

# **EASTERN LOCAL SCHOOL DISTRICT**

## **LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**

### **LPDC MISSION STATEMENT**

The mission of the Local Professional development committee (LPDC) shall be to review professional development goals for certification and license renewal for ELSD professional educators and to establish guidelines and operating procedures. In addition, the LPDC will assist the educators to participate in relevant professional development activities that enhance their own growth and maximize student achievement.

### **PURPOSE**

The Local Professional Development Committee (LPDC) shall be established to oversee and review professional development plans for coursework, continuing education units, and/or other equivalent activities. The LPDC shall review and be knowledgeable of the entry year program as established by the District and teachers in accordance with the Ohio Revised Code and the rules and regulations as established by the Ohio Department of Education.

### **DISTRICT MISSION STATEMENT**

It is the mission of the Eastern Local School District to advance the physical, mental, and emotional development of all children, to achieve their full potential, in a safe and nurturing environment, with the support of parents and community.

Revised Spring 2006

## **LPDC STRUCTURE AND MEMBERSHIP**

The LPDC shall be comprised of a total of seven members, four (4) of whom shall be teachers and three (3) of whom shall be administrators. Two (2) additional teachers shall serve as alternates for the teacher members. An additional administrator shall also serve as alternate for the administrator members.

The selection of teacher members and their terms of office on the LPDC are as stated in the Master Contract.

## **OPERATING PROCEDURES**

Members of the LPDC shall elect a chairperson at the first meeting. Additionally, LPDC members determine its operating procedures and meeting schedule by consensus. Meetings shall be held, when possible, to keep district costs at a minimum. Where consensus is not possible, a vote of 70% of the full membership of the LPDC shall be required for action.

## **TUITION REIMBURSEMENT**

According to the Master Contract Section 5.1057, the LPDC shall oversee Tuition Reimbursement.

## **APPEALS COMMITTEE**

The LPDC Appeals committee shall be comprised of five (5) people who shall be the two (2) alternate teacher members elected in accordance with the Master Contract, the Association President or his/her designee, an alternate administrator member appointed by the Superintendent, and the Superintendent or his/her designee. The decision of the LPDC Appeals Committee shall be final and binding. However, a bargaining unit member shall retain the right to initiate appropriate legal action relating to allegations of unlawful discrimination.

## **CONFIDENTIALITY**

All members of the LPDC and the LPDC Appeals Committee shall keep confidential all discussion, actions, materials, and other information.

