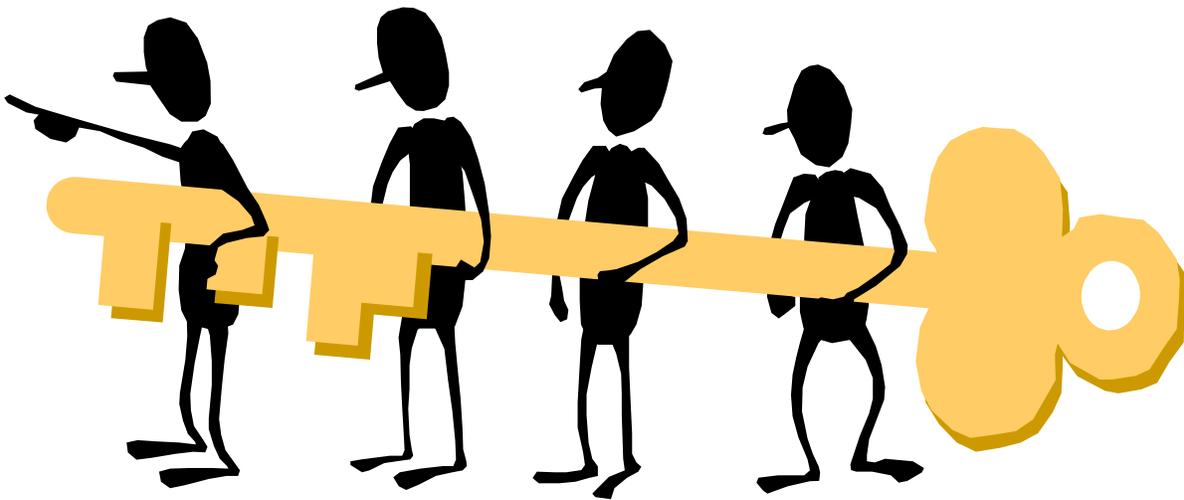


CLOVERLEAF LOCAL SCHOOLS'

**Local Professional Development  
Standards & Guidelines  
for  
Renewal of Teacher's  
Certificates/Licenses  
2009-2010 School Year**



*The Cloverleaf Local LPDC meets the third Tuesday of the Month in the high school library at 4:00. All are welcome. Come to submit papers or ask questions.*

Entire Handbook has been revised, June, 2009



Dear Cloverleaf Staff Member,

Your Cloverleaf Local Professional Development Committee is pleased to present you with this handbook to assist you in renewing your certificates, transferring to or applying for licenses, and organizing your CEU-related activities. This booklet contains information to renew, upgrade, or convert to license. **Please read it carefully; most of your questions will be answered in this book.**

In your packet you will find color-coded forms to be used as you renew your certificate/license. Refer to the table of contents for specific location of this information.

New staff members should use their Personal Status forms to keep track of their own timelines, certificate expiration dates, etc. This form is your personal file & does not need to be handed in. **Note: Teachers are fully responsible for keeping all their records and information for renewing licenses. You are also responsible for keeping track of license expiration dates. The Board of Education has the right to withhold salaries of teachers who are not properly licensed.**

Staff members who are transitioning to a license or renewing a 5-year license need to fill out and submit their Individual Professional Development Plan (IPDP) to the LPDC as soon as they receive their latest certificate. **The LPDC cannot accept any coursework/CEU's toward licensure until an approved Individual Professional Development Plan is on file with the LPDC.**

**Staff renewing a license must have both a BCI and FBI background check .** These are available at the ESC for \$30.00 each. Call Tori Griffith at (330) 721-2239 for information.

The optional forms in the packets are for obtaining prior approval for college or CEU credit. These should be used if there is any doubt about whether credit or CEU's will be accepted toward renewal of a particular certificate or license.

Please be aware of diverse criteria if you hold multiple certificates/licenses.

Thank you,

Cloverleaf LPDC

**NOTIFICATION OF PUBLIC RECORD – An LPDC is a public body that must operate under the sunshine laws. Therefore, all documents that are part of the LPDC process are public documents. Educators should be aware of this and be sure that IPDP's are written professionally.**

## SCHOOL DISTRICT GOALS AND OBJECTIVES

The following are basic goals that may assist you in writing your individual Professional Development Plan (IPDP). The most effective goals are those aligned with the district vision and mission statement. Our Mission Statement is as follows:

*The mission of the Cloverleaf Local Schools, a unified community committed to an interactive approach to life-long learning, guarantees all students an excellent education that prepares them for life's challenges, by providing innovative instruction filled with engaging, experience-based opportunities, delivered by highly qualified educators in a safe, stimulating, and respectful environment.*

