

KENT CITY SCHOOLS

LPDC HANDBOOK

**Revised
October 2016**

Kent City Schools

Local Professional Development Committee By-Laws

Local Professional Development Committees (LPDC) are established as authorized in Senate Bill 230, effective Fall, 1998.

Article I. Name, Scope, and Number of Committees

Section 1.

Kent City Schools' Local Professional Development Committee is hereby established as the name of the entity required by Senate Bill 230. This committee shall be district-wide in scope and shall be the only committee of its type authorized to operate within the district.

Article II. Aims and Purposes

Section 1.

The purpose of the *Kent City Schools' Local Professional Development Committee* is to review coursework and other professional development activities completed by educators within the district for renewal of certificates/licenses. Substitute teachers within the district will review/upgrade certificates/licenses through the Ohio Department of Education.

In the discharge of its duties, the committee will:

- A. Foster the norm of continuous improvement
- B. Promote the alignment of professional growth with individual, student, building and district needs and goals
- C. Promote best practices that are based on research
- D. Emphasize increased student learning and achievement as a professional development priority
- E. Support the inquiry into and the study of teaching and learning
- F. Validate application/use of learning gained through professional development rather than merely attendance, time spent, and completion of required work.

Article III. Membership, Qualifications, Training, Compensation

Section 1.

The *Kent City Schools' Local Professional Development Committee* shall consist of a maximum of five (5) members. Three of the members shall be teachers who shall be elected by the district bargaining unit via a slate of candidates and ratified by the membership and shall be representative of elementary (PreK-5),

middle school (6-8), and high school (9-12) levels. The remaining members must be a building principal and an administrator from the district office and/or building level who shall be selected or appointed by district office administration. Each teacher who is a committee member must have a minimum of three (3) years experience within the district. Each *Kent City Schools' Local Professional Development Committee* member shall participate in professional development designed to prepare them for their role(s) as members of the district's Local Professional Development Committee. Training may include information about Senate Bill 230 requirements, a by-laws review, Individual Professional Development Plan (IPDP) guidelines, team building, decision-making, and roles and responsibilities. All committee members shall be compensated for their service as LPDC committee members through release time (a maximum of three days) and/or substitute rate stipends per negotiated agreement.

Section 2.

Committee members who discover they are unable to fulfill their role as an active committee member may withdraw by notifying the chair(s) in writing. No reasons need be given.

Committee vacancies among teacher members shall be addressed by the bargaining unit who shall replace members as necessary. The vacancy shall be filled by a teacher representative at the grade level where the vacancy exists (PreK-5, 6-8, 9-12). Similarly, administrative member vacancies shall be addressed by the district administrative office. Replacements of vacated positions will complete the remainder of the given term.

Article IV. Roles and Terms of Office

The *Kent City Schools' Local Professional Development Committee* shall consist of the following roles and corresponding terms of office:

Chair: The Chair shall be elected by a majority vote, conducted via written ballot, of the committee members themselves. Anyone interested in serving as Chair may self-nominate. Co-Chairs are an option. Chair(s) shall be elected for a one-year term. A term shall run from September to September, beginning September 1, 1998.

Recorder: The Recorder shall be appointed by the Chair for a one-year term. A term shall run from September to September, beginning September 1, 1998.

The remaining members of the committee shall serve staggered three-year terms. A term shall be from September to September with no more than two of the remaining members new to the committee at any one time. Committee members may be re-elected to the positions they hold.

LPDC MEMBERSHIP CYCLE

Members	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2025-26	2026-27
BLDG ADM										
DISRICT ADM										
M.S TCHR										
ELEM. TCHR										
H.S. TCHR										

Members	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
BLDG ADM						
DISRICT ADM						
M.S TCHR						
ELEM. TCHR						
H.S. TCHR						

Article V. Duties

The duties of the chair, recorder, and other LPDC committee members, shall be as follows:

Section 1.

The Chair(s) shall:

- A. Preside at all *Kent City Schools' Local Professional Development* meetings.
- B. Establish schedule of meetings and set agendas in collaboration with the LPDC committee membership.
- C. Ensure adherence to the Individual Professional Development Plan review processes and procedures.
- D. Serve as appeals process contact and liaison.
- E. Serve as a reviewer of individual professional development plans for certification/license renewal

Section 2.

The Recorder shall:

- A. Keep accurate minutes of all Kent City Schools' Local Professional Development Committee meetings.
- B. Have minutes typed and sent to LPDC members and educators whose plans have been reviewed.
- C. Serve as staff information contact person.
- D. Be responsible for all necessary correspondence.
- E. Keep committee records up to date and keep a mailing list of all committee members.
- F. Serve as a reviewer of individual professional development plans for certification/license renewal.

Section 3.

The remaining LPDC committee members shall:

- A. Elect one of their members by voice vote to act in the absence of the chair(s).
- B. Serve as staff information contact person.
- C. Serve as a reviewer of individual professional development plans for certificate/license renewal.

Article VI. Meetings

Section 1.

Kent City Schools' Local Professional Development Committee members shall determine frequency, time, and place of meeting within the following parameters:

- A. The annual schedule of LPDC meeting dates will be established by the LPDC by September 15 of each year. This schedule will be published for all educators in the district.
- B. The number of release day meetings in any one year shall not exceed three (3) in number. The three release days are exclusive of any days which may be used for professional growth specific to LPDC member roles/duties/needs.
- C. Attendance at any meeting scheduled in the summer or after school hours shall be compensated according to the daily substitute teacher rate.

Article VII. IPDP Submission, Decision-Making and Appeals Processes

Section 1.

