

LPDC Handbook

Policies and Procedures

Avon Lake City School District

Approved June 1, 1998

First Revision June 2003

Second Revision November 2010

## TABLE OF CONTENTS

Avon Lake City Schools Mission Statement .....	ii
Statement of Approval .....	iii
Philosophy of the Avon Lake City Schools .....	iii
Goals of the Avon Lake City Schools .....	v
Committee Purpose and Mission Statement .....	vi
 Responsibilities of the Board of Education and Educator .....	 1
Individual Professional Development Plan .....	2
IPDP Timeline Planner .....	3
Creation, Implementation and Completion of IPDP .....	4
License Renewal .....	6
Licensure – Provisional, Vocational, Professional-Associate .....	7
Renewal and Conversion Requirements .....	10
Moving Through the System .....	11
IPDP– Suggested Professional Goals .....	12
Appendix A (Optional Professional Development Portfolio) .....	15
Appendix B (Professional Development Activities and PDUs awarded) .....	16
Appendix C (Standards for the Teaching profession and standards for Principals) .....	19
Appendix D (Master Contract Article 42) .....	20
Appendix E (Forms) .....	22

## **AVON LAKE CITY SCHOOLS MISSION STATEMENT**

The mission of the Avon Lake City Schools,  
  
a district committed to  
  
personalized educational excellence,  
  
is to challenge all students  
  
and develop their individual goals  
  
through community partnerships,  
  
resources, and technologies which will produce  
  
responsible and compassionate citizens.

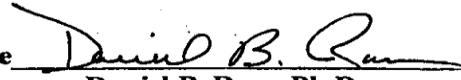
## STATEMENT OF APPROVAL

The Local Professional Development Plan was revised during the 2002-2003 school year to describe the methodology of professional growth and development for the Avon Lake City Schools.

The Board of Education approved this document on July 14, 1998 .

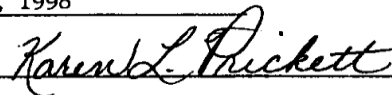
Board of Education Members:    Michael Mannino, President  
Nancy Stoneburner, Vice-President  
Mark Bennett  
Mike Holleran  
Charles Froehlich

Superintendent's Signature


  
Daniel B. Ross, Ph.D.

The Avon Lake Education Association approved this document on:  
June 1, 1998

President's Signature



Vice-President Signature



Revised June 2003

second revision November 2010

## **PHILOSOPHY OF THE AVON LAKE CITY SCHOOLS**

We believe education in the Avon Lake City Schools should be functional, social, and humanistic.

Functional education should prepare individuals to become productive and responsible members of society. The school, in conjunction with the other institutions in society, should generate within each child a desire for lifetime learning and should promote achievement according to each child's capacity so that each might fulfill personal ambitions. Fulfilling these ambitions should contribute to a developing concept of family and community.

Social education has a prime responsibility within society to develop and nurture values, which are inherent in the democratic way of life. American representative government depends upon an education system which fosters in youth the moral strength and wisdom necessary for direct and indirect involvement in democratic processes and the desire necessary to understand, communicate, and perpetuate basic national ideals.

Humanistic education shares in the responsibility of developing feelings of personal dignity, integrity and respect for human rights within each student. Education should emphasize the right, as well as the responsibility, of the student to actualize individual potential for personal satisfaction and fulfillment.

Adopted by the Avon Lake Board of Education  
11/18/1986

## **GOALS OF THE AVON LAKE CITY SCHOOLS**

1. To provide educational opportunities and experiences sufficient for all students to obtain an education commensurate with their personal interest, abilities, and needs.
2. To nurture within the student an ability to think independently, creatively, rationally, and critically in solving problems.
3. To allow for individual differences inherent to any student body through flexibility in methods of achievement and through a wide range of extracurricular activities.
4. To help all students to acquire attitudes and habits of healthful living in order that they may enjoy mental and physical success.
5. To create in each student a quest for knowledge in a world in which education never stops.
6. To guide students to an awareness of their potentialities and limitations in order that they might enjoy the greatest possible success.
7. To educate students to recognize their personal responsibility to make full use of available educational resources and opportunities.
8. To prepare students to be good citizens and good Americans by developing an understanding of the rights and duties of a citizen in a democratic society.
9. To foster competent social and civic responsibility by nurturing concepts of respect, cooperation, and brotherhood essential for the improvement of human relationships.
10. To cooperate with the several agencies of the community in areas of mutual concern.
11. To give students appropriate experiences to make purposeful use of their leisure time.
12. To encourage students to live enriched lives through the appreciation of art, music, literature and philosophy.
13. To develop in each student a respect for the dignity and worth of the individual as well as a respect for the rights of others.
14. To inspire teachers and teaching which foster self-growth, self-analysis, self-improvement, and self-discipline in the students.
15. To inculcate in each student a pride in the United States of America through a knowledge of its history, its people, and its roles in world affairs.

## **PURPOSE**

The purpose of the Local Professional Development Committee is to oversee and review professional development plans for credential renewal.

## **MISSION STATEMENT**

The Avon Lake City School District Strategic Plan provides the basis for the philosophy of the Local Professional Development Committee. The mission of the Local Professional Development committee shall be to set policy and review professional development goals for the certification and license renewal of Avon Lake City School educators.

