

HPDC HANDBOOK

Hillsboro Professional Development Committee

Guidelines for Licensure

January, 2011

Hillsboro City Schools
338 West Main Street
Hillsboro, Ohio 45133

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Hillsboro City Schools Mission Statement

We provide a well-rounded experience that prepares each student to be successful in life.

HPDC MISSION

The Hillsboro Professional Development Committee recognizes that society, schools, and students are ever changing and therefore, professional educators must be life-long learners themselves. Our mission is to strengthen the professional development of educators to assure that all students attain high levels of academic achievement.

HPDC Members

Local committee members are:

Kristi Cluff	393-9877	kcluff@hcs-k12.org
Alexis Kirk	393-3132	akirk@hcs-k12.org
Patrick McClanahan	393-9877	pmcclanahan@hcs-k12.org
Diane Michael	393-3132	dmichael@hcs-k12.org
Kelly Yochum	393-3132	kyochum@hcs-k12.org
Roger Zimmerman (chairperson)	393-3474	rzimmerman@hcs-k12.org
Jacob Zink	393-3132	jzink@hcs-k12.org

Meeting Schedule

HPDC will meet on the second Thursday of each month at 4:00 p.m. in the Central Office September through May. The committee will meet at 10:00 a.m. on the second Thursday of the month in June and July. All changes in meeting dates will be announced through the district mass email system. All meetings are open to the public.

Items to be placed on the agenda should be submitted to the chairperson at least two calendar days prior to the scheduled meeting.

Hillsboro Professional Development Committee

Purpose:

The Hillsboro Professional Development Committee (HPDC) has been established for the purpose to oversee, review and determine that course work, continuing education units (CEUs) and/or other equivalent activities an educator in the Hillsboro City School District proposes meets the standards adopted by the State Board of Education for the renewal of educator licenses.

Committee Composition and Selection:

The HPDC is comprised of seven members. Four of the members are teachers selected by the Hillsboro Education Association. The remaining members will be administrators selected by the Superintendent. Each member will serve two-year terms. Terms will be staggered to ensure continuity on the committee. If a committee member cannot complete the term, a replacement for the balance of the term shall be named by the HEA President if it is a teacher member and by the Superintendent if it is an administrator member.

Chairperson:

The chairperson and recorder of HPDC shall be determined by a majority vote of the full committee.

Action:

Any action by the HPDC will require 4 votes favoring the action. Committee members may vote by proxy.

Scheduled Meetings:

HPDC shall publish and post its tentative meeting schedule by September 10 of each school year.

Compensation:

Members of HPDC will be paid \$20 per hour not to exceed \$100 per day for meetings outside the regular work day.

Appeal Process:

Any educator who wishes to appeal a decision of the HPDC shall follow the timelines and procedures set forth in the HPDC handbook.

Costs:

HPDC members will be paid for all appropriate costs associated with training, travel and matters related to HPDC activities as approved by the Superintendent.

Confidentiality:

All members of the HPDC shall keep confidential all discussions, actions, materials and other information to the extent permitted by law.

Appeal Procedure

Should an educator wish to appeal a decision of the Hillsboro Professional Development Committee, the appeal should be resolved as follows:

- Step 1: The educator shall submit a written request for an appeal meeting to the Hillsboro Professional Development Committee within fifteen calendar days of the date of receipt of the unapproved documentation that is the subject of the appeal.
- Step 2: Within fifteen (15) days of receipt of the written request for an appeal meeting, the HPDC shall schedule the appeal meeting. Once scheduled, the actual appeal meeting shall take place within thirty (30) days. HPDC will notify the educator in writing of the time, date and place of the meeting.
- Step 3: The appeals committee shall consist of one certificated/licensed educator appointed by the HPDC, one certificated/licensed educator appointed by the educator and one certificated/licensed educator mutually agreed upon by the HPDC and the educator. The educator shall be notified in writing within seven (7) days of the meeting and the decision shall be by majority vote.

Reciprocity

Previously employed new hires who hold an Ohio Certificate/License and who have had coursework and/or activities approved by the prior Local Professional Development Committee during their current renewal cycle shall have said coursework/activities approved by the HPDC when accompanied by supporting documentation.

HPDC will provide IPDP records and approval documentation to individuals leaving the district. The educator can then submit this documentation to their new LPDC.

The HPDC will provide upon request a record of locally approved CEUs to anyone leaving the district.

