator practice?
- Do the goals reflect new learning and increased personal responsibility?
- Do the goals build a solid foundation of knowledge and skills for growth and movement within the profession?
- Do the goals reflect a balance between personal and professional goals?
- **Educators must answer two questions via PDExpress. Your anticipated results must relate to increasing student achievement.**

Determine Strategies

- Does the school district offer a professional development program/process that can meet some or all of the goals?
- Are there other professional development providers such as Educational Service Centers, Regional Professional Development Centers, Special Education Regional Resource Centers, professional associations, colleges, and universities, etc., which offer programs that align with the IPDP goals?
- Are there other activities that are not requirements of the position held, which lead to professional growth such as internships or externships, action research, study groups, professional service,

- research, and/or publications?
- What ongoing support is available?

Accountability

- Is the professional development experience meaningful?
- Can I measure progress toward the achievement of my goals?
- How will I know when my goals have been achieved?
- Can I effectively communicate my plan to the L.P.D.C.?

Educators are responsible for keeping their own professional development plans and maintaining documentation that the activities outlined in the plan have been completed. These may include:

- certificates of attendance,
- portfolios,
- documentation of presentations,
- reflective journals,
- copies of committee work,
- critique of conferences and workshops,
- samples of student work,
- videotapes,
- logs,
- copies of articles or other documents,
- college transcripts, etc.

Reciprocity

L.P.D.C.s are a collegial effort to support and maintain a quality teaching force. This includes working together to ensure that an educator is not penalized by the system. When an educator leaves the Hamilton City School District and takes employment in another district, the Hamilton City School District L.P.D.C. will provide verification of IPDP approval, including course work and continuing education units completed and accepted. The educator may wish to share a professional portfolio and discuss the transfer of their ongoing IPDP when seeking employment. School districts must honor work completed in another district.

Models of Professional Development

Refer to pages 15-20

Training

- Includes exploration of theory, demonstrations of practice, supervised trial of new skills, and coaching within the workplace
- Outcomes should include changes in attitudes and transfer of training

*College Course Work

*Professional Conferences/Workshops/In-service Credit

*Professional Presentations

*Teaching a College/Adult Education Course

Individually-Guided Professional Development

- An educator pursues activities he or she believes will promote learning
- The learner sets goals and designs the learning activities
- Self-directed development empowers teachers to address their own problems, creating a sense of professionalism

*Professional Conferences/Workshops/In-service Credit

*Professional Organization Committee Work

*Teaching Portfolio

*Publication of Original Work

*National Board Certification

*Grant Writing

*Related Work Experience or Externship

*Videotaping for Self-Evaluation

Observation/Assessment

- Colleagues act as another set of “eyes and ears” and provide feedback on professional activities
- A powerful way to impact classroom behavior

*Peer Coaching

*Visitation

*Cooperating Teacher (for student teacher)

*Mentoring

*Psychology Interns

*Psychology Practicum

*Field Experience and Administrator Intern

*ESL mentor/practicum may be added at a later date

*Counselor Interns

*Student Teachers

*Teacher Field Experience

*Teacher Academy

Inquiry

- Educators formulate questions about their own practice and pursue objective answers to those questions.
- Involves problem identification, data collection from research literature and the classroom, data analysis, changes in practice, and collection of additional data to determine the effects of the changes

*Study Groups

*Educational Projects

*Self-Directed Educational Development (Professional Reading, Action Research, Educational Travel)

Involvement in Development/Improvement Process

- The educator is involved in assessing current practices and determining a problem of which the solution will improve student outcomes.
- Involvement in this process leads to new skills, attitudes, and behaviors
- Develop or adapt curriculum, text adoption, any school improvement process

*Committee Work

*Curriculum Development/Program Development

*School Improvement Initiatives

Continuing Education Unit (CEU) Options

Training Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
College/University ♦ course for credit ♦ seminar for credit	1 semester hour = 3 CEUs 3 quarter hours / 2 semester hours = 6 CEUs 2 quarter hours = 4 CEUs 1 quarter hour = 2 CEUs	Unlimited	Course work must be in education or in a content area directly related to the individual's teaching assignment and/or area of certification. Must be taken through an NCATE* approved post secondary educational institution	Official transcript or original grade report
Professional Development Presenter ♦ teaching a course ♦ teaching a seminar ♦ teaching an adult vocational or technical course ♦ professional presentation	1 clock hour = 0.3 CEU unless determined otherwise by LPDC	6 CEUs	Must be new presentation and not part of job assignment. The same presentation may only be submitted twice in each license/certification cycle.	Course announcement and course syllabus; presentation materials and documentation of hours
Professional Conference, Workshop, or Institute	1 clock hour = 0.1 CEU	12 CEUs	May include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness	Completed professional development activity sheet with signature of presenter or certification of attendance indicating clock hours of attendance

