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ABSTRACT

This monograph offers information and resources to help school districts build the capacity to transform professional development. Part 1, "Ohio's Professional Development System," discusses the transformation of professional development in Ohio and explains what professional development is. Part 2, "Requirements and Responsibilities," discusses Senate Bill 230, which required the establishment of local professional development committees (LPDCs), describes requirements in Ohio's Teacher Education and Licensure Standards, and examines responsibilities of the Ohio Department of Education, the local board of education, the LPDC, and the educator. Part 3, "Suggested Guidelines for Establishing LPDCs," discusses the plan of operation, the individual professional development plan, and the appeal process. Part 4, "Requirements for Renewing Certificates and Transitioning to Licenses," discusses renewing a provisional or professional certificate, transition to a license, substitute licenses, people who are not employed in schools, Continuing Education Units, and professional development providers. Eight appendixes include pilot projects; National Staff Development Council standards; transition guidelines; a sample reciprocity form; questions and answers; a professional development reading list; resources; and a list of administrator competency areas. (SM)

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A Resource Guide for Establishing Local Professional Development Committees

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Foreword

Ohio's vision for transforming professional development is driven by one core belief: *Teacher quality is central to Ohio's mission to ensure all students reach high levels of academic achievement.* ♦ Ohio's comprehensive efforts to provide the best teachers for its children focus on three critical areas: (1) recruiting and retaining good teachers, (2) attending to the preparation and ongoing learning of teachers, and (3) creating the conditions in which teachers can teach well. ♦ Our efforts are producing results. In 1996, Ohio was selected by the National Commission on Teaching and America's Future as one of 12 partner states to participate in a study that is expected to set the course for the highest quality instruction for our nation's classrooms. This year, Ohio begins to implement its new *Teacher Education and Licensure Standards* which, among other things, require entry-year programs of support and assessment for all new teachers. ♦ The 1996 General Assembly passage of Senate Bill 230 presented Ohio with an unprecedented opportunity to improve teacher quality. This legislation, requiring the establishment of Local Professional Development Committees (LPDCs), provides Ohio educators greater freedom than ever before to shape their own professional development. ♦ Over the past year, 21 pilot projects began implementing Local Professional Development Committees. The projects persevered through the struggles and hard work necessary to take on different roles and develop new professional development structures. We are grateful to these pilots for their willingness to step out as leaders in this process and for making the LPDC pilot year experience so successful. ♦ As the pilot year evidenced, there will be challenges to face as districts begin to establish LPDCs. This guide offers information and resources to help districts build the capacity to meet those challenges. The guide is also intended to spark dialogue and debate as educators seek new ways to improve their practice. ♦ The establishment of LPDCs is a critical component of Ohio's vision to transform professional development. Working in partnership, our efforts will provide quality teachers for Ohio's children — a key to ensuring all students reach high levels of academic achievement.

Marilyn B. Troyer

Marilyn B. Troyer
Interim Director
Professional Development and Licensure

*Ohio's Professional
Development System*

PART
1

◆ Transforming Professional Development in Ohio



What Is Quality Professional Development?

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PART 1

Part 1 Discovers:

- ◆ Ohio's Work With the National Commission on Teaching and America's Future
- ◆ Ohio's *Teacher Education and Licensure Standards*
- ◆ Ohio's Professional Development Continuum
- ◆ Linking Local Professional Development Committees to Continuous Improvement
- ◆ Ohio's Professional Development Funding Resources
- ◆ Promising Professional Development Practices or Policies
- ◆ Professional Development Models

Transforming Professional Development in Ohio

Today's emphasis on raising expectations for students and schools has unleashed a firestorm of activity in Ohio. Throughout the state, conversation about education is focused on higher academic standards for students, greater accountability for schools, and consequently, higher expectations for educators.

Ohio has invested heavily in providing a variety of growth opportunities for educators. The state has also committed extensive resources to ensure that all components of its professional development system are working synergistically to support both the ongoing growth of teachers and the continuous improvement of schools. The focus of these unprecedented efforts is to better prepare educators to meet Ohio's mission — to ensure all students reach high levels of academic achievement.

Ohio's policy work with the National Commission on Teaching and America's Future (NCTAF) focuses on ensuring a "caring, competent, and qualified teacher for every child." As a requirement of Ohio's NCTAF partnership, the Ohio Department of Education, in association with Ohio's BEST (Building Excellent Schools for Today and the 21st Century), recently released *The Best Teachers for Ohio's Children*. This report answers questions that will help stakeholders identify critical information gaps and define the issues and opportunities that face today's educators.

To ensure a "caring, competent, and qualified teacher for every child," Ohio must continue to support programs and strategies that attract quality candidates into educational fields, further diversify the teaching force, produce the best teachers possible, and provide opportunities for teachers to have access to quality professional development. Strategies currently underway to strengthen Ohio's teaching force include

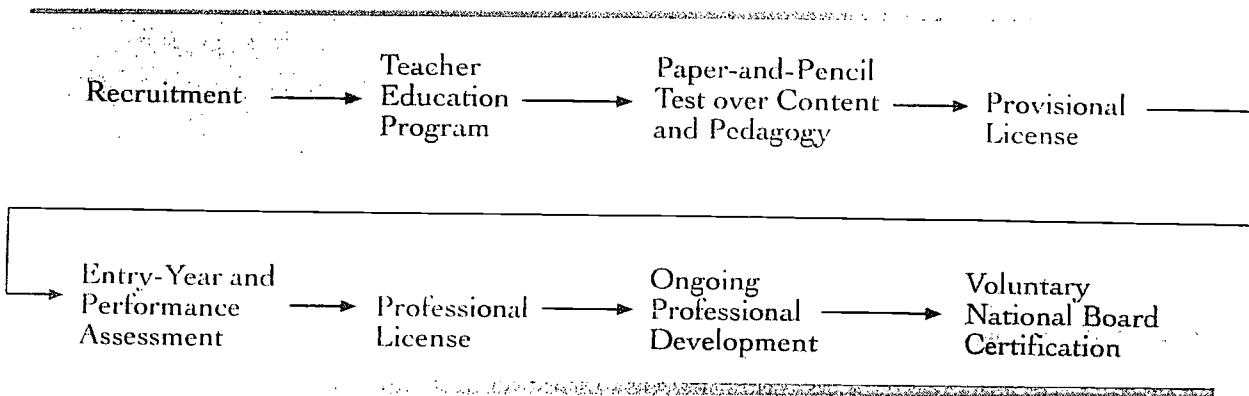
- ◆ Redesigning teacher education programs to meet rigorous national standards.
- ◆ Raising qualifying scores on teacher tests of content knowledge and pedagogy.
- ◆ Requiring beginning teachers to demonstrate acceptable performance in the classroom in order to continue teaching.
- ◆ Requiring entry-year teachers to pass a classroom performance assessment.
- ◆ Requiring teachers to develop Individual Professional Development Plans and complete professional growth experiences on an ongoing basis.
- ◆ Focusing recruitment efforts on diversifying the state's teaching force.
- ◆ Encouraging and supporting voluntary certification by the National Board for Professional Teaching Standards. This certification provides a distinction of excellence for master teachers who successfully complete a rigorous assessment.

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Ohio's Teacher Education and Licensure Standards

The State Board of Education initiated a new era of professional development with the 1996 adoption of Ohio's *Teacher Education and Licensure Standards*. These standards, effective January 1, 1998, are based on the belief that educators must continue to learn, grow, and develop throughout their careers. The foundation of the new Standards is a professional development continuum spanning recruitment through retirement. At each phase, accountability for performance and continued growth is emphasized.

Ohio's Professional Development Continuum



Establishing Local Professional Development Committees

Along with the adoption of the *Teacher Education and Licensure Standards*, 1996 also brought the General Assembly passage of Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). This enactment enables Ohio to directly connect the professional growth of educators to the renewal of provisional and professional certificates and professional licenses. The establishment of LPDCs also provides the structure for Ohio to realize its professional development vision—a vision that provides educators the freedom to shape their own professional development.

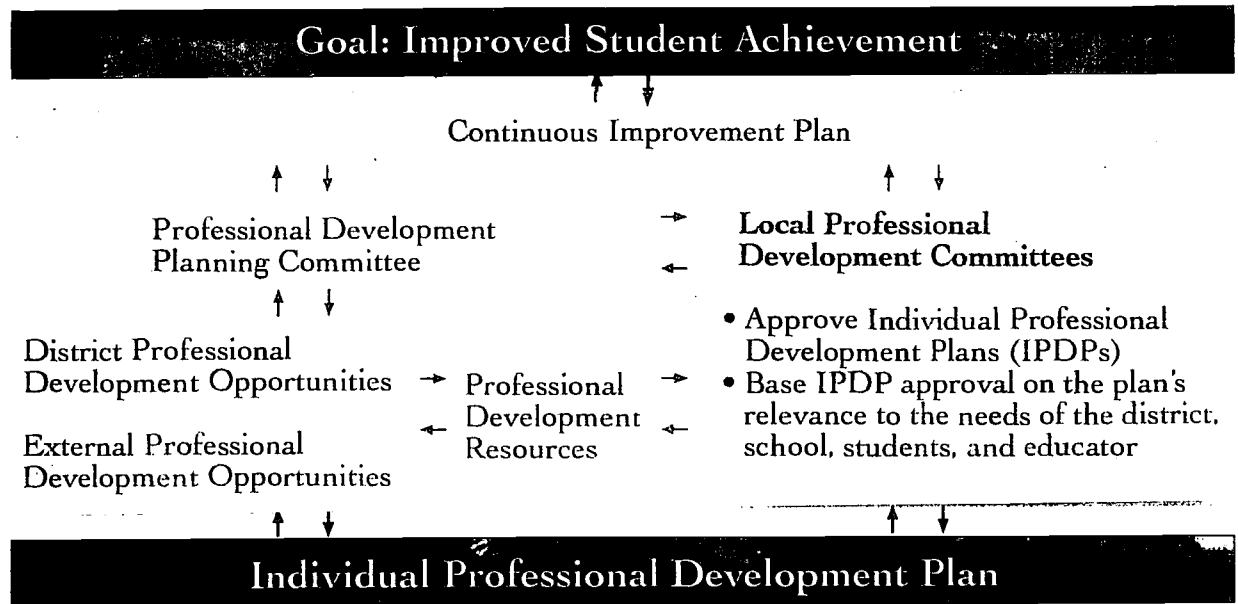
Linking Local Professional Development Committees to Continuous Improvement

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. With improved student achievement as the goal, a Continuous Improvement Plan addresses all elements of an educational system.