See **Appendix # 1**

IPDP Guidelines:

The fundamental component of transitioning to or renewing a license is the Individual Professional Development Plan (IPDP). It allows educators to plan and prepare for the licensure process by setting goals, identifying objectives, predicting outcomes, analyzing educational strategies and evaluating current practice. The IPDP describes the educator's goals and anticipated strategies for accomplishing those goals. IPDP goals should be tied to district and building missions/goals and relate to initiatives that will pay off in terms of student learning.

The HPDC encourages educators to explore professional development in the following five models of staff development as they seek learning activities in the pursuit of their IPDP goals. Possible activities are listed within each category.

Training: College course work, professional presentations, teaching a college/adult education course

Observation/Assessment: Peer coaching, cooperative teacher, mentoring

Involvement in Development/Improvement Process: Committee work and school improvement initiatives, curriculum development/program development, grant writing

Individually Guided Staff Development: Professional conferences, workshops, inservice credit, professional organization committee work, publication of original work, national board certification, related work experience, community service/externship

Inquiry: Study groups, educational projects, self-directed educational development (professional reading, action research, educational travel)

Requirements for Renewal

In order to renew, an educator must complete six semester hours or nine quarter hours of college course work or 180 contact hours (18 CEUs) of professional development or a combination of these.

See **Appendix # 2**

Coursework and professional development activities are to be related to the approved IPDP.

IPDP Timelines:

The IPDP should be completed and approved by the HPDC as soon as possible after the issue date of the new teaching license. All professional development activities and college courses used to meet state requirements **must** be completed **after** the issue date of the license **and after** the IPDP has been approved.

As soon as the new license is received, two copies of the IPDP should be submitted to the HPDC for review and approval.

The educator will receive a copy of the IPDP indicating HPDC's action. IPDPs that have been returned for clarification may be resubmitted with revisions for a second review within 30 days. Following the second review, the IPDP shall be approved or denied.

Appeals to the denial of an IPDP will follow the established appeals procedures.

Once the IPDP is approved, the educator may begin implementation of professional development activities. It is important to document the time and other necessary verification of these activities. The educator should maintain a file/portfolio of documentation including official certificates of attendance. The HPDC **will not** maintain central records of professional development activities. HPDC will retain a copy of the approved IPDP.

The HPDC requires that IPDPs be submitted a **minimum** of two years before the certificate/license expires. IPDPs submitted less than two years prior to the expiration of the license must be justified in an appearance before the HPDC. It is important to write the IPDP so as to have enough time to complete the requirements for renewal.

The educator should submit documentation of completed professional development activities to the HPDC for final approval following January 1st of the year the license is due to expire. The HPDC will provide notification of approval or rejection of submitted documents within 30 days.

Please note that you must have a valid teaching license for your teaching assignment by the first day of your contract. It is illegal to be paid if you do not have a valid license. Therefore, HPDC recommends that you submit your documentation at least six weeks prior to the first day of your new contract year.

Completion of the IPDP Form (Appendix # 3)

Teachers should review the Ohio Department of Education's booklet "Organizing for High Quality Professional Development" before writing the new IPDP. It is important to review the rubric found on pages 25 through 31 (**Appendix 4**) to understand the criteria by which the HPDC will evaluate the plan. All six standards must be applied in determining whether or not the IPDP will be accepted. Each standard must score adequate to exemplary to be approved.

These goals should align with the district and building goals and should be specific, measurable, attainable, results-based and time-bound. A sample of goals can be found on page 23 of the ODE booklet (**Appendix # 5.**)

You should sign and date your IPDP and submit it to the HPDC chairperson or submit two hard copies.

Professional Development Activities

Once your IPDP has been approved, you may start your professional development activities that will count toward renewal or upgrade of your license. In order to renew, you must have equivalent to 6 semester hours or 9 quarter hours or 18 CEUs (180 clock hours) or a combination of these.

The Group Activities Guidelines list the maximum CEUs that may be obtained in each grouping, verification of completion that is required and criteria for acceptance of the activity. Please look at these closely to ensure you do not exceed the acceptable number toward renewal of your license (**Appendix 12**).

All activities for CEUs submitted for license requirements must relate to IPDP goals and/or building/district goals.

All group 3 activities must be verified (**Appendix 11**).

All Group 4 activities require pre-approval by the HPDC (**Appendix 10**) and verified (**Appendix 11**).

Remember to document and maintain personal verification of all completed activities.

