



Tecumseh Local Schools

LPDC Procedures and Guidelines

**9760 West National Road
New Carlisle, Ohio 45344
(937) 845-3576**

Revised September 2012

Reminders:

- **Educators are responsible for maintaining documentation of their individual plan.**
- **IPDPs must be submitted by December 1st of the school year following the issuance of a new license.**
- **Educators are responsible for knowing when their licenses need to be renewed and submitting proper documentation well ahead of the deadline (April 1 by the latest).**
- **Individual Professional Development Plan (IPDP) should be aligned with District Goals, Building Goals and Professional Performance Goals (Job Targets).**
- **The LPDC is only able to submit an application for license renewal when all of the requirements have been met.**

Tecumseh Local School District

Local Professional Development Committee

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Tecumseh Local School District Local Professional Development Committee

A Local Professional Development Committee (LPDC) comprised of teachers and administrators, in accordance with state mandate, has been established to give school districts more control over the approval and implementation of professional development requirements for licensure.

The purpose of the Local Professional Development Committee is to oversee and review Individual Professional Development Plans (IPDP) for licensure. This committee rather than the state has become the signatory for renewal of current licenses. Educators who hold permanent certificates will not be affected. All other educators will be expected to have an Individual Professional Development Plan (IPDP) with set goals. Educators working toward license renewal will have more options than the standard CEUs and college course work in meeting the goals. For example, district workshops, independent study, participation in a professional learning committee, professional book studies, classroom projects, completion of the Master Teacher Program, and completion of the National Teaching Board Program may now be used if they relate to your IPDP and are approved by the Local Professional Development Committee or provided by a “pre-approved provider” (see list included in this booklet).

Under the new licensure standards...

Educators must maintain their own records of course work, CEUs and approved professional growth activities in order to renew teaching license(s). Educators must complete the documentation form showing evidence of the activities related to IPDP goals.

Professional Development Linked to Continuous Improvement Plans

In conjunction with Senate Bill 55 requirements and the new standards set by Ohio legislators, Tecumseh Local Schools have developed continuous improvement plans. There is such a plan for both the district and the individual buildings. These continuous improvement plans are written under the framework of our Strategic Plan. By establishing such plans, focus is provided for all district stakeholders to maintain awareness of the goals before us to improve the academic achievement of Tecumseh Local students.

One of the purposes for establishing Local Professional Development Committees is to ensure that professional development aligns with the ongoing continuous improvement of a district and school to include: district goals, building goals and individual professional development goals. With improved student achievement as the goal, a Continuous Improvement Plan addresses all elements of an educational system.



Student Achievement

State Assessments
Local Grade Level Assessments

Safe, Orderly and Caring Environment

Safety Measures
Discipline Data
Attendance
Learning Climate

Employee, Parent and Community Satisfaction

Satisfaction Surveys
Teachers
Support Staff
Administrators
Parents
Community Members

Effective Operations and Financial Responsibility

Baldrige Criteria
Financial Efficiency Measures

“Learning for all, whatever it takes!”

Policies, Procedures, and Guidelines

The Mission

The Tecumseh Local School District's Local Professional Development Committee (LPDC) will strengthen and coordinate the preparation, licensure, and professional development of educators to assure that all students attain high levels of academic achievement.

The Vision

The Tecumseh Local School District will strengthen and intensify professional development. Educators will pursue opportunities to improve individual growth and classroom instruction. This process will enhance student learning and the attainment of building and district goals.

LPDC Structure

- I. **Committee Scope** – The LPDC will:
 - operate as a district committee;
 - maintain knowledge regarding licensing regulations and endorsements;
 - maintain knowledge regarding staff development and school improvement plans for Tecumseh Local Schools;
 - accept and approve Individual Professional Development Plans (IPDP);
 - grant prior approval and final approval for professional development activities, including Continuing Education Units (CEUs) for license renewal;
 - determine recommendation regarding license renewal;
 - facilitate the Master Teacher Process.
- II. **Committee Size and Composition** – The LPDC shall consist of nine (9) members, including five (5) teachers and four (4) administrators.
- III. **Committee Selection** – Five (5) teacher members and four (4) administrator members of the LPDC will be appointed by the school board. Teacher representatives will be filled by recommendation of the TEA president. Administrative representatives will be filled by recommendation of the superintendent.
- IV. **Committee Term Lengths:** – LPDC members will serve two-year terms beginning July 1 and ending June 30. Teachers and administrators may serve longer than a two-year term on a volunteer basis with approval of the TEA president and/or the superintendent.
- V. **Filling Committee Vacancies** – Vacancies that occur mid-term will be filled by the superintendent or the president of the TEA. Among teacher representatives, vacancies will be filled by recommendation of the TEA president. Administrative vacancies will be filled by recommendation of the superintendent.
- VI. **Frequency of Committee Meetings** – LPDC meetings will occur the third Tuesday during the months of August, September, October, November, January, February, March, April, and May.
- VII. **Committee Stipends** – Committee salary will be established by the board of education and coincide with the hourly summer committee rate as established by the Tecumseh Local Master Agreement. This is for all meetings that take place outside the contracted workdays.
- VIII. **Committee Chair** – The LPDC chairperson will be the Director of Professional Development. The chairperson will set the agenda and call the meeting to order.