*NCATE National Council on Accreditation for Teacher Education

Continuing Education Unit (CEU) Options Group Options Needing Pre-approval

Individually Guided Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
◆ publication of original work in the form of a book, journal article, software, research, curriculum unit	variable depending on the product	9 CEUs	Production of a tangible product that enhances teaching and learning. Must be pre-approved by LPDC.	Copy of book, article, software package, report, or curriculum unit and Documentation of hours
◆ educational project that applies educational skills and knowledge towards the development of a final product	variable, depending upon the product	3 CEUs	Must be pre-approved by LPDC	Copy of the final product or report of the project and Documentation of hours
◆ grant writing	Variable, depending upon the project	6 CEUs	A copy of the grant proposal must be pre-approved by LPDC. Grant need not be awarded to receive CEU.	Copy of grant proposal and documentation of clock hours for planning and preparation.
<ul style="list-style-type: none"> ◆ professional reading ◆ educational travel ◆ study group ◆ mixed media learning 	variable	<ul style="list-style-type: none"> 1 CEU 1 CEU 1 CEU 1 CEU 	Must enhance individual's work in the profession or contribute to teacher's area of specialization. Must be pre-approved by LPDC.	<ul style="list-style-type: none"> ◆ Reflective journal; documentation of hours(see Page 33) ◆ Reflective journal; documentation of hours ◆ Reflective journal; documentation of hours ◆ Reflective journal; documentation of hours
◆ related work experience	Variable, depending upon the experience / product	6 CEUs	Must be pre-approved by LPDC	Statement of verification by a supervisor and a plan / professional design of materials or curriculum materials; documentation of hours

All options on this page must be pre-approved.

Continuing Education Unit (CEU) Options

Individually Guided Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
National Board for Professional Teaching Standards ◆ certification program	Completion and verification in area of assignment during certificate cycle = all required CEUs	18 CEUs for candidates completing the process. Partial credit may be given based upon approval by the LPDC.	Must be in the subject area of the individual's assignment. Certification must be completed, or participation as a candidate must be verified by the expiration date of the certificate or license.	Valid copy of the National Certificate or documentation for candidate not receiving the certificate.
Master Teacher	6 CEUs; must complete process and receive Master Teacher designation	Once per license cycle; no pre-approval required	Must complete the entire process and receive the Master Teacher status in order to earn CEU credit. See Master Teacher Application	Designation from Master Teacher Committee. Activity must be proposed on P.D. Express and documentation sent to the L.P.D.C. committee.

ALL Individually Guided CEU Options must be submitted on PExpress by “PROPOSING AN ACTIVITY.”
Send verification to the LPDC.

Continuing Education Unit (CEU) Options

Observation/Assignment Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
◆ mentoring	Full year = 3 CEUs variable if less than full year	6 CEUs, both participants are eligible	Formal district / school mentoring program	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours
◆ cooperating teacher for student teacher ◆ Field Experience	Each 8 weeks = 1 CEU Two weeks = 0.25 CEUs	6 CEUs	Formal college program	Verification from college of successful completion of contract
◆ HS Student Teacher Academy	1 year = 0.165 (if split placement half credit is given to each teacher) No credit is given for HS student field experience	Combined with cooperating teacher (max of 6 CEUs).	District mentoring program	Verification from program director
◆ Administrative Intern	0.25 CEUS per 8 weeks	3 CEUs	Formal college program	Letter from college of successful completion of contract
◆ Psychology Interns	2 CEUs for entire year	6 CEUs	Formal College program	Letter from college of successful completion of contract
◆ Psychology Practicum	0.36 CEUs for 120 hours	6 CEUs (both participants are eligible)	Formal district/school/college mentoring program	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours
◆ Counselor Interns	0.36 CEUs for 120 hours	6 CEUs	Formal district/school/college mentoring program	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours

Continuing Education Unit (CEU) Options

Inquiry Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
Education action research project	Variable, depending upon the product	6 CEUs	Project must have prior approval by LPDC	Copy of final product or report of the project, reflection on learning; and documentation of hours is required.
Inquiry / study committee	Variable, depending upon the product	3 CEUs	Must be service on a formal committee organized by an educational agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field.	Documentation of hours served verified by the President or Chair of the Committee.