All new IPDPs must be submitted to the LPDC chairperson. All certificates and/or licenses that are up for renewal must submit an IPDP before activities will be counted for renewal. Courses taken while a certificate/license renewal is being processed by the Ohio Department of Education can count toward an IPDP if ultimately approved by the LPDC. The IPDP must be submitted and approved within 60 days after the date on the certificate/license.

Any decisions to approve or reject a submitted IPDP for certification/license renewal purposes must receive a two-thirds (2/3) vote of the full committee. Notification of committee action on IPDPs shall occur by returning original IPDPs to the certificated staff member with the LPDC's disposition marked on the IPDP. IT IS THE RESPONSIBILITY OF EACH STAFF MEMBER TO MAINTAIN HIS OWN COPY OF THE COMPLETED/APPROVED IPDP. THE LPDC WILL NOT KEEP COPIES OF COMPLETED IPDPs.

Educators up for renewal can contact any LPDC member for assistance prior to development and submission of their IPDP for review. If the IPDP is rejected, the individual shall be notified of the reasons for rejection. Educators whose plans have been rejected must complete one of the following:

- (a) submit a revised plan within ten (10) working days of the initial rejection notification.
- (b) secure and submit more detailed supportive materials to substantiate the legitimacy of their original plan.
- (c) contact the LPDC Chairs(s) for appeals process information.

Section 2.

Appeals to the decisions of the Kent City Schools' Local Professional Development

Committee may be made by contacting the Chair(s) and requesting an appeals packet containing explanations and procedures regarding the appeals process. The appeals process is as follows:

- (a) meeting with LPDC
- (b) meeting with Summit County LPDC

Section 3.

An approved IPDP may be amended by completing a new IPDP, attaching it to the copy of the already approved IPDP, and sending it to the LPDC chairperson. Any decisions to approve or reject an amended IPDP must receive a two-thirds (2/3) vote of the full committee. Notification of committee action on amended

IPDPs shall occur by returning amended IPDPs to the certificated staff member with the LPDC's disposition marked on the amended IPDP.

Section 4.

Only hours taken after the submission of an IPDP that is ultimately approved can be counted towards renewal of a license/certificate, with the following exception: courses taken while a certificate/license renewal is being processed by the Ohio Department of Education can count toward an IPDP if ultimately approved by the LPDC. It is the responsibility of the license/certificate holder to ensure the hours he/she takes for recertification/relicensure meets the goals and strategies listed on the IPDP. It is also the responsibility of the license holder to keep all records and evidence of completing said hours.

Section 5.

When the time comes for an educator to renew his/her license, he/she must send a completed license renewal form, a check payable to Ohio TEC, a copy of the approved IPDP, and all documentation of hours completed (e.g., certificates, logs, transcripts, etc.) to the LPDC chair. Any decisions to approve or reject a license/certificate renewal application must receive a two-thirds (2/3) vote of the full committee. CEU's, contact hours and graduate hours taken for renewal MUST meet the goals and strategies listed in the approved IPDP.

Article VIII. Reciprocity

The Kent City Schools Local Professional Development Committee shall review all outside district-approved IPDPs for any educator hired by the Kent City Schools Board of Education from another district. Hours already accumulated in the district of previous employment shall be honored if previously approved by that district's LPDC. Modifications/revisions may be made if necessary regarding the remaining portion of the IPDP yet to be completed.

Individuals hired by the district who are currently working on their IPDP must submit a copy of that plan for review upon being officially hired by the Board.

Article IX. Amending the By-Laws

Section 1.

The Kent City Schools LPDC shall meet periodically each year to review the by-laws and recommend changes. The Superintendent and the President of the Kent Education Association may make recommendations to the LPDC chairperson regarding changes in the by-laws.

Section 2.

The committee shall vote on amendments. A two-thirds (2/3) vote of the full committee will prevail.

Section 3.

The Kent City Schools Board of Education and the Kent Education Association will receive copies of recommended amendments for final approval.

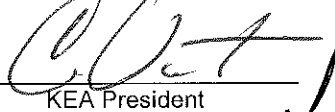
Section 4.

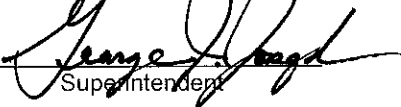
No part of these by-laws will conflict with anything contained in the Master Agreement.

Section 5.

By-laws may be amended as necessary by mutual agreement of the KEA President and the Superintendent.

Drafted: March, 1998
Reviewed: March, 1998 by the Kent City Schools' LPDC
Reviewed: October, 2007 by Kent City Schools' LPDC

1/25/17 by the KEA 
Date KEA President

Acted On: 1/26/17 by the Board of Education 
Date Superintendent

IPDP (Individual Professional Development Plan) Template

Certification/Licensure Information

Name:	Date Plan Submitted:	
Position:	Building:	
Certificate or License 1: Area(s) of Certificate or License 1:	Issuance Date:	Year License or Certificate Expires:
Certificate or License 2: Area(s) of Certificate or License 2:	Issuance Date:	Year License or Certificate Expires:

Instructions

Send this completed form to the ASSISTANT SUPERINTENDENT'S SECRETARY prior to taking hours for renewal. It will be forwarded to the LPDC for their approval. The plan may be submitted via email.

- Goals.** Tell what you hope to learn or achieve through your plan. For example, increase my knowledge of curriculum/instruction/technology, work towards an administrative license, etc. These should be broad.
- Strategies.** Tell how you will meet your goals. For example, I will attend professional conferences, seminars, or classes through accredited universities. These should be broad. As a general rule, strategies are things for which you receive a certificate of completion or an official transcript.
- Alternative Activities (optional).** If you are going to have alternative activities, list what those will be and the hours you expect to receive for them. For example, working on curriculum committees, reviewing books for a publisher, etc. As a general rule, Alternative Activities are self-directed and rarely have a certificate of completion or a transcript. Rather, they require you to keep a log of your activities and the time spent on each. **ATTACHED TO THIS SHEET IS A LIST OF QUALIFYING ALTERNATIVE ACTIVITIES AND THE MAXIMUM HOURS YOU MAY USE FOR RENEWAL. ALSO ATTACHED IS AN HOUR/CEU/CONTACT HOUR CONVERSION CHART.**
- Upon approval, you will receive a signed copy of your approved IPDP. When it comes time to renew your license, you will need to submit your renewal application, your approved IPDP and verification that you followed the goals/strategies of your IPDP (transcripts, certificates, etc.)