Professional development plays a critical role in enhancing and vitalizing education in the Avon Lake City School District. Professional development shall focus on experiences which expand and enrich the classroom building and district goals. These experiences shall be directly related to enhancing student performance.

## **RESPONSIBILITIES OF THE BOARD OF EDUCATION**

The Avon Lake Board of Education and the Avon Lake Education Association are responsible for establishing the structure of the Local Professional Development Committee (LPDC) within the context of the existing collective bargaining agreement, specific to the LPDC (Master Contract) and within the context of the guidelines provided by the Ohio Department of Education.

The following information can be found in the Memorandum of Understanding between the Avon Lake City School District Board of Education and the Avon Lake Education Association:

- Responsibilities of the Local Professional Development Committee
- LPDC Structure and Membership
- Training, Policies, and Procedures
- Meetings and Compensation

## **RESPONSIBILITIES OF THE EDUCATOR**

Educators who are working under initial two year licenses, provisional (4-year) certificates, professional (8-year) certificates or professional (5-year) licenses are responsible for meeting the requirements for renewal of those certificates or licenses. All educators who possess any provisional or professional certificate or license must work with their Local Professional Development Committee to complete their renewal process.

However, each educator will have the opportunity and responsibility to:

- Develop and implement his/her professional development plan (IPDP)
- Document his/her professional development plan and maintain a record of such work
- Follow renewal procedures
- Complete procedures within established timelines



## **INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

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

One of the major responsibilities of the LPDC is to review educator's IPDPs and to ensure that the identified goals and strategies are relevant to the needs of their district, school, and students. Such decisions will be based on the district's locally defined criteria.

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

### Identify Goals:

- How can data be used to develop the goals?
- Do the goals have a focus of improved classroom practice and improved student achievement?
- Do the goals reflect the district and/or schools Continuous Improvement Plan and/or the district Strategic Plan?
- 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 for professional growth?
- Do the goals build a solid foundation of knowledge and skills for growth and movement within the profession?
- Do the goals align with the Ohio Standards for the Teaching Profession?

### Accountability:

- Is the professional development experience meaningful?
- Does the professional development meet the Ohio Standards for professional development?
- Can I measure progress toward the achievement of my goals?
- How will I know when my goals have been achieved? How will I document my progress using evidence beyond certificates of attendance, such as the development of portfolios, documentation of presentations, a reflective journal, copies of committee work, critiques of conferences/workshops, samples of student work, videotapes, logs, copies of articles and other documents?
- Can I effectively communicate my plan to the LPDC?

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

## **IPDP TIMELINE PLANNER**

This timeline is designed to help educators understand and complete their IPDP. Note that the timeline encompasses approximately five (5) years in actual time, corresponding to the five (5) year professional license.

Educators in the initial two-year license program are subject to the guidelines on page 6. They enter the cycle below when they obtain their initial five year license.

### **October (Year 1)**

Submit IPDP, Form A

### **November (Year 1) to August (Year 3)**

Submit Pre-Approval form (B-1) for EACH activity

Complete activity and submit evaluation (B-2) form for each activity

B-2 form must be submitted within one year of completion date

### **August (Year 3)**

Suggest that the educator reviews progress to be sure that the plan will be completed at the end of year 5

### **January to April (Year 5)**

Obtain notification of completion, Form C

Obtain license renewal application from ODE website

Complete license renewal form and submit with check and form C

### **August (Year 5)**

Submit copy of new license to LPDC along with new IPDP form. (Begin cycle from October of year 1).

## **CREATION, IMPLEMENTATION AND COMPLETION OF IPDP**

### **Initial Submission:**

Select suggested professional goals (Appendix B) for the upcoming renewal period. Plan specific strategies to meet these goals. Write your goals so that they align with the Ohio Standards for the teaching profession and/or Ohio Standards for Principals (Appendix C).

Form A          Plan and Rationale (re-submitted every 5 years)

This information is submitted to the LPDC between October and January in the year prior to the renewal date. Note that this form is used for the initial IPDP submission and may also be submitted at any time during the licensure period to revise the existing IPDP. After reviewing the plan, the Committee will notify the educator of its status.

LPDC committee members submitting plans for approval shall not be allowed to review and approve their plans.

### **Pre-approval of Professional Development plans:**

Each activity selected as a part of the IPDP must be submitted to the LPDC for pre-approval using the pre-approval form (B-1). Educators enrolled in an approved graduate program may submit one pre-approval form for all coursework for that program. The committee will notify the educator in writing if the activity has been approved. Activities must align with the Ohio State Standards for professional development.

### **Ohio Standards for Professional Development**

1. High quality professional development is a purposeful, structured and continuous process that occurs over time.
2. High quality professional development is informed by multiple sources of data.
3. High quality professional development is collaborative.
4. High quality professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.
5. High quality professional development is evaluated by its short and long-term impact on professional practice and achievement of all students.
6. High quality professional development results in the acquisition, enhancement or refinement of skills and knowledge.