- IX. **Committee Recorder** – The recorder for the committee will be required to keep the minutes of the meeting. Copies of these minutes will be provided to the LPDC members, superintendent, and TEA president.
- X. **Committee Communication with School Staff** – The LPDC will communicate with school staff through the Staff Update, building level meetings and school bulletins.

LPDC Procedure

- I. **Committee Quorum** – A minimum of five (5) members present is needed to make decisions each meeting. This would include three (3) teachers and two (2) administrators. If members present include three (3) teachers and three (3) administrators (as an example), then the group would need to decide, by matter of chance, which administrator or teacher would be eliminated from the decision making process so that the group will remain balanced. When a teacher's documents are being evaluated, then the ratio will be three (3) teachers to two (2) administrators. If an administrator's documents are being evaluated, the ratio will be two (2) teachers to three (3) administrators. All decisions will be carried by a majority decision.
- II. **Confidentiality** – The LPDC shall keep all Individual Professional Development Plan reviews, evaluations, Individual Master Teacher documentation and discussions in meeting confidential. No IPDP shall be used as an example without written permission of the party involved.
- III. **Decision Making** – The LPDC's goal will be to make decisions that best reflect the thinking of all group members. In the event that the group cannot reach a consensus, or have reached in impasse, the chairperson may call for a secret ballot. It is imperative that the criteria (LPDC Procedures and Guidelines Booklet) be made clear to each applicant prior to submission of the application.
- IV. **Amendments** – The LPDC may recommend revision of this document by a vote of five (5) LPDC members in favor of the amendment. Any such amendment will need written endorsement by the president of the TEA and superintendent.
- V. **Unexpected Situations** – Any request brought before the LPDC, which has not been covered within the context of this document, will be evaluated individually upon its own merits for worthiness of approval.

Individual Professional Development Plan (IPDP)

- a. **Who?** – In accordance with Ohio Revised Code 3301-24-08, the requirement for professional development plans applies only to educators with a 5- year license.
- b. **IPDP** – Professional development plan and goals included within the IPDP should reflect the needs of the community, district, building, and educator. The majority of the professional development indicated should be relevant to current working assignments, except as approved by the LPDC. (Example: course-work towards administrator's licensure.) If your work assignment changes mid-cycle, you need to review/ possibly revise your plan and resubmit to LPDC for approval.

Every employee of the Tecumseh Local Board of Education, who holds an Ohio Five-Year License, **must have an approved IPDP on file within one year of the issue date of the license.** The approved plan will include:

1. SMART goals for your next five years of professional development.
2. A plan detailing course work and/or CEUs to be completed for licensure/certificate renewal.
3. Verification of completion of these activities and their relation to attainment of district goals, student achievement, guidelines set forth by the LPDC, and completion of state requirements.

In the year of renewal, all requirements should be completed and documentation submitted to the LPDC no later than April 1. The LPDC will review plans and grant renewals on an individual basis.

c. **Individual Responsibilities** – It will be the sole responsibility of the educator to:

1. Maintain a record of all course work, CEUs, and other activities.
2. Provide a copy of a transcript (does not need to be an official transcript) or documentation/verification of university credits obtained during certificate/license cycle to the LPDC.
3. Send a copy of all documentation to the LPDC at license renewal time (by April 1st).
4. Know when your license needs to be renewed.
5. Submit an IPDP by December 1st of the year of issuance.
6. Review plan frequently, revise as needed, and submit any changes to LPDC.

d. **Submission of IPDPs**

1. All IPDPs must be submitted on the appropriate form.
2. Any submitted proposal deemed unreadable by the LPDC shall be returned to the person submitting the proposal without review. The proposal may be resubmitted in the appropriate form for consideration at the next regularly scheduled LPDC meeting.
3. Reimbursement for tuition or movement on the salary schedule, as part of a district's negotiated agreement is **NOT** related to LPDC approval of course work or CEUs for renewal purposes.
4. IPDPs that are denied may be resubmitted or the appeal process may be used.