IT IS YOUR RESPONSIBILITY TO ENSURE THAT HOURS YOU TAKE FOR RENEWAL MEET YOUR GOALS AND STRATEGIES. IT IS YOUR RESPONSIBILITY TO KEEP DOCUMENTATION OF COMPLETED HOURS. IT IS YOUR RESPONSIBILITY TO KNOW HOW MANY HOURS/CEUs YOU NEED TO RENEW YOUR LICENSE.

1. Your Goals

2. Your Strategies

3. Alternative Activities (If Applicable)

Alternative Activity #1:

Requested Hours:

Alternative Activity #2:

Requested Hours:

Alternative Activity #3:

Requested Hours:

Alternative Activity #4:

Requested Hours:

FOR LPDC USE ONLY

Plan Approved. Hours taken after submission date will be counted towards renewal.

Plan Disapproved for the reasons listed below. Please contact an LPDC member for assistance in modifying your plan.

Reason for disapproval:

Signature of LPDC Chairperson: _____ Date: _____

LPDC Members: Todd Poole, Shawn Bates, Gayle Horning, Ann Puhalla, and Tom Larkin

QUALIFYING ALTERNATIVE ACTIVITIES

Alternative Activity	Contact Hours	Verification	Criteria
1. Cooperating Teacher or Administrator	1.0 CEU per half college semester student teaching, 1.5 CEU per full college semester student teaching. Maximum of 3.0 CEUs in this area per license cycle.	Detailed activity log plus university contract or certificate.	Must be a supervisor of a student teacher/intern.
2. Mentoring	1.5 CEUs per school year. Maximum of 3.0 CEUs (or 1.0 semester hour) in this area per license cycle.	Detailed activity log.	Must be the assigned mentor of a teacher, administrator, or specialist participating in the district's Entry Year Program.
3. Grant writing	Maximum of 6.0 CEUs (or 2.0 semester hours) in this area per license cycle.	Documented clock hours in planning and preparation (1 clock hour = 0.1 CEU). Copy of grant application.	Grant must be submitted to funding source, however, CEUs not dependent on awarding of grant. Activities promoted by grant must support the district mission and goals.
4. National Board of Professional Teaching Standards Certification	Maximum of 9.0 CEUs (or 3.0 semester hours) in this area per license cycle for candidate completing process and submitting portfolio.	Valid copy of the National Certificate or copy of submitted portfolio for candidate not receiving certificate. Resubmission requires an activity log.	Must be in the area of the individual's assignment.
5. Professional Committee Work, such as: <ul style="list-style-type: none"> • Curriculum development • School improving team • District level committees • School/Community partnership initiatives 	2.0 CEUs maximum per committee. Maximum of 6.0 CEUs (or 2.0 semester hours) in this area per license cycle.	Certificate of completion. Documentation of final product. Copy of minutes verifying attendance or signature of committee chair. Documented clock hours and detailed activity log of committee work. (1 clock hour = 0.1 CEU).	Must be service on a formal committee organized by local, state, national, or international education agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field.
6. Professional Presentation, such as: <ul style="list-style-type: none"> • District/County level staff development • State/National level conference 	Maximum of 3.0 CEUs in this area per license cycle.	Documentation log of preparation time (1 clock hour = 0.1 CEU), presentation outline, and/or program flyer.	Applies to initial presentation, not subsequent presentations of the same/similar material. Minimum of 60 minutes of presentation time.
7. Publication of original work	6.0 CEUs for book, 3.0 CEUs for a multi-page article in a professional journal or magazine or a chapter in a book. Maximum of 6.0 CEUs in this area per license cycle.	Copy of publication.	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a commercially published book or article.
8. Self-directed educational development. (inquiry, action research, in-depth study over time, educational travel)	Maximum of 3.0 CEUs (or 1.0 semester hours) in this area per license cycle. Only 1.0 CEU per license cycle for educational travel.	Detailed activity log (1 clock hour = 0.1 CEU).	Must enhance individual's work in the profession or contribute to teacher's area of specialization.

HISTORY OF TEACHER EDUCATION AND LICENSURE STANDARDS

In 1992, the State Board of Education established a thirty-four member Standards Review Committee, broadly representative of the education and lay communities, to consider needed revisions to develop a new system of teacher licensure that would be both performance-based and grounded in the knowledge and skills necessary for effective practice.

Two years later, the Standards Review Committee and the Ohio Teacher Education and Certification Advisory Commission finalized their work and submitted recommended standards to the State Board of Education. The State Board accepted the standards in principle by resolution in July 1994, and sought needed legislative changes from the General Assembly, enacted in Senate Bill 230.

After receiving written and oral public testimony on the proposed teacher standards, the board passed a resolution to adopt the standards in October 1996. The General Assembly passed a concurrent resolution of approval of the standards in November 1996. The legislative adoption of the resolution established the effective date of January 1, 1998, for Chapter 3301-24 of the Administrative Code (Teacher Education and Licensure Standards).

These new standards ensure that only those teachers who can perform the work will do the work. The standards emphasize performance -- from the time a teacher enters the classroom throughout his or her career. The ultimate benefit of this new direction is a better education for Ohio's students.