## **Professional Development Activities:**

These are appropriate if they:

1. Improve student learning and achievement
2. Are related to the area of certification/licensure
3. Are related to the district strategic plan and needs
4. Are related to the building goals and needs
5. Positively impact classroom instruction by implementation in the classroom.

A chart of professional development activities, how they are documented, and the number of PDUs awarded for each activity is included as Appendix B. These guidelines will be followed for all activities submitted after November 1, 2010. No pre-approval form (B-1) submitted more than one year after the beginning of an activity and no evaluation form (B-2) submitted more than one year after the completion of an activity will be accepted.

## **Categories of Professional Development Activities:**

1. Coursework through accredited institutions.
2. Professional Development Units (PDUs) obtained from workshops and other professional development activities
3. Alternate activities:
  - Certificated personnel are encouraged to incorporate a variety of alternate and traditional activities in their IPDP.
  - All proposed activities must be submitted to the committee for pre-approval using form B-1.
  - The number of PDUs granted for each alternate activity will be determined by the committee based on review of the project and the evaluation form.
  - To promote blending of varied professional development experiences each identified alternate activity shall be restricted to a maximum of 90 PDUs per renewal period unless special approval is obtained from the committee.
  - Alternative activities include things like mentoring student teachers and colleagues, grant writing, professional studies, and national board certification.
4. Please refer to the table found in appendix B for detailed information about the criteria for each activity, the PDUs that can be earned, and the verification required for each activity.

## **Verification/Evaluation of Professional Development Activities**

When the activity has been completed, verification/evaluation must be submitted to the LPDC using the appropriate form, Form B-2. A copy of this form will be returned to the educator.

### **Final Submission:**

In the fall of the school year that your certificate/license expires, the superintendent's office will send out a packet of information to you. When the IPDP has been completed, the completion form (form C) must be submitted to the LPDC along with the State of Ohio License Renewal form and the check for the renewal. This should be done as soon as possible in the renewal year, beginning in January. The committee will then review the application and either accept it or reject it. If rejected, the committee will meet with the applicant to assist them in completing the requirements for licensure.

If Accepted, the COMMITTEE will complete the process by:

- Documenting completion of the plan on form C
- Completing the licensure Renewal Form for the State of Ohio
- Submitting the application and check to the District Office
- Returning a copy of form C to the educator to notify them of the submission

The APPLICANT will be responsible for:

- Submission of form C, application, and check to the LPDC committee
- Submitting a copy of the new license to the superintendent's office and the LPDC
- Submitting a new IPDP for the next renewal period by October 1 of the following year (form A)

### **License Renewal**

To renew a 2-year Entry Year provisional license educators must:

- Meet the current Ohio standards for licensure applications and renewal
- Work with the LPDC for approval of PDUs
- Complete an Individual Professional Development Plan (IPDP) and obtain approval for the Plan from the LPDC
- Complete a minimum of three (3) semester hours of graduate credit relevant to their professional assignment
- Educators who allow these licenses to lapse must meet with the LPDC to develop a plan to be used to prepare for a new application.

To transition to the initial Ohio 5-year license educators must:

- Meet the current Ohio standards for licensure applications and renewal
- Work with the LPDC for approval of PDUs
- Complete the appropriate state requirements for an Entry Year Program

To renew an existing 5-year license educators must:

- Complete an Individual Professional Development Plan (IPDP) and obtain approval for the Plan from LPDC.
- Work with the LPDC for approval of PDUs and equivalent activities
- Meet all state requirements related to additional graduate credit and/or additional degrees.
- Educators who allow their licenses to lapse must follow ODE requirements for reinstatement.

Licenses renewed under these standards require a minimum of 6 semester hours, the equivalent of 180 professional development units (PDUs) or approved equivalent activities, or a combination approved by the LPDC. In addition, the LPDC will determine the “value” of equivalent activities and establish guidelines for acceptable combinations of credits and PDUs. Any combination must total the equivalent of 180 PDUs. The value of PDUs, CEUs, and semester and quarter hours is as follows:

- 1 contact hour = 1 PDU
- 10 PDUs = 1 CEU
- 1 semester hour = 30 PDUs
- 1 quarter hour = 20 PDUs
- 

Thus, to meet the requirement of 180 PDUs, a person must meet any combination established by the LPDC. The parts of the approved plan must total the equivalent of 180 PDUs.

### **Licensure**

The PROVISIONAL teacher license, valid for two years, shall be required for entry to an Entry Year Program. The provisional license shall be issued to an individual who holds a degree required by the license, who has successfully completed an approved program of preparation, who is deemed to be of good moral character, who has successfully completed an examination prescribed by the State Board of Education, who has demonstrated skill in integrating educational technology in the instruction of children and who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers.

### **Provisional License Renewal**

- A. The provisional license for teachers shall be valid for two (2) years and may be renewed if the following requirements are met:
1. A valid provisional teacher license may be renewed upon completion of three (3) semester hours of coursework relevant to classroom teaching and/or area of specialization since the issuance of the license to be renewed.
  2. A provisional teacher license that has lapsed for UP to 5 years may be reinstated upon completion of six (6) semester hours of coursework relevant to classroom teaching and/or the area of specialization since the issuance of the license to be renewed.
  3. A provisional teacher license that has lapsed for MORE THAN five years may be reinstated upon completion of a minimum of nine (9) semester hours of coursework relevant to classroom teaching and/or the area of specialization since the issuance of the license to be renewed, and upon the recommendation of a dean or head of teacher education approved to prepare teachers.