e. **Appeal Process**

1. In the event of the rejection of an application by this committee, it is the responsibility of the committee to indicate which criteria have not been met.
2. Requests for reconsideration of the original application will need to be submitted within ten (10) working days. Resubmission must be made to the building principal who will sign and date each form before forwarding to this committee.
3. Should a submission be rejected a second time, an appeal panel must be convened. The appeal panel will include the TEA president, superintendent, and a certified employee.
4. If the applicant is an administrator, the selection of a certified employee making up the third member of the appeal panel must be a certified administrator that both the TEA president and superintendent can mutually agree upon. Likewise, if the applicant is a teacher, the selection of a certified employee making up the third member of the appeal panel must be a certified teacher that both the TEA president and superintendent can mutually agree upon.

f. **Reciprocity**

1. New hires who hold an Ohio License who have had courses/activities approved by their prior LPDC during their current renewal cycle, shall have those courses/activities approved by the Tecumseh Local School's LPDC when accompanied by supporting documentation.
2. Within the first year of employment, the Tecumseh Local School's LPDC shall review outside district-approved IPDP and mark as "acceptable" or as "in need of revision according to the following guidelines." The new hire will need to submit a revised plan by December 1st of their second year.

g. **Submission of Course, Workshop, Activity Proposals**

1. Courses, CEU classes/workshops, and/or equivalent activities which will be used to satisfy the Ohio Department of Education (ODE) renewal requirements and are provided by a pre-approved provider (see Approved Professional Development Providers List) do not need prior approval from the LPDC. However, if the provider is **not listed** as a pre-approved provider, then the course, workshop, or activity must be approved by the LPDC.

h. **University Credit Toward Licensure Renewal**

1. Course work must be relevant to an approved IPDP.
2. The appropriate course work form shall be approved **before** beginning a course where consideration for said course toward renewal is sought, if the course is from a provider that is not accredited by the US Department of Education (<http://ope.ed.gov/accreditation>). If unique situations arise where prior approval is not possible for verifiable reasons, the LPDC may waive the requirement for prior approval. Such waiver requests should be filed in writing with the LPDC chairperson as soon as possible, and will be considered at the next regularly scheduled LPDC meeting. **Credit for course work begun before proposal approval is not guaranteed.**

i. **Credit for Equivalent Activities**

1. CEUs for equivalent activities shall be awarded for license renewal credit based upon the standards established by the LPDC. Activities must directly relate to an approved IPDP. Persons will be asked to justify the credit value sought through their activity/project.
2. Equivalent activities/projects should result in a tangible product such as, but not limited to, a book/booklet, article, report, curriculum, training module, videotape, pilot project, software package, etc.

3. The appropriate activity form shall be approved **before** beginning an activity where CEUs for said activity are sought. If unique situations arise where prior approval is not possible for verifiable reasons, the LPDC may waive the requirement for prior approval. Such waiver requests should be filed in writing with the LPDC chairperson as soon as possible, and will be considered at the next regularly scheduled LPDC meeting. **Credit for activities begun before proposal approval is not guaranteed.**

Criteria for Granting Units

Units may be granted if they support an Individual Professional Development Plan (IPDP), which will be based on the Ohio Department of Education's Teacher Education and Licensure Standards (Administrative Code Chapter 3301-24). Units may not be granted for what is part of your job expectation. Balanced professional growth is dependent upon a variety of experiences, including:

- courses taken at accredited colleges or universities

- CEUs
- workshops
- building/district projects
- individual projects (concrete evidence of project completion required)
- Participation in PLCs
- Participation in individual or district/building book studies (evidence of independent work required)

Under the standards for license renewal, eighteen (18) professional development units, or six (6) semester hours, are required.

- 1 semester hour = 3 units
- 1 quarter hour = 2 units
- 10 contact hours = 1 unit for workshop/project experience

Units will be granted according to how they support an Individual Professional Development Plan in one or more of the following areas:

- subject matter
- student learning
- diversity of learners
- planning instruction
- instructional strategies
- learning environment
- communication
- assessment
- student support

Tecumseh Local Schools LPDC Requirements for Renewal

- Complete the *Self-Assessment Tool* located in the Appendix.
- Review District and Building goals.
- Develop the goals for your five-year Individual Professional Development Plan (IPDP), in SMART goal format, based upon identified needs from the *Self-Assessment Tool* (located in Appendix) and Building/District goals by December 1st.
- Review your IPDP goals yearly when developing your Professional Performance Goals (Job Targets) with your building principal to ensure you are progressing toward the completion of your identified goals on your IPDP by the end of your license cycle.
- Maintain your CEU/ Coursework documentation and monitor your progress frequently to ensure you meet the requirements for renewal.
- If your plan needs to be revised because of a change in work assignment or a shift in your professional development focus, make revisions and submit them to LPDC
- No later than April 1st of your license renewal year, get **fingerprinted** at the board office
- By April 1st of your license renewal year, submit the following to the LPDC
 - Completed *Verification Form* (located in Appendix)
 - Application for license renewal:
<http://education.ohio.gov/GD/Templates/Pages/ODE/TeachingLandingPage.aspx?page=936>
 - A check made out to Treasurer, State of Ohio,
 - Evidence of completion of goals

Understanding and Using the Standards - Teacher Self-Assessment Tool

Tecumseh Local Professional Development Committee

Consider each of the statements following the Standards 1-7. Choose the response that most accurately represents your performance.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach. *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

I understand how students learn and I know the developmental characteristics of different age groups of students.