### Goals:

1. Align instruction, curriculum and assessments to Ohio's Academic Content Standards. The Board of Education will promote alignment to the standards in an effort to increase student achievement.
2. Learn tenets of effective co-teaching. The Board recognizes the advantage of having both the content specialist (regular classroom teacher) and the learning specialist (special education teacher) teaching students with special needs.
3. Practice tenets of Assessment for Learning. The Board promotes a philosophy of teaching in which grades motivate students, don't devastate them. Practices espoused by Reeves, Chappuis, Stiggins et al can be studied and emulated.
4. Develop Mastery of Basic Skills. The Cloverleaf Local Board of Education will promote the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Every effort will be made to offer each student the opportunity to master the basic skills needed to pursue his/her chosen goals.
5. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities, and Fine Arts. The Board will provide, on a continuing basis, opportunity and encouragement for each student to gain knowledge and experience in the sciences, humanities and arts.
6. Develop a Positive Self-image. The Board will respond to each student's need to develop a positive self-image and will cultivate within students the ability to determine, understand and examine their own capabilities, interest and goals.
7. Develop Skills of Constructive and Critical Thinking. The Board will foster skills of constructive and critical thinking, in order to enable each student to deal effectively with situations and problems in an independent, self-fulfilling and responsible manner.
8. Develop Skills Appropriate to a Technological Society. The Board will provide each child with information necessary to function in a rapidly changing work place.
9. Develop Respect for Others and the Law. The Board will promote the development of students who are mature, responsible citizens with respect for the rights of others and the law.
10. Gain Lifelong Learning Skills. The Board will promote an eagerness for learning which will encourage each student to take advantage of educational opportunities beyond formal schooling.
11. Gain Understanding of Value Systems, Cultures, and Heritage. The Board will provide for each student a knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.
12. Gain Understanding of Economic Roles in Society. The Board will help each student gain a critical understanding of his/her role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.
13. Gain Knowledge and Understanding of the Environment. The Board will develop within students respect for an appreciation of the maintenance, protection and improvement of the physical environment.

14. Develop Positive Health Habits and Physical Skills. the Board will help each student develop good habits concerning care of the body, avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills will be promoted.
15. Develop Within the Community a Sense of Pride in their Schools. The Board will provide communication with the community, highlighting the strengths of the education program and inviting the community to participate in school functions.
16. Continual Evaluation and Revision of Curriculum. The Board will provide through constant evaluation, curriculum that is pertinent to student needs and reflects the needs of the community at the present time and for the future.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

LEGAL REF: OAC3301-35-02(A)

CROSS REFS.: ADA, Educational Philosophy  
IA, Instructional Goals  
IAA, Instructional Objectives

## ***Characteristics of Meaningful Professional Development Activities***

*A reference*

The assertion that quality professional development is job-embedded does not mean that all traditional approaches must be eliminated. Workshops and conferences can be highly relevant to educators' learning needs, can include tasks that engage educators in meaningful work, and can serve as the impetus for significant improvements in practice. However, since an educator who engages in quality professional development is learning continuously, a significant amount of professional development is learning continuously, a significant amount of professional development must occur on the job.

***The most challenging aspect of meeting the learning goals of an IPDP through job-embedded professional development activities is distinguishing between the work of teaching – activities that are expected of all teachers – and the work of educator learning.*** A starting point for making the distinction is examining:

### **The Literature says:**

*Job-embedded learning meets the needs of adult learners. According to Wood, Killan, McQuarrie, and Thompson (1993), adult learners need “concrete, direct experience where they practice what they are learning.” They like to have control over their learning and are motivated by opportunities for “personal recognition, achievement, and increased responsibility.”*

- ❖ *An activity's intention.* The work of learning requires making a commitment to study in a particular area related to teaching practice and setting goals for learning and for applying new knowledge in specific ways.
- ❖ *The activity's relationship to improved student learning.* Job-embedded professional development significantly enhances the everyday practices involved in educating students. “Job embedded” does not mean assigning CEU's to “random acts of learning” that occur in the course of the day or to extra duties that are assigned, such as cafeteria duty or coaching volleyball. Rather, job-embedded professional development uses an educator's work in the classroom and with colleagues as a context for inquiry, reflection, problem-solving and other structural learning activities.
- ❖ *How reflection and feedback will shape learning.* Most job-embedded professional development includes observing and reflecting on the impacts of the learning that has occurred. It also may involve feedback from experts, peers, and students. When expected results do not occur, educators analyze problems, correct and refine their work, and set additional learning goals.
- ❖ *How the educator will document learning.* Most job-embedded professional development results in a written or visual record that provides evidence of effort and captures the results of learning. Educators may exhibit their learning by producing a product, such as a curriculum or journal article, or creating a portfolio of lessons, reflective writing, and student work. They may also document learning by presenting at a workshop, demonstrating new practices to others, or gathering observations from peers and coaches.

### Criteria for Educators

Quality professional development is consistently evident when:

- ✓ Educators design and customize professional development activities to answer questions and solve problems in their practice
- ✓ Educators often choose training that involves follow-up coaching in their own classrooms.
- ✓ Educators engage in ongoing, multi-faceted professional development projects that are integrated with their teaching and that grow and evolve over time.

From *Quality Professional Development: A rubric for Ohio LPDC's*

### Reflection Questions for Quality IPDP's

These questions will help you reflect on how you can begin to employ job-embedded professional development.

- What can I do during the school day to build upon what I will learn through courses or workshops?
- What topics could I read about to help me improve my practice? What can I do to demonstrate that my reading has shaped my practice/
- What kind of learning activities would I like to engage in if it were possible? Why is it not possible? What can be done to overcome the obstacles?