- B. The provisional principal license shall be required for entry to an Entry Year Program and shall be added to the professional teacher license of an individual who holds a master's degree, who is deemed to be of good moral character, who has completed an approved principal preparation program, who has successfully completed an examination prescribed by the State Board of Education, who has completed two (2) years of successful teaching under a professional teacher license at the age levels for which the principal license is sought and who has been recommended by the dean or head of teacher education at an institution approved to prepare principals. For a vocational director, the requirements are the same as specified in this paragraph except the teaching experience shall be vocational teaching experience.

The provisional license for principals shall be valid as long as the professional teacher license is maintained.

- C. A professional teacher license, valid for five years, shall be issued to an individual applicant who holds the appropriate provisional license and a baccalaureate degree; who is deemed to be of good moral character; and who has successfully completed an approved program of teacher preparation, an Entry Year Program, and an examination prescribed by the State Board of Education and approved by a state examiner.
- D. The professional pupil services license is valid for five (5) years for working with learners at all age levels, shall be issued to an individual deemed to be of good moral character who has successfully completed the requirements for::
- a. School Audiologist
  - b. School Counselor
  - c. School Speech-Language Pathologist
  - d. School Nurse

### **Professional or Associate License Renewal**

The professional or associate license is valid for five (5) years and may be renewed by individuals currently employed in a school or school district upon verification that the following requirements have been completed since the issuance of the license to be renewed:

1. Six (6) semester hours of coursework related to classroom teaching and/or the area of licensure.
2. One hundred eighty (180) professional development units related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district.

- The SECOND renewal of the professional teacher license shall require the completion of a master's degree, or thirty (30) semester hours of graduate credit, in classroom teaching and/or an area of licensure, a minimum of six (6) semester hours, 180 professional development units or equivalent activities as shall be completed during the second renewal cycle.
- The SECOND renewal of the professional vocational license initially issued on the basis of a high school diploma shall require the completion of an associate degree or the equivalent in the area of specialization or a baccalaureate degree in classroom teaching and/or the area of specialization.
- Requirements for maintenance of the professional license after the second renewal for individuals currently employed in a school or school district are the same as the requirements specified for the first renewal
- Maintenance of the professional or associate license for individuals not currently employed in a school or school district shall require completion of six (6) semester hours or coursework relevant to classroom teaching and/or an area of licensure since the issuance of the license to be renewed.
- A professional or associate license that has lapsed for up to five years due to not meeting the professional development requirements may be reinstated upon completion of nine (9) semester hours of coursework relevant to classroom teaching and/or the area of licensure since the issuance of the license to be renewed.
- A professional or associate license that has lapsed for more than five years due to not meeting the professional development requirements may be reinstated upon completion of twelve (12) semester hours of coursework relevant to classroom teaching and/or the area of licensure since the issuance of the license to be renewed, and upon recommendation of the dean or head of teacher education at an institution approve to prepare teachers.
- The school audiologist, school social worker, school speech-language pathologist, school nurse, occupational therapist, physical therapist, occupational therapy assistant, and physical therapy assistant licenses may be maintained upon evidence of currently valid license issued by the respective Ohio licensure board.
- The educational aide permit, valid for working with learners under the supervision of a fully licensed educator, shall be issued to an individual deemed to be of good moral character, who has a high school diploma or the equivalent, and who has been recommended by the employing school district in accordance with Chapter 3301-25 of the Administrative Code.
- The adult education permit, valid for one year for teaching adults in a adult education program, shall be issued to an appropriately qualified individual deemed to be of good



moral character, who has a high school diploma or the equivalent, and who has been recommended by the employing school district. And adult education program includes, but is not limited to, the following examples: (1) a vocational education program that provides training for out-of-school adults, frequently to improve occupational skills; and (2) a community based education program for personal enrichment such as photography.

All professional or associate licenses initially issued on the basis of a high school diploma shall require the completion of an associate degree or the equivalent in the area of specialization or a baccalaureate degree in classroom teaching and the area of specialization.

### **Renewal and Conversion Requirements**

Course work must be completed at a college or university approved by the Ohio Board of Regents to grant the baccalaureate degree or the equivalent if completed out of state. Professional education course work must be completed at an institution approved by the State Board of Education for teacher education.

- Holders of lapsed licenses must complete nine semester hours of coursework if the license is lapsed for fewer than five years. Holders of licenses that have lapsed for five years or more must complete 12 semester hours of coursework. These licenses must be renewed through the ODE, not the LPDC.
- Holders of a two-year provisional license who have not previously taught under the license must complete three semester hours of coursework to renew this license
- Holders of a five-year license must complete the equivalent of six semester hours of coursework (180 PDUs) for renewal.
- For clarification and further information please contact the Ohio Department of Education through their website ([Educator.Licensure@ode.state.oh.us](mailto:Educator.Licensure@ode.state.oh.us)) or by phone (614-466-3593 or 1-877-644-6338 (toll free)).