These standards increase the rigor in the teaching profession because they

1. *Strengthen Ohio's teacher preparation programs.* Colleges and universities will improve their teacher preparation programs by developing programs focused on what teachers should know and be able to do.
2. *Require successful performance of beginning teachers.* The Entry Year Program will provide direct assistance to Ohio's beginning teachers via mentors, who will offer the support necessary to successfully transition into "real world," full-time classroom challenges. Teachers must pass performance-based assessments to qualify for a five-year professional license.
3. *Achieve higher standards through licensure.* Licenses will be given in the broad categories of early, middle, and adolescent to young adult education -- with other licenses for multi-age, intervention specialist, vocational education, pupil personnel, and administration.

4. *Intensify professional development.* With a renewable, five-year license system the state will no longer award permanent certificates. To renew a license, a teacher must develop a professional development plan that is then approved by a local professional development committee. Coursework, continuing education units, or other equivalent activities related to the license areas or to classroom teaching will also be required -- as well as a master's degree or 30 semester hours of graduate credit to renew a license the second time or after 10 years. The requirement of a master's degree or thirty semester hours pertains to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002.

Believing that higher standards are needed for both schools and educators in order to provide an excellent education for every student, the State Board of Education established the legal guidelines for teacher education and licensure in Ohio that are described in the Teacher Education and Licensure Standards publication.

Ohio Department of Education
March 1997

SUMMARY OF SENATE BILL 230

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

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

RENEWAL OF LICENSES

Resident Educator Extension (4 Year)

1. One- or two-year extensions of resident educator licenses and alternative resident educator licenses are available for currently expiring licenses.
2. Holders of these licenses may be eligible for one- or two-year license extensions (except as explained in items #3 and #4 below), only when:
 - The license holder has not yet completed all four years of the Resident Educator Program OR has not received passing scores on all tasks of the RESA.
 - The license holder's required background checks are up to date and on file at the Ohio Department of Education. (Find out more and how to stay up to date here.)
 - Alternative resident educator license holders have successfully completed the Ohio Assessments for Educators (OAE) Assessment of Professional Knowledge licensure exam and the required additional professional education coursework outlined for their license.
3. Holders of either resident educator license who took the Resident Educator Summative Assessment (RESA) but did not pass all five tasks of the assessment, may obtain a ONE-YEAR license extension only, in order to retake any necessary tasks of the assessment.
4. Alternative resident educator license holders may not use extensions to provide additional time for meeting coursework and testing requirements for professional licensure. They must complete these requirements during the license's initial four-year duration.
5. In cases other than those noted above, it is up to the license holder whether to request a one- or two-year license extension.

Resident Educator Advancement (4 Year)

1. Four years of the Resident Educator Program (for more information, [click here](#));
2. Resident Educator Summative Assessment (RESA).

To advance an **alternative resident educator license** to a five-year professional educator license, you must have successfully completed the following:

3. Four years of the Resident Educator Program (for more information, [click here](#)); and
4. Four years of successful teaching experience in the subject area under the alternative resident educator license -
 - Upload letter on letterhead from employing superintendent or human resources director verifying successful completion of four years teaching experience under the alternative resident educator license during the application process;
5. Resident Educator Summative Assessment (RESA);

6. Ohio Assessment for Educators (OAE) test # 004 - Assessment of Professional Knowledge: Multi-Age (PK-12); and
7. Required additional professional education coursework for professional licensure.

Resident Educator Renewal (4 Year)

Educators who have currently expiring licenses, may renew them for an additional four years. A license cannot be renewed until the year of expiration. These licenses may be renewed, according to state law for resident educator and alternative resident educator licenses when:

- The license holder has completed less than two years of the Ohio Resident Educator Program; or
- The license holder has completed more than two years of the Resident Educator Program, but:
 - The license has lapsed to the point that a two-year extension would not bring the license current; or
 - The license holder does not anticipate being able to complete the remainder of the Resident Educator Program within an amount of time that could be accommodated by a one- or two-year extension.

COURSEWORK REQUIREMENTS FOR RENEWAL

- **No pre-approval of coursework:** Applicants do not need to seek pre-approval of coursework from the Ohio Department of Education. The department DOES NOT pre-approve coursework. Applicants should select coursework related to classroom teaching and/or area of licensure.
- **Accreditation:** Coursework must be completed at an accredited college or university. To verify accreditation, check with the college or university directly or check here.
- **Dates of coursework:** Applicants who wish to renew their licenses must have completed coursework after the issue date of the license they wish to renew.
- **Course requirements for currently expiring licenses:** Complete three semester hours of coursework related to classroom teaching and/or area of licensure from an accredited two-year or four-year institution of higher education. Coursework needs to be completed prior to September 1 of the year of expiration of the license to be renewed, or the renewal requirement increases to six semester hours.
- **Course requirements for licenses that have lapsed for up to five years or longer:** Complete six semester hours of coursework related to classroom teaching and/or area of licensure from an accredited two-year or four-year institution of higher education.

Professional or Associate License (5 Year)

- Six semester hours of coursework related to classroom teaching and/or the area of licensure; or

- 18 continuing education units (CEUs) (180 contact hours); or
- Other equivalent activities related to classroom teaching and/or the area of licensure as approved by the Local Professional Development Committee of the employing school, district or agency since the issuance of the license to be renewed.

Coursework, CEUs or other equivalent activities may be combined.