CEU Guidelines for Providers and Educators HPDC Approved Continuing Education Units

1. Educator professional development activities used for renewal of licenses must be reviewed by the HPDC.
2. The approval and official awarding of CEUs will be solely the responsibility of the HPDC per the requirements of Senate Bill 230. It is the sole responsibility of the educator to maintain a record of his/her district approved CEUs.
3. The HPDC may approve the professional development activity for CEUs based upon the following:
 - a. One hour of professional development activity = .1 CEU.
 - b. Ten hours of professional development activity = 1 CEU.
 - c. When university hours and CEUs are combined for the renewal of the educator's license, 3.0 CEUs = 1 semester hour.
 - d. Dual credit for one activity is not allowed.
 - e. The definition of "approved activity" is dependent upon the communication between the educator and the HPDC.
 - f. Official verification of completion of activity is required.
4. Educators may request pre-approval of CEUs for workshops outside the district using **Appendix 6**. Verification of attendance is required when submitting application for renewal/transition to the HPDC.

Local Session Guidelines

Before the Session

Administrators must complete **Appendix 7** in order to provide HPDC the necessary information about the session. The session must be professional development, not a faculty meeting. Contact the HPDC if there is a question about the session. Once approved, the session can be used for staff to obtain CEUs.

At the Session

Have all participants sign the attendance sheet. The administrator in charge will sign the sheet to verify attendance.

After the Session

Submit the attendance list to the HPDC along with **Appendix 8** to verify attendance. The HPDC will issue certificates of attendance which each employee will keep until they are ready to renew their license. At that time they will submit all documentation to the HPDC.

Approval after the Event

If prior approval is not received before the event, attendance can be taken and submitted with **Appendix 7** for approval. The HPDC will notify the administrator if the event is approved.

Maintaining Personal Records

It is the responsibility of each certificated/licensed staff member to maintain his/her own record of professional development activities, which will be submitted with applications for certificated and/or licenses.

The HPDC requires that the employee keep records of professional development activities by keeping the following:

- Activity Log (**Appendix 9**)
- Certificates for attendance for inservice/workshop sessions
- Official College transcripts
- Copy of approved Individual Professional Development Plan (IPDP)

STEPS FOR RENEWAL/TRANSITION

- Anytime following January 1st of the year your certification/license is due to expire, you may submit your documentation of completed activities to the HPDC for final approval.
- You should submit your paperwork to HPDC not later than the July meeting so that your application can be processed in a timely manner. **No teacher returning to Hillsboro can be paid who does not have a valid license/certificate for his/her teaching field.** The sooner the application is made for renewal, the more likely you will be to have your license issued before your new contract year.

Process:

Complete the required number of semester hours and/CEUs needed for renewal.

Complete the state application form for license renewal/transition. Form is available at the superintendent's office or on the ODE web page (www.ode.state.oh.us.)

Prepare payment for ODE fee (see application for amount.) Check or money orders are made out to Treasurer, State of Ohio.

Submit your application for renewal with your approved IPDP and official college transcripts, CEU verification and/or certificates of attendance.

Once approved, the Director of Personnel will send the application to ODE.

Applications for supplemental, conditional or alternative licenses and license upgrades are not processed by the HPDC. The Director of Personnel will assist with these licenses.

Renewal Cycle

1. Submit IPDP immediately following issuance of certificate/license.
2. Refer to handbook regarding CEUs.
3. Obtain prior approval from the HPDC committee for Group 4 activities (**Appendix 10**).
4. Begin your professional development activity log after approval of your IPDP.
5. Keep the activity log (**Appendix 9**)
6. Maintain all certificates of attendance, transcripts, verification forms, etc. for future reference.
7. Send applications and related materials for renewal or transition to HPDC Chairperson as soon as possible after January 1 of the year your current certificate/license expires.
 - State application is available from the Director of Personnel or ODE on line.
 - Verification of activities for Group 3 & 4 Activities (use **Appendix 11**).
 - Certificates of Attendance
 - Official Transcripts
 - ODE Fee: Check or money order payable to treasurer, State of Ohio
8. Application will be reviewed at the next HPDC meeting and sent to ODE if approved.
9. Expect ODE to issue license in approximately 4-6 weeks. However, there can be delays for various reasons.
10. Go back to Step # 1 as soon as you receive your new license.

GLOSSARY

Approved Institution

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

Appeal Procedure

Appeal procedure is the process by which an educator can have the decision of the HPDC reviewed.

CEU

A Continuing Education Unit is equivalent to ten contact hours in a professional development program approved by the 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 1989 Teacher Education and Certification Standards, to teach or practice in Ohio Schools.

Consortium

A consortium is two or more school districts or educational agencies joined together to establish an HPDC and share responsibilities for the HPDC work.

Contact Hours

Contact hours are the direct clock hours spent engaged in a professional development activity.