### **Recordkeeping**

#### **LPDC**

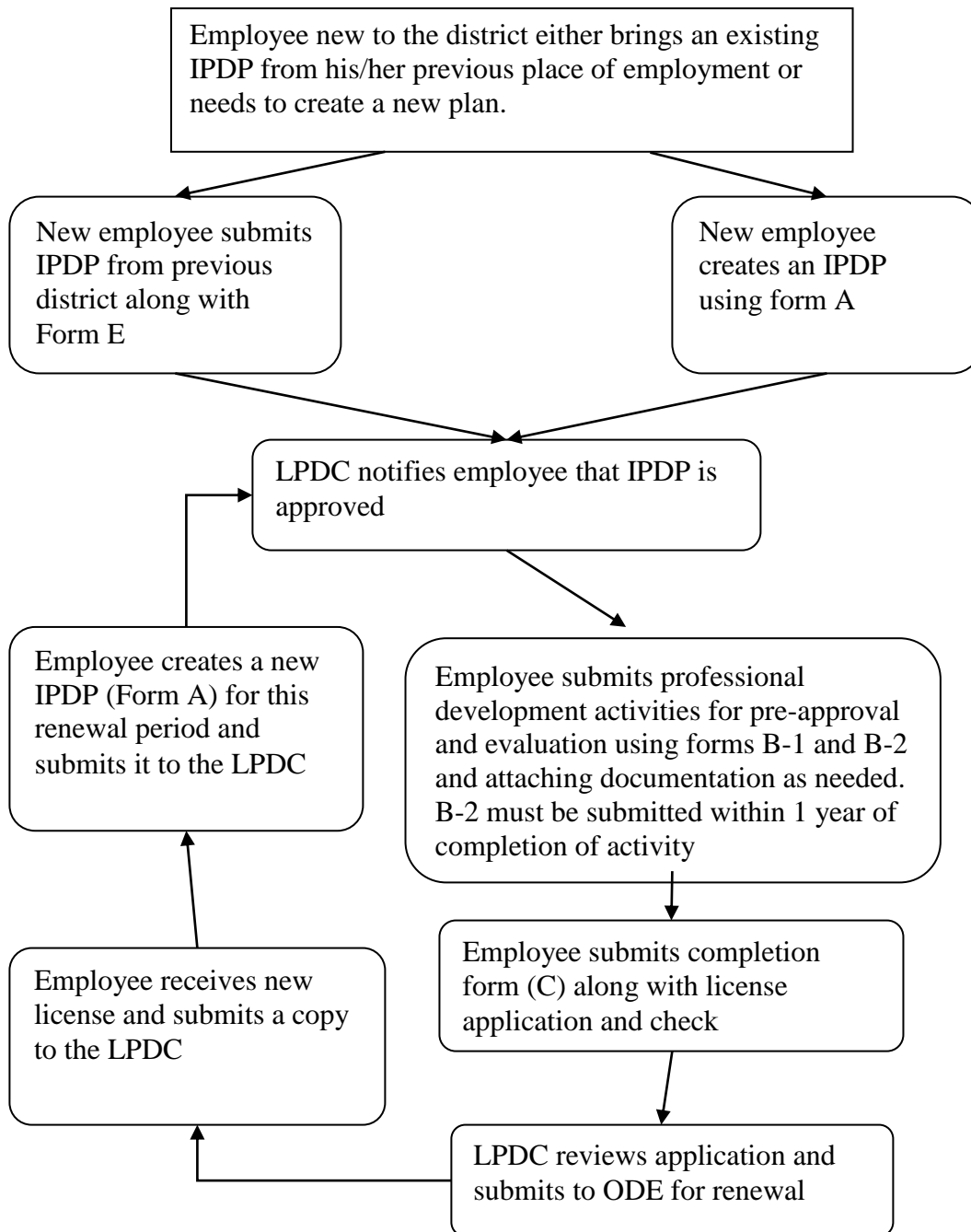
Efficient maintenance of district wide records is a priority of the LPDC. All official documents and correspondence shall be kept in a file in the district office. Data may be kept electronically as soon as that option becomes available. The Committee will strive to maintain confidentiality for all records.

Personal identification numbers (PINs) will be assigned to staff by the LPDC office.

#### **EDUCATOR**

It is the responsibility of each educator to maintain a file containing all information pertinent to his/her IPDP. Educators are encouraged to keep this information in the LPDC section of the District Professional Development Handbook. Information about creating professional portfolios may be found in appendix A.