Requirements for the Senior Professional Educator License (Five year)

- Master's degree from an institution of higher education that is accredited by a regional accrediting organization, or an equivalent accreditation if the degree was completed outside the United States. [Click here to search for your institution's accreditation in the US Department of Education database.](#)
- Nine years of experience under a standard teaching license or certificate, of which at least five years are under a professional/permanent license/certificate; and
- Demonstration of effective practice at the *accomplished* or *distinguished* level of performance as defined in the Ohio Standards for the Teaching Profession; specifically, by successful completion of the Master Teacher portfolio and designation as a Master Teacher

Renewal of the Senior Professional Educator License (5 year)

- Six semester hours of coursework related to classroom teaching and/or the area of licensure, completed at an accredited two-year or four-year institution of higher education since the issuance of the license to be renewed, as approved by the Local Professional Development Committee (LPDC) of the employing school or school district; or
- Eighteen continuing education units (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure, completed since the issuance of the license to be renewed, as approved by the Local Professional Development Committee (LPDC) of the employing school or school district; and
- Demonstration of meeting the criteria for the *accomplished* or *distinguished* level of performance described in the Ohio Standards for the Teaching Profession (available on the Ohio Department of Education's website at education.ohio.gov) by maintaining current designation as a Master Teacher.

Requirements for the Lead Professional Educator License (5 year)

- Master's degree from an institution of higher education that is accredited by a regional accrediting organization, or an equivalent accreditation if the degree was completed outside the United States. [Click here to search for your institution's accreditation in the US Department of Education database.](#)
- Nine years under a standard teaching license or certificate, of which at least five years are under a professional/permanent license/certificate or Senior Professional Educator License; and
- Demonstration of effective practice at the *distinguished* level of performance defined in the Ohio Standards for the Teaching Profession; specifically, by

holding active National Board Certification, OR, successful completion of the Master Teacher portfolio with the

Requirements for the Lead Professional Educator License (5 year)

- Six semester hours of coursework related to classroom teaching and/or the area of licensure, completed at an accredited two-year or four-year institution of higher education since the issuance of the license to be renewed, as approved by the Local Professional Development Committee (LPDC) of the employing school or school district; or
- Eighteen continuing education units (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure, completed since the issuance of the license to be renewed, as approved by the Local Professional Development Committee (LPDC) of the employing school district; and
- Demonstration of meeting the criteria for the *distinguished* level of performance described in the Ohio Standards for the Teaching Profession (available on the Ohio Department of Education's website at education.ohio.gov) through either of the following two methods:
 - By holding a valid certificate issued by the National Board for Professional Teaching Standards (www.nbpts.org/); or
 - By holding the Teacher Leader licensure endorsement earned through completion of an approved program of preparation, and maintaining current designation as a Master Teacher in accordance with the definition and criteria for a Master Teacher adopted by the State Board of Education under section 3319.61 of the Revised Code and the Master Teacher designation renewal process (education.ohio.gov).

RESPONSIBILITIES OF THE EDUCATOR

Responsibilities of the Educator

Be informed:

- Meet licensure requirements in a timely manner, including the submittal of the licensure renewal applications;
- Know the professional development and renewal application requirements for educator licensure, including the meaning of license issuance and expiration;
- Choose coursework and other professional development activities that align with the appropriate Ohio Educator Standards (available on this page), and
- Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.

Abide by LPDC operating procedures:

- Follow the LPDC procedures, criteria and timelines for reviews of IPDPs;
- Submit the IPDP for LPDC approval soon after receiving a new or renewed license;
- Obtain LPDC approval of the IPDP *before* engaging in professional development for licensure renewal; professional development that is done either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.

Maintain records:

- Keep records of all licensure and LPDC transactions including
- The LPDC review and approval/request for revision of an IPDP
- Transcripts for coursework
- Required documentation for equivalent other activities (EOAs)

Responsibilities of the Local Professional Development Committee

Local Professional Development Committees are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal. To fulfill their responsibilities, LPDCs need to:

Be informed:

- Know the district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan;
- Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal;
- Ensure that educators' coursework and other professional development activities meet the standards for renewal of licenses;

Educate and assist all members:

- Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC;
- Align to the Ohio Standards for Professional Development (available on this page) and
- Promote High Quality Professional Development (HQPD) as defined by the Ohio Standards for Professional Development (See the Standards for Professional Development and related resources available here).

Establish and abide by operating procedures:

- Develop an IPDP format for use by educators;
- Follow criteria established by ODE for evaluation of educators' IPDPs;
- Establish operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities;
- Develop and use criteria for awarding Continuing Education Units (CEUs) based on educators' contact hours;
- Use the form "Verification Form for Educators Leaving the LPDC" available on this page, and
- Periodically evaluate LPDC operations for effectiveness, timeliness, efficiency and professional courtesy.

Communicate clearly and maintain records:

- Establish communication procedures to keep all constituents up-to-date on LPDC matters;
- Communicate to all constituents in a regular and systematic way;

- Keep records of LPDC matters according to statute; and
- Encourage educators to maintain their own records as well.

Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

A full and current update of the Ohio Open Meetings Act and Public Records Act is available at the Ohio Attorney General's Office: <http://www.ohioattorneygeneral.gov/yellowbook>

Regional LPDC Support Team Members

The Regional Local Professional Development Committee (LPDC) Support Team was established in 2005 to facilitate transition to a standards-based professional development state system, specifically to:

- Organize and hold informational meetings for LPDC members in their assigned areas;
- Work cooperatively with Ohio stakeholders to develop tools and strategies for effectively implementing the Ohio Professional Development Standards across the state; and
- Develop standards-based criteria for LPDCs to use to evaluate Individual Professional Development Plans (IPDPs).

Regional Support Team members may cover more than one region. [Click here](#) to locate the contact information for the Regional LPDC Support Team members serving your region.

FAQ's

Local Professional Development Committees (LPDCs)

What are Local Professional Development Committees (LPDCs)?

LPDCs are groups sanctioned by the State to review coursework and professional development activities proposed and completed by educators to determine if state certification and licensure requirements have been met.

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What are LPDC responsibilities?

LPDCs are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal.

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Where can our district look for help regarding LPDC operation?