Chartered Nonpublic School

A chartered nonpublic school is a nonpublic school, which operates under applicable State Board of Education rules and is chartered by the State Board of education.

Educator

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

Equivalent Activity

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

Individual Professional Development Plan

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

LPDC

Local Professional Development Committees are committees established by local school districts and non public charter 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.

Issuing Agency

For the purpose 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.

License

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

Permanent Certificate

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

Professional Development Portfolio

The portfolio is a collection of documentation of an individual's professional development activities.

Reciprocity

Reciprocity is a policy which acknowledges and accepts credentials awarded by another authority.

Appendix 1

For Educators Leaving a LPDC Approval Verification Form

This verifies that the attached Individual Professional Development Plan was approved
on _____, and that _____ has completed
(date) (name of educator)
the following credits toward completion of the plan since the date above.

_____	College/University semester hours
_____	College/University quarter hours
_____	LPDC approved CEUs
_____	Credits for “other equivalent activities”

_____	_____
(Authorized signature)	(Date)

Print name of Authorized Signer _____

Name of School District _____

Name of LPDC, if different _____

LPDC address _____

LPDC contact person _____

LPDC telephone number _____

Appendix 2

SEMESTER-QUARTER HOUR CONVERSION CHART

Semester Hours	Quarter Hours	Contact Hours	C.E.U.
1/3	1/2	10	1
2/3	1	20	2
1	1.5	30	3
1 1/3	2	40	4
1 2/3	2.5	50	5
2	3	60	6
2 1/3	3.5	70	7
2 2/3	4	80	8
3	4.5	90	9
3 1/3	5	100	10
3 2/3	5.5	110	11
4	6	120	12
4 1/3	6.5	130	13
4 2/3	7	140	14
5	7.5	150	15
5 1/3	8	160	16
5 2/3	8.5	170	17
6	9	180	18
7	10.5		
8	12		
9	13.5		
10	15		
11	16.5		
12	18		
13	19.5		
14	21		
15	22.5		
16	24		
17	25.5		
18	27		
19	28.5		
20	30		
21	31.5		
22	33		
23	34.5		
24	36		
25	37.5		
26	39		
27	40.5		
28	42		
29	43.5		
30	45		

Appendix 3 (1 of 3)

Hillsboro City Schools Individual Professional Development Plan

I. Goal Sheet - Write 3-5 goals. See Appendix 4 for sample. Be specific in your statements.

Name:	Submission Date:
Building:	Assignment:
Certificate/License(s) held: _____ License/Cert. # _____ _____ Professional License (5yr) _____	
Area of Licensure to be renewed: ____ K-8 ____ 1-8 ____ Pk-3 ____ 4-9 ____ 7-12 ____ Career Tech ____ K-12 intervention ____ Multi-age P-12 ____ Administrative ____ Treasurer ____ Other _____ (Art, Music, P.E.)	
Issue Date of current license(s):	Effective Date:
	Expiration Date:
IPDP type: Select one: ____ Initial Proposal ____ Revised Proposal ____ Amended Proposal	
Goal 1	
Goal 2	
Goal 3	

See attached rubric/samples if you need help.

Use the pages provided on the District webpage under HPDC icon to type your IPDP, print it and submit it to the HPDC Chairperson

Appendix 3 (2of 3)

Teaching Assignment _____

II. IPDPs need to be aligned to the Ohio Professional Development Standards.

Your plan must address standards 1-6 of the attached rubric. (Appendix 5)

Standard 1:

Standard 2:

Standard 3:

Standard 4:

Standard 5:

Standard 6:

Use the pages provided on the District webpage under HPDC icon to type your IPDP, download it and submit it to the HPDC Chairperson

Appendix 3 (3of 3)

For LPDC use only

**_____ Revise/Resubmit
Revision Advice:**

-OR-

_____ Approved as written

Approval Signature _____ Date _____

Appendix 4

Process Model

Write SMART Goals

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will acquire</i>	<i>multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a buildinglevel book study</i>	<i>January– March 2008</i>
<i>I will investigate</i>	<i>interdisciplinary strategies</i>	<i>to incorporate more connections between core subjects in my classroom</i>	<i>by participating in Sustainable Developments Distance learning course on interdisciplinary education</i>	<i>Summer 2008</i>
<i>I will enhance my abilities in teaching</i>	<i>special needs students</i>	<i>to improve student learning</i>	<i>by attending ASCD's Differentiation Conference</i>	<i>July 4-8, 2008</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training on Value-Added</i>	<i>April– June 2008</i>

NOT

I am getting my master's degree

INSTEAD

I am taking graduate coursework in collaborative learning to implement in my classroom and to work toward my master's degree.