Never Rarely Sometimes Frequently Always

I use my knowledge of what students know and are able to do to meet the needs of all of my students.

Never Rarely Sometimes Frequently Always

I expect that all students will achieve to their full potential.

I demonstrate respect for my students' diverse cultures, language skills and experiences.

Never Rarely Sometimes Frequently Always

I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.

Never Rarely Sometimes Frequently Always

Never Rarely Sometimes Frequently Always

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility. *Do you have a deep understanding of the content you teach?*

I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.

Never Rarely Sometimes Frequently Always

I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.

Never Rarely Sometimes Frequently Always

I understand and use the Ohio academic content standards.

Never Rarely Sometimes Frequently Always

I connect my discipline with other content areas to plan and deliver effective instruction.

Never Rarely Sometimes Frequently Always

I connect content to relevant life experiences and career opportunities.

Never Rarely Sometimes Frequently Always

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. *Do you understand and effectively use varied assessments?*

I understand varied types of assessments, their purposes and the data they generate.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I select, develop and use a variety of diagnostic, formative and summative assessments.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I analyze data to monitor students' progress and learning, and to plan, differentiate and modify instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I collaborate and communicate student progress with students, parents and colleagues.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I involve learners in self-assessment and goal setting to address gaps between performance and potential.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student. *Do you plan and deliver effective instruction that advances the learning of each individual student*

I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I communicate clear learning goals and link learning activities to those goals.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I apply my knowledge of how students think and learn to my planning and instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I create and select activities that are designed to help students become independent learners and complex problem-solvers.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I use resources effectively, including technology, to enhance student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students. *Have you created a learning environment that promotes learning and high achievement?*

I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I have created a classroom environment that is physically and emotionally safe.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I motivate my students to work productively and take responsibility for their own learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I create learning situations in which students work independently, collaboratively and/or as a whole class.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I maintain an environment that is conducive to learning for all students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning. *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

I communicate clearly and effectively.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I collaborate effectively with other teachers, administrators and school district staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I collaborate effectively with the local community and community agencies, when appropriate, to promote student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. *Do you assume responsibility for your professional performance and development?*

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

Never Rarely Sometimes Frequently Always

I take responsibility for engaging in continuous, purposeful professional development.

Never Rarely Sometimes Frequently Always

I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

Never Rarely Sometimes Frequently Always

Understanding and Using the Standards - Principal Self-Assessment Tool

Tecumseh Local Professional Development Committee

Consider each of the statements following the Standards 1-5. Choose the response that most accurately represents your performance.

Standard 1

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. *Do you lead the change process for continuous improvement?*

I identify and include stakeholders in the process of developing a shared vision.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I implement a process for the development of a shared vision.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I remain focused on the vision through difficulties, setbacks and failures.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I identify goal areas that promote high levels of achievement for all students and staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I focus attention on established goals.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I communicate the expectation of high learning and achievement for all students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.

I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I identify changes needed to improve student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I engage stakeholders in the change process through effective communication.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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Standard 2

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students. *Are you the instructional leader for the school?*

I provide teachers with a basic understanding of the academic standards.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
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Standard 2 - continued

I monitor the use of resources aligned to the academic content standards.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I ensure that curriculum, instruction and assessments are aligned with the academic content standards.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I monitor implementation of academic content standards in curriculum and instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I make systematic classroom visits and provide feedback on classroom instruction.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I keep informed about current research and theory on effective curriculum design and instructional strategies.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I share current research and theory on effective curriculum design and instruction strategies.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I serve as a model for effective teaching.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I model the use of data to inform and make decisions.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I communicate data about student progress to the school community.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I participate in professional development to increase teachers' knowledge and skills.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 3

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.
Do you act to create and ensure a nurturing , safe school environment?