The ongoing professional development of educators is one element of a Continuous Improvement Plan. A LPDC builds its work upon this element and can also provide feedback and suggestions to educators, staff development coordinators, and/or professional development committees. Those responsible for professional development in the district can identify professional development opportunities both within and outside of the district which align with the goals of the district's Continuous Improvement Plan.

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The following diagram provides an overview of how a local professional development system might function:



Ohio's Professional Development Funding Resources

A systemic approach to continuous improvement requires the alignment of professional development resources. Due to past reporting requirements, many districts compartmentalized funding into discrete programs. However, under the current system, professional development funds may be used to directly implement the professional development component of a district's Continuous Improvement Plan.

Using a variety of resources allows a district to capitalize on funding and ensures that dollars are being used effectively in direct support of a Continuous Improvement Plan. Funds may be used to support professional development activities within the district, professional development activities outside the district, the work of the LPDC, and the development of Individual Professional Development Plans.

A variety of funds are available to support the implementation of Local Professional Development Committees. Every school district in Ohio receives Local Professional Development Block Grants which are earmarked for providing professional development and for operating LPDCs. In addition to the state-legislated LPDC funds of the Local Professional Development Block Grant (HB 117), federal professional development funds include Title I, II, IV, VI, VI-B, the Carl D. Perkins Vocational and Applied Technology Act of 1990, School-to-Work, and Goals 2000. These various funds can be used to support and strengthen a district's professional development system.

Other state professional development funding resources include Venture Capital, Entry-Year, Reading Grants, and Peer Review. Statewide professional development support networks include Regional Professional Development Centers, Urban Professional Development Centers, Educational Service Centers, Special Education Regional Resource Centers, Data Acquisition Sites, and Educational Television Agencies.

Working collaboratively to coordinate and link resources is one of the keys to transforming Ohio's professional development system. As educators work through the process of establishing LPDCs, they need to explore how to use available resources in new ways and how to strengthen the linkages between existing initiatives to better impact professional development at all levels.

What Is Quality Professional Development?

An integral part of the process of establishing Local Professional Development Committees is providing opportunities for educators to engage in meaningful dialogue and inquiry regarding the question, "What is quality professional development?"

Characteristics of Quality Professional Development

Ohio's vision for transforming professional development is based on the belief that quality professional development

- ◇ Results in improved student learning.
- ◇ Balances individual priorities with the needs of the district, school, and students.
- ◇ Extends beyond traditional course work and workshops to meaningful job-embedded activities.
- ◇ Allows educators to connect their learning to the contexts of their teaching.
- ◇ Requires educators to be responsible for their own professional development and ensure educator quality.
- ◇ Supports a clearly articulated vision for students.
- ◇ Focuses on license/certificate renewal as a by-product, not as a purpose.

"The greatest benefit of the Local Professional Development Committee process is the discussion generated regarding what quality professional development is. This discussion is essential for every committee."

*Mary Binegar,
Urbana City School District*

Promising Professional Development Practices or Policies

Based on a review of professional development practices and policies, the Center for Policy Research in Education provides criteria for determining the most promising professional development programs or policies. Educators are encouraged to incorporate the following information into their discussions of quality professional development.

Promising professional development practices or policies

- ◇ Stimulate and support site-based initiatives. Professional development is likely to have greater impact on practice if it is closely linked to school initiatives to improve practice.
- ◇ Support teacher initiatives as well as school or district initiatives. These initiatives could promote the professionalization of teaching and may be effective ways to engage more educators in serious professional development activities.
- ◇ Are grounded in knowledge about teaching. Good professional development should encompass expectations educators hold for students, child-development theory, curriculum content and design, instructional and assessment strategies for instilling higher-order competencies, school culture, and shared decision-making.
- ◇ Model constructivist teaching. Educators need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice.
- ◇ Offer intellectual, social, and emotional engagement with ideas, materials, and colleagues. If educators are to teach for deep understanding, they must be intellectually engaged in their disciplines and work regularly with others in their field.
- ◇ Demonstrate respect for educators as professionals and as adult learners. Professional development should draw on the expertise of educators and take differing degrees of teacher experience into account.
- ◇ Provide for sufficient time and follow-up support for educators to master new content and strategies to integrate them into their practice.
- ◇ Are accessible and inclusive. Professional development should be viewed as an integral part of educators' work rather than as a privilege granted to a few.

Professional Development Models

As part of their dialogue and inquiry regarding quality professional development, educators may also wish to explore the following "Models of Professional Development." Possible activities are listed within each category.

Individually-Guided Professional Development

- ◆ An educator pursues activities he or she believes will promote learning
- ◆ The learner sets goals and designs the learning activities
- ◆ Self-directed development empowers educators to address their own problems, creating a sense of professionalism
 - ◆ Professional Conferences/Workshops/Inservice Credit
 - ◆ Professional Organization Committee Work
 - ◆ Teaching Portfolio
 - ◆ Publication of Original Work
 - ◆ National Board Certification
 - ◆ Grant Writing
 - ◆ Related Work Experience or Externship
 - ◆ Videotaping for Self-evaluation

Observation/Assessment

- ◆ Colleagues act as another set of "eyes and ears" and provide feedback on professional activities
- ◆ A powerful way to impact classroom behavior
 - ◆ Visitation
 - ◆ Cooperative Teaching
 - ◆ Mentoring

Involvement in Development/Improvement Process

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

Training

- ◆ Includes exploration of theory, demonstrations of practice, and supervised trial of new skills
- ◆ Outcomes should include changes in attitudes and transfer of training
 - ◆ College course work
 - ◆ Professional Conferences/Workshops/Inservice Credit
 - ◆ Professional Presentations
 - ◆ 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
 - ◆ Study Groups
 - ◆ Educational Projects
 - ◆ Self-Directed Educational Development (Professional Reading, Action Research, Educational Travel)

Resources

A variety of excellent resources are available to assist educators as they address the question, "What is quality professional development?" (See Appendix B for National Staff Development Council Standards.) (See Appendix F for a Professional Development Reading List.)

Requirements and Responsibilities

PART
2

- ◆ **The Charge: Senate Bill 230**
- ◆ **Requirements in Ohio's *Teacher Education and Licensure Standards***
- ◆ **Responsibilities of the Ohio Department of Education**
- ◆ **Responsibilities of the Local Board of Education**
- ◆ **Responsibilities of the Local Professional Development Committee**



Responsibilities of the Educator

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PART 2

Part 2 Discussion:

Senate Bill 230

Requirements in Ohio's *Teacher Education and Licensure Standards*

Responsibilities of the Ohio Department of Education, the Local Board of Education, the Local Professional Development Committee, and the Educator

The Charge: Senate Bill 230

In 1996, Ohio's General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). Such committees are to be established in every school district and chartered nonpublic school by September 1998. The purpose of the committees is to review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met.

Based on the Local Professional Development Committee's review, the Ohio Department of Education will continue to issue teaching certificates and licenses, and the certificates and licenses will be valid across the state. Review by a district's Local Professional Development Committee does not mean the educator will be qualified to work only in that district; the certificate or license will be valid in any district in Ohio.

Ohio Revised Code Section 3319.22

The following section outlines the requirements in law for Local Professional Development Committees. This section is taken directly from Ohio Revised Code Section 3319.22.

Public School Districts With Collective Bargaining Units

Local Professional Development Committees shall be established in accordance with any collective bargaining agreement in effect in the district that includes provisions for such committees.

If the collective bargaining agreement does not specify a different method for the selection of teacher members of the committees, the exclusive representative of the district's teachers shall select the teacher members and shall designate replacement members in the case of vacancies of teacher members, unless the collective bargaining agreement specifies a different method of selecting such replacements.

If the collective bargaining agreement does not specify a different structure for the committees, the Board of Education of the school district shall establish

- ◆ The structure, including the number of committees and the number of teacher, administrative, and other members on each committee
- ◆ The specific administrative members to be part of each committee
- ◆ Whether the scope of the committees will be district level, building level, or by the type of grade or age levels for which educator certificates/licenses are designated
- ◆ The lengths of terms of members
- ◆ The procedure for filling vacancies on the committees
- ◆ The frequency, time, and place of meetings
- ◆ A procedure by which an educator can appeal the decision of the local committee

In all cases, there shall be:

- ◆ A majority of teacher members on any Local Professional Development Committee
- ◆ At least five total members on any Local Professional Development Committee

Public School Districts With No Collective Bargaining Units

The Board of Education in each school district shall establish the structure for one or more Local Professional Development Committees.

The committee structure shall remain in effect unless within thirty days prior to an anniversary of the date upon which the current committee structure was established, the board provides notice to all affected district employees that the committee structure is to be modified.

Each LPDC shall consist of at least:

- ◆ Three classroom teachers employed by the district
- ◆ One principal employed by the district
- ◆ One other employee of the district appointed by the district superintendent

Local Professional Development Committees may have a district level or building level scope of operations, and may be established with regard to particular grade or age levels for which an educator license is designated.

For committees with a district level scope, the teacher members shall be elected by a majority of the classroom teachers of the district, and the principal member shall be elected by a majority vote of the principals of the district, unless there are two or fewer principals employed by the district, in which case the one or two principals employed shall serve on the committee.

For committees with a building level scope, the teacher and principal members shall be assigned to that building, and the teacher members shall be elected by a majority vote of the classroom teachers assigned to that building.