NOT

Going to Value-Added Workshop

INSTEAD

I will acquire new ways of approaching and using data through Value-Added training and follow-up.

Appendix 5 (1 of 6)

■ IPDP Rubric

Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

To meet the specific needs of students, professional development must focus on the strategic plan of the district or the priorities of the individual school. Therefore, an educator's Individual Professional Development Plan (IPDP) must align with stated priorities and approved building or district goals.

Standard 1 Essential Question: Is PD purposefully structured to occur over time?

- ☐ YES, use the scoring guidelines below.
☐ NO, the plan needs revision for Standard 1.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 1
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<input type="radio"/> Clearly focuses on and aligns with school and district priorities	<input type="radio"/> Relates to some of the school and/or district priorities	<input type="radio"/> Makes no connection to school or district priorities	
<input type="radio"/> Includes a continuous process of planning, implementation, reflection and evaluation	<input type="radio"/> Includes several connected events	<input type="radio"/> Includes no related events	
<input type="radio"/> Includes varied activities and multiple resources	<input type="radio"/> Includes more than one type of activity	<input type="radio"/> Includes only one type of activity	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

IPDP Rubric

Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.

To meet the specific needs of students, professional development must be based on an analysis of multiple sources of data. An educator's IPDP must reflect an examination of student or other relevant educational data, as well as an assessment of the educator's own skills and knowledge against Ohio's Standards for Educators.

Standard 2 Essential Question: Is the focus of the IPDP based on an examination of multiple sources of data?

- ☐ YES, use the scoring guidelines below.
☐ NO, the plan needs revision for Standard 2.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 2
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<ul style="list-style-type: none"> Analyzes multiple sources of student data (e.g., demographic, student work, classroom performance, internal/external formative and summative assessment results) to focus PD content 	<ul style="list-style-type: none"> Examines limited data to make PD decisions 	<ul style="list-style-type: none"> Rarely refers to collection and/or use of data for PD decisions 	
<ul style="list-style-type: none"> Shows evidence of the use of data to analyze his/her practice 	<ul style="list-style-type: none"> Shows limited use of data to analyze his/her practice 	<ul style="list-style-type: none"> Shows no analysis of practice 	
<ul style="list-style-type: none"> Uses current research to inform PD content and process 	<ul style="list-style-type: none"> Examines some research to select PD content and process 	<ul style="list-style-type: none"> Shows no evidence of research to select PD content and process 	
<ul style="list-style-type: none"> Builds upon prior PD experiences to plan future PD 	<ul style="list-style-type: none"> Makes some reference to prior PD for future PD choices 	<ul style="list-style-type: none"> Never references prior PD in making PD decisions 	
			Total = _____ of 8 7-8 Exemplary 3-6 Adequate 0-2 Needs revision

IPDP Rubric

Standard 3: High Quality Professional Development (HQPD) is collaborative.

High quality professional development encourages the collaboration of educators. An IPDP should delineate opportunities for collaboration and communication with other educators and administrators.

Standard 3 Essential Question: Does the IPDP provide opportunities for the individual to work with other educators?

- ☐ YES, use the scoring guidelines below.
☐ NO, your plan needs revision for Standard 3.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 3
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<input type="radio"/> Includes ongoing opportunities for collaboration	<input type="radio"/> Provides some opportunities for collaboration	<input type="radio"/> Rarely provides opportunities for collaboration	
<input type="radio"/> Includes regular participation in a learning community for a specified educational outcome	<input type="radio"/> Includes occasional participation in learning team	<input type="radio"/> Allows few if any opportunities for participation in learning teams	
<input type="radio"/> Includes ongoing use of communication strategies to broaden collaboration, including technology	<input type="radio"/> Includes occasional use of communication strategies to broaden collaboration, including technology	<input type="radio"/> Fails to use communication strategies to broaden collaboration	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs revision

IPDP Rubric

Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

High quality professional development must accommodate the individual educator's level of knowledge and skill. Learning experiences should vary in intensity and duration and promote opportunities for self-directed, life-long learning. The sequence of learning experiences in the IPDP should enable the educator to systematically learn and implement new skills and knowledge.

Standard 4 Essential Question: Does the IPDP meet the needs and experiences of an adult learner?

☐ YES, use the scoring guidelines below.