### Reflection Questions to Help Design and Evaluate a Professional Development Activity

- How long will the activity take to complete? How much time will the activity take per week? How does the time need to be blocked out? How can I make the time?
- What materials and equipment do I need? How can I gain access to or obtain the necessary resources?
- Who can I call upon for feedback?
- How can I link the learning activity to the work of colleagues?
- How might I make the learning activity more manageable? How might I expand it?
- What evidence of my learning will I produce? What can I produce that will be of value to others?

### IPDP Activity: Envisioning a Portfolio

A professional development portfolio is an excellent way to enhance your professional learning and document your job-embedded learning activities. Reflect on how one or more of the following job-embedded learning strategies could be used to meet one of your learning goals and how the strategy could be represented in a portfolio.

- |                       |                             |
|-----------------------|-----------------------------|
| Keeping a journal     | Designing assessments       |
| Conducting research   | Coaching or being coached   |
| Leading a study group | Exploring a complex problem |

#### For Example

*Learning goal:* (For a building principal) Deepen my understanding of the principal's role in staff development; I will design strategies to improve staff development in my building.

*Job-embedded activity:* I will research leadership and staff development literature and form a study group with other principals. I will ask colleagues to observe and critique my leadership style. My portfolio will contain an improvement plan for staff development; journal entries on my reactions to readings and leadership experiences; transcripts of interviews with others on my performance as a leader; and a video of group discussions on our past activities.

## *Unusual Circumstances*

*(When the LPDC is **not** involved in renewals)*

- If you have a **two-year provisional license**, you do not go through the LPDC to advance to a five-year license. **You must have passed your Praxis III examination**, have been employed under your licensed area for two years, and have proof of having successfully completed an Entry Year mentoring program. When you meet these requirements, you will request a peach-colored application form from the Medina County Board of Education, fill it out and send it, along with the required check back to the ESC.
  
- If, for some reason **(such as failing to pass Praxis III or not working both years during your provisional license)** you are unable to advance to the five-year license, you may **renew a two-year provisional**. Again, you do not go through the LPDC to do so. You will need three semester hours of college credit and need to apply through the Medina County Educational Service Center.
  
- **Rules for Supplemental Licenses**, (previously called temporary licenses)- April, 2006:
  - Allows educators holding a currently valid Ohio standard teaching certificate or license to teach in a supplemental area while they are in the process of obtaining standard licensure for that area.
  - Valid for one year, renewable 2 times with 6 semester hours and test for first renewal
  - Supplemental licenses are not handled by the LPDC. Contact the Medina County Educational Service Center (Tori Griffith, [330] 721-2239).
  
- **Substitute Teaching Licenses:**
  - A short-term substitute teaching license may be issued to the holder of a baccalaureate degree. An individual holding a short-term license may teach in a given classroom for no more than five days; for periods longer than five days, an individual with a long-term substitute license must be employed.
  - Long-term licenses have specific coursework requirements depending on their area. Contact the Medina Co. ESC for information
  - A five-year substitute teaching license may be renewed on the recommendation of the superintendent of the employing district. The LPDC does not handle substitute licenses.
  
- **Educators who are licensed by other professional boards**
  - **Physical therapists, school social workers, audiologists, speech-language pathologists, school nurses, and occupational therapists** are required to maintain licensure through the professional boards in their areas. In order to renew Dept. of Education licenses, these educators must maintain their other board license. By doing so they meet all Dept. of Ed. 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 Dept. of Ed.

# Cloverleaf Local Professional Development Committee

## License Renewal Checklist/ Information Sheet

If you are renewing your license or transferring to licensure, use this checklist to be sure you have everything you need. You might want to hand this in with your renewal materials to the LPDC:

Your name \_\_\_\_\_ Date \_\_\_\_\_

Is this      Transfer to license      License renewal

-----

1. What area(s) are listed on your current license/cert. \_\_\_\_\_
2. What is the **issue date** of the certificate or license to be renewed? \_\_\_\_\_
3. What is the date that your IPDP was submitted to the LPDC? \_\_\_\_\_
4. Of the two dates above, which is later? \_\_\_\_\_ *This is the date you must use to answer questions 5 and 6.*
5. How many **semester** hours have you taken since the date in question #4? \_\_\_\_\_ Hours
6. How many **quarter** hours have you taken since the date in question #4? \_\_\_\_\_ Hours
7. Have you attached your official transcript, with appropriate hours highlighted?  
 yes                       no
8. How many CEU's for equivalent activities are you submitting? \_\_\_\_\_ CEU's
  - Have the CEU's been approved by the LPDC?                       yes  no
  - Have the activities taken place since the date in Question 4?                       yes  no
9. Do your classes and/or activities fit the goals on your IPDP?                       yes  no
10. Have you included a filled-out application for your new license/cert?                       yes  no
11. Did you get your BCI/FBI check?                       yes  no
12. Have you included a copy of your present license/certificate?                       yes  no

**Note:** *Do not attach a check with these materials.* The LPDC will sign your application and send the material back to you. At that time, send the application, check or money order, copy of your present license, transcripts and CEU verification to the Medina County ESC. They will add the Superintendent's signature and send your materials to Columbus.