## HOW TO MAINTAIN CREDENTIALS

1987 Certificate Standards	For Certificate Holders	Licensure Standards
<p style="text-align: center;">Certificate Renewal or Conversion</p> <p style="text-align: center;">PRIOR TO 9/1/98</p> <p style="text-align: center;">PROVISIONAL RENEWAL (4 YEAR)</p> <p>6 semester hours or 18 Continuing Education Units (CEUs) or combination: reduced one semester hour or 3 CEUs for each year of teaching under the certificate to be renewed.</p> <p style="text-align: center;">CONVERSION TO PROFESSIONAL (8 YEAR)</p> <p>3 years experience and 30 semester hours since issuance or if master's degree is held at issuance, master's degree + 6 semester hours</p> <p style="text-align: center;">PROFESSIONAL RENEWAL (8 YEAR)</p> <p>12 semester hours or 36 CEUs or combination; reduced one semester hour or 3 CEU's for each year of teaching under the certificate to be renewed.</p> <p style="text-align: center;">CONVERSION TO PERMANENT</p> <p>5 years experience under 8 year certificate plus 12 semester hours earned since issuance of professional master's degree.</p> <p style="text-align: center;">PERMANENT</p> <p>(no further requirements for certification and no need to convert to a license)</p>	<p>The PROVISIONAL (4 Year) certificate may be renewed one time under prior certification standards after 9/1/98 and before 9/2/02</p> <p>The PROFESSIONAL (8 year) certificate may be renewed under prior standards until 9/2/06.</p> <p>After the one renewal and prior to expiration of the renewed certificate. 6 semester hours, 18 CEUs or approved equivalent activities must be completed to qualify for issuance of the first Five Year License.</p> <p>The PROVISIONAL certificate may (if eligible) be converted to a PROFESSIONAL certificate under the prior certification standards before 9/2/02.</p> <p>The PROFESSIONAL certificate may (if eligible) be converted to a PERMANENT certificate under the prior certification standards before 9/2/03.</p> <p>After that date, permanent certificates will no longer be issued.</p>	<p>License Renewal Under Standards Effective January 1, 1998</p> <p style="text-align: center;">PROVISIONAL LICENSE (2 year)</p> <p>Required for entry year, may be used for substitute teaching. 3 semester hours to renew (6-9 hours if lapsed).</p> <p style="text-align: center;">PROFESSIONAL LICENSE (5 YEAR)</p> <p>Provisional license plus successful completion of Entry Year program and performance assessment.</p> <p style="text-align: center;">PROFESSIONAL LICENSE (5 YEAR) (first renewal)</p> <p>6 semester hours or 18 CEU's or approved equivalent activities or combination approved by local professional development committee (LPDC)</p> <p style="text-align: center;">PROFESSIONAL (5 YEAR) (second renewal)</p> <p>Master's degree or 30 semester hours or 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.</p> <p style="text-align: center;">PROFESSIONAL (5 YEAR) (further renewals)</p> <p>6 semester hours or 18 CEUs or approved activities (LPDC)</p>
<p>Persons certificated under prior standards maintain their subject areas and grade levels under the Five Year Professional License</p>		

## **Professional Development Defined**

Professional development is an ongoing, job-related process of learning and changing to enhance, maintain and refine competencies to ensure quality outcomes for all students.

## **The Professional Development Portfolio and the Individual Professional Development Plan (IPDP)**

### **The Professional Development Portfolio:**

**Maintained by the educator**

The professional development portfolio is a collection of artifacts and evidences that represent growth, continuous learning, and the areas of exploration and interest of the educator. Its purpose is to provide a framework for initiating, planning, and facilitating professional development while building connections between professional/personal goals, ELSD goals, assigned building goals, and student learning. It is meant to be dynamic and changing as the educator experiences discoveries that lead to new directions and activities.

The professional development portfolio is a compilation of the professional development endeavors of the educator. The fundamental component of the professional development portfolio is the Individual Professional Development Plan (IPDP).

### **The Individual Professional Development Plan (IPDP):**

Each educator will develop an Individualized Professional Development Plan (IPDP) that describes their goals and anticipated strategies for accomplishing those goals.

Personal/professional goals should be tied to ELSD goals, assigned building goals and student learning and could focus on one or more of the following areas.

- Curriculum/content knowledge
- Pedagogical and professional skills
- Teaching style
- Classroom management and assessment reflective practice
- Family partnerships
- Professional partnerships
- Leadership

Note: Duties, which are part of one's regular duties or supplemental duties, will not be considered as activities that contribute to the IPDP.

According to the *National Standards for Staff Development*, effective staff development will do the following for educators:

- Increase administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the development needs of children/youth.
- Facilitate the development and implementation of school and classroom-based management that maximizes student learning.

- Address diversity by providing awareness and training related to the knowledge, skills and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Enable educators to provide challenging, developmentally-appropriate curricula that engages students in integrative ways of thinking and learning.
- Prepare teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Facilitates staff collaboration with and support of families for improving student performance.
- Prepare teachers to use various types of performance assessment in their classrooms.
- Prepare educators to combine academic student learning goals with service to the community.
- Increase administrators' and teachers' ability to provide guidance and advisement to students.
- Increase staff's knowledge and practice of interdisciplinary team organization and instruction.