Involvement In Improvement Development / Process	CEU Value	Maximum Per License Cycle	Criteria	Verification
Curriculum development	Variable, depending upon the product	3 CEUs	Must be service on a formal committee organized by an educational agency or organization	Copy of final document; documentation of hours is required
Professional committee	1 clock hour – 0.1 CEU	6 CEUs	Must be service on a formal committee organized by an educational agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field.	Documentation of hours served verified by the President or Chair of the Committee.

Goal Identification

To help maximize professional potential to ourselves, our students, our district, and the community within which we work, the following list of goals are presented. This list is a guide, and is not intended to be inclusive. These goals are listed in a drop-down menu when completing your IPDP on PDEExpress.

1. Content Knowledge

- 1.1 To learn how to apply technologies as effective content tools.
- 1.2 To enhance professional knowledge (psychologists, speech, therapists, treasurers, etc.).
- 1.3 To increase teaching area knowledge (Elementary Art, English, Mathematics, etc.).
- 1.4 To develop teaching/learning units which promote student knowledge in my discipline.
- 1.5 To work with colleges in ways which help to integrate my discipline within the school.

2. Professional Ethics

- 2.1 To learn and/or demonstrate understanding and use of educational theory/philosophy.
- 2.2 To learn more about the community which service our schools.
- 2.3 To learn and apply ways of improving race relations among student/faculty/community.
- 2.4 To gain knowledge of where and how to acquire information to assist my job responsibilities.
- 2.5 To add additional area(s) of certification/licensure to my credentials.
- 2.6 To seek an advanced degree.
- 2.7 To maintain knowledge of local/county/state/national educational policies and issues.

3. Assessment & Evaluation

- 3.1 To learn how to apply technologies as effective assessment tools.
- 3.2 To learn how to apply assessment data to instruction.
- 3.3 To learn how to construct effective evaluation instruments.
- 3.4 To learn how to expand the number and types of assessment tools.
- 3.5 To learn how to interpret test scores.
- 3.6 To learn how to better teach test-taking skills.
- 3.7 To learn more about proficiency, competency, and/or standardized testing.

4. Instructional Methodology

- 4.1 To learn how to apply technologies as effective teaching and learning tools.
- 4.2 To learn how to improve student reading skills.
- 4.3 To learn how to integrate higher-order thinking skills.
- 4.4 To learn how to facilitate students to teach themselves and other (cooperative learning, etc.).
- 4.5 To learn how to teach students to solve problems via a variety of tools and knowledge.
- 4.6 To learn how to teach across many disciplines.
- 4.7 To learn teaching methods that promote increased student achievement.
- 4.8 To gain knowledge of how to adapt instruction to the individual needs of all students.

5. Communication Skills

- 5.1 To learn how to apply technologies as effective communication tools.
- 5.2 To enhance speaking skills (students, parents, peers, others).
- 5.3 To enhance writing skills (students, parents, peers, others).
- 5.4 To improve non-verbal communication skills.
- 5.5 To discover ways to increase parental involvement in parent-teacher conferences.

6. Interpersonal Skills

- 6.1 To learn how to apply technologies as effective interpersonal tools.
- 6.2 To learn how to coach others to achieve and succeed.
- 6.3 To learn how to coordinate or direct the efforts of others.
- 6.4 To learn how to encourage the involvement of others.
- 6.5 To learn how to facilitate groups (students, peers, others) to accomplish established goals.
- 6.6 To learn how to motivate self and others.

7. Management & Administrative Skills

- 7.1 To learn how to apply technologies as effective management skills.
- 7.2 To learn how to apply available resources to school improvement.
- 7.3 To learn how to collect data to use in planning and problem solving.
- 7.4 To learn how to create conditions and environment for productive performance.
- 7.5 To learn how to establish vision that encourages performance of self and others.
- 7.6 To learn planning and organizational skills that improve self and others.

8. Skills to Meet the Needs of Special Students

- 8.1 To learn how to apply technologies as effective intervention tools.
- 8.2 To learn how to adapt instruction to all skill levels.
- 8.3 To learn how to increase my awareness of special needs students.
- 8.4 To learn to sensitize all students to the needs of individuals.
- 8.5 To understand social/emotional needs of students and others.

9. Building Continuous School Improvement Goals

- 9.1 To learn how to apply technologies as effective teaching and learning tools.