\_\_\_\_\_  
Teacher signature

<b>For LPDC Committee only</b>
Date Information was received: _____

## Options for Alignment of Educator Licenses

Ohio educators who have multiple license types now have flexibility regarding the alignment of license validity periods.

Since the implementation of licensure, a “one-license approach” has been utilized and multiple license types have been combined on one professional license spanning the same time period.

### Options for existing multiple-license holders

Now, educators will be able to maintain separate license types, if that suits their professional goals and objectives, each with its own July 1 effective date and June 30 ending date. As a certificate expires and is ready to be transitioned to a license, it *may either be issued as a separate five-year professional license* with an effective date reflective of the current year, or it *may be added to a currently existing five-year professional license* the educator holds, and backdated to take on the validity period of that existing license.

**The Office of Educator Licensure has created a chart to illustrate how an educator can dramatically reduce his or her costs for license renewal and mandatory fingerprints by aligning all licenses onto one as each expires. Click [here](#) to view/download the PDF illustrating the cost savings.**

### New licenses issued separately

When an educator meets requirements for provisional or professional licensure in an additional area through completion of an approved licensure program or pathway, or qualifies to advance from a provisional to a professional license, the *new license will be issued as a separate license* with a current effective year and *will not be backdated to join an existing license*.

### License renewal

The requirements for license renewal remain unchanged, regardless of whether licenses are issued separately or together. Educators who are employed in the schools of Ohio will continue to work through their Local Professional Development Committees, have an individual professional development plan (IPDP) in place prior to completion of professional development work, and the work will need to have been completed since the issuance of the certificate or license to be renewed/transitioned.

Whether licenses are issued together or separately, educators should continue to work with their LPDCs to ensure that IPDPs are properly maintained.

### Contact Information

Office of Educator Licensure

[Educator.Licensure@ode.state.oh.us](mailto:Educator.Licensure@ode.state.oh.us)

(614) 466-3593

Ohio Educator Licensure Fee Schedule  
Effective March 1, 2008

<b>Product / service type</b>	<b>Cost</b>
One-year educational aide permit, adult education permit, student monitor permit and substitute license	\$25
Alternative principal license	\$40
One-year temporary, out-of-state educator, supplemental, interim license, or conditional permit	\$40
Three-year pupil activity supervisor permit	\$45
Alternative educator license	\$80
Alternative administrative specialist or alternative superintendent license	\$80
Two-year provisional teaching, pupil services, or administrator license	\$80
Four-year educational aide or adult education permit	\$100
Three-year visiting international teacher license	\$120
Five-year substitute license	\$125
Five-year associate or professional teaching, pupil services, or administrator license*	\$200*
Five-year school business manager or school treasurer license	\$200
Permanent non-tax certificate	\$200
Addition of teaching area	\$20
Reprint (duplicate copy of credential)	\$20
Multiple license discount for professional and provisional licenses with the same effective year excluding school treasurer license	\$20
Nonrefundable processing fee for application requests that do not meet approval requirements	\$25
Evaluation request for alternative license	\$25
Evaluation request for supplemental license	\$25
Evaluation service for out-of-state application	\$50
<b>*First five-year professional teaching license when advancing from the two-year provisional to the five-year professional teaching license following successful completion of the Entry Year program</b>	

Name: \_\_\_\_\_  
Last First

Date \_\_\_\_\_

Original  
Revision

## Individual Professional Development Plan

For transference to license or to renew license only

Note: *This must be handed in as soon as you receive your last certificate renewal and before any work is taken toward transference to licensure or license renewal.*

List **each** Certificate or License #, *the area of each* next to its number, then the expiration date:

<u>Certificate/License Number</u>	<u>Area(s) listed on this certificate/ license (ex. Math 7-12)</u>	<u>Issue Date</u>	<u>Expiration Date</u>
-----------------------------------	--	-------------------	------------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Building: \_\_\_\_\_ Current Assignment: \_\_\_\_\_

Date Submitted: \_\_\_\_\_  New License  License Renewal

List at least **three individual professional goals** related to your teaching assignment that you plan to address during this 5-year renewal cycle. Each goal should be content-specific or related to pedagogy. (Obtaining a Master's Degree would not qualify as one of your professional goals) This plan is for a block of time, not for a license.

\*attach additional sheets if needed.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Now. For each goal, indicate *how* it will be attained (i.e., college coursework, equivalent activities, etc.) Do not list specific classes you intend to take, but a general statement about your intention to address this goal with college coursework is sufficient. District inservices and waiver days are legitimate ways to address goals related to pedagogy.