For committees with a particular grade level or age level scope, the teacher members shall be licensed to teach such grade or age levels, and shall be elected by a majority of the classroom teachers holding such a license, and the principal shall be elected by all principals serving in buildings where any such teachers serve.

The district superintendent shall appoint a replacement to fill any vacancy that occurs on a Local Professional Development Committee, except in the case of vacancies among the elected classroom teacher members, which shall be filled by vote of the remaining members of the committee so selected.

Terms of office and the conduct of elections for members of the LPDC shall be prescribed by the district board establishing the committee.

A LPDC may include additional members, except that the majority of members on such committee shall be classroom teachers employed by the district.

Any member appointed to fill a vacancy occurring prior to the expiration date of the term for which a predecessor was appointed shall hold office as a member for the remainder of that term.

The initial meeting of any LPDC, upon election and appointment of all committee members, shall be called by a member designated by the district superintendent. At the initial meeting, the committee shall select a chairperson and such other officers the committee deems necessary, and shall adopt rules for the conduct of meetings.

Thereafter, the committee shall meet at the call of the chairperson or upon the filing of a petition with the district superintendent signed by a majority of the committee members calling for the committee to meet.

Chartered Non-Public Schools

The chief administrative officer shall establish the committee in any manner acceptable to such officer. The committee established under this division shall determine whether course work or other professional activities that a district or chartered nonpublic educator proposes to complete meets the requirements of the rules. A procedure by which an educator may appeal the decision of a Local Professional Development Committee shall be established.

Administrators

In May 1998, the General Assembly added language specific to administrators. Amended Substitute House Bill 770 provides administrators the option of a peer review at the request of an administrative member of the LPDC. Am. Sub. H.B. 770 states: *Whenever an administrator's coursework plan is being discussed or voted upon, the local professional development committee shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.*

Other Educational Entities

Based on requests from stakeholders across the state, the Ohio Department of Education has been working with members of the legislature to introduce language that would permit (but not require) other educational agencies and organizations such as Boards of Mental Retardation and Developmental Disabilities, Special Education Regional Resource Centers, Regional Professional Development Centers, colleges and universities, etc., to also establish Local Professional Development Committees. Following is the draft language:

Other institutions or agencies that provide educational services and employ or contract for services of certificated or licensed educators are permitted to establish a Local Professional Development Committee to review the course work or other professional development activities completed for the purpose of license renewal. Such institutions or agencies may develop a plan for the structure, membership, and operation of the committee based on guidelines established by the Ohio Department of Education.

Funding

Funding for Local Professional Development Committees has been provided by the legislature through Local Professional Development Block Grants to school districts and chartered non-public schools. Legislation authorizing the Local Professional Development Block Grants states that the grants shall be used for *"locally developed teacher training and professional development and for the establishment of Local Professional Development Committees."* In addition, districts may choose to access federal funds allocated for professional development such as Title I, II, IV, and VI.

Requirements in Ohio's *Teacher Education and Licensure Standards*

Ohio Administrative Code 3301-24-08

Ohio Administrative Code 3301-24-08 addresses the establishment of Local Professional Development Committees. These Standards state that

- ◇ Each public school district and chartered nonpublic school shall appoint a Local Professional Development Committee to oversee and review professional development plans for course work, continuing education units, or other equivalent activities.
- ◇ The Local Professional Development Committee shall be comprised of teachers, administrators, and other educational personnel, and a majority of the members of the Local Professional Development Committee shall be practicing classroom teachers.
- ◇ School districts shall have the option of collaborating or developing a consortium with other districts or educational service centers in establishing and completing the work of the Local Professional Development Committee.
- ◇ Chartered nonpublic schools shall also have the option of collaborating with other schools in establishing and completing the work of the Local Professional Development Committee.
- ◇ Each educator wishing to fulfill the license renewal requirements is responsible for the design of an Individual Professional Development Plan, subject to approval of the Local Professional Development Committee. The plan shall be based on the needs of the educator, the students, the school, and the district.
- ◇ Each school district shall establish a local appeal process for educators who wish to appeal the decision of the Local Professional Development Committee.

The implementation of Administrative Code 3301-24-08 requires the involvement of the Ohio Department of Education, local Boards of Education, Local Professional Development Committees, and individual educators. The remainder of Part 2 delineates the respective responsibilities.

Responsibilities of the Ohio Department of Education

The responsibility of the Ohio Department of Education in any endeavor is to work toward fulfilling its mission — to ensure all students reach high levels of academic achievement. With regard to Senate Bill 230, the Ohio Department of Education is responsible for ensuring that technical assistance and resources are available and accessible to help districts build the capacity to successfully establish Local Professional Development Committees.

The Department will, in an ongoing manner: (1) interact with educational agencies about the meaning, expectations, and needs in relation to establishing LPDCs; (2) ensure that its own staff members develop the knowledge and competence necessary to help districts establish LPDCs; (3) provide high-quality technical assistance and resources to support the establishment of LPDCs, and (4) provide consultation to help districts connect professional development to systemic improvement.

The Ohio Department of Education will continue to play a vital role in the credentialing of educators in Ohio and will work with the State Board of Education to implement the new *Teacher Education and Licensure Standards*.

In addition, the Ohio Department of Education will

- ◆ Maintain records of ODE-approved CEUs taken through June 30, 1998.
- ◆ Provide renewal verification forms to LPDCs and maintain a file of authorized LPDC signatures.
- ◆ Issue all certificates, licenses, and permits.
- ◆ Evaluate and process applications for upgrades of 4-year and 8-year certificates.
- ◆ Evaluate and process applications for adding new areas to certificates or licenses.
- ◆ Evaluate and process applications for temporary and substitute certificates and licenses.
- ◆ Provide assistance to LPDCs as needed.
- ◆ Cover the operating costs of the certification/licensure unit through certification/licensure fees, as required by law.

Responsibilities of the Local Board of Education

Senate Bill 230 stipulates that local Boards of Education are responsible for establishing the structure of Local Professional Development Committees within the context of existing collective bargaining agreements specific to LPDCs.

In districts with no exclusive representative and in districts with an exclusive representative where the collective bargaining agreement does not specify a structure for the committee, the local Board of Education must establish

- ◆ The structure, including the number of members
- ◆ The scope of the committees (district, building, grade-level, etc.)
- ◆ Length of terms of committee members
- ◆ The manner of filling vacancies
- ◆ The frequency, time, and place of meetings

Districts with an exclusive representative where the collective bargaining agreement does not specify a structure for the committee, must also establish

- ◆ The specific administrative members on the committee

Districts with no exclusive representative must also

- ◆ Prescribe the conduct of elections for LPDC members
- ◆ Provide notice to all affected district employees within 30 days of when the current structure was established, if the structure is to be modified.

Responsibilities of the Local Professional Development Committee

As indicated in statute and in Standards, Local Professional Development Committees are responsible for reviewing and approving course work and other professional development activities that educators propose to complete for the purpose of license renewal. To carry out this responsibility, LPDCs need to

- ◆ Establish operating procedures for the submission and review of Individual Professional Development Plans (IPDPs) by educators in the district or school.
- ◆ Clearly establish the criteria by which the LPDC will review educators' IPDPs.
- ◆ Consistently abide by the established operating procedures and criteria of the LPDC when reviewing educators' IPDPs.
- ◆ Develop the format for an Individual Professional Development Plan for use by educators as they renew their licenses.
- ◆ Ensure that educators' course work and other professional development activities meet the standards for renewal of certificates or licenses.
- ◆ Keep records of the LPDC's decisions regarding educators' IPDPs.
- ◆ Operate under the Open Meetings Act (Sunshine Law)
Note: Legal counsel for the Department of Education has indicated that since there is no specific exemption in law, LPDCs need to operate under the Sunshine Law. LPDCs may choose to follow their local Board of Education's policies and procedures on meetings and personnel records and review or may wish to seek advice concerning these laws from local counsel. Chartered non-public schools are exempt from the Open Meetings Act.
- ◆ Establish a local appeal process for educators who wish to appeal the decision of the LPDC.
- ◆ Develop procedures for accepting traditional continuing education activities taken after June 30, 1998, and prior to the establishment of a LPDC (no later than September 1, 1998.)

*Note: LPDCs do not have the authority to retroactively approve "other educational activities" completed prior to the establishment of the committee.

*Note: The Ohio Department of Education and the Office of Information, Learning, and Technology are working collaboratively to create an electronic information system. LPDCs may choose to utilize this system to maintain records. The projected date for completion of this system is January 1, 1999.

"I have been so impressed by the professionalism exhibited by the teachers and administrators — both by those serving on the LPDC and the general staff. Everyone has been willing to persevere and trust the process, and each other."

*Donna Plunkett,
Stark County Educational Service Center*

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Responsibilities of the Educator

Educators who are working under 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. Educators who are scheduled to renew their certificates after January 1, 1999, must work with their Local Professional Development Committees to complete the renewal process.

Local Professional Development Committees will develop procedures for reviewing professional development. However, each educator will have the opportunity and responsibility to (1) develop and implement his or her Individual Professional Development Plan, (2) document his or her professional development and maintain a record of such work, and (3) follow renewal procedures and timelines. Such an opportunity allows the individual educator to take responsibility for his or her own growth by creating a plan and engaging in relevant professional development.

Educators wishing to renew a 4-year certificate after January 1, 1999, must

- ◆ Meet the 1987 Standards for renewing a 4-year certificate
- ◆ Work with the LPDC for approval of Continuing Education Units
- ◆ Work through the LPDC for verification that the requirements in the 1987 Standards have been met
- ◆ Submit the renewal application to the Department of Education with the LPDC's verification signature

Note: 4-year certificates may be renewed until September 2, 2002.

Educators wishing to renew an 8-year certificate after January 1, 1999, must

- ◆ Meet the 1987 Standards for renewing an 8-year certificate
- ◆ Work through the LPDC for approval of Continuing Education Units
- ◆ Work through the LPDC for verification that the requirements in the 1987 Standards have been met
- ◆ Submit the renewal application to the Ohio Department of Education with the LPDC's verification signature

Note: 8-year certificates may be renewed until September 2, 2006.