## Moving Through the System



## **Individual Professional Development Plan Suggested Professional Goals**

### **1. Assessment and Evaluation**

- to apply technology as an effective assessment tool
- to construct effective evaluation instruments (rubrics) for use in my role
- to expand the number and types of assessment tools utilized currently
- to apply assessment data to instruction
- to correctly interpret and apply test scores
- to seek input from parents and students to improve instruction
- to seek input from colleagues and/or other staff members for the purpose of improving job-related practices

### **2. Content and Professional Knowledge**

- to apply technology as an effective content tool
- to gain knowledge of other professions
- to acquire further knowledge and skills in a specific content area
- to increase an understanding of age appropriate and developmental characteristics of students
- to acquire and demonstrate use of educational theory and/or philosophy

### **3. Communication skills**

- to apply technology as an effective communication tool
- to present to various audiences
- to enhance speaking skills
- to enhance writing skills
- to enhance community-school relations
- to enhance/increase communications with specific group(s)

### **4. Instructional Methodology**

- to improve students specific skills in a specified area
- to integrate higher-order thinking skills into daily learning activities
- to facilitate students to teach themselves and others (cooperative learning)
- to increase students' proficiency in solving problems by using a variety of tools and knowledge
- to teach effectively across many disciplines
- to develop interdisciplinary unit(s) of instruction with a specified focus
- to develop strategies to improve the learning environment for all students
- to implement a variety of teaching methods that result in increased student achievement
- to create a new and relevant unit of study
- to initiate and pilot an innovative project
- to develop world learners

## **5. Interpersonal Skills**

- to apply technology as an effective interpersonal tool
- to encourage others to achieve and succeed
- to coordinate and direct the efforts of others
- to facilitate groups to accomplish established goals
- to motivate self and others
- to develop and demonstrate personal leadership skills
- to assess and monitor interpersonal skills

## **6. Organizational and Leadership Skills**

- to apply technology as an effective management tool
- to seek out and apply for outside resources (example: grant writing)
- to collect data to use in planning and problem solving
- to create conditions and environment for productive performance
- to establish vision that encourages performance of self and others
- to develop strategies to manage groups of people
- to obtain skills for working with to work with community members, colleagues, support staff, and/or supervisors
- to implement specific strategies/programs to promote positive and improved student behaviors

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

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

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

- to increase test scores by aligning curriculum, assessment, instructional strategies, and/or use of technology
- to improve public perception of the school building/district
- to develop a supportive mentoring program
- to increase volunteers in classroom, building, and/or district
- to develop and enhance classroom, building, and/or district communication tools
- specific goals related to the district's Strategic Plan
- specific goals related to each building

### **9. Community Partnerships**

- to work with parents/family members, school colleagues, and community members to support students' learning and development
- to become acquainted with community resources in order to utilize them effectively
- to establish a community partnership with the building and/or class
- to develop a mentoring program utilizing community members

### **10. Administrative Skills**

- to apply technology as an effective administrative tool
- to identify and follow through on a set of goals specific to the needs of the current administrative assignment
- to increase personal communication skills with other staff members
- to research various management styles and employ the use of one; to determine its effectiveness given the specific administrative role
- to assess leadership and administrative strengths and weaknesses based on input from individuals (peers and staff) working with the administrator
- to develop an incentive program for use with staff members

### **11. Other Related Goals**

You as an educator are encouraged to use these suggestions as a starting point to develop goals that are specific to your professional development needs. As you grow professionally, your goals will change, reflecting your growth and changes in your position.

## **APPENDIX A**

### **OPTIONAL PROFESSIONAL DEVELOPMENT PORTFOLIO**

#### **Definition**

The in-service professional development portfolio is an organized goal-driven documentation of growth and achieved competencies in the complex role of teacher or school administrator.

#### **Primary Purpose**

To verify the wide-range of knowledge, skills, and disposition acquired through teaching/administrative experience, professional development, advanced training, and reflection.

#### **Secondary Purposes**

To help educators grow professionally, monitor goals, satisfy evaluation procedures, show contributions to the educational mission of the institution, track action research, guide career path and enhance new job opportunities.

#### **Types of Portfolios**

##### **Working Portfolio**

This ongoing systematic collection of artifacts and related work samples should occur on a regular basis. The overall collection forms the framework for goal setting and reflection.

##### **Showcase Portfolio**

A limited number of items are selected to exhibit growth over time and to serve a particular purpose (e.g. professional development). This type of portfolio can be customized to provide a professional overview of the personality and abilities of the educator.

#### **Organization and Management**

##### **Focus on Standards**

The purpose of the professional portfolio will dictate its organizational scheme. In this case, the standards established by the Ohio Department of Education (see Appendix C) could be the basis for organizing the portfolio along with the goals identified in the Individual professional Development Plan (IPDP).

#### **Portfolio Assessment**

Colleague feedback: Feedback and assessment constructs can be used including

- Reflection Colleagues reflection sheets provide constructive criticism and an evaluation of the quality of work based on the standards and goals
- Conferences with colleagues where the portfolio and its contents are discussed
- Rating of performance using a rubric rating form

Self Analysis: an informal self-check of the collection of items in the portfolio. An artifacts analysis chart an/or rubric rating form could be used to determine the status of the portfolio, identify “missing” standards and/or goals, and incorporate content and quality criteria.

## APPENDIX B

### PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND PDUs AWARDED

The following chart summarizes information about professional development activities that a teacher may complete in order to fulfill the requirement of 180 PDUs per renewal cycle. The chart defines each activity, notes how many PDUs may be earned through that activity, and states what the committee requires as verification of successful completion of the activity.