These links provide support for LPDC's.

- o [Resource Guide for Establishing an LPDC](#)
- o [Regional Support Team](#)
- o [Registration and Approved Signatures](#)
- o [Forms](#)
- o [Become an e-Signer](#)

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How does an LPDC establish an IRN account?

If the LPDC does not have its own IRN at this time we ask that you register. It should require only 5 minutes or less to request registration for a new or existing LPDC using the new online CORE LPDC system.

This online system enables ESCs, school districts and schools to request new LPDC registrations, and to update LPDC address and staffing information. The LPDC data will update the ODE OEDS-R system and contribute to ODE's planned transition to more automated and efficient processing of educator licensure renewals.

Once the LPDC has been registered with an IRN it is not necessary to re-register each year. The date associated with the LPDC indicates the year it was registered. A change request is only necessary when updating and changing the coordinator and designees.

It is the LPDC's responsibility to maintain and update the LPDC roles when necessary. The OEDS administrator cannot change the coordinator or designee roles. This is done through CORE, using the SAFE Account of the active LPDC coordinator or LPDC designee. The change needs to be completed prior to an LPDC coordinator or LPDC designee leaving the district.

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Who must work through an LPDC?

All teaching, non-teaching and associate personnel (including interpreters and treasurers) who:

- hold a certificate, a professional or an associate 5-year license, **and**
- are employed full- or part-time in the school, school district, agency or institution the LPDC represents, **and**
- who wish to fulfill the license renewal requirements.

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Who may work through an LPDC?

Educators who hold certificates or 5-year licenses who substitute teach or interpret on a regular basis in the school or district the LPDC represents may work with the LPDC *if* its operational procedures include that provision. If there is no such operational procedure, substitute teachers must work directly with the Ohio Department of Education in order to fulfill license renewal requirements.

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Who is exempt from working through an LPDC?

School social workers, school speech-language pathologists, school nurses, school audiologists, occupational therapists, physical therapists, occupational therapy assistants and physical therapy assistants are required to maintain licensure through their respective Ohio professional licensure board. To renew five-year professional Ohio Department of Education pupil services licenses in these areas, educators must maintain their other board license. By doing so, they meet all Ohio Department of Education renewal requirements and therefore, *do not need to work through the LPDC*. These educators renew their license by submitting a renewal application with proof of current professional board licensure directly to the Ohio Department of Education.

While ODE-licensed school counselors and school psychologists are not required to maintain concurrent professional licensure through the Ohio Counselor, Social Workers and Marriage and Family Therapy Board (counselors) or the Ohio State Board of Psychology (psychologists), some individuals do hold both the ODE license and a professional board license. Holders of five-year professional ODE pupil services licenses for school counselor or school psychologist *who also hold* a corresponding professional board license may renew the ODE license based on maintaining licensure through the respective professional licensure board, and do not need to work through an LPDC. Holders of five-year professional ODE school counselor or school psychologist licenses *who do not* maintain a concurrent professional board license are required to work through the LPDC to renew their ODE licenses.

Holders of two-year provisional teaching or school counselor licenses, and teachers working under the four year Resident Educator license, do not work through the LPDC to renew provisional licenses or to advance from a provisional license or Resident Educator license to a professional license.

Individuals may apply directly to the ODE Office of Educator Licensure to renew a provisional license, in order to obtain another provisional license if they do not hold a position that enables them to complete the Ohio Resident Educator Program under a Resident Educator license.

Individuals *who have completed an Ohio teacher induction program* (Entry Year Program or Transition Resident Educator Program) also apply directly to the ODE Office of Educator Licensure, having had their application signed by the superintendent or designee and the mentor.

Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license.

Educators holding alternative resident educator licenses, including career-technical workforce development teachers, do not work through the LPDC. Once the professional license has been obtained, regular LPDC procedures apply to the renewal of the professional license

Educators holding an alternative principal license, alternative administrative specialist license, or alternative superintendent license *do not work through the LPDC* to renew the alternative license. Once a professional license is obtained in the area in which the alternative license was formerly held, regular LPDC procedures apply to the renewal of the professional license.

Educators holding a one-year temporary pupil services license or one-year supplemental teaching license *do not work through the LPDC* to renew the temporary or supplemental or to advance to the standard license in the area in which the temporary or supplemental license was held. Once a professional license has been obtained in the area, regular LPDC procedures apply to the renewal of the professional license.

Individual Professional Development Plan (IPDP)

What is an Individual Professional Development Plan (IPDP)?

An IPDP is a document prepared by individual educators as a record of personal professional development goals and as a document of their achievement.

What are the steps involved in the IPDP process with my LPDC?

Check with your LPDC for specific information and take a look at the IPDP approval process by clicking here: [Step-by-Step](#)

What form do I use to write an IPDP?

Check with your LPDC for the specific form used for your district. A recommended template can be found at: [IPDP Recommended Template](#)

Can an educator use the approved IPDP from their previous school?

- When leaving a district/school, as soon as possible *after* employment and *before* engaging in any additional coursework or professional development activities, the newly hired educator must submit an IPDP to the new LPDC in accordance with the operating procedures of the new district.

An educator came to our school this year without an IPDP. Can our LPDC accept professional development that was completed prior to starting with us?

- In order for the new district to honor professional development activities from a previous school district, the educator must submit a Verification Form for Educators Leaving the LPDC to the new district.

LPDCs, IPDPs, and Licensure

What is the CORE licensure system and SAFE account?

The CORE licensure system allows users to apply for new and renewal licenses online. The process also provides a secure environment for educators to update their demographic data and pay licensure fees online using a credit card. More information can be found here: [CORE licensure system](#)

How do I apply for licensure renewal?

Once an LPDC approves a completed IPDP for license renewal, the individual completes the form for license renewal through his or her SAFE account.