Educators wishing to convert to or renew a 5-year license must

- ◆ Complete an Individual Professional Development Plan (IPDP) and obtain approval for the plan from the LPDC
- ◆ Work with the LPDC for approval of Continuing Education Units and equivalent activities
- ◆ Work through the LPDC for verification that the requirements in the 1998 Standards have been met
- ◆ Submit the application to the Ohio Department of Education with the LPDC's verifying signature

Educators wishing to upgrade their certificates from provisional (4-year) to professional (8-year), or from professional to permanent, should apply directly to the Ohio Department of Education. Local Professional Development Committees will not be involved in the upgrading of certificates under the 1987 Standards.

The requirements for renewing the certificates and licenses mentioned above are explained more fully in Part 4, "Requirements for Renewing Certificates and Transitioning to Licenses."

As educators transfer to the new teaching license, they will become subject to the 1998 *Teacher Education and Licensure Standards*. Under the new licensure standards, educators must

- ◆ Develop an Individual Professional Development Plan
- ◆ Base the IPDP on the needs of the district, the school, the educator, and the students
- ◆ Submit the IPDP to the LPDC for approval prior to completion of the plan's activities
- ◆ Maintain their own records and document that the activities within the IPDP have been completed

*Suggested Guidelines for
Establishing Local Professional
Development Committees*

PART
3

Plan of Operation

Individual Professional Development Plan

Appeal Process



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PART 3

Part 3 Discusses:

- ◆ Suggested Elements for a Plan of Operation
- ◆ Suggested Components for an Individual Professional Development Plan
- ◆ Reciprocity
- ◆ Appeal Process

Plan of Operation

A Plan of Operation is the description of the way in which a Local Professional Development Committee fulfills its responsibilities. The plan lays out the purpose, guiding principles, and processes through which the LPDC carries out its function of determining whether the course work and/or equivalent professional development activities proposed by educators seeking the renewal of a certificate or license, meet the requirements of Ohio's *Teacher Education and Licensure Standards*.

"Our consortium has been successful in large part because the stakeholders and decision makers have been involved at each step. It is crucial for districts that are beginning the LPDC implementation process to bring the appropriate people to the table and communicate clearly and often with all those involved."

*Thomas Romack,
Trumbull County Educational Service Center*

A thorough, well-developed Plan of Operation is critical to the success of a Local Professional Development Committee. During the pilot year of this initiative, each of the 21 pilot projects developed a Plan of Operation unique to its local needs. (See Appendix A for a list of pilot projects.) Based on the common elements identified from the pilot projects' plans, it is recommended that a Plan of Operation include the following elements:

- ◆ Philosophy
- ◆ Purpose
- ◆ Criteria for Course Work and Equivalent Activities
- ◆ Relationship Between the LPDC, the District's Continuous Improvement Plan, and Local Professional Development Activities
- ◆ Composition of the Membership, Selection of Members, and Terms of Office
- ◆ Operational Procedures
- ◆ Reflection and Revision
- ◆ Forms

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Suggested Elements for a LPDC Plan of Operation:

◆ *Philosophy*

This is a clear statement of the beliefs and values that govern the operation of the LPDC. The philosophy may be based on the vision or mission statements of the school or district that the committee serves. It should express the committee's understanding of the nature of professional development, the benefits of establishing a LPDC, and the relationship between quality professional development and improved practice.

◆ *Purpose*

This element of the plan outlines the tasks of the committee. LPDCs are responsible for determining whether course work or equivalent professional development activities related to teaching and/or the area of licensure meet the requirements of the Standards.

◆ *Criteria for Course Work and Equivalent Activities*

This element describes, in detail, the criteria by which an Individual Professional Development Plan will be evaluated. These criteria provide the basis for the evaluation of whether the IPDP meets the needs of the district, the school, the educator, and the students. This element is the essence of the Plan of Operation, and provides the framework for actually reviewing and approving IPDPs and subsequent professional development activities.

◆ *Relationship Between the LPDC, the District's Continuous Improvement Plan, and Local Professional Development Activities*

The Standards require that an Individual Professional Development Plan be at least partially based on the needs of the district and the school. LPDC members should be familiar with the Continuous Improvement Plan and/or strategic goals of the district and its schools and align the LPDC criteria appropriately.

◆ *Composition of the Membership, Selection of Members, and Terms of Office*

The membership of the committee, the selection of members, and the terms of office must be established in accordance with Ohio Revised Code Section 3319.22 (see Part 2 of this document). If the LPDC was established through collective bargaining, then the operating plan should reflect the terms in the collective bargaining agreement. If the LPDC is not addressed in the collective bargaining agreement, then the Plan of Operation should reflect the composition, selection of members, and terms of office as specified in law.

◆ *Operational Procedures*

Included here should be the operating procedures related to the frequency and location of meetings; the duties of committee members including the selection of a committee chair; decision making including requested administrative reviews; methods of internal and external communication; notifying educators of decisions; approving IPDPs; documenting progress; maintaining records; appeals; and submitting verification to the Ohio Department of Education.

◆ *Reflection and Revision*

The committee should create a process for reflecting on its work. The process should seek information from educators in the district about the effectiveness of the committee's work, procedures, and criteria. Results of this evaluation process and self-assessment should be used to redesign and/or revise the Plan of Operation as necessary. All changes should be made with the advice and knowledge of the educators represented by the LPDC.

◆ *Forms*

Any forms specifically designed to facilitate the renewal process should be included.

Individual Professional Development Plan

One of the major responsibilities of the Local Professional Development Committee is to review educators' Individual Professional Development Plans and ensure that the identified goals and strategies are relevant to the needs of the district, the school, the students, and the educator. Such decisions will be based on the district's locally defined criteria.

Individual Professional Development Plans

Through the development of Individual Professional Development Plans, educators will have far greater flexibility in selecting the types of professional development activities that are meaningful to them. Where the previous system recognized only formal course work or workshops approved for Continuing Education Units (CEUs), the new structure will allow for far greater range of professional development activities. For example, the following activities could be incorporated into an Individual Professional Development Plan, and could be approved by the Local Professional Development Committee:

"In our district, teachers have always done a good job of choosing professional development that addresses their personal needs and building needs. The LPDC process has forced educators to also look at district goals and how their Individual Professional Development Plans can help move the entire district forward."

*Mary Binegar
Urbana City School District*

- ◆ Curricular projects
- ◆ Research, action research, inquiry
- ◆ Serving as a mentor teacher
- ◆ Peer coaching
- ◆ Student-teacher supervision
- ◆ Professional writing/publishing
- ◆ School-community partnership initiatives
- ◆ Teacher-initiated projects
- ◆ Visitations to schools
- ◆ Preparing and giving presentations at workshops and conferences
- ◆ Reflective/analytical portfolios such as those completed for National Board Certification
- ◆ Teacher networks
- ◆ Shadowing, externships

Along with increased flexibility in the types of professional development activities that are accepted, there is also an increased emphasis on the relevance of professional development activities. Individual Professional Development Plans must be based on the needs of the district, the school, the students, and the educator. Each professional development activity that is completed must be clearly related to the area of licensure and/or classroom teaching.

An Individual Professional Development Plan identifies an educator's goals for learning. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development. Each Local Professional Development Committee should develop a format for the Individual Professional Development Plan to be used by educators in the district, school, or consortium. Educators are responsible for keeping their own professional development plans and maintaining documentation that the activities outlined in the plan have been completed.

Suggested Components for an Individual Professional Development Plan

When designing an Individual Professional Development Plan, an educator may consider the following components:

Identify Goals

- ◆ How can data be used to develop IPDP goals?
- ◆ Do the goals have a focus (e.g., improved practice, improved student achievement)?
- ◆ Do the goals reflect the district's and/or school's Continuous Improvement Plan and/or strategic initiatives?
- ◆ Do the goals relate to the certificate/licensure area/areas being renewed?
- ◆ Do the goals reflect current research regarding quality professional development and educator practice?
- ◆ Do the goals reflect new learning and increased personal responsibility?
- ◆ Do the goals build a solid foundation of knowledge and skills for growth and movement within the profession?
- ◆ Do the goals reflect a balance between personal and professional goals?

Determine Strategies

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

Accountability

- ◆ Is the professional development experience meaningful?
- ◆ Can I measure progress toward the achievement of my goals?
- ◆ How will I know when my goals have been achieved?
- ◆ 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 and workshops, samples of student work, videotapes, logs, copies of articles, and other documents?
- ◆ Can I effectively communicate my plan to the LPDC?

Reciprocity

LPDCs are a collegial effort to support and maintain a quality teaching force. This includes working together to ensure that an educator is not penalized by the system. In the spirit of collegiality, it is recommended that when an educator takes employment in a new district, the former district will provide verification of the IPDP approval, including course work and continuing education that is completed and accepted. The educator may wish to share a professional portfolio and discuss the transfer of his/her ongoing IPDP when seeking employment. School districts are encouraged to honor work completed in another district. (See Appendix D for a sample reciprocity form.)

Appeal Process

The requirement for a process which allows an educator to appeal the decision of a Local Professional Development Committee is found in Ohio Revised Code as well as in Ohio's *Teacher Education and Licensure Standards*. While the mandate is clear, the determination of how this process should be implemented at the local level is left to each LPDC.

When considering the development of a local appeal process, the LPDC should first ensure that its operating procedures and criteria are outlined in writing and communicated to all staff. A clear, well-developed LPDC review process will help minimize the number of appeals that occur. The LPDC implementation process should include the following:

- ◇ A thoughtfully-planned IPDP development process
- ◇ A pre-approval process for the Individual Professional Development Plan
- ◇ Ongoing communication regarding the IPDP process to all parties
- ◇ Opportunities for educators to make mid-term changes to the IPDP
- ◇ The maintenance of accurate, up-to-date records of LPDC decisions

Each LPDC will establish its own appeal process. Because the design of the appeal process is determined locally, it is recognized that the appeal process, like the LPDC structure, may differ across districts. However, it is recommended that any LPDC appeal process allow for the following:

1. *Reconsideration.* If an educator disagrees with a LPDC's decision, the educator should be given the opportunity to meet with the LPDC in person to discuss the IPDP and to discuss his/her case. This discussion will also serve to help the educator gain an understanding of the perspective of the LPDC.