I communicate and reinforce high behavioral standards to staff, students and parents.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I ensure that behavioral policies and procedures are consistently applied from day-to-day and student-to-student.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I implement routines that ensure safety for all.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I use building and district procedures for crisis management.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I am accessible to students, staff and parents.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I assess how well the physical, social and cultural environment supports student needs.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I identify available resources to address the physical and mental health needs of the students and staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I treat all students, parents and community members with respect.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I manage the budget to support student and staff learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I identify and equitably allocate resources to support student and staff learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I effectively use technology to manage school operations	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I supervise and evaluate all staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I give both formal and informal recognition to staff and students for achievement, improvement and effort.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I implement procedures to comply with local, state and federal mandates.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I communicate local, state and federal mandates to students, staff and parents.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I ensure that staff, students and parents receive information about legal requirements and policies.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 4

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students. *Do you share leadership and promote a collaborative learning culture?*

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I develop structures for collaboration among all teachers and other education support personnel.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I seek input from staff, students, parents and community members.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I share leadership responsibilities with staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I serve as a role model for the leadership behaviors I seek to instill in others.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I participate in leadership development activities with staff.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I identify strengths and interests of the building staff in order to identify potential leaders.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 5

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being. *Do you share leadership and promote a collaborative learning culture?*

I represent the school at community functions and advisory groups.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I use print and electronic media to inform the community about the school.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I practice two-way communication with parents about student progress.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student-learning needs.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I inform the community about the school's expectations for student learning.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I welcome community involvement.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
I identify and use community-based resources to increase achievement among all students.	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>

Standard 5 - continued

I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.

Never Rarely Sometimes Frequently Always

I support cooperation by using strategies to remedy instances of intolerance of individuals and groups.

Never Rarely Sometimes Frequently Always

Goal Areas from the Teachers' Standards

1. Students: Essential Question: "Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?"
2. Content: Essential Question: "Do you have a deep understanding of the content you teach?"
3. Assessment: Essential Question: "Do you understand and effectively use a varied assessments?"
4. Instruction: Essential Question: "Do you plan and deliver effective instruction that advances the learning of the individual student?"
5. Learning Environment: Essential Question: "Have you created a learning environment that promotes learning and high achievement?"
6. Collaboration and Communication: Essential Question: "Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?"
7. Professional Responsibility and Growth: Essential Question: "Do you assume responsibility for your professional performance and development?"

Goal Areas from the Principals' Standards

1. Vision and Goals: Essential Question: "Do you lead the change process for continuous improvement?"
2. Instruction and Student Achievement: Essential Question: "Are you the instructional leader for the school?"
3. School Operations and Safe Environment: Essential Question: "Do you act to create and ensure a nurturing, safe school environment?"
4. Collaborative Learning and Shared Leadership: Essential Question: "Do you share leadership and promote a collaborative learning culture?"
5. Community Engagement: Essential Question: "Do you share leadership and promote a collaborative learning culture?"

Guide to SMART Goals

Writing your goals in SMART format will assist in making sure your goals help you maximize your professional potential for yourself, your students and your district, and the community you serve.

S- Specific
M- Measurable
A- Attainable
R- Results-based
T- Time-bound

State an intention to engage in learning	Describe an area of focus for the learning	Include Rationale	Add activities	Predict a completion date
I will acquire	Multiple strategies	To improve classroom discipline	By participating in a book study	By the end of 2012-2013 school year
I will investigate	Interdisciplinary Strategies	To incorporate reading objectives in my classroom	By participating in a PLC	During the 12-13 and 13-14 school year
I will enhance my abilities for intervention	For students at risk and those with disabilities	To assist in closing the gap among subgroups	By attending conferences/ district trainings/ grade level meetings	During the 13-14 school year
I will enhance my skills	In both interpreting and using data	To appropriately adjust instruction to enhance student learning	By participating in grade level meeting and value-added training	By the end of the 13-14 school year

Approved Professional Development Providers

American Association of School Administrators (AASA)
American Federation of Teachers (AFT)
Andrews University Courses (Lee Canter)
Apple Online Courses
Applebaum Training Institute
Association for Supervision and Curriculum Development (ASCD) (OASCD)
Association of School Business Officials (ASBO)
Auditor of the State of Ohio and related
Buckeye Association of School Administrators (BASA)
Bureau of Educational Research (BER)
Career Pathways Professional Development
Center of Science and Industry (COSI)
Center for Civil Education
Clark County Historical Society
Clark County Solid Waste Management District
Clark County Soil and Water Conservation District
Educational Service Center (County Offices of Education)
George Rogers Clark Park Heritage Association
INFOHIO
Mary Grove University
Miami Valley Educational Computer Association
National Association of School Psychologists
National CASE (Council of Administrators of Special Education)
National Teachers Certification Board
National Council of Teachers of English (NCTE) and related organizations
National Council of Teachers of Mathematics (NCTM) and related organizations
National Education Association (NEA)
National Endowment for the Humanities
North Central Association of Colleges and Schools (NCA)
North Central Regional Educational Laboratory (NCREL)
Ohio Association for College Admission Counseling
Ohio Association of Elementary School Administrators (OAESA) and related
Ohio Association for Gifted Children
Ohio Association of Pupil Service Administrators (OAPSA)
Ohio Association of School Business Officials (OASBO) and related organizations
Ohio Association of School Personnel Administrators (OASPA) and related organizations
Ohio Association of Secondary School Administrators (OASSA)
Ohio Board of Regents
Ohio Approved Certification/Licensure Colleges and Universities
Ohio Approved Programs from Other States
Ohio Career Education Association