Use these ideas as springboards for thinking about your goals and the activities that you will engage in to support those goals.

Probably the most important step involved in developing the IPDP is selecting initiatives that will pay off in terms of student learning. In addition to being consistent with established personal/professional goals, the professional development activities chosen should be research-based and/or proven in practice, be relevant to the work assignment and compatible with other practices that are currently or will be in use. Specific content may include subject-area knowledge, human development or learning theory, and instructional strategy, a set of instructional skills, a classroom management or counseling technique, or a technological innovation.

In addition to subscribing to the standards developed by the National Staff Development Council, the LPDC encourages educators to explore professional development opportunities that align with the following *Five Models of Staff Development*: The possible activities are listed within each category.

#### Individually-Guided Staff Development

- Educator pursues activities they believe will promote their own 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
1. Professional Conferences/Workshops/Inservice Credit
  2. Professional Organization Committee Work
  3. Teaching Portfolio
  4. Publication of Original work
  5. National Board Certification
  6. Grant Writing
  7. Related Work Experience or Externship
  8. 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
1. Peer Coaching
  2. Visitation
  3. Cooperative Teaching
  4. Mentoring

### Involvement in Development/Improvement Process

- The educator is involved in assessing current practices and determining a problem whose solution will improve student outcomes.
- Involvement in this process leads to new skills, attitudes, and behaviors
- Develop or adapt curriculum, text adoption, and school improvement process
  1. Committee Work
  2. Curriculum Development/Program Development
  3. School Improvement Initiatives

### 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
  1. College Coursework
  2. Professional Conferences/Workshops/Inservice Credit
  3. Professional Presentations
  4. Teaching a College/Adult Education Course

### 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
  1. Study Groups
  2. Educational Projects
  3. Self-Directed Educational Development (Professional Reading, Action Research, Educational Travel)

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## EASTERN BROWN IPDP SUBMISSION PROCEDURE

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New IPDPs will be submitted to the LPDC by the first Monday of October. (For those who are engaging in summer activities the LPDC will also receive new IPDPs on the first Monday of April.) The LPDC will then meet in October and in April to decide on each new IPDP for either acceptance or revision and then notify the individual by the first of November or the first of May. If an IPDP is returned for revision, the individual will resubmit the IPDP in ten working days to the LPDC.

By October 1<sup>st</sup> or April 1<sup>st</sup> of each year, individuals who would like to make changes to their IPDP will submit such changes in writing to the LPDC. During the school year, any individual may request to have his/her IPDP reviewed by the LPDC. The individual who is requesting this must notify the chairperson of the LPDC no less than one month prior to the end of the school year. The committee will then decide with that individual to review and/or amend the IPDP.

By the first Monday of April each IPDP holder who is completing the final year of the current IPDP must submit an IPDP Final Review Form and evidence of work completed. All work toward licensure must be completed by this time. The LPDC will have a final review of IPDPs for licensure purposes. Although the applicant is certainly encouraged to attend the final IPDP review, he/she is in no way obligated to be present. **Applicants are responsible for submitting all necessary paperwork to the district office.**

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## EASTERN BROWN LPDC TIMELINE

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### Fall LPDC

1<sup>st</sup> Monday in October

- IPDP Submission Deadline
- IPDP Annual Review Form Deadline

October

- Committee Review of all new and current IPDPs

1<sup>st</sup> Monday in November

- Notification of Committee action on IPDPs

### Spring LPDC

1<sup>st</sup> Monday in April

- IPDP Submission Deadline (For those who want to include summer activities)
- IPDP Annual Review Form deadline.
- Completed IPDP Submission Deadline – all required paperwork to be sent to the state for renewal is due (application, annual review forms, final review form, etc.)

April

- Committee review of new IPDPs

1<sup>st</sup> Monday in May

- Notification of committee action on IPDPs
- Final verification and signing off on IPDPs (All applicants are responsible for sending in all necessary paperwork to the district office.)