2. *Third party review.* If, after the reconsideration process has taken place, the LPDC and the educator are still unable to come to agreement, a third party should review the decision. There are a number of methods for selecting third party reviewers. One suggestion includes forming a panel consisting of one licensed educator selected by the LPDC; one licensed educator selected by the educator; and one licensed educator agreed upon by the above two. These three individuals then function as a panel to review the LPDC decision and either uphold it or overturn it.

*Requirements for Renewing Certificates
and Transitioning to Licenses*

PART
4

Renewing a Provisional or Professional Certificate

Transition to a License

Substitutes

Individuals Who Are Not Employed in Schools

Continuing Education Units

Professional Development Providers

PART 4

Part 4 Discusses:

- ◆ Renewing a Certificate
- ◆ Transitioning to a License
- ◆ Transition Dates and Deadlines
- ◆ Substitutes
- ◆ Individuals Who Are Not Employed in Schools
- ◆ Continuing Education Units
- ◆ The Role of Professional Development Providers

Renewing a Provisional or Professional Certificate

After September 1, 1998, all educators holding a provisional (4-year) certificate may renew that certificate one time prior to September 2, 2002, by meeting the 1987 Standards. Likewise, educators holding a professional (8-year) certificate may renew that certificate one time prior to September 2, 2006, by meeting the 1987 Standards.

The establishment of LPDCs changes the process educators undergo to renew their certificates, but it does not change the requirements specified in the 1987 Standards. When reviewing educators' requests for renewal under the 1987 Standards, the LPDC must evaluate according to the requirements in the 1987 *Teacher Education and Certification Standards*.

It is the responsibility of the LPDC to determine that

- ◆ Course work has been 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.
- ◆ CEUs completed prior to July 1, 1998, are Ohio Department of Education approved.
- ◆ Professional development activities participated in after July 1, 1998, meet the requirements established by the LPDC.
- ◆ All course work, CEUs, and other professional development activities are completed after the latest issue date of the certificate to be renewed.

Successful completion of course work, ODE-approved CEUs, and locally approved professional development activities must be verified by the authorized signature of the designated LPDC member on the educator's application for renewal.

Verification of full time teaching experience remains the responsibility of the superintendent of the school district. This information is verified by the authorized signature of the superintendent or official designee on the renewal application form. This signature verifies that the employment information given by the educator in Section I of the application form is true and correct.

The requirements for renewal of a 4-year provisional certificate are

Completion of six (6) semester hours of college course work, or completion of eighteen (18) Continuing Education Units (CEUs) since the issuance of the latest renewal. One semester hour [or three (3) CEUs] may be deducted for each year of satisfactory work experience under the certificate to be renewed.

The requirements for renewal of an 8-year professional certificate are

Completion of twelve (12) semester hours of college course work which shall be at the graduate level for individuals with certification requiring a master's degree, or completion of thirty-six (36) Continuing Education Units (CEUs) since the issuance of the latest renewal. The requirements may be reduced by one semester hour or three CEUs for each year of successful experience under the certificate to be renewed.

Course work and CEUs may be mixed with one (1) semester hour equaling three (3) CEUs. One (1) semester hour equals 1.5 quarter hours. Substitute teaching of at least 120 days in a school year may be counted as a full year of teaching in order to reduce the requirement by one semester hour or three CEUs.

Course work for renewal of Ohio certificates 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.

Submitting Applications to the Ohio Department of Education

Upon determination that all requirements for renewal have been met, the application form, signed by the superintendent, the verification worksheet signed by the LPDC, and the proper fee should be forwarded to the Ohio Department of Education for issuance of the certificate.

After the Grace Renewal Has Been Issued

After educators have exercised their grace renewal under the 1987 Standards, they must begin to work with the LPDC to develop an approved Individual Professional Development Plan. Persons with 4-year provisional certificates will have four years to submit a plan, gain LPDC approval, and complete the requirements to transition to a five-year professional license. Persons with 8-year professional certificates will have eight years to submit a plan, gain LPDC approval, and complete the requirements to transition to a five-year professional license.

Upgrades of Certificates

LPDCs will not be involved in upgrading certificates. Educators will be permitted to upgrade a 4-year provisional certificate to a professional certificate until September 2, 2002; and to upgrade an 8-year professional certificate to a permanent certificate until September 1, 2003. These upgrades will be handled entirely by the Ohio Department of Education under the 1987 Standards.

Renewals of Other Certificates, Licenses, and Permits

Renewals of 4-year provisional certificates, 8-year professional certificates, and 5-year licenses, for educators employed in Ohio schools at the time of application, are submitted through the LPDC. All other certificates, licenses, and permits are submitted to the Ohio Department of Education for evaluation and issuance and do not require the approval of an LPDC. This would include certificates such as temporary certificates, educational aide permits, adult education, one-year vocational, initial certificates/licenses, and applications to add teaching fields to existing certificates or licenses.

Transition to a License

Educators may elect to make the transition to the 5-year license at the time their certificate expires in 1998 or thereafter, or they may choose to renew once, after September 2, 1998, under the 1987 Standards. After the grace renewal under the 1987 Standards, educators will then be required to transfer to a license when the certificate expires.

When making the transition to the 5-year license, educators must meet the requirements in the new *Teacher Education and Licensure Standards*. That is, they must complete an Individual Professional Development Plan, have the plan approved by the Local Professional Development Committee, and meet the professional development requirements listed below:

- ◆ Six semester hours of college course work, or 18 CEUs
- ◆ Course work and CEUs, with one semester hour equalling three CEUs
- ◆ Course work and professional development requirements may not be reduced by the number of years of work experience
- ◆ Other professional development activities may be counted toward the renewal requirements if approved by the LPDC and converted to CEUs

Transition Dates and Deadlines

The holder of a provisional certificate prior to September 1, 1998, may

- ◆ Renew once after September 1, 1998, under the 1987 Standards until September 2, 2002, then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.

The holder of a professional certificate prior to September 1, 1998, may

- ◆ Renew once after September 1, 1998, under the 1987 Standards until September 2, 2006, then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.

The holder of a permanent certificate does not need to renew.

Substitutes

Substitute licenses will be issued by the Ohio Department of Education. Educators working under substitute licenses are not required to develop an Individual Professional Development Plan and do not work through the Local Professional Development Committee.

Substitute teachers who hold standard 4-year provisional certificates, 8-year professional certificates, or 5-year licenses may request to work through their district's LPDC, or may apply directly to the Ohio Department of Education following the procedures outlined below for educators who are not employed in schools.

LPDCs may choose to include substitute teachers who are employed in the district and who hold standard Ohio teaching certificates. Otherwise, substitute teachers renew with course work through the Ohio Department of Education.

Individuals Who Are Not Employed in Schools

Individuals who are not employed in Ohio schools at the time their certificate or license expires must apply directly to the Ohio Department of Education for renewal. Since there would be no Local Professional Development Committee to review the "other professional development activities" for CEU credit, educators in this situation will be able to count only course work toward the renewal requirements.

Individuals Employed in Other Educational Entities

As indicated in Part 2 of this guide, efforts are underway to permit other educational entities such as Boards of Mental Retardation and Developmental Disabilities, Special Education Regional Resource Centers, colleges and universities, etc., to establish Local Professional Development Committees. If such authorization is granted by the legislature, employees of such agencies will be able to work through the LPDC process.

Educators Who Are Licensed by Other Professional Boards

Under the 1998 Standards, physical therapists, school social workers, audiologists, speech-language pathologists, school nurses, and occupational therapists are required to maintain licensure through the other professional board in that area. In order to renew Department of Education licenses, these educators must maintain their other board license. By doing so, they meet all Department of Education renewal requirements and therefore do not need to work through the LPDC. These individuals will renew by submitting a renewal application with proof of current professional license to the Department of Education.

Continuing Education Units

The Ohio Department of Education will no longer approve CEU providers or grant CEU credit after June 30, 1998. After that time, CEU credit will be determined locally by LPDCs.

* Please note that ten (10) contact hours = one (1) CEU. LPDCs may grant less than .4 CEUs.

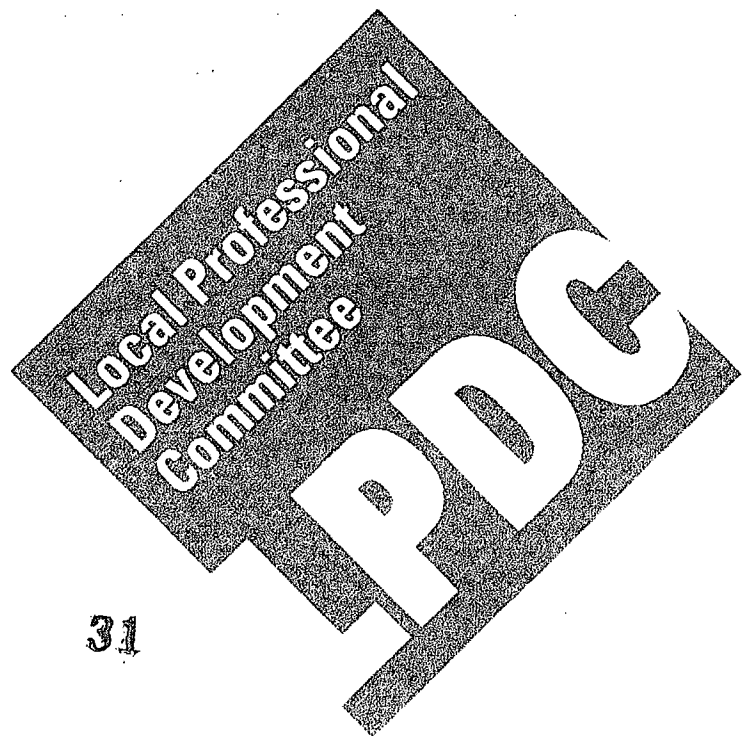
The Ohio Department of Education will maintain records of the CEUs that are earned by educators through June 30, 1998. An educator will not lose any of the ODE-approved CEUs he or she has earned. A record of these CEUs may be accessed through the Department of Education's web site (www.ode.ohio.gov).