I will address goal #1 by \_\_\_\_\_  
\_\_\_\_\_

I will address goal #2 by \_\_\_\_\_  
\_\_\_\_\_

I will address goal #3 by \_\_\_\_\_  
\_\_\_\_\_

(Continued on Back)

How will you know you have achieved your goals? What outcomes do you anticipate (be specific)

For Students: \_\_\_\_\_

For Your School: \_\_\_\_\_

For the District: \_\_\_\_\_

For Yourself: \_\_\_\_\_

**Are you Highly Qualified? Please check the boxes to indicate how**

(the first two boxes should be checked, along with *one* of the other four)

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1. I have at least a bachelor’s degree       | <input type="checkbox"/> | 4. I passed Ohio’s State licensing exam (NTE or Praxis II)  | <input type="checkbox"/> |
| 2. I have full state licensure/certification | <input type="checkbox"/> | and received initial cert./lic. in Ohio in 1991 or later    |                          |
| in my teaching area                          |                          | 5. I have an academic major or the equivalent in my content | <input type="checkbox"/> |
| 3. I qualify with the H.Q. Rubric            | <input type="checkbox"/> | area (30 semester hours or 45 quarter hours)                |                          |
|  |                          | 6. I have a Master’s Degree in my content area              | <input type="checkbox"/> |

**IPDP Planning Guide for becoming Highly Qualified**

If you failed to achieve “Highly Qualified” status on the ODE worksheet and rubric, outline below how you will acquire 45 clock hours related to your teaching content area and 45 clock hours related to pedagogy.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What further information, if any, does the LPDC need to understand your plan?

\_\_\_\_\_  
\_\_\_\_\_

**Submit original to LPDC. Applicant should make a copy for personal records.**

It is important to remember that the applicant is responsible for keeping track of expiration dates and all records needed for renewal of certificate or license.

\_\_\_\_\_  
Teacher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
LPDC Signature indicating approval of plan

\_\_\_\_\_  
Date

**Comments** (If plan is not approved, LPDC will indicate reasons below):

Name: \_\_\_\_\_  
Last First

Building: \_\_\_\_\_

**Individual Professional Development Plan**  
**Approval Form**

**LPDC Review Checklist**  
(to be completed by the LPDC)

- 
- |    |   |  |                                       |
|----|---|--|---------------------------------------|
| 1. | Professional Development Plan is consistent with district, school and personal goals. | <b>YES</b><br><input type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |
| 2. | Personal Educational Goals are clear and related to teaching assignment               | <input type="checkbox"/>               | <input type="checkbox"/>              |
- 
- |    |   |  |                                       |
|----|---|--|---------------------------------------|
| 3. | Plan emphasizes increased student learning and achievement. | <b>YES</b><br><input type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |
|----|---|--|---------------------------------------|
- 
- |    |   |  |                                       |
|----|---|--|---------------------------------------|
| 4. | Activities which exhibit intellectual quality (workshops, courses, job-embedded activities, etc.) are connected and consistent with the identified goals. | <b>YES</b><br><input type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |
|----|---|--|---------------------------------------|
- 
- |    |   |  |                                       |
|----|---|--|---------------------------------------|
| 5. | Plan fosters continuous professional growth and development.<br>(but is related to improving teaching , not attaining a degree) | <b>YES</b><br><input type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |
|----|---|--|---------------------------------------|
- 
- |    |   |  |                                       |
|----|---|--|---------------------------------------|
| 6. | All pertinent sections of the IPDP contract are complete. | <b>YES</b><br><input type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |
|----|---|--|---------------------------------------|

Comments: ***Keep this Review Checklist and copy of the IPDP for your personal files. These, along with***

- ***Official transcripts for coursework and***
- ***FBI/ BCI background checks***
- ***Documented records of activities (see the Activity Log), and/or***
- ***Certificates of attendance at workshops, plus***
- ***Your application for licensure (from the County Board of Education) should all be handed in to the LPDC when it is time to renew your license.***

***NOTE: As soon as you renew a license or certificate, you need to submit a new Individual Professional Development Plan to the LPDC. We cannot accept any coursework or activities unless an IPDP is on file.***

LPDC Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Individual Professional Development Plan (IPDP)** **REVISION**

*The Revision form is used to add to or change a part of your already approved Individual Professional Development Plan. Once approved, it will be filed with your original IPDP. Use this form if your job changes, or one or more of your goals change.*

Name: \_\_\_\_\_

Building: \_\_\_\_\_

1. What part(s) of your approved IPDP do you wish to revise? (briefly explain and include any requested changes):

2. Reason(s) for Revision:

3. Effect of Revision on IPDP Goals, Anticipated Outcomes, and Evaluation Processes/Measures:

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**For LPDC only:**

- Approved
- Not approved (If not approved, give reason) \_\_\_\_\_
- \_\_\_\_\_

LPDC signature \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_

\*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

**Pre-Approval**  
**University/College Coursework Proposal**

(NOTE: You must submit a separate coursework proposal page for each proposed course.)

Building \_\_\_\_\_ Date: \_\_\_\_\_

Credit from this course will be used to renew your certificate/license in what area(s): \_\_\_\_\_

Title of course for which you are seeking approval: \_\_\_\_\_

University/College: \_\_\_\_\_ Accredited Graduate Level Course  Y  N  
**To check whether a school is accredited, you may call the Ohio Board of Regents (614) 466-6000**

Number of Credit Hours: \_\_\_\_\_ Semester \_\_\_\_\_ Quarter \_\_\_\_\_

**Provide a brief description of the course.**

**Rationale.** Explain how this course helps fulfill the goals in your IPDP (if applicable).

**Outcomes.** Describe the anticipated outcomes to yourself, students, building, and/or district as a result of successful completion of this course.