<b>Title</b>	<b>Definition/Criteria</b>	<b>PDU Value</b>	<b>Max/Cycle</b>	<b>Verification</b>
College/University course for credit Seminar for credit	Any course/workshop that fits into professional development plan – related to teaching assignment or working with students.	1 semester hour = 30 PDU's	Unlimited	Copy of grade card or transcript
District sponsored training/Workshops	May include only the time spent in training.	1 clock hour = 1 PDU	Unlimited	Certificate of participation
Professional Dev. Presenter: <ul style="list-style-type: none"> <li>Teaching course</li> <li>Teaching seminar</li> <li>Professional presentation</li> </ul>	Development and presentation of a new professional seminar or workshop and not part of job assignment.	1 clock hour = 1 PDU	60 PDU's	Log of Preparation hours, course announcement and/or course syllabus; Copy of presentation materials.
Professional Conference	May include only the time spent in training.	1 clock hour = 1 PDU	60 PDU's	Certificate of participation
Cooperating Teacher for a TEE teacher	Must be part of formal program.	15 PDU's	2 per cycle/ 30 PDU's	Certificate/Copy of completion and a reflection on the learning while engaged in the process.
Cooperating Teacher for Field Experience Student	Must be part of formal college program.	30 PDU's	2 per cycle/ 60 PDU's	Certificate/Copy of completion and a reflection on the learning while engaged in the process.

<b>Title</b>	<b>Definition/Criteria</b>	<b>PDU Value</b>	<b>Max/Cycle</b>	<b>Verification</b>
Cooperating Teacher for a Student Teacher	Must be part of formal college program.	60 PDU's	2 per cycle/ 120 PDU's	Certificate/Copy of completion and a reflection on the learning while engaged in the process.
Course of study development/revision	Must be serving on a formal district/building/grade level committee.	1 clock hour = 1 PDU	60 PDU's	A log of meetings/copy of product and a reflection on the process.
New curriculum unit development	Production of a tangible product that enhances teaching and learning.	1 clock hour = 1 PDU	60 PDU's	Copy of curriculum unit
School Improvement Initiatives	Must be serving on a formal committee organized by an educational agency or local school district. Strategic or Continuous Improvement Planning Committees included.	1 clock hour = 1 PDU	30 PDU's	A log of meetings/copy of product and a reflection on the process.
Professional reading/study group/Independent Study	Subject area must be related to individual's area of specialization and assignment.	1 clock hour = 1 PDU	30 PDU's	Reflective journal documenting the learning while engaged in the process, time involved and report identifying the actions to be taken to improve instruction.
Professional Committee	Must serve on a formal governance committee representing a national, state, or local (not Avon Lake) educational organization or agency. Must be in a position to contribute to the educational profession or add to the body of knowledge in a specific field.	1 clock hour = 1 PDU	30 PDU's	Log of hours served and verified by the president or chair of the committee or certificate of completion and reflection on the learning while engaged in the process.



<b>Title</b>	<b>Definition/Criteria</b>	<b>PDU Value</b>	<b>Max/Cycle</b>	<b>Verification</b>
Mentoring	Participation in formal Avon Lake mentoring program of a teacher/administrator, or specialist in the EYP (Entry Year Program).	1 clock hour = 1 PDU Max 60 PDU's if EYP or Max 30 if not EYP	2 per cycle/ max of 120 PDU's	Reflective journal and a log of topics discussed documenting the learning process and hours.
National Board Certification	Must be in the subject area of the individual's assignment.	180 PDU's		Copy of National Board certificate
Grant writing		1 clock hour = 1 PDU	60 PDU's	PDU's not dependent on awarding of grant. Log of hours documenting planning and preparing. Copy of grant.
Publication of original work (books, articles, for professional journals)	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a commercially published book or article.	60 PDU's for book; 30 PDU's for article	Unlimited	Copy of publication or document and Activity Log.
Educational travel	Project must be with a qualified educational agency or school district. Must enhance individuals in the profession or contribute to the area of specialization.	1 clock hour = 1 PDU	30 PDU's	Copy of travel program content, verification of participation, log of time involved and reflective journal on the learning while engaged in the process.

## **APPENDIX C**

### **STANDARDS FOR THE TEACHING PROFESSION AND STANDARDS FOR PRINCIPALS**

The standards for the teaching profession and standards for principals for professional development are found in the *Standards for Ohio Educators* booklet published by the Ohio Department of Education. Please refer to this document for further information about the elements and indicators for each standard in order to assess how your goals and activities align with these standards.

#### **Ohio Standards for the Teaching Profession**

1. Teachers understand student learning and development and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

#### **Ohio Standards for Principals**

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

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.

#### **APPENDIX D**

### **MASTER CONTRACT BETWEEN THE AVON LAKE CITY SCHOOLS BOARD OF EDUCATION (BOE) AND THE AVON LAKE EDUCATION ASSOCIATION (ALEA)**