Individual Professional Development Plan Approved Professional Development Providers (continued)

Ohio CASE (Council of Administrators of Special Education)
Ohio Council of Teachers of English and Language Arts (OCTELA) and related
Ohio Counselor Association
Ohio Department of Education (ODE)
Ohio Education Association (OEA)
Ohio Educational Library Media Association (OELMA)
Ohio Federation of Teachers (OFT)
Ohio Modern Language Teachers Association (OMLTA)
Ohio Network: Training and Assistance to Schools and Communities (ONTASC)
Ohio Regional Professional Development Centers (RPDCs)
Ohio School Boards Association (OSBA)
Ohio School Counseling Association
Ohio School Net Office
Ohio School Psychologists Association
Ohio Speech and Hearing Association
Ohio State Board of Education
Phi Delta Kappan
Southwest Career Council
Southwest Ohio Instructional Television Association
Southwest Ohio School Psychologists Association
Special Education Regional Resource Centers
Tecumseh Local Schools in-service programs, workshops, and course offerings
Tech Prep Consortium
Treasurer of the State of Ohio
United States Department of Education (USDOE)
Vandercook College of Music
Western Regional Professional Development Consortium

**Related coursework from any accredited college or university as cited in the US
Department of Education Data Base of Accredited Post Secondary Institutions
and Programs (<http://ope.ed.gov/accreditation>).**

Continuing Education Unit Options And Professional Growth Opportunities

Starred (*) items may be suitable for Phase III Projects including
Exploration, Development, and Dissemination –
(See Enhancing Professional Practice...Exploring Professional Growth)

Teacher Appraisal Program for the Tecumseh Local Schools

Options	CEU Value	Maximum allowed per cycle	Criteria	verification
College/ University	1 semester hour = 3 CEUs 3 quarter hours= 6 CEUs	Unlimited	Must be an accredited Post Secondary Institution Must be taken for credit with a grade of "C" or better; "P" in pass/ fail course Course work must be in education or in content area related to the teaching assignment or work with students	Unofficial or Official transcript
Cooperating Teacher	1.5 CEUs per semester	4.5 CEUs	Must be a supervisor of a graduate student or undergraduate intern or student teacher	Activity Documentation
Curriculum Development (Crosswalks, Student Learning Objectives, differentiation of lesson)	1 clock hour= .1 CEU Document hours	3 CEUs	Equivalent Activity Proposal approved by LPDC	Activity Documentation And copy of product
Educator Project-Applying your Knowledge and skills toward a final product Such as IST manual/ educational website PBS procedures, etc.	1 clock hour = .1 CEU Document hours and planning	3 CEUs	Equivalent Activity Proposal approved by LPDC	Activity Documentation and copy of product
Grant Writing	1 clock hour= .1 CEU	3 CEUs	Awarding of the grant is not a requirement Documented hours in planning and preparing	Activity Documentation and copy of completed grant

			Grant must be submitted	
Resident Educator Mentoring	3 CEUs per year	12 CEUs	Verified Participation in activities as assigned	Letter from the Assistant Superintendent
National Board of Professional Teaching Standards Certification	18 CEUs	18 CEUs	Must be in subject area of the teacher's assignment Certificate must be completed or participation must be verified by the date of the expiration of the Ohio License	Copy of the National Certification and Activity Documentation If partly completed: Activity Documentation and completed portion (1 clock hr =.1 CEU)
Observation of a colleague with a Professional learning objective	1 clock hour = .1 CEU	1 CEU	Statement of authorization from supervisor along with statement of learning goals	Activity Documentation
Professional Conference/ Workshop/ Institute/ Academy /Inservice	1 clock hour = .1 CEU	Unlimited	Must include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness in education	Activity Documentation
Professional Committees	1 clock hour = .1 CEU	3 CEUs	Must be service on a formal committee organized by state, local, national or international education agency or organization Must contribute to the	Activity Documentation And/ or completed project

			education profession or add to the body of knowledge in the individual's specific field Documented hours of committee work	
Publication of Professional Work	6 CEUs for book 3 CEUs for reviewed article	6 CEUs	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a published book or article.	Copy of article and Activity Documentation
Professional Presentation	1 clock hour = .1 CEU	3 CEUs	Applies to the preparation time for the first time the presentation is given during each license cycle.	Activity Documentation
Related Work Experience or Externship Examples: Volunteering for Special Olympics/ Participation in a Scientific Study/	1 clock hour = .1 CEU hour	12 CEUs	Must enhance the individual's work in the profession or contribute to the teacher specialization	Activity Documentation
Self-Directed Educational Development: <ul style="list-style-type: none"> Professional Reading Action Research 	1 clock hour = .1 CEU	3 CEUs	Must enhance the individual's work in the profession or contribute to the teacher specialization Applies to the first	Activity Documentation AND Completed portfolio, journal, abstracts and or