Since LPDCs are not required to be in place prior to September 1998, committees will need to establish a process for crediting workshops and classes taken by educators during the months of July and August, 1998.

Professional Development Providers

LPDCs may choose to work with professional development providers to develop meaningful, relevant programs that are accessible to local educators. In turn, providers may consider the following in order to facilitate the awarding of credit for the participants in their programs:

- ◆ Create an informational letter/brochure which communicates the types of professional development services offered
- ◆ Provide clear, detailed information in publicity materials for specific programs, including the goals and objectives of the program, types of activities included, and the contact time
- ◆ Conduct a needs assessment of members and/or target audiences to ensure that program offerings match local and individual needs
- ◆ Provide participants with a certificate of participation, including the goals and objectives of the program, types of activities included, and the contact time, which can be submitted to the LPDC as verification



Appendices

Appendix A: Pilot Projects

**Appendix B: National Staff Development
Council Standards**

Appendix C: Transition Guidelines

Appendix D: Sample Reciprocity Form

Appendix E: Q and A

Appendix F: Professional Development Reading List

Appendix G: Resources

Appendix H: Administrator Competency Areas

APPENDIX A: Pilot Projects

Alphabetical by County (21 total projects)

<i>County</i>	<i>District (County)</i>	<i>ADM (Average Daily Membership)</i>	
Brunswick City SD Centerville City SD Cuyahoga Valley Consortium	Brunswick City SD (Medina)	6,732	
	Centerville City SD (Montgomery)	7,237	
	Cuyahoga Heights Local SD (Cuyahoga)	860	
	Cuyahoga Valley JVSD (Cuyahoga)	700	
	Garfield Heights City SD (Cuyahoga)	3,078	
	Independence Local SD (Cuyahoga)	923	
	North Olmsted City SD (Cuyahoga)	4,944	
	North Royalton City SD (Cuyahoga)	4,406	
	Nordonia Hills City SD (Summit)	3,598	
	Revere Local SD (Summit)	2,765	
	Twinsburg City SD (Summit)	3,085	
	Hamilton County Consortium	Archdiocese of Cincinnati (Hamilton)	
		Finneytown Local SD (Hamilton)	1,780
		Hamilton County ESC (Hamilton)	
		Mason City SD (Warren)	4,303
		North College Hill City SD (Hamilton)	1,600
		Northwest Local SD (Hamilton)	10,400
Oak Hills Local SD (Hamilton)		8,275	
Princeton City SD (Hamilton)		6,628	
Sycamore Community City SD (Hamilton)		6,211	
Winton Woods City SD (Hamilton)		4,391	
Lakota Local School District Lucas County Consortium		Lakota Local SD (Sandusky)	1,536
	Anthony Wayne Local SD (Lucas)	3,338	
	Lucas County ESC (Lucas)		
	Maumee City SD (Lucas)	3,120	
	Oregon City SD (Lucas)	3,642	
	Perrysburg EVSD (Wood)	3,898	
	Rossford EVSD (Wood)	2,183	
	Springfield Local SD (Lucas)	3,600	
	Sylvania City SD (Lucas)	7,798	
	Washington Local SD (Lucas)	7,525	
	Medina City SD (Medina)	5,860	
	Medina City School District Mercer County Consortium	Celina City SD (Mercer)	3,878
		Cheryl Ann MRDD (Mercer)	
Coldwater EVSD (Mercer)		1,658	
Fort Recovery Local SD (Mercer)		988	
Immaculate Conception School (Mercer)		253	
Marion Local SD (Mercer)		956	
Mercer County ESC (Mercer)			
Parkway Local SD (Mercer)		1,229	
St. Henry Consolidated Local SD (Mercer)		1,156	
Miamisburg/Vandalia Schools		Miamisburg City SD (Montgomery)	4,760
		Vandalia-Butler City SD (Montgomery)	3,614
		Middletown City School District North Canton City School District Northwest Ohio Consortium	Middletown City SD (Butler)
	North Canton City SD (Stark)		4,258
	Archbold-Area Local SD (Fulton)		1,378
Perry Local School District	Gorham Fayette Local SD (Fulton)	517	
	Millcreek-West Unity Local SD (Williams)	852	
	Montpelier EVSD (Williams)	1,194	
	Northwest Ohio ESC (Fulton)		
	Perry Local SD (Lake)	2,040	

Reynoldsburg City School District	Reynoldsburg City SD (Franklin)	4,546
Scioto County Consortium	Bloom-Vernon Local SD (Scioto)	1,200
	Clay Local SD (Scioto)	627
	Green Local SD (Scioto)	776
	Minford Local SD (Scioto)	1,725
	New Boston Local SD (Scioto)	494
	Northwest Local SD (Scioto)	2,000
	Oak Hill Union Local SD (Jackson)	1,353
	South Central ESC (Scioto)	
	Washington-Nile Local SD (Scioto)	1,750
	Wheelersburg Local SD (Scioto)	1,606
Shaker Heights City School District	Shaker Heights City SD (Cuyahoga)	5,541
South-Western City School District	South-Western City SD (Franklin)	18,109
Summit County Consortium	Barberton City SD (Summit)	4,184
	Copley-Fairlawn City SD (Summit)	2,585
	Coventry Local SD (Summit)	2,571
	Cuyahoga Falls City SD (Summit)	5,884
	Green Local SD (Summit)	3,836
	Hudson Local SD (Summit)	5,403
	Kent City SD (Portage)	4,678
	Manchester Local SD (Summit)	1,531
	Mogadore Local SD (Summit)	870
	Norton City SD (Summit)	2,559
	Springfield Local SD (Summit)	3,720
	Stow City SD (Summit)	6,106
	Summit County ESC (Summit)	
	Tallmadge City SD (Summit)	2,725
	Woodridge Local SD (Summit)	1,300
Trumbull County Consortium	Bloomfield-Mespo Local SD (Trumbull)	419
	Bristol Local SD (Trumbull)	920
	Brookfield Local SD (Trumbull)	1,573
	Champion Local SD (Trumbull)	1,832
	Fairhaven MRDD (Trumbull)	
	Girard City SD (Trumbull)	1,796
	Howland Local SD (Trumbull)	3,465
	Hubbard EVSD (Trumbull)	2,364
	Joseph Badger Local SD (Trumbull)	1,250
	LaBrae Local SD (Trumbull)	1,644
	Lakeview Local SD (Trumbull)	2,315
	Liberty Local SD (Trumbull)	1,922
	Maplewood Local SD (Trumbull)	1,164
	Mathews Local SD (Trumbull)	1,148
	McDonald Local SD (Trumbull)	865
	Newton Falls EVSD (Trumbull)	1,898
	Niles City SD (Trumbull)	3,029
	Southington Local SD (Trumbull)	678
	Trumbull County ESC (Trumbull)	
	Trumbull County JVSD (Trumbull)	
	Weathersfield Local SD (Trumbull)	1,170
Urbana City School District	Urbana City SD (Champaign)	2,409
Van Wert Area School Consortium	Crestview Local SD (Van Wert)	1,048
	Lincolnview Local SD (Van Wert)	895
	St. Mary School (Van Wert)	128
	Thomas Edison MRDD (Van Wert)	
	Van Wert City SD (Van Wert)	2,641
	Van Wert County ESC (Van Wert)	
	Vantage JVSD (Van Wert)	572

APPENDIX B: National Staff Development Council Standards

Context Standards

Effective high school, middle level, and elementary school staff development

- ◆ Requires and fosters a norm of continuous improvement.
- ◆ Requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- ◆ Is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- ◆ Provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- ◆ Is an innovation in itself that requires study of the change process.

Process Standards

Effective high school, middle level, and elementary school staff development

- ◆ Provides knowledge, skills, and attitudes regarding organizational development and systems thinking.
- ◆ Is based on knowledge about human learning and development.
- ◆ Provides for the three phases of the change process: initiation, implementation, and institutionalization.
- ◆ Bases priorities on a careful analysis of desegregated student data regarding goals for student learning.
- ◆ Uses content that has proven value in increasing student learning and development.
- ◆ Provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- ◆ Requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.
- ◆ Uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- ◆ Provides the follow up necessary to ensure improvement.
- ◆ Requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegially.
- ◆ Requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content Standards

Effective high school, middle level, and elementary school staff development

- ◆ Increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of students.
- ◆ Facilitates the development and implementation of school and classroom-based management which maximizes student learning.
- ◆ Addresses 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.
- ◆ Enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.
- ◆ Prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- ◆ Prepares educators to demonstrate high expectations for student learning.
- ◆ Facilitates staff collaboration with and support of families for improving student performance.
- ◆ Prepares teachers to use various types of performance assessment in their classrooms.

Effective High School and Middle Level Staff Development

- ◆ Prepares educators to combine academic student learning goals with service to the community.
- ◆ Increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

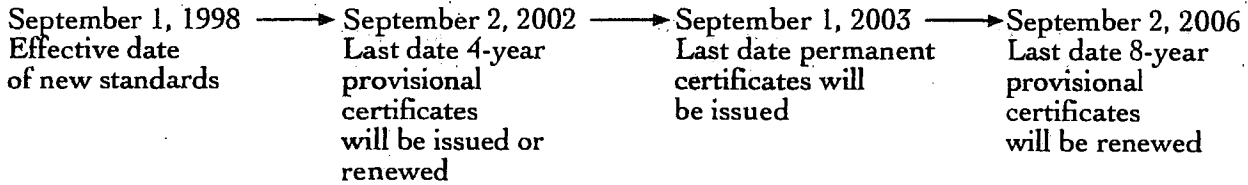
Effective Middle Level Staff Development

- ◆ Increases staff knowledge and practice of interdisciplinary team organization and instruction.