**Time line.** Provide a completion date for this course.

**Additional Comments/Other.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

LPDC Signature _____	Date: ___/___/___
Approved _____	Not Approved ___(Contact LPDC)

Name: \_\_\_\_\_

\*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

## Pre-Approval CEU Proposal

(NOTE: You must submit a separate coursework proposal page for each proposed course.)

Building \_\_\_\_\_ Date: \_\_\_\_\_

These CEU's will be used to renew your certificate/license in what area(s): \_\_\_\_\_

\_\_\_\_\_

Course Title: \_\_\_\_\_

University/College: \_\_\_\_\_ Graduate Level Course  Y  N

Number of CEU's (1 for ten contact hours): \_\_\_\_\_

Workshop: If you are seeking LPDC approval for CEU credit, complete this section:

- a) Identify Provider: \_\_\_\_\_  
*\*Name of the university, organization, etc.*
- b) Identify Presenter or Director: \_\_\_\_\_
- c) Identify a phone number contact for Presenter/Director: (    ) \_\_\_\_\_ - \_\_\_\_\_
- d) Identify the workshop date(s): \_\_\_\_\_  
*\*Remember that this workshop and hours can be used toward renewal of a certificate or license if the workshop is completed during the active dates of the credential to be renewed.*
- e) You will need to identify the number of clock hours or a bring certificate with contact hours of workshop instruction. (Record contact hours on Cloverleaf's Professional Activities log).
- f) Attach the workshop program or synopsis indicating the workshop date(s), daily agenda with times, and a description of workshop content and activities.
- g) You are reminded that CEU credits, whether from the Ohio Department of Education (issued only until July 1, 1998) or approved locally, must assist you in accomplishing the goals of your Individual Professional Development Plan, and that this plan must address student, district, and educator development needs.
- h) Rationale. Explain how this CEU activity relates to your IDPD.

NOTE: 1 contact hour = 1 CEH: Ten contact hours = 1 CEU. 3 CEU's (30 contact hours) = 1 semester hour.

Signature \_\_\_\_\_ Date \_\_\_\_\_

LPDC Signature _____	Date: ____/____/____
<b>Approved</b> _____	<b>Not Approved</b> __ (Contact LPDC)

Name: \_\_\_\_\_

\*Note: This form is *optional* but should be submitted if there is any question as to whether a course will receive LPDC approval.

## Pre-Approval Equivalent Activity Proposal

(NOTE: You must submit a separate activity proposal page for EACH proposed activity.)

Date: \_\_\_\_\_

This Equivalent Activity will be used to renew your certificate/license in what area(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Building: \_\_\_\_\_

**Title of Activity:**

**Describe the planned activity.**

**Rationale:** Explain the basis for choosing this activity.

**Outcomes:** Describe the anticipated outcomes to yourself, student, building, and/or district as a result of this activity.

**Assessment:** Describe how the impact of this activity will be assessed and identify the person(s) responsible for completion of the assessment. (i.e., reflection paper, student survey, dialogue with peers, finished product.)

**Time line:** Provide a timeline for implementation/completion of the activity.  
You will need to keep a log of contact hours on the Cloverleaf Professional Activities Log.

**Collaboration:** If this is a collaborative effort, list all team members and their expected roles and responsibilities.

Signature \_\_\_\_\_

Date \_\_\_\_\_

LPDC Signature \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Approved** \_\_\_\_\_

**Not Approved** \_\_ (Contact LPDC)





# Evaluation of Equivalent Activity

Cloverleaf Local LPDC revised 6/07

**NOTE:** In order to count towards renewal of a certificate or license, an equivalent activity (i.e., anything other than college credited classwork) must be demonstrated to be quality professional development that hopefully informs instruction. **District, ESC or ODE-sponsored professional activities do not have to be evaluated with this form.** For each activity on your log that you feel needs justification to count as high quality professional development, please submit the following evaluation. Each activity, even if it takes place over a long period of time, only needs one evaluation after it is completed.

Teacher Name \_\_\_\_\_ Assignment \_\_\_\_\_

Type of Professional Development Activity \_\_\_\_\_

Duration of Activity (i.e., 7 hours, monthly for the year, etc.) \_\_\_\_\_

Date Started: \_\_\_\_\_ Date of Completion: \_\_\_\_\_ Supervisor/Sponsor \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Answer the following questions about your activity:

- 1. Is this activity considered quality professional development?

*Note: The questions below relate directly to characteristics of Highly Qualified Professional Development (per ODE). If you checked no for any of them, please indicate beside them how you believe your LPDC should still consider this activity to be Highly Qualified Professional Development:*

Was it a purposeful, structured, and continuous process that occurred over time?

\_\_\_ Yes \_\_\_ No

Was it informed by multiple sources of data?

\_\_\_ Yes \_\_\_ No

Was it collaborative in nature?

\_\_\_ Yes \_\_\_ No

Did it include varied learning experiences?

\_\_\_ Yes \_\_\_ No

Did it result in the acquisition and/or refinement of my skills and knowledge?