☐ NO, your plan needs revision for Standard 4.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 4
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<input type="radio"/> Includes a variety of learning experiences	<input type="radio"/> Attempts to vary learning experiences	<input type="radio"/> Fails to vary learning experiences or includes only single-day events	
<input type="radio"/> Reflects a structured set of experiences, logically sequenced, and matched with goals and needs	<input type="radio"/> Attempts to organize or match experiences with goals and needs	<input type="radio"/> Fails to organize or match experiences with goals and needs	
<input type="radio"/> Clearly addresses the educator's professional knowledge, strengths and weaknesses	<input type="radio"/> Shows an attempt to address the educator's professional knowledge, strengths and weaknesses	<input type="radio"/> Provides no evidence of consideration for the educator's professional knowledge, strength and weaknesses	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

IPDP Rubric

Standard 5: High Quality Professional Development (HQPD) is evaluated by its short and long-term impact on professional practice and achievement of all students.

Evaluation data inform continuous improvement by identifying the effects of professional development in terms of intended outcomes. An educator's IPDP must include reflections and a planned evaluation.

Standard 5 Essential Question: Is a combination of evaluative measures planned to assess the effectiveness of PD over time?

☐
☐

YES, use the scoring guidelines below.

NO, your plan needs revision for Standard 5.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 5
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<ul style="list-style-type: none"> Documents evidence of new skills applied to practice 	<ul style="list-style-type: none"> Includes some evidence of changes in practice 	<ul style="list-style-type: none"> Fails to include evidence of change in practice 	
<ul style="list-style-type: none"> Uses both formative and summative data to assess effectiveness of PD 	<ul style="list-style-type: none"> Uses some data to assess effectiveness of PD 	<ul style="list-style-type: none"> Uses no data to assess effectiveness of PD 	
<ul style="list-style-type: none"> Measures initial satisfaction with and eventual impact of PD on student achievement through personal reflection, examination of PD implementation and evidence of the use of new knowledge and skills 	<ul style="list-style-type: none"> Measures initial satisfaction with and eventual impact of PD on student achievement through personal reflection, examination of PD implementation or evidence of the use of new knowledge and skills 	<ul style="list-style-type: none"> Fails to address initial satisfaction with OR impact on student achievement 	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

IPDP Rubric

Standard 6: High Quality Professional Development (HQPDP) results in the acquisition, enhancement or refinement of skills and knowledge.

The focus of all high quality professional development is on increased student learning. To ensure that students achieve at high levels, educators must have deep content knowledge and master varied instructional strategies. An educator's IPDP must provide the content needed to enhance or refine the educator's skills and knowledge.

Standard 6 Essential Question: Does the IPDP advance the educator's content knowledge and repertoire of instructional strategies?

☐

YES, use the scoring guidelines below.

☐

NO, your plan needs revision for Standard 6.

Rate each item across the rows, selecting the ONE which best represents the IPDP being evaluated.

Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 6
The educator's IPDP:	The educator's IPDP:	The educator's IPDP:	
<ul style="list-style-type: none"> Aligns to local, state and/or national standards and/or school and district curriculum priorities 	<ul style="list-style-type: none"> Connects to local, state and/or national standards and/or school and district curriculum priorities 	<ul style="list-style-type: none"> Makes little connection to local, state and/or national standards and/or school and district curriculum priorities 	
<ul style="list-style-type: none"> Includes evidence of the use of content-specific, relevant and current best practices to advance educator learning 	<ul style="list-style-type: none"> References the use of relevant and current best practices 	<ul style="list-style-type: none"> Provides no evidence of relevant or current best practices 	
<ul style="list-style-type: none"> Advances educator's ability to use relevant instructional practices to meet the varied needs of diverse learners 	<ul style="list-style-type: none"> Mentions the need to use relevant instructional practices to meet the varied needs of diverse learners 	<ul style="list-style-type: none"> Fails to address the varied needs of diverse learners 	
<ul style="list-style-type: none"> Promotes understanding and use of varied assessments 	<ul style="list-style-type: none"> References use of varied assessments 	<ul style="list-style-type: none"> Fails to reference varied assessments 	
<ul style="list-style-type: none"> Reflects an application of new knowledge and skills to engage students, families and communities in the learning process 	<ul style="list-style-type: none"> Includes a limited awareness of the engagement of students, families and communities in the learning process 	<ul style="list-style-type: none"> Fails to address engagement of students, families or communities in the learning process 	
			Total = _____ of 10 8-10 Exemplary 4-7 Adequate 0-3 Needs revision

Appendix 6

Educator Request for HPDC Approval of CEUs For Workshop Attendance (Outside District)

Educator's Name: _____

Home Phone: _____ School Phone: _____

School: _____ Assignment: _____

Signature: _____

If you are seeking HPDC approval for CEU credit for a workshop, complete the form below and send it to HPDC in care of the District office.