(Optional)

To add more information regarding your goal, use the “Comment Section” under goals on PDExpress.

PDExpress
How to sign on to PDExpress

1. Double click on the “PDExpress” icon on your desktop **OR** go to the following website:
<http://bb.hamiltoncityschools.com/home.aspx>
 - a. You create an icon on your desktop by going to the file menu and selecting SEND TO choose desktop.
2. You will see the screen “Hamilton City School District Local Professional Develop Login”. Type in your Username (firstname_lastname, ie. tricia_smith). Your password is the last four digits of your social security number.
3. Click Log in.

UPDATE PROFILE **IMPORTANT******

1. Select My Pages
2. Choose Profile
3. Update needed information. (Please check that your email is correct. Updates will be sent automatically when anything changes in your account. For example, an in-district workshop status changes from enrolled to completed, IPDP was approved, etc)
4. SAVE

SET PREFERENCES
******IMPORTANT******

1. Select My Pages
2. Select Preferences
3. Enter START date. This is the issue date on your current license.
4. Enter END DATE. This is the expiration date of your current license.
5. SAVE

To Create an Individual Professional Development Plan
How to Access the LPDC Manual

You can access the LPDC Manual from the Hamilton City Schools website (hamiltoncityschools.com).

- Click on Policies/Manuals/Forms on the left side of the screen.
- You will find the manual under the Staff documents.

****You may need to use the manual as a reference when completing your IPDP on PDExpress.

You can also find the manual under “RESOURCES” on PDExpress.
Click on “Documents and Forms.”
Click on “LPDC Manual.”

How to Create an IPDP on PDExpress

- **When you write your plan, make sure that you save after each HEADING or after about 20 minutes.**

1. Point to “My pages” tab at the top. You will have a list of options, one of which is “plans”. Click on it to create a new plan or view a plan that you have already created. To view a plan that has been created click on the year of the plan.
2. When the screen pops up, click on “Start a new plan”.
3. Choose the current year in the drop down menu. Click on “Hamilton City School IPDP”. Click Next. The form should appear on your screen.



HINT: Click on  for more help.

4. There are five sections for the IPDP.
 - a. Click on blue arrows to identify the IPDP Effective Years. This should be a five year span reflecting your license. (i.e. 2010-2015)
 - b. Click on blue arrows to identify Licensure Issue Date. Type in the ISSUE date of your license. (i.e. 08/12/2010)
 - c. Click on the blue arrows to identify the Licensure Expiration date.
 - d. Click on GOALS.
 - i. Click on the arrow in the OVERAL GOALS box to show the drop down menu of approved goals. You may choose up to three goals.
 1. Please choose from the drop down window to select a goal that applies to you. These goals are also listed in the LPDC manual. (to access see above)
 - ii. Choose an Educator Standard and/or Principal Standard from the drop-down menu that best relates to your goal. (Teacher and Principal Standards are outlined in *Standards for Ohio Educators* which can be accessed on the Ohio Department of Education website.
 - iii. You must state what your Anticipated results are. Your answer can hold up to 200 characters. Your anticipated results MUST relate to student achievement. Click **SAVE** on the screen in the upper right hand corner.
 - e. The last section is where you will identify the activity options. You must choose options that you will or may do to complete your professional development. You may choose up to five options.
 - i. Click on PROPOSED STRATEGIES OR ACTIVITIES.
 - ii. Click in the ACTIVITY 1 box and choose from the options that are provided in the drop down menu. ****Remember that you can only acquire up to 12 CEUS for Workshops and conferences.**
 - iii. Click on ACTIVITY 1 CREDIT and choose how many credit hours or CEUs you plan to get from activity 1. (You should refer to the LPDC manual for maximum amount of hours for each activity.)
 - iv. Click on ACTIVITY 1 VERIFICATION. Choose the documentation from the drop down menu that will be used to verify activity 1. (You should refer to the LPDC manual for the correct verification for each activity.)
 - v. You can choose up to 5 activities. Follow the steps above to choose more activities.
5. Once you have created a plan, you need to change the status from “new” to “submitted”.
 - Go to the top of the plan click on PLAN STATUS and change NEW to “SUBMITTED.”

- Click SAVE.
6. The LPDC will review your plan. Sign back in to PDExpress to check the status of your plan.