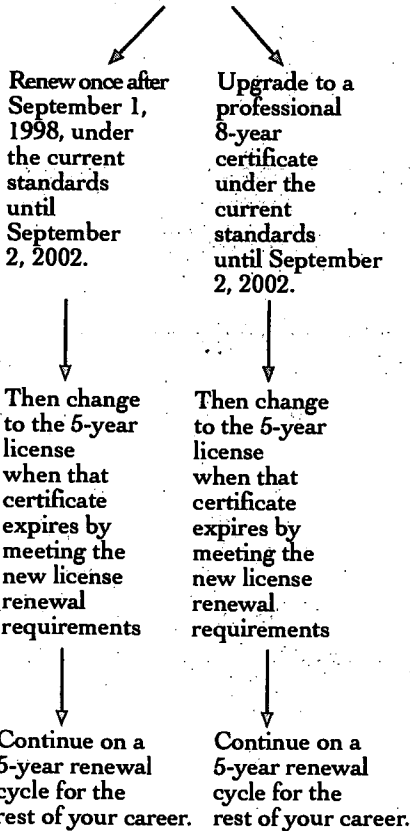
APPENDIX C: Transition Guidelines

Transition from Certification to Licensure

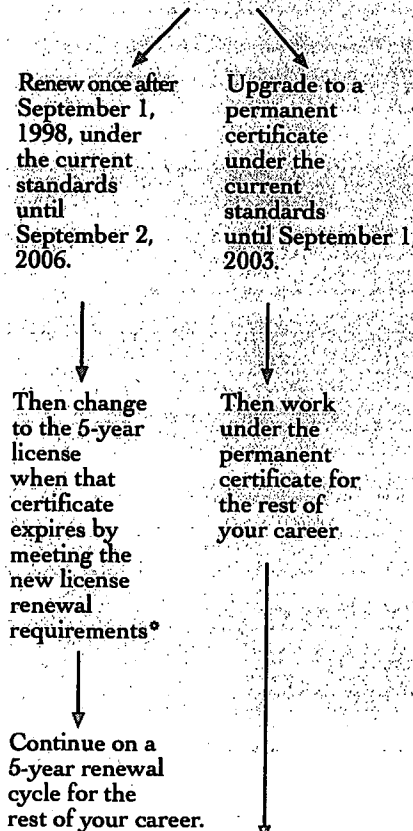
Key Dates



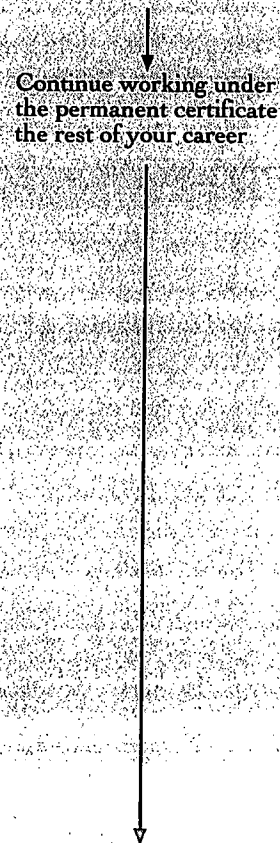
If you hold a provisional certificate prior to September 1, 1998, you can . . .



If you hold a professional certificate prior to September 1, 1998, you can . . .



If you hold a permanent certificate you can . . .



Note: The requirement of a master's degree or thirty semester hours shall pertain to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002.

*For example, if an 8-year professional certificate is renewed in 2006, it will be valid until 2014, and will be converted to a 5-year professional license.

APPENDIX D: Sample Reciprocity Form

Reciprocity

LDCDs are a collegial effort to support and maintain a quality teaching force. This includes working together to ensure that an educator is not penalized by the system. In the spirit of collegiality, it is suggested that when an educator takes employment in a district, the former district provides verification of the IPDP approval, including course work and continuing education completed and accepted. The educator may wish to share a professional portfolio and discuss the transfer of his/her ongoing IPDP when seeking employment. School districts are encouraged to honor completed work.

Sample Form

Approval Verification Form for Educators Leaving the LPDC

This verifies that the attached Individual Professional Development Plan was approved on _____ (date), and that _____ (name of educator) has completed _____ college/university semester hours and _____ local Continuing Education Units equalling _____ semester hours toward the completion of this plan.

(date) (name of authorized signature)

(authorized signature)

Name of School District _____

Name of LPDC, if different _____

LPDC address _____

LPDC contact person _____

LPDC phone number _____

APPENDIX E: Q and A

Q How does an educator accomplish his/her "one-time" renewal under the 1987 Standards as allowed by the new Teacher Education and Licensure Standards?

A An educator working in a school district or any other institution with a Local Professional Development Committee (LPDC) will work through the LPDC. The educator will submit transcripts of college course work and/or CEUs for verification by the LPDC in the quantity required by the 1987 Standards. The LPDC will provide written verification that the educator has met the 1987 requirements. The application is then forwarded to the Ohio Department of Education for the certificate renewal.

Q How will CEU credit be awarded after June 30, 1998, when the Ohio Department of Education will no longer be approving CEUs?

A Each LPDC will develop and use its own criteria for awarding CEU credit. Educators will need to request CEU credits from their LPDCs.

Q Will Ohio Department of Education CEUs previously earned still count?

A Yes, if the CEUs were earned during the effective date of the certificate(s) being renewed.

Q How will an educator transition to or renew his/her license under the new Teacher Education and Licensure Standards?

A As soon as the educator has applied for his/her "one-time" renewal under the 1987 Standards, he/she will begin working toward the new licensure standards. An educator working in a school district or any other institution with a LPDC will work through the LPDC. Following the procedures of the LPDC, the educator will submit an Individual Professional Development Plan for approval. Verification of final LPDC approval of the educator's professional development work is required before the Ohio Department of Education will issue a renewal license.

Q Does every educator need to develop an IPDP even if he/she holds a permanent certificate?

A The new 1998 Standards only require that those educators who wish to fulfill the license renewal requirements must complete an IPDP. This does not include educators renewing certificates for their final time under the 1987 Standards or educators working under permanent certificates since permanent certificates do not require renewal or conversion to licensure. Any such requirement at the local level would be a condition of employment rather than a condition of maintaining certification or licensure.

Q What are the requirements for an Individual Professional Development Plan?

A An educator in a school district or any other institution with an LPDC who wishes to renew his/her license will formulate a written plan for his/her professional development for the 5-year license period. The plan must reflect the needs of the district, school, students, and educator. The plan must be completed and approved in accordance with the procedures and criteria established by the LPDC.

QA *If an educator moves between districts within the state, will he/she have to develop a new IPDP in the new district?*

It is expected that upon verification of IPDP approval by the LPDC in the previous school district (including course work, CEUs, and other equivalent activities that have been completed and accepted) the new school district will honor this work. Upon employment, the educator will need to complete an IPDP under the procedures and criteria of the new LPDC for approval of any remaining work needed before license renewal.

QA *Under what circumstances will an educator apply directly to the Ohio Department of Education rather than go through a LPDC?*

- ◆ Educators wishing to upgrade a certificate under the 1987 Standards will apply directly to the Ohio Department of Education (ODE).
- ◆ New certificates/licenses or the addition of new areas (endorsements) will also be handled directly by ODE.
- ◆ Educators who are not currently employed or who are working in an institution without an LPDC will apply directly to ODE. This means their only option to meet professional development requirements will be ODE approved CEUs (taken through June 30, 1998) and/or college course work.
- ◆ Substitutes working under a substitute certificate need to apply directly to the ODE. Substitutes with regular certificates/licenses may apply directly to ODE or they may get permission from a LPDC in one of the school districts in which they work to go through the LPDC process.
- ◆ Educators who are licensed by other professional boards as specified in Ohio Administrative Code 3301-24-08(H).

QA *How does conversion from certification to licensure affect eligibility for tenure?*

Teachers converting from a provisional certificate to a license will receive a five-year professional license. The requirements for tenure are specified in law and will remain the same:

- ◆ The teacher must hold a professional, permanent, or life certificate or license.
- ◆ The teacher must either hold a masters degree or have completed 30 semester hours of course work.
- ◆ The teacher must have taught at least three years of the last five in the district.

Since the course work/masters degree requirement is in law, teachers will need to continue to meet that requirement to be eligible for a continuing contract.

QA *How will ODE assure that all educators are treated fairly?*

Committees will be required to follow state law, state standards, and additional guidelines they may have set for themselves. They will not be permitted to deviate from these policies on an arbitrary or case-by-case basis. If any educator feels he/she has been treated unfairly, a local appeal process will be available for that individual.

QA *What about teachers who move to a state with reciprocity?*

The same interstate agreement will continue to hold. Teachers will be able to transfer their license or certificate to another state within the same parameters that currently exist. When it comes time for them to renew their credential from the other state, they will need to meet that state's renewal requirements.

How is a LPDC established?

A LPDC is established in accordance with the regulations in Ohio Revised Code 3319.22. Once established, the LPDC members will work with the other educators in the district to develop a Plan of Operation. Care should be taken initially to spend adequate time discussing the vision and purpose of the LPDC before settling on procedures, criteria, and forms. Since each school district is unique, each Plan of Operation will vary to fit the unique needs of the educators and the district.

How will LPDCs be funded?

School districts began receiving Local Professional Development Block Grant money in 1996. In the new biennium (1997-99) block grant funding will be extended to chartered non-public schools in addition to school districts. A portion of these monies will be earmarked to cover the expenses related to operating the LPDCs.

If a school district with an exclusive bargaining unit joins a consortium, does the consortium LPDC fall under the rules for districts with no collective bargaining units?