Workshop Title: _____

Presenter: _____

Identify Provider (University, organization, etc.) _____

Identify the Workshop date(s): _____

Please remember that this workshop and hours may be used toward renewal of a license if the workshop is completed during the active dates of the credential to be renewed.

Identify a phone number contact for facilitator, registrar, etc. _____

Identify the number of clock hours of workshop instruction: _____

Time for breaks, meals, etc. are not included in the contact hours.

Required: Attach the workshop program or synopsis indicating the workshop date(s), daily agenda with times and a description of workshop content and activities.

You are reminded that CEU credits approved locally by your HPDC must address district, building, student and educator development needs.

_____ Preapproved _____ Approved After _____ Not Approved

HPDC Chairperson: _____ Date: _____

**OFFICIAL VERIFICATION OF COMPLETION OF THE ACTIVITY
MUST ACCOMPANY CERTIFICATE RENEWAL APPLICATION**

Appendix 7

Administrator's Request for CEU Approval for Local Activities

Submit this form to HPDC for approval of a session as professional development for assignment of CEUs. Individual educators may use these hours for license renewal depending on the match with their IPDP.

Session Title/Topic: _____

Objectives of Program(s): _____

Date: _____ Location: _____

Beginning/Ending Time: _____

Speaker/Presenter: _____

Affiliation (if applicable): _____

Administrator: _____

Signature

Date of this Application: _____

Number of Hours (Do not count Breaks): _____ Number of CEUs _____

_____ Multiple Sessions – time earned may vary

_____ Pre Approved _____ Approved After _____ Not approved

HPDC Chairperson _____ Date _____

Appendix 8

Presenter Verification of Approved Local Activity

Please attach an attendance list (with signatures or initials) to this form. Return to HPDC as soon as possible.

Attendance List (To verify eligibility for CEU's)

Activity: _____

Location: _____

Date: _____

Hours: _____ **CEUs:** _____

Presenter: _____

Administrator's Signature: _____

Appendix 9

Activity Log

Name _____

Building _____

Date	Activity	Rubric Standard Appx. 5	Group Activity Appx.12	Contact/ Credit Hours

Total hours _____

Appendix 10

Activity Preapproval Form
Required for all Group 4 Activities
(Complete a new form for each activity.)

Name _____ Building _____

Type of Activity (see Group Activity Guideline Column 2)

Projected clock hours _____ Projected CEUs _____

Educator's Signature _____ Date _____

Describe the impact this activity will have on your professional development and how it will help to meet your professional development goals.

_____ Preapproved
Documentation of completion will be required at time of license application.

_____ Not approved-see explanation

HPDC Signature _____ Date _____

Appendix 11

Hillsboro Professional Development Committee
Activity Verification Form
Required for Group 3 and 4 Activities
(Complete a new form for each activity)

Name _____ Building _____

Check One: Group 3 _____ Group 4 _____

Type of Activity (see Group Activity Guidelines Column) _____

Educator's Signature _____ Date _____

<u>Date</u>	<u>Hours</u>	<u>Description of Activity</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Hours _____

Total CEUs _____

Administrators' Signature to verify completion of Group 3 and 4 activities

Signature

date

For Group 4 activities attach a personal reflection concerning the impact this activity did have on your professional development and how it will help to meet your professional development goals.

Appendix 12 (1 of 3)

HILLSBORO PROFESIONAL DEVELOPMENT COMMITTEE CEU GROUP ACTIVITY GUIDELINES

Group Type	Activity Type	Max. CEUs Permitted	Description	Sample Activities	Preapproval of Activities	Documentation Required
1	Local Requirements	10 CEUs	Activities that receive approval for district in-service requirements	Any activities that are used to meet your local district in-service requirements (opening day, waiver days, etc.)	Not required	Certificate of Attendance
2	College Courses/ Workshops	No Limit	College coursework or workshops where college credit or certificates of attendance are issued.	District wide, building level or other workshops, college courses	Recommended for workshops	Official transcripts or Certificate of Attendance
3	Committee Work	Varies (see next page)	Building, district, or other committee work or other education work that enhances professional collegiality	Mentoring Advisory Teams, School Improvement, Grant Writing, HPDC, OIP Building Leadership Team, Textbook Selection Committee	Not Required	Activity Verification Appendix 13
4	Independent Activities/ projects (Pre-approval required)	Varies (see next page)	Independent projects developed with the purpose of enhancing or increasing an individual's educational skills	Peer Observation, Research, Externships, Presentations, Teaching a College Course, National Board Certification, Educational Projects, Travel, Readings, Publication, Cooperating Teacher	Required Activity Pre-approval Form Appendix 10	Activity Verification Appendix 13

Notes: Maximum hours permitted does not apply to certificate renewal.