Plan Status

New	This is when you start your plan and can only be viewed by you.
Submitted	You submitted your plan for the LPDC to review for approval.
Reviewed	The LPDC has reviewed your plan, but it has not been approved. Changes are needed for approval. See comments section of the plan.
Approved	Your plan has been approved and is a working plan for your current licensure.
Completed	The plan is marked completed when you renew your license and a new plan needs to be written for the new license cycle. It is no longer a “working IPDP.” It is expired.

To Enroll in an In-District Workshop

1. You may register for courses using the course catalog. You may access the course catalog by clicking the COURSES tab at the top of the page. Choose COURSE CATALOG.
 2. To view a course in more detail, click on the course title.
 3. If you would like to enroll in the course, scroll down to the bottom and click “REGISTER for this course” at the top of the screen.
- **YOU MUST PRE-REGISTER FOR ALL IN-DISTRICT WORKSHOPS AND STAFF DEVELOPMENT. FAILURE TO DO SO MAY RESULT IN YOUR NOT RECEIVING CREDIT FOR ATTENDANCE AT THE STAFF DEVELOPMENT ACTIVITY. MAKE SURE THAT WHEN YOU ATTEND ANY STAFF DEVELOPMENT ACTIVITY YOU SIGN IN!**

TO VIEW COURSES

1. Choose “MY PAGES from the menu.
2. Click on COURSES.
3. You can have several options. You may choose from the tabs to view courses in which you are REQUESTED, WAITLISTED, ENROLLED, COMPLETED, Completed between determined dates, or ALL

TO DELETE AN IPDP OR COURSE



1. Click on the  to delete the document.

TO VIEW AND PRINT A CEU TRANSCRIPT

1. Login to PDExpress
2. Click on My pages
3. Choose COURSES
4. Choose the tab that is marked COMPLETED from a specified date to another specified date. (These dates should reflect your issue date to the expiration date of your current license. See set preferences)
5. Choose TRANSCRIPT OF P.D. COMPLETED
6. Print

TO OBTAIN PRE-APPROVAL FOR AN ACTIVITY

1. Choose “MY PAGES” from the menu.
2. Click on ACTIVITIES.
3. You can get pre-approval for an activity by clicking on PROPOSE AN ACTIVITY.
4. Choose from the OPTION in the drop down window. Click “Next.” Remember not all activities need pre-approval. (Refer to the LPDC manual.)
5. It will now ask you to write a description of what you will do.
6. Type in the number of CEUs you are requesting.
7. Type in the amount of hours you will spend on the activity.
8. Click on SAVE in the upper right hand corner on the screen.
9. You can log back into PDExpress periodically to review the status of your pre-approval.
 - a. There are tabs that can tell you the status of activities. Click on the tab to view.

To Propose an Activity for CEU credit **(Use for Pre-approvals and other out of district Activities)**

1. Sign in to PDExpress
2. Click on My pages
3. Choose activities
4. Propose an activity
5. Select Year
6. Select Activity Type

7. Click Next
8. Type in a description of the professional development
9. Identify how many CEUs you are requesting
10. Put in total number of hours you plan to put into the activity.
11. Click SAVE.
12. Submit verification documentation to the LPDC through inter-department mail.
***Your request has been sent to the LPDC for review.*

Requested	You have requested an activity to be reviewed. (Verification should be sent to the LPDC chair.)
Reviewed	Your activity has been reviewed, but not yet approved.
Approved	Activity has been approved by the committee. CEU credit will still <i>not</i> count until the activity has been completed.
Completed	Activity has been completed and verification has been sent in to the LPDC. CEU credit has now been applied to PDExpress.

To Suggest a Course/Workshop within District
Use for those sponsoring workshops within the District

1. Sign in to PDExpress
2. Click on Courses
3. Click on Suggest a course
4. Give the Course title
5. Click NEXT
6. Complete the following information;
 - Pull-down menu for topic
 - Pull-down menu to identify experience level
 - Total number of hours for the course/workshop
 - Provide description of course/workshop (include place where workshop is held, date and time, who is this course offered to, provide capacity, register by date)
7. Click NEXT
8. Click FINISH

Participants will need to be registered for the course before a sign in sheet can be printed.