• Educational Travel			travel experience	summaries of readings, bibliography
Teaching an Adult vocational Or Technical Course Or College Course	1.5 CEU per semester long course 1 CEU per quarter long course	12 CEUs	Applies to first time teaching the course in each license cycle Additional preparation time may be submitted for 1 clock hour= .1 CEU Must enhance the individual's work in the profession or contribute to the teacher specialization	Activity Documentation
Developing and revising formative Assessment or progress monitoring tool Including benchmark assessments	1 clock hour = .1 CEU	3 CEUs	Completed assessment tool	Copy of assessment tool and Activity Documentation
Master Teaching Program	12 CEUs	12 CEUs	Must meet all the criteria of the master teacher program	Activity Documentation signed by LPDC Chairperson verifying completion
Facilitating a book study or Professional learning committee	1 clock hour = .1 CEU	3 CEUs	Must enhance the individual's work in the profession or contribute to the teacher specialization Clock hours apply to preparation and presentation hours for the first presentation in the license cycle and ½ of the additional preparation time for	Activity Documentation

			additional presentations	
--	--	--	-----------------------------	--

Credential Renewal

How To Maintain Credentials
Licensure Standards
License Renewal Under Standards Effective

Resident Educator License (4 year)

Required for entry years (one through four). Must meet requirement of the Resident Educator Program at the end of each year to proceed to the next year. At the end of year four and with the completion of the final summative evaluation, the educator can apply for

Professional License (5 year)

Provisional license plus successful completion of Entry Year Program and performance assessment.

Professional License (5 year) (second renewal)

Master's degree or 30 semester hours of graduate credit; if master's degree already obtained, 6 semester hours or 18 CEUs or approved activities (LPDC). Those who held certificates under previous standards are exempted from the master's degree or 30 semester hour requirement for second renewal, but still need the 6 hours, 18 CEUs or equivalent activities.

Professional (5 year) (further renewals)

6 semester hours or 18 CEUs or approved activities (LPDC).

Conversion Chart

Conversion Chart

Semester Hours	Quarter Hours	CEU
1/3	1/2	1
2/3	1	2
1	1-1/2	3
1-1/3	2	4
1-2/3	2-1/2	5
2	3	6
2-1/3	3-1/2	7
2-2/3	4	8
3	4-1/2	9
3-1/3	5	10
3-2/3	5-1/2	11
4	6	12
4-1/3	6-1/2	13
4-2/3	7	14
5	7-1/2	15
5-1/3	8	16
5-2/3	8-1/2	17
6	9	18
7	10-1/2	21
8	12	24
9	13-1/2	27
10	15	30
11	16-1/2	33
12	18	36

Semester Hours	Quarter Hours	CEU
13	19-1/2	
14	21	
15	22-1/2	
16	24	
17	25-1/2	
18	27	
19	28-1/2	
20	30	
21	31-1/2	
22	33	
23	34-1/2	
24	36	
25	37-1/2	
26	39	
27	40-1/2	
28	42	
29	43-1/2	
30	45	

Forms

Tecumseh Local Schools
Individual Professional Development Plan

Name _____ Building _____

Years of Experience _____ Present Assignment _____

Degree(s) _____

License(s)- (indicate all license(s) you wish to renew with this plan)

Date Submitted _____

Planned date of completion of IPDP Goals _____

Plan Goals: Using the SMART format on page ____, develop at least three goals that you intend to accomplish during your next five-year license cycle. Goals should be related to your current position. Remember to include all of the elements (intention, area of learning, rationale, activities and criteria for success).

1. I will ...

2. I will...

3. I will

4. Which identified building and/ or district goal(s) will this plan further? Briefly describe how if it is not self-evident.

5. **Evaluation** –What data will you use to determine if your professional development activities are successful in achieving your goals?

6. Any additional information you believe to be relevant to your IPDP (i.e., other degrees or related professional experience - a page may be added for this purpose if needed).

DO NOT MARK BELOW THIS LINE; FOR ODE LPDC USE ONLY.

Please review the completed IPDP (from the previous page) against the chart below. The IPDP must receive a “yes” for each question.

IPDP Goal Preapproval		
	YES	NO
Is the IPDP goal(s):		
Specific?		
Measurable?		
Attainable?		
Realistic?		
Timely?		
Are multiple data sources or rationale(s) identified?		
Is the goal(s) aligned to agency, center, or office goals?		
Comments		

☐ Approved

☐ Revise and resubmit

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Note: Your IPDP must be relevant to your current assignment. Remember to review this document frequently and revise when needed. Send revisions to your LPDC.

Submit one copy to LPDC. Keep one copy for your personal files.