No, the consortium will need to follow the guidelines for districts with collective bargaining units.

If a consortium includes different bargaining agents [e.g. an OEA local, an independent (unaffiliated) local, and/or an OET local], which one is the exclusive bargaining agent?

All of the various locals would need to work together to jointly and individually undertake the responsibilities outlined for the bargaining unit.

What are the requirements for educators to serve on an LPDC?

Ohio Revised Code 3319.22 specifies that a LPDC must have at least 5 members. If a collective bargaining agreement doesn't specify otherwise, the Board of Education establishes the exact number, but at least a majority of the members must be teachers. For the purpose of LPDCs, a teacher is someone who is working under a teaching certificate and employed under a teaching contract. If there is no exclusive representative, the teacher members are elected in accordance with 3319.22. If there is a bargaining agent, the exclusive representative (teachers association or union) selects the teacher members in accordance with their own procedures.

APPENDIX F: Professional Development Reading List

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- Lieberman, A. and Golnick, M. (1997). *Networks, Reform, and the Professional Development of Teachers*, in A. Hargreaves (ed.) *ASCD Yearbook: Rethinking Educational Change with Heart and Mind*, Alexandria, VA: ASCD, 192-215.

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- Marshall, S. P. and Hatcher, C. (1996). *Promoting Career Development Through CADRE Educational Leadership*, 53 (6), 42-46.
- National Commission on Teaching & America's Future. (1996). *What Matters Most: Teaching for America's Future*, 27-33, 62-86.
- National Foundation for the Improvement of Education. (1996). *Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success (Executive Summary)*. West Haven, CT: NFIE Publications.
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- Ohio Department of Education. (1996). *Ohio Urban Schools Initiative: Professional Development Work Strand Report to Congress*, September.
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- Wolf, Kenneth. (1996). *Developing an Effective Teacher Portfolio*. *Educational Leadership*, 53 (6), 3-37.

APPENDIX G: Resources

Accredited Institutions

For a listing, contact
Higher Education Directory
6400 Arlington Boulevard, Suite 648
Falls Church, Virginia 22042
Phone: (703) 532-2300

Fax: (703) 532-2305
E-Mail: info@hepinc.com
Internet: <http://www.hepinc.com>

Ohio Department of Education

Professional Development and Licensure
65 South Front Street
Columbus, Ohio 43215-4183
Phone: (614) 466-2761
Fax: (614) 728-3058
Web Site: schoolimprovement.ode.ohio.gov

Ohio's Regional Professional Development Centers

Region 1

Central Ohio Regional Professional Development Center
1929 Kenny Road, Suite 120
Columbus, Ohio 43210
Co-Directors - Zana Vincent and Heather Ness
Phone: (614) 292-7228 Fax: (614) 292-7775

Region 2

Northwest Regional Professional Development Center
Central Union Plaza
415 Emerald - 2nd Floor
Toledo, Ohio 43602
Director - Jane Erni
Phone: (800) 860-7882 Fax: (419) 245-4186

Region 3

West Central Regional Professional Development Center
204 North Main Street, Suite 303
Lima, Ohio 45801
Director - Dick Kesler
Phone: (419) 224-4607 Fax: (419) 224-0718

Region 4

West Regional Professional Development Center
451 West Third Street, Box 972
Dayton, Ohio 45422
Director - Nancy Houston
Phone: (937) 225-4606 Fax: (937) 496-7426

Region 5

Southwest Regional Professional Development Center
11083 Hamilton Avenue
Cincinnati, Ohio 45231
Director - Thomas Collins
Phone: (513) 742-2200 Fax: (513) 742-8339

Region 6

North Central Regional Professional Development Center
1649 Marion Road
Director - Rebecca T. Smith
Phone: (419) 562-2019 Fax: (419) 562-5294

Region 7

South Regional Professional Development Center
Ohio University Southern Campus
1811 South Ninth Street
Ironton, Ohio 45638
Director - Sharon Yates
Phone: (800) 626-0513 Fax: (614) 533-4628

Region 8

Northeast Regional Professional Development Center
GCEDC-901 Rhodes Tower
Cleveland State University
Euclid at 24th
Cleveland, Ohio 44115
Co-Directors - Linda Freeman and Jean Wynne
Phone: (216) 523-7107 Fax: (216) 687-5422

Region 9

East Regional Professional Development Center
2100 38th Street, NW
Canton, Ohio 44709-2300
Director - Joan Burrier
Phone: (800) 733-7732 Fax: (330) 492-9138

Region 10

Salt Fork Regional Professional Development Center
Tuscarawas County Educational Service Center
172 North Broadway
New Philadelphia, Ohio 44663
Director: John Glazer
Phone: (330) 364-1242 Fax: (330) 364-2557

Region 11

Southeast Regional Professional Development Center
College of Education
129 McCracken Hall
Athens, Ohio 45701
Director: Edwina Campbell
Phone: (888) 258-0118 Fax: (614) 593-9698

Region 12

Far East Regional Professional Development Center
347 North Park Avenue
Warren, Ohio 44481
Director - Vicki Giovangnoli
Phone: (330) 675-2800 Fax: (330) 675-2814

APPENDIX H: Administrator Competency Areas

*(Passed by the State Board of Education on January 13, 1998 - Effective January 2000)

Future administrators in Ohio will be required to demonstrate success in the following six competency areas. Local Professional Development Committees and administrators may choose to consider these areas during the development of criteria and administrators' Individual Professional Development Plans.

1. *Facilitating the Vision*

- ◆ A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- ◆ The administrator demonstrates abilities in the following areas: developing and implementing strategic plans; systems theory; data collection and analysis strategies; effective communication; and consensus-building and negotiation skills.

2. *School Culture and Instructional Program*

- ◆ A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining school culture and instructional programs conducive to student learning and staff professional growth.
- ◆ The administrator demonstrates abilities in the following areas: learning theories; motivational theories; curriculum design and evaluation; effective instruction; measurement, evaluation and assessment; diversity and its meaning for educational programs; adult learning and professional development; the change process for systems, organizations, and individuals; and the role of technology in promoting student learning and professional growth.

3. *Managing the Organization*

- ◆ A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- ◆ The administrator demonstrates abilities in the following areas: theories and models of organizations and the principles of organizational development; operational procedures at the school and district level; school safety and security; human resources management and development; fiscal operations of school management; budget development and preparation; school facilities and use of space; legal issues impacting school operations; and current technologies that support management functions.

4. *Collaboration and Community Engagement*

- ◆ A school administrator is an educational leader who promotes the success of all students by facilitating and engaging in collaboration with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- ◆ The administrator demonstrates abilities in the following areas: issues and trends that impact the school community; the conditions and dynamics of the diverse school community; community resources; public relations and marketing strategies and processes; and successful models of partnerships.

5. *Ethics and Integrity*

- ◆ A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- ◆ The administrator demonstrates abilities in the following areas: the purpose of education and the role of leadership in modern society; ethical frameworks and perspectives on ethics; the values of the diverse school community; professional codes of ethics; and the philosophy and history of education.

6. *Understanding Publics*

- ◆ A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- ◆ The administrator demonstrates abilities in the following areas: principles of representative governance that undergird the system of American schools; the role of public education; the law as related to education and schooling; models of change and conflict resolution; global issues affecting teaching and learning; policy development; and diversity and equity.

GLOSSARY

- Administrator** An individual working under the following certificate or license: Principal License, Administrative Specialist License, Superintendent License, Principal Certificate, Educational Administrative Specialist Certificate, Assistant Superintendent Certificate, Superintendent Certificate.
- Approved Institution** A college or university which has been approved for the preparation of teachers, administrators, and school employees in pupil personnel services by the State Board of Education.
- Appeal Process** The process by which an educator can have the decision of a LPDC reviewed.
- CEU** Continuing Education Credit is ten (10) professional development contact hours approved by a Local Professional Development Committee.
- Certificate** A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1987 *Teacher Education and Certification Standards*, to teach or practice in Ohio schools.
- Consortium** Two or more school districts or educational agencies joined together to establish a LPDC and share responsibilities for the LPDC work.
- Contact Hours** The direct clock hours spent engaged in a professional development activity.
- Chartered Nonpublic School** A nonpublic school which operates under applicable State Board of Education rules and is chartered by the State Board of Education.
- Educator** An individual who has been certified or licensed by the State board of Education to teach or practice in Ohio schools.
- Equivalent Activity** Professional development activities that go beyond traditional workshops and course work to job-related activities.
- Grace Renewal** The one-time renewal under the 1987 *Teacher Education and Certification Standards*, after September 1, 1998.
- IPDP** An individual plan that defines and directs an educator's professional development and which links the professional development to the needs of the district, the school, the students, and the educator.
- Issuing Agency** For purposes of certification and licensure, the Ohio Department of Education serves on behalf of the State Board of Education as the agency responsible for issuing licenses and certificates.
- LPDC** Committees established by local school districts and nonpublic chartered schools to oversee and review professional development plans, course work, continuing education units, and equivalent activities for the purpose of renewal of certificates and licenses.
- License** A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1998 *Teacher Education and Licensure Standards*, to teach or practice in Ohio schools.
- Permanent Certificate** A certificate that is good for the tenure of an educator's career and does not require further work for certification nor conversion to a license.
- Professional Development Portfolio** A collection/documentation of an individual's professional development activities.
- Professional Development** An ongoing, job-related process to enhance, maintain, and refine the competencies of all staff to ensure quality outcomes for students.
- Reciprocity** A policy which acknowledges and accepts credentials awarded by another authority.

*Ohio's
Mission*

Ensure all students reach
high levels of academic
achievement, a primary key
to their success as individuals,
workers, and citizens

*Professional
Development
and Licensure's
Mission*

Strengthen and coordinate the
preparation, licensure, and professional
development of educators to assure
that all students attain high
levels of academic
achievement

Local Professional
Development
Committee

LPDC

Ohio Department of Education
Division of Professional Development and Licensure
65 South Front Street
Columbus, Ohio 43215-4185
(614) 466-2761



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