***Your request has been submitted. You may be contacted for more information.*

<u>CEU Option</u>	<u>MAX</u>	<u>Pre-approval</u>	<u>Verification</u>
College Credit	N/A	N	Official Transcripts
Presenter	6	N	Course announcement and course syllabus; presentation materials
Workshops	12	N	Certif.. of attendance
Publication	9	Y	Copy of book, article, software package, report, or curriculum unit
Educational Project	3	Y	Copy of the final product or report of the project
Reading/Travel/Study Group	1/1/1	Y	Reflective journal; documentation of hours
Grant Writing	6	Y	Copy of grant proposal and documentation of clock hours for planning and preparation
Related Work Experience	6	Y	Statement of verification by a supervisor and a plan / professional design of materials or curriculum materials
National Boards	18	N	Valid copy of the National Certificate or documentation for candidate not receiving the certificate.
Mentoring	6	N	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours
Cooperating Teacher	6	N	Verification from college of successful completion of contract
Research	6	Y	Copy of final product or report of the project, reflection on learning.
Curr. Development	3	N	Copy of final document
Professional Committee	6	N	Documentation of hours served verified by the President or Chair of the Committee.
Inquiry/Study Committee	3	N	Documentation of hours served verified by the President or Chair of the Committee.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
HAMILTON CITY SCHOOLS**

Name: _____ SS# _____

Building: _____ Subject Area: _____

Certificate or License Type: _____ Expiration Date: _____

OPTIONAL REVIEW

School Year _____ - _____

ACTUAL ACTIVITIES (toward IPDP fulfillment): CREDITS/CEUs EARNED:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

REFLECTION - How do the above activities relate to your goal(s), your anticipated results, and improved student learning?

FOR LPDC USE ONLY:

FEEDBACK TOTAL CREDITS/CEUs earned to date: _____

RATIONALE:

Date Reviewed: _____

Committee Chairperson's Signature

Please attach the following when submitting:

Copy of License

Official Transcript

CEU Print-out or Originals

Approved IPDP

of Education

Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

**Approval Verification Form
For Educators Leaving a LPDC**

This verifies that the following educator had an approved Individual Professional Development Plan and that

_____ (print - name of educator) _____ (Educator ID) _____ (birthdate)

has completed the following credits toward completion of the plan since _____ (date)

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved professional development activities (CEUs)

_____ (authorized signature) _____ (school/district IRN) _____ (date)

Please print:

Name of Authorized Signer _____

Name of School/District _____

LPDC IRN _____

Name of LPDC _____

LPDC chairperson _____

LPDC address _____

Chairperson phone number _____

Chairperson email address _____

Mail to: Office of Educator Licensure
25 South Front Street, Mail Stop 105, Columbus, Oh 43215-4183
Telephone 614-466-3593

4/2009

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
(888) 886-0181 (TTY)

REFLECTIVE JOURNALS

PROFESSIONAL INTERACTION: Independent (and Collaborative)

Reflective Journals are permanent records of teachers' observations of classroom events, thoughts, and ideas. Teachers analyze their experiences, interpret their meanings, and reflect on their practice over time. Reflective journals can be used in a private setting or shared with colleagues for interpretation and feedback.

Open journals are kept as part of another professional development experience and are unavailable to others for reading. *Dialogue journals* are single journals shared by more than one teacher. Teachers pass the journal, reading and responding to each other's ideas, challenge each other's perceptions, and expand understanding.

They are useful when teachers want:

- ❖ opportunities to think about their practices and to see how their thinking evolves over time
- ❖ an unspecified time and format to creatively express their observations and perceptions
- ❖ to provide documentation of classroom practices and learning for both teachers and students
- ❖ a method to capture the impact of a newly-implemented strategy to collect information as to what is valued in the learning community

The *Reflective Journaling* process involves:

- ❖ determining the structure of the journal: contents, format, needed prompts, frequency, etc.
- ❖ entering descriptions of the actions, analyzing the responses, drawing conclusions that confirm or disprove what was already known, and determining how the experience will guide future actions.

For Open and Dialogue Journals:

- ❖ determine the length of time the journal will be kept and how it is to be shared with others
 - ❖ determine if and when face-to-face discussions on the journal's content will be held
-
-

APPENDIX

A Dummies
Guide to Your
Local
Professional
Development
Committee
(LPDC) Manual

WHO?

All certified staff not listed below
MUST go through the LPDC for
renewals and licenses.

DO NOT go through LPDC

Educators with permanent Certificates
Teachers with 2-year provisional licenses
Temporary Certificates
School Social Worker
School Audiologist
School Speech and Language Pathologist
School Nurse
Occupational Therapist
Physical Therapist Assistant
Occupational Therapist Assistant



WHAT?

Using PDExpress, you must submit and get approved an Individual Professional Development Plan (IPDP).

You must establish goals, activities, and accountability that will amount to 6 semester hours/18 CEUs or a combination of the two.

WHEN?