#### **ARTICLE 42**

##### **LPDC (Local Professional Development Committee)**

- A. A Local Professional Development Committee (LPDC) shall be established to oversee and review professional development plans for course work, continuing education units, and/or other equivalent activities. This is in accordance with O.R.C. 3319.22
- B. Committee Composition and Selection
- (1) There shall be two committees, one representing K-6 and the other representing 7-12.
  - (2) Each committee shall be comprised of four (4) ALEA members and two (2) administrators.
  - (3) The ALEA members will be selected by the ALEA President and the administrators by the Superintendent. Appointments shall be made on or before April 1 for a term beginning with the subsequent school year.
    - a. Newly appointed members will begin to attend LPDC meetings following their April 1 appointment in order to begin their training.
    - b. An effort will be made to coordinate the appointment of members to the committee so that all buildings in the district will be represented.
  - (4) Appointees will serve 2 or 3-year terms. The term will commence in August and terminate in June.
  - (5) In the event of a vacancy, the committee member shall be replaced in accordance with established procedures (par. D.) within one month of the vacancy.
- C. The LPDC shall elect officers for the positions of co-chairs and recording secretary through a majority vote of the committee members. Members must agree to hold this position for one school year. This election shall be held at the first regularly scheduled meeting of the LPDC after the April 1 selection date.
- D. Training, Policies and Procedures
- (1) A copy of the policies and procedures of the LPDC and the Ohio State Department of Education guidelines will be distributed to each

certificated/licensed employee.

- (2) ALEA members and administrators will be provided the necessary inservice/workshop needed to complete their IPDP (Individual Professional Development Plan).
- (3) Members of the LPDC shall be afforded the opportunity to attend training on the purpose, responsibilities, functioning, and legal requirements of LPDC's/certification/licensure.
- (4) If, during the course of carrying out committee responsibilities there is a requirement to have inservice or training, the Board of Education will reimburse all members of the LPDC. Costs include all registration fees, materials, travel, meals, accommodations and mileage.
- (5) Each committee member shall have completed training prior to the beginning of his/her term. Course work/training does not need to be repeated for subsequent terms.
- (6) In the event of a vacancy during the school year, the LPDC shall decide on an appropriate training plan for the replacement committee member. If the member has previously met the course work/training requirement, the plan will be waived.

E. Meetings and Compensation

- (1) Meetings shall be held as needed with dates to be chosen by LPDC.
- (2) The committee may also be convened by the request of two (2) committee members to deal with emergency situations.
- (3) If release time is not feasible, members shall be paid the hourly rate of .000678 of the base teachers salary.

F. Decisions and Appeals

- (1) A decision shall be considered approved by a majority vote of at least three members of the LPDC.
- (2) If any individual Professional Development Plan (IPDP), course, continuing education units or individual activities are not approved by the LPDC, the individual shall have the right to appeal as follows:
  - a. Any individual may resubmit a proposal to the LPDC in writing or in person.
  - b. If a teacher/administrator is not satisfied with the first step of the appeal process, she/he may request a meeting with the

Superintendent and the ALEA President. If a consensus solution can be reached, it shall be considered a binding decision.

## **APPENDIX E FORMS**

Forms are available in each building and on-line. When the LPDC moves to an electronic system, these forms will be filled out on line.

1. Form A        Individual Professional Development Plan (IPDP)
2. IPDP Review form (for use by committee)
3. Form B-1     Pre-Approval for professional activity
4. Form B-2     Evaluation of professional activity
5. Form C       Completion of Professional Development Plan (includes log of activities completed)
6. Form D       Appeal form
7. Form E       Program status/Completion Form (for use by employees transferring to the Avon Lake City School district from another district)
8. Form F       Feedback on submissions form (for use by committee)

The license renewal form may be found on line or requested from the district office.

Note: If you do not submit the most current license form the Ohio Department of Education will reject your application! Please verify that your form is the most current. If you have any questions, consult your building LPDC representative.

- |     |   |
|-----|---|
| C-1 | Completion of IPDP for employee remaining in the district               |
| D-1 | Appeal form   |
| E-1 | IPDP status form for employee transferring to a new district (ODE form) |

Form A is copy/pasted to this page

IPDP Review form is copy pasted to this page

Form B-1 is copy pasted to this page



Form B-2 is copy pasted to this page (obviously if the two are on one page this will be condensed)

# Avon Lake City Schools

Name \_\_\_\_\_

PIN \_\_\_\_\_

Building \_\_\_\_\_

Date \_\_\_\_\_

## Summary of Professional Development Activities

Date	Activity	PDU's
	<b>Total PDU's earned</b>	

(if you need more space, please continue the summary of activities on the back of this form)

License application attached \_\_\_\_\_

Check attached \_\_\_\_\_

Completed by Committee

PDU's completed verified \_\_\_\_\_

Application complete, correct, and signed \_\_\_\_\_

Application returned for correction \_\_\_\_\_

Application submitted to District Office on \_\_\_\_\_ (date)

Approved by \_\_\_\_\_ on behalf of the LPDC

Original to file, copy to educator

Form D is copy pasted to this page

# Avon Lake City Schools

## Approval Verification Form For Educators Leaving a LPDC Form E

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 (PDU's)

\_\_\_\_\_ (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 \_\_\_\_\_

**LPDC Feedback on Submissions**

**Form F**

Avon Lake City Schools

Name \_\_\_\_\_

PIN \_\_\_\_\_

Building \_\_\_\_\_

Date \_\_\_\_\_

Form	Action taken by committee/Action required by educator

License application

\_\_\_\_\_ Application form not correct; please resubmit

\_\_\_\_\_ Check not attached to application

\_\_\_\_\_ PDU documentation incomplete;  
Please submit:

Other:

---

LPDC member

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Date