- Renew a License
- Renewing 5 year licenses
- SAFE Sign-Up Everyone needs a SAFE Account

LPDCs work with license renewals. I want to advance a license – where do I look for information?

Information about advancing licensure can be found at:

- Advancing from a 2 year provisional to a 5 year license
- Ohio's 4-Tiered License Structure
- Advance to a Senior Professional or Lead Professional educator license

When do I write a new IPDP after license renewal?

To ensure that all appropriate professional development activities may be considered to meet renewal requirements, the IPDP should be written and submitted to the LPDC for approval as soon as possible after the issuance of the license to be renewed.

What are the requirements for licensure renewal?

To qualify for licensure renewal, the educator must complete one or a combination of the following:

- Six (6) semester hours of coursework related to classroom teaching or the area of licensure.
- Eighteen (18) continuing education units (CEUs) which represent 180 contact hours of professional development OR engagement in equivalent other activities (EOAs) related to classroom teaching or the area of licensure as approved by the LPDC of the employing school, district or agency since the issuance of the license to be renewed.

I am no longer employed by the district. How do I renew my license?

When an educator retires or takes employment in a new district, the former district will provide verification of the IPDP approval, including coursework and continuing education approval, including coursework and continuing education that is completed and accepted.

It is the educator's responsibility to request and retain the approved and signed form, Verification Form for Educators Leaving the LPDC, sample found here: [Verification Form for Educators Exiting the LPDC](#) and submit it to the new LPDC at the time of employment in the new district; or if no longer employed by a district to the Ohio Department at the time of application for renewal. If the plan was not completed in total, a new plan to address the time period remaining in the renewal cycle will have to be written and approved by the new LPDC. Or, if the educator is not employed, the remaining credits will have to be completed by taking coursework at a college or university prior to application to the Ohio Department of Education.

Multiple Licenses

What if I have more than one license with different dates?

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.

For more information click here: [Aligning licenses](#)

Is a separate IPDP needed for each license?

- This decision is determined by the practices and procedures of the Local Professional Development Committee. The primary responsibility of the Local Professional Development Committee is to review educators’ Individual Professional Development Plans and ensure that the identified goals and strategies are relevant to the needs of the district, the school, the students and the educator. Such decisions should be based on the committee’s local criteria and be aligned to the Ohio Standards for Professional Development.

When multiple licenses are aligned do those licenses get added to one IPDP?

- This is a decision made by the local Professional Development Committee. Consult the practices and procedures of your local LPDC for a plan of operation. Whether licenses are issued together or separately, educators should continue to work with their LPDCs to ensure that IPDPs are properly maintained.

Recognized Professional Development Providers

The Local Professional Development Committees of the Summit County LPDC partner districts have created a list of “Recognized Providers” of professional development. In addition, the Local Professional Development Committees of Portage County have established a list of Recognized Providers. These two groups are combined in the following list. These providers are recognized by the LPDCs as organizations that support continuing professional development of educators, consider the delivery of quality professional development as part of their missions, and continually seek to be responsive to the needs of educators, their districts, building and students.

All educators must seek the approval of their LPDC before engaging in professional growth activities that they may wish to use for certificate/license renewal.

- Access to Independence
- Akron Area Superintendent Association
- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- American Red Cross
- American Speech Language and Hearing Association
- American Vocational Association (AVA)
- Association for Supervision and Curriculum Development (ASCD)
- Association of School Business Officials
- Auditor of the State of Ohio
- Barberton City Schools
- Buckeye Association of School Administrators (BASA)
- Channels 45/49 Workshops
- Coleman Professional Services
- Copley-Fairlawn City Schools
- Council of Exceptional Children (CEC) and related organizations
- Coventry Local Schools
- Cuyahoga Falls City Schools
- East Regional Professional Development Center (ERPDC) and related organizations
- Educator's Employing District's Professional Development Activities
- E-tech Ohio
- Five County Treasurers Association
- Government Finance Officer's Association
- Green Local Schools
- Head Start
- Hudson Local Schools
- INFOHIO
- International Reading Association
- Kent City Schools
- Manchester Local Schools
- Maplewood Area Joint Vocational School
- Mid-Eastern Special Education Regional Resource Center (MEOSERRC) and related organizations
- Mogadore Local Schools
- National Association of School Psychologists
- National Council of Teachers of English (NCTE) and related organizations
- National Council of Teachers of Mathematics (NCTM) and related organizations
- National Council of Teachers of Science (NCTS) and related organizations
- National Council of Teachers of Social Studies (NCTSS) and related organizations
- National Education Association (NEA)
- North Central Association of Colleges and Schools (NCA)
- North Central Regional Educational Laboratory (NCREL) and related organizations
- Northeastern Ohio Educational Association (NEOEA)

- Northeastern Ohio Instructional Media Center (NEOIMC) and related organizations
- Northeastern Ohio Library Association (NEOLA)
- Northeastern Ohio Management Information Network (NEOMIN) and related organizations
- Norton City Schools
- Ohio Approved Certification/Licensure Colleges and Universities
- Ohio Approved Programs from Other States
- Ohio Association of Elementary School Administrators (OAESA) and related organizations
- Ohio Association of Gifted Children (OAGC)
- Ohio Association of Pupil Service Administrators
- Ohio Association of School Business Officials (OASBO) and related organizations
- Ohio Association of School Personnel Administrators (OASPA) and related organizations
- Ohio Association of Secondary School Administrators (OASSA)
- Ohio Board of Regents
- Ohio Council of Teachers of English and Language Arts (OCTELA) and related organizations
- Ohio Department of Education (ODE)
- Ohio Department of Natural Resources
- Ohio Education Association (OEA)
- Ohio Educational Library Media Association (OELMA)
- Ohio Federation of Teachers (OFT)
- Ohio Music Educators' Association
- Ohio Public Facilities Maintenance Association (OPFMA)
- Ohio Regional Professional Development Centers (RPDC's)
- Ohio School Boards Association (OSBA)