Group 4 activities need pre-approval

All activities must relate to your IPDP goals

Educators are encouraged to use a variety of activities to meet their requirements.

HILLSBORO PROFESSIONAL DEVELOPMENT COMMITTEE
SPECIFIC CEU ACTIVITIES GUIDELINES

Group	Activity	Limited	Verification	Criteria
1	Local Requirements	Limited to 10 CEU's	Certificate of Attendance	Must meet district in-service expectations
2	College Courses	No Limit	Official Transcript	Must be taken through an accredited college or other approved post-secondary educational institution.
2	Workshops	No Limit	Certificate of Attendance	HPDC approved provider Must relate to IPDP Goals
2	National Board of Professional Teaching Standards	13 CEU's for completion 6 CEU's for participation without completion	National Board Certificate, or Activity Verification Form for participation only	Must provide official documentation of participation.
2	Master Teacher	Limited to 2 CEU's or Certificate of Attendance from presenter/College Credit	Master Teacher Certificate	Must provide official documentation of participation.
2	Professional Vocational Board Certification	Limited to 6 CEU's	Certification of Completion	Time in coursework/clinics for certification and/or renewal
3	Mentoring/Entry Year Program	Limited to 6 CEU's	Activity Verification Appendix 13	Mentor of teacher or administrator in Entry Year Program. Entry year person also eligible.
3	Curriculum Development	No Limit	Activity Verification Appendix 13	Service on local, county, state or national formal committee.
3	Professional Development	No Limit	Activity Verification Appendix 13	Service on local, county, state or national formal committee.
3	Cooperating Teacher for a Student Teacher	Limited to 6 CEU's	Activity Verification Appendix 13	Formal college program documented by principal
3	Cooperating Teacher for a Practicum Teacher	Limited to 3 CEU's	Activity Verification Appendix 13	Formal college program

(3 of 3) HILLSBORO PROFESSIONAL DEVELOPMENT COMMITTEE SPECIFIC CEU ACTIVITIES GUIDELINES (Continued)				
4	Grant Writing	Limited to 6 CEU's	Activity Verification Appendix 10/13	Not dependant on award of grant. Planning and preparation only, not for management of grant.
4	Publication	6 CEU's for a book 3 CEU's for an article	Activity Verification Appendix 10/13 and a copy of publication	Must contribute to the educational profession and be commercially published.
4	Peer Review & Assistance	Limited to 1 CEU	Activity Verification Appendix 10/13	Both participants are eligible.
4	Peer Observation	Limited to 1 CEU's	Activity Verification Appendix 10/13	Not part of mentoring, Entry Year of Peer Review & Assistance Program
4	Teaching a College Course	Limited to 6 CEU's	Activity Verification Appendix 10/13	May be used no more than two times for the same course.
4	Professional Presentation	Limited to 1 CEU's	Activity Verification Form Appendix 10/13	Applies to the first presentation of a topic.
4	Educational Projects	No limit	Activity Verification Appendix 10/13	Must apply educational skills and knowledge toward the development of a project. Hours for planning and preparation only.
4	Self-Directed Educational Development	Limited to 3 CEU's	Activity Verification Appendix 10/13	Must include professional reading, research, and educational travel. Must enhance individual's work in the profession or contribute to educator's area of specialization.
4	Externship	Limited to 6 CEU's	Activity Verification Appendix 10/13	Must enhance individual's work in the profession or contribute to educator's specialization.

Note: Pre-approval is required for all Group 4 Activities

6 semester hours or 9 quarter hours or 18 CEU's (180 contact hours) or a combination are required for transition to licensure and for licensure renewal.

Appendix 13

Hillsboro Professional Development Committee
Activity Verification Form
Required for Group 3 and 4 Activities
(Complete a new form for each activity)

Name _____ Building _____

Check One: Group 3 _____ Group 4 _____ (see below)

Type of Activity (See Appendix 12) _____

Educator's Signature _____ Date _____

<u>Date</u>	<u>Hours</u>	<u>Description of Activity</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Hours _____

Total CEU's _____

Administrator's Signature to verify completion for Group 3 and 4 activities.

Signature Date

For Group 4 activities attached a personal reflection concerning the impact this activity did have on your professional development and how it will help to meet your professional development goals.