Professional Development Activities Tracker

Submit one copy to LPDC. Keep one copy for your personal files.

LPDC Verification Form
Tecumseh Local Professional Development Committee

Name of educator _____

Date of submission _____

Use Professional Development Activities Tracker and submit with your documentation to demonstrate how your hours have contributed to the goals on your IPDP.

1. Issue date of certificate/license to be renewed _____

2. Enter quarter hours earned since issue date of certificate/license _____

3. Enter semester hours earned since issue date of certificate/license _____

4. Enter the number of LPDC approved CEUs earned since the issue date of your certificate/license to be renewed _____

Applicant's signature _____

Date _____

CEU Proposal

(NOTE: This is only for CEUs awarded by providers not on the pre-approved list.)

Applicant Name _____ Date _____

Building _____

Workshop/Seminar Title _____

Provider _____ Planned Number of CEUs _____

1. Provide a brief description of the workshop/seminar.

2. Rationale – Explain the basis for choosing this workshop/seminar as it relates to your IPDP and to the district and building goals.

3. Additional comments or information.

I certify that the information provided in the CEU Proposal is true and accurate to the best of my knowledge.

Signature _____ Date _____

Approval/Disapproval

(This section will be completed by the LPDC.)

- ☐ This proposal has been approved as submitted for the equivalent of _____ CEUs.
- ☐ This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.
- ☐ This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your IPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

 Signature of
 LPDC Chairperson _____ Date _____

* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Coursework Proposal

(NOTE: You must submit a separate coursework proposal page for each proposed course not provided by a pre-approved provider or an accredited university/college – see next page.)

Applicant Name _____ Date _____

Building _____

Course Title _____ Course # _____

University/College _____

Number of Credit Hours _____ Quarter/Semester (circle one) OR Number of CEUs _____

Are you currently enrolled in a graduate degree program? _____

Will this course apply toward fulfillment of that degree? _____

1. Provide a brief description of the course.

2. Rationale – Explain the basis for choosing this course as it relates to your IPDP and to the district and building goals.

3. Additional comments/other.

I certify that the information provided in the Coursework Proposal is true and accurate to the best of my knowledge.

Signature _____ Date _____

Approval/Disapproval

(This section will be completed by the LPDC.)

- ☐ This proposal has been approved as submitted for the equivalent of _____ hours.
- ☐ This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.
- ☐ This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your IPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

Signature of
LPDC Chairperson _____ Date _____

* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Equivalent Activity Proposal

(NOTE: You must submit a separate page for each proposed activity. See Appendix A for examples.)

Applicant Name _____ Date _____
Title of Activity _____
Estimate clock hours required for activity _____ Goal Addressed (from IPDP) _____

1. **Process** – Describe the activity which you are going to do.

2. **Rationale** – Explain the basis for choosing this activity as it relates to your IPDP and to the district and building goals.

3. **Describe** the product that will be the end result of the activity (see page 12).

4. **Assessment** – Describe how the impact of this activity will be assessed and identify the person(s) responsible for the completion of this activity.

5. **Dissemination** – If the benefits of this course can be shared with other staff or community members, describe how and with whom you plan to share it.

6. **Timeline** – Provide a completion date or timeline for the completion of this course.

7. **Budget** – Identify any expected costs of this activity and the anticipated source of funding. Include copies of related forms, applications, approvals, etc.

8. **Collaboration** – If this is a collaborative effort, list all team members and their expected roles and responsibilities.
9. **Role of the mentor** – If a mentor is to be involved in this activity, describe their role and the reporting strategy that they plan to use.
10. **Additional Comments/Other:**

I certify that the information provided in this Equivalent Activity Proposal is true and accurate to the best of my knowledge.

Signature _____ Date _____

Approval/Disapproval

(This section will be completed by the LPDC.)

- ☐ This proposal has been approved as submitted for the equivalent of _____ hours.
- ☐ This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.
- ☐ This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your IPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

Signature of
LPDC Chairperson _____ Date _____

* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Activity Documentation

Name of Educator _____ Date submitted _____

Building _____

Name of Activity _____

Clock Hours _____ Goal Addressed (from IPDP) _____

Tangible Product (see page 12)

I hereby certify that (name of participant) _____

Completed the activity named above on (date) _____.

Signature of Activity Supervisor _____

Title _____

Attach CEU Certificate if applicable.

Approval Verification Form for Educators Leaving LPDC

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

Name of Educator _____

Social Security Number _____

has completed the following credits toward completion of the plan.

_____	college/university semester hours
_____	college/university quarter hours
_____	LPDC approved professional development activities (CEUs)

Authorized Signature _____

Date _____

Print Name of Authorized Signature _____

Name of School District _____

Name of LPDC if different _____

LPDC Address _____

LPDC Telephone Number _____