- ◆ Submit an IPDP for approval as soon as your new certificate/license is issued.
- ◆ Professional Development must be completed between issue date and expiration date on current certificate/license.
- ◆ If you don't complete all requirements by the expiration date, you will be required to complete 3 more semester hours or 9 more CEUs.
- ◆ **Licensure applications MUST be submitted by August 10th of the license expiration year. You must maintain current licensure to be eligible to teach.**

WHERE?

- ◆ Submit your plan to the LPDC *using PDEExpress, a web-based program provided by the district.*
- ◆ Submit professional development verification to the LPDC after “Proposing” the activity on PDEExpress.
- ◆ Submit transcripts and licensure applications to Human Resources.



HOW?

- Obtain an LPDC Manual
- Write a plan *using PDEExpress*.
 1. Identify goal(s) from pages 21-22. **Choose up to 3 goals from the drop-down menu.**
 - a. Relate the Goal to an Educator Standard.
Anticipated results **MUST** include “to increase student achievement”.
 2. Select professional development activities or CEU options from pages 15-20 CEU Options column.
Anticipated credit must equal 6 semester hours and/or 18 CEUs. **Choose options and CEU credit from the drop-down menus.**
 3. Identify how you will verify completion of the CEU options from the Verification column on pages 15-20. **Choose from the drop-down menu.**
- Submit professional development activity sheets for activities **completed OUTSIDE of the district** that have been completed . **Enroll and complete workshops within the district using the web-based program provided by the district.**

CEU Conversions (page 15)

1 semester hour=3CEUs

3 quarter hours/2 semesters hours=6 CEUs

2 quarter hours=4 CEUs

1 quarter hour=2 CEUs

➤ Get pre-approvals, as necessary.

Use the web-based program for pre-approval.

CEU Option	MAX	Pre-approval
College Credit	N/A	N
Presenter	6	N
Workshops	12	N
Publication	9	Y
Educational Project	3	Y
Reading/Travel/Study Group	1/1/1	Y
Grant Writing	6	Y
Related Work Experience	6	Y
National Boards	18	N
Mentoring	6	N
Cooperating Teacher	6	N
Research	6	Y
Curriculum Development	3	N
Professional Committee	6	N
Inquiry/Study Committee	3	N

*******Ask Questions.*******

Three Important Things to Remember

☑Activities **MUST** be directly related to the goals stated on your IPDP.

☑IPDP **MUST** be submitted as soon as you receive your new license/certification **using the web-based program provided by the district.**

☑Each educator is responsible for maintaining all records and completing 6 semester hours/18 CEUs for licensure/certification.

APPENDIX: B

For LPDC Use

Commonly used
forms

CREATING COURSES ON PDEXPRESS

Logging On

1. Staff ID: first_last (as recorded by payroll)
2. Password: the last 4 digits of your SS#

Create a Course

1. Go to Manage
2. Click on “Courses”\Click on “Add”
3. Type Course Title
4. Add Course ID

Course ID Format: Department Code_Coded description that you will understand (no spaces)

Example MA_8ACH

Department	Code
ESL	ESL
Fine Arts	FA
Foreign Language	FL
Gifted	GFT
Human Resources	HR
Instructional Media Center	IMC
Instructional Services	IS
Language Arts	LA
Math	MA
Phys. Ed.	PE
Pupil Personnel	PP
Science	Sci
Social Studies	SS
Student Services	DISC
Superintendent	SU
Title 1	T1
Treasurer	TR

5. Choose Status “Active”
6. Click on ADD COURSE
7. Bulleted items are required. Complete fields
 - a. Strand should be your department
 - b. Topic
 - c. Experience Level
 - d. Hours
 - e. Audience
8. Click “SAVE”
9. Click on “Description” Tab
 - a. Write a brief description

- b. SAVE
10. Click on “Sections and Sessions”
 - a. Enter a section ID
(i.e. Section: Fall06, Winter07, Spring07, Summer07)
 - b. Click “ADD”
11. Enter
 - a. Capacity
 - b. Minimum
 - c. Register by date
 - d. Status: Open
 - e. Presenter
 - f. Click “SAVE”
12. Click on “SESSION” tab (above and to the left of save)
13. Click on “Add Session”
 - a. Enter ID
 - b. Date of course
 - c. Start time
 - d. End time
 - e. Location
 - f. Click “ADD”
14. Go back to “Section” tab and click on “PUBLISH” and “SAVE” to be seen in the course catalog.