\_\_\_ Yes \_\_\_ No

Did it impact your professional practice and student achievement?

\_\_\_ Yes \_\_\_ No

- 2. Was this activity aligned to the Academic Content Standards or and example of Standards-based Instruction?

\_\_\_ Yes \_\_\_ No

(Continued on back)

3. Did participation in this activity cause you to reflect on your Instructional practice? (Explain)

4. Were you motivated to change or try new methods? (Explain)

5. Did this activity directly or indirectly impact student achievement? (Explain)

6. To which of your IPDP goals is this activity aligned? (You will need to refer to your approved IPDP)

Signature of LPDC member (if approved) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
If not approved, add comments here:

CEU's Awarded: \_\_\_\_\_



# Optional Worksheet

For Personal Use Only

## CLOVERLEAF LOCAL SCHOOL PERSONNEL STATUS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Current Assignment \_\_\_\_\_ Building \_\_\_\_\_

License Information

EXPIRATION DATE	LICENSE	TYPE

Credit hours completed since issuance of last certificate/license:

SCHOOL YEAR	TOPIC	PROVIDER	HOURS

Total Hours \_\_\_\_\_

CEU's completed since issuance of last certificate/license. **Keep track of CEU's on the log on page 16:**

SCHOOL YEAR	TOPIC	PROVIDER	HOURS

\*10 contact hours = 1 CEU; 3 CEU's = 1 semester hour

Total CEU's \_\_\_\_\_

**NOTE: IPDP must be approved before taking any class work toward licensure**

# CERTIFICATE/ LICENSE RENEWAL CHECKLIST

For personal use only

In order to renew a certificate or transfer to licensure, you need to send a packet of the following items to the LPDC for review:

- Official college transcript (**please highlight the hours that apply to this renewal**).
- Documentation, vouchers, or other material for approval from workshops or other accepted activities. (Must include a reflection sheet for each different activity.)
- Copy of the certificate(s)/ license(s) to be renewed.
- Application form for certificate/license (available from the Medina County Educational Service Center or our LPDC)
- Check for the proper amount (see application form for correct amount). This is sent to the ESC only, not to Cloverleaf's LPDC.
- Copy of BCI and FBI background check (available at ESC, call (330) 721-2239)

The above material should be sent to the Superintendent's office. It will be reviewed at the next LPDC meeting.

Date sent to LPDC \_\_\_\_\_ (for your records)



# Appendix A

CEU Options

# Appendix

## CLOVERLEAF LOCAL SCHOOL DISTRICT LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Continuing Education Unit Options; these suggested activities, with proper documentation, may be submitted to the LPDC for CEU's toward renewal of your certificate or license. These are suggested activities only. If there is any doubt about whether an activity will be approved by the LPDC, please submit the green pre-approval form.

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
College coursework  <b>* Reading Recovery = 1.7 CEU's per year and a maximum of 3 CEU's per renewal period</b>	<b>* Reading Recovery = 1.7 CEU's per year and a maximum of 3 CEU's per renewal period</b>	<ul style="list-style-type: none"> <li>▪ 1 semester hour = 3 CEU's</li> <li>▪ 3 quarter hours/2 semester hours = 6 CEU's</li> <li>▪ 2 quarter hours = 4 CEU's</li> <li>▪ 1 quarter hour = 2 CEU's</li> <li>▪ 1 contact hour = 1 CEH</li> <li>▪ 10 contact hours = 1 CEU</li> </ul>	<ul style="list-style-type: none"> <li>▪ Official transcripts or</li> <li>▪ Original grade slips or</li> <li>▪ Original certificate of completion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must be taken through an accredited college or other approved post-secondary educational institution</li> <li>▪ Must be taken for credit with a grade of "C" or better, or a "P" in a Pass/Fail class</li> <li>▪ Coursework must be in education or in a content area directly related to teaching assignment</li> </ul>
Professional conference/ workshop/ institute/ academy or inservice		<ul style="list-style-type: none"> <li>▪ 1 clock hour in workshop = 0.1 CEU or 1 CEH</li> <li>▪ 10 CEH's = 1 CEU</li> <li>▪ 3 CEU's = 1 semester hour</li> <li>▪ 1 semester hour = 30 contact hours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activity Log with supervisor's signature or</li> <li>▪ Voucher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must include only time spent in those portions of the conference program that contribute to the participant's knowledge competence, performance or effect.</li> </ul>
National Board of Professional Teaching Standards Certification	6 CEU's per certificate/license cycle for candidate completing process but not getting the NBPTS certificate.  36 CEU's for successful completion.	<ul style="list-style-type: none"> <li>▪ Completion and verification in area of assignment during certificate/license cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valid copy of the National Certificate or activity documentation voucher of candidate not successfully completing certificate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must be in the subject area of the individual's assignment</li> <li>▪ Certification must be completed or participation as candidate must be verified by the expiration date of the Ohio certificate/ license</li> </ul>