Register Participants

1. Click on the Manage
2. Choose “Registration”
3. Type in course title or ID to search
4. Click “FIND”
5. Choose the course you are wanting to add participants.
6. Click on “Add Participants”
7. Type in participant’s name or select groups of people
8. Click “Find”
9. Click boxes next to names
10. Click “ADD”

Out of State Reciprocity
Hamilton City School District

To Whom It May Concern:

_____ is currently employed by the Hamilton City School District and would like to receive any professional development contact hours received during his/her employment with your district. Please complete the following and return to the employee. Thank you.

Employee Name

Dates Employed

Current Address

City State Zip

Date	Course	Contact Hours
------	--------	---------------

Verifying Signature

Date

Print Name

Thank you for your time.
Sincerely,

LPDC Correspondence

Hamilton City School District
LPDC Chair Correspondence

From the desk of:

_____ - LPDC Chair

SCHOOL

- CEU printout requests
- Activities approved through PExpress- Please keep for your records
- Per your request
- Needs verification

Comments:

Reviewing Submitted IPDPs using PDExpress

1. Sign in to PDExpress.
2. Click on “Documents” on left hand side of screen
3. Click on “Plans.”
4. Uncheck the Group by buildings box. Names should appear.
5. Click on the name of the IPDP submitted.
6. Click on the Year (Ex: 2007)
7. Refer to the manual to help with what is needed for verification of CEU activities.

Things to look for while reviewing plan:

1. Goals
 - a. Anticipated results relate to student achievement
 - b. Goal matches activities chosen for credit/CEUs
 - c. Educator Standard is chosen that matches the goal
2. Professional Development Activities
 - a. Make sure the CEUs/credit match the activity. (Ex: You cannot get 6 CEUs for a professional reading.)
 - b. Make sure the verification matches the activity.
 - c. Make sure there is a total of 6 semester hours or 18 CEUs.

Email the chair once you have reviewed the IPDP. Include whether it is approved or if changes need to be made and what the changes are. This is the most important step. IPDPs will not be approved until chair has been given 2 reports back that they have been reviewed.

CEU Option	MAX	Verification
College Credit	N/A	Official transcript
Presenter	6	Course announcement and course syllabus; presentation materials
Workshops	12	Completed professional development activity sheet with signature of presenter or certification of attendance
Publication	9	Copy of book, article, software package, report, or curriculum unit
Educational Project	3	Copy of the final product or report of the project
<u>Reading/Travel/Study Group</u>	1/1/1	Reflective journal
Grant Writing	6	Copy of grant proposal and documentation of clock hours for planning and preparation.
Related Work Experience	6	Statement of verification by a supervisor and a plan / professional design of materials or curriculum materials
National Boards	18	Valid copy of the National Certificate or documentation for candidate not receiving the certificate.
Mentoring	6	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours
Cooperating Teacher	6	Verification from college of successful completion of contract
Research	6	Copy of final product or report of the project, reflection on learning.
Curriculum Development	3	Copy of final document
Professional Committee	6	Documentation of hours served verified by the President or Chair of the Committee.
Inquiry/Study Committee	3	Documentation of hours served verified by the President or Chair of the Committee.

FOR LPDC USE

How to Approve Activities

(LPDC secretary and chair only)

1. Open PDExpress Menu
 - Click on “Registration”
 - Type in activity title in the “find” box
 - Open the session
2. Change Section Status to CLOSED
3. Make sure PUBLISH box is checked.
4. Mark each attendee as COMPLETED.
5. Make sure DATE of activity is correct. Change to correct date if necessary.
6. Type in total number of hours and hit the TAB key on the keyboard. (The total number of CEUs will automatically appear in the CEU column.)
7. Click SAVE on the screen.
8. To add a PARTICIPANT, click on PARTICIPANT at the bottom of the page and type in last name, scroll down and find name. Complete other information the same way.
9. Click SAVE.
10. Mark on the sign in sheet APPROVED, DATE, and INITIAL.
11. File in LPDC ACTIVITY BINDER.

FOR LPDC USE

LPDC Meeting
Agenda Template

- I. Previous Minutes (Date)
- II. Specific Information to relay to the committee
- III. Specific Information to relay to the committee
- IV. Reviews/Approvals
 - A. CEU Discussion
 - 1.
 - B. Pre-approvals
 - 1.
 - C. Reciprocity
 - 1.
 - D. Optional Reviews
 - 1.
 - E. IPDPs
 - 1.
 - F. License
 - 1.
- V. Other
- VI. Next Meeting Date