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
Mentoring	3 Ceu's per year for Mentor to an Entry year Teacher, 2 CEU's for Mentor to New-to-district Teacher		<ul style="list-style-type: none"> <li>▪ Activity log initialed by the lead mentor</li> <li>▪ Voucher, flyer, program, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must be mentoring of teacher, administrator or specialist in accordance with the district's mentoring program</li> </ul>
Cooperating teacher	1.5 CEU's per semester or 1 CEU per quarter per license cycle		<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> <li>▪ Successful completion of contract</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must be supervisor of undergraduate student, graduate student or undergraduate intern or student teacher</li> </ul>
Teaching a college course	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year		<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle</li> </ul>
Teaching an adult vocational or technical course	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year		<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle</li> </ul>
Teaching a course outside the school day such as summer school, community education, Saturday enrichment	1.5 CEU's per semester 1 CEU per quarter course Maximum 3 CEU's per year (1.5 CEU's for each summer school course)		<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be used for the <u>first</u> time teaching the course each license/ certificate cycle</li> </ul>
Peer observation	2 CEU's per license cycle	1 clock hour = 0.1 CEU	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must include a statement of authorization from a supervisor along with summary of pre-conference and post-conference</li> </ul>
Publication of original work	6 CEU's per license cycle	6 CEU's for book  3 CEU's for article in a professional journal or magazine	<ul style="list-style-type: none"> <li>▪ Copy of publication or document and activity document voucher, or activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must contribute to the educational profession or add to the body of knowledge in the individual's specific field</li> <li>▪ Must be commercially published book or article.</li> </ul>
Professional presentation		1 clock hour of presentation = 0.1 CEU	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	Applies to <u>first</u> presentation to each license/ certificate cycle

OPTION	MAXIMUM CEU'S POSSIBLE	CEU VALUE	VERIFICATION	CRITERIA
Educational project which applies educational skills and knowledge towards the development of a final product (can be used district-side or at grade level)	6 CEU's per renewal cycle	1 clock hour = 0.1 CEU Document clock hours in planning and preparation	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> <li>▪ Copy of final product or report on the product</li> </ul>	Project must have prior approval and final approval after the completion and verification by the LPDC
Curriculum Development	6 CEU's per renewal cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity document, voucher, activity log</li> </ul>	Must be service on formal committee organized by local, state, national or international educational agency or organization
Professional committees  *IBAT or IAT – 3 CEU's per renewal cycle. Needs supervisor's signature on activity log for verification	3 CEU's per committee  Maximum of 6 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity log</li> <li>▪ Description of work and hours verified by supervisor</li> </ul>	Must be service on formal committee Must contribute to the educational profession or add to the body of knowledge in the individual's specific field. Document clock hours of committee work on activity log.
Grant Writing	3 CEU's per grant  Maximum of 6 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	CEU's not dependent on awarding of grant Document clock hours of planning and preparation
Planning field trips and special events for students	3 CEU's per cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	Must be related directly to the curriculum. Field trips for extracurricular activities are not included Must be used for the <u>first</u> time conducting the field trip each cycle. Document planning and prep time – classroom instruction not included.
Self-directed educational development/ professional reading/ research/ educational travel	3 CEU's per cycle  Limit of 1 CEU per individual activity	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	Must enhance individual's work in the profession or contribute to the teacher's area of specialization.

<b>OPTION</b>	<b>MAXIMUM CEU'S POSSIBLE</b>	<b>CEU VALUE</b>	<b>VERIFICATION</b>	<b>CRITERIA</b>
Related work experience or externship	12 CEU's per license cycle	1 clock hour = 0.1 CEU's	<ul style="list-style-type: none"> <li>▪ Activity document</li> <li>▪ Voucher, flyer, program or activity log</li> </ul>	
Serve on Labor/Management Committee	1 CEU per year (max 3 per cycle)	1 credit hour per cycle (max)	<ul style="list-style-type: none"> <li>▪ Signature of Supt./ designee</li> </ul>	Must have attended 80% of the meetings
Negotiations	6 CEU's Max. per cycle	2 credit hours per cycle	<ul style="list-style-type: none"> <li>▪ Signature of Supt./ designee</li> <li>▪</li> </ul>	
LPDC Committee member	1 CEU per year (max 3 per cycle)	1 credit hour per cycle (max)	<ul style="list-style-type: none"> <li>▪ Signature of superintendent/ designee</li> </ul>	Must have attended at least 80% of the meetings
Supervising student for Real World Project	3 CEU's per cycle		<ul style="list-style-type: none"> <li>▪ Fill out activity log with principal's signature</li> <li>▪</li> </ul>	
Participation in Core training (advanced literacy training)	6 CEU's per cycle		<ul style="list-style-type: none"> <li>▪ Documentation of qualified presenter</li> </ul>	
Teaching portfolio	1 CEU per portfolio, Max of 3 CEU's per renewal cycle	1 CEU	<ul style="list-style-type: none"> <li>▪ Completed portfolio</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must have pre-approval</li> <li>▪ Must be completed within the present cycle of renewal</li> </ul>
Organizer or teacher for Colt Club (extended day intervention for students)	1 CEU per year; maximum of 3 CEU's per cycle. If both organizer and teacher, 1.5 CEU's per year	1 or 1.5 CEU's/ up to 3 per cycle	<ul style="list-style-type: none"> <li>▪ Authorized log of activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activity log</li> </ul>