- Ohio School Psychologists Association
- Ohio School Supervisors' Association (OSSA)
- Ohio Speech Language and Hearing Association
- Ohio State Board of Education
- Ohio State Department of Education
- Ohio Vocational Association (OVA)
- OSU Extension Office
- Phi Delta Kappa
- Portage Children's Center
- Portage County Council of Health and Social Agencies
- Portage County Educational Service Center (PCESC)
- Portage County Health Department
- Portage County MRDD
- Portage County School Districts Local Professional Development Activities
- Robinson Memorial Hospital
- Springfield Local Schools

- Stark/Portage Area Regional Computer Consortium (SPARCC)
- Stow-Munroe Falls City Schools
- Summit County Educational Service Center (SCESC)
- Summit County Treasurers Association
- Tallmadge City Schools
- Townhall II
- Treasurer of the State of Ohio
- United States Department of Education (USDOE)
- Woodridge Local Schools

Ohio Standards for Professional Development

Standard 1: Learning Communities

Professional learning that increases educator effectiveness and results for all students... **occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.**



Effective professional learning takes place within a system, with a culture of collaboration and shared responsibility. In an effective system, all members are focused on a cycle of continuous improvement, which maintains its focus on a set of targeted goals that align with larger school and system goals. For some school systems, meeting this standard may require a conceptual or cultural shift. For others, it may simply require a greater focus on specific steps in a cycle of continuous improvement or greater support for collective participation in learning communities.

Elements	Indicators
<p>1.1 Engage in continuous improvement.</p>	<p>1.1.1 Develop capacity to apply a cycle of continuous improvement.</p> <ul style="list-style-type: none"> • Use data to determine student and educator learning needs; • Specify targeted, shared goals for student and educator learning; • Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments; • Select and implement evidence-based strategies to achieve focused student and educator learning goals; • Support application of learning with local support at the work site; • Use evidence to monitor and refine implementation; and • Evaluate results. <p>1.1.2 Apply the continuous improvement cycle.</p>
<p>1.2 Develop collective responsibility.</p>	<p>1.2.1 Create a culture of inquiry in which all members share a collective responsibility for students' success.</p> <p>1.2.2 Foster engagement of and collaboration among all staff in meeting the needs of students, including their social, emotional, mental and learning needs.</p>
<p>1.3 Create alignment and accountability.</p>	<p>1.3.1 Specify targeted, shared goals for student and educator learning.</p> <p>1.3.2 Align professional learning with individual, school and system goals – including the Ohio educator and student standards.</p>

Standard 2: Leadership

Professional learning that increases educator effectiveness and results for all students... **requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.**

Leaders in an effective professional learning system may be found at the classroom, school or system levels. What these leaders share is the belief that professional learning is key to increasing student results – and, as a result, learning is among their top priorities. Effective leaders maintain a persistent focus on educator professional learning. They develop expertise among others in the community and create the systems and structures needed to enable learning. For some school systems, meeting this standard may require structural shifts. For others, it may require clearer articulation of the role of professional learning on student results or a more targeted focus on developing skills for shared leadership, collaboration and effective participation in learning communities.

Elements	Indicators
2.1 Develop capacity for learning and leading.	2.1.1 Develop capacity among educators for leadership of professional learning – including the building of knowledge for collaborating in teams successfully. 2.1.2 Understand and use best-practice research and the Standards for Professional Learning in making decisions about professional learning.
2.2 Advocate for professional learning.	2.2.1 Articulate the link between student learning and professional learning. 2.2.2 Advocate high-quality professional learning by promoting learning with staff, students, parents, system leaders, public officials and community members and challenging ineffective practices.
2.3 Create support systems and structures for professional learning.	2.3.1 Establish systems and structures for effective professional learning. 2.3.2 Prepare and support staff for skillful collaboration. 2.3.3 Contribute to the development and maintenance of a collaborative culture. 2.3.4 Create learning communities that offer all educators the chance to share ways of improving teaching and learning as they work in small teams organized by grade, subject, roles, interests, goals or other areas of responsibility.

Standard 3: Resources

Professional learning that increases educator effectiveness and results for all students... **requires prioritizing, monitoring and coordinating resources for educator learning.**

To achieve goals, effective professional learning requires human, fiscal, material and technological resources – and time. Resources may come from many sources – including partnerships with institutions of higher education, as well as allocations from government, public and private agencies and educators themselves. Making decisions about resource allocation requires a clear understanding of available resources, a thoughtful consideration of priorities and creative thinking about ways to embed learning into educators' practice. Once resources have been allocated, tracking and monitoring these resources to evaluate their effectiveness is an essential step to ensure that thoughtful decisions are made in how to allocate, adjust and coordinate resources.

Elements	Indicators
3.1 Prioritize time and human, fiscal, material and technological resources.	<p>3.1.1 Define internal and external resources for professional learning, including staff, materials, technology, funding, time and partnerships (such as with institutions of higher education and external vendors).</p> <p>3.1.2 Recommend resources to align professional learning with high-priority student and educator learning needs and to support implementation.</p> <p>3.1.3 Allocate time for collaborative professional learning within the schedule.</p>
3.2 Monitor resources.	3.2.1 Monitor effectiveness and efficiency of the use of resources for professional learning by reviewing data and adjusting direction of resources as needed.
3.3 Coordinate resources.	3.3.1 Design and implement a comprehensive, professional learning resource plan, which includes repurposed resources, schedules, technology, internal and external human resources and grants or other funding sources.

Standard 4: Data

Professional learning that increases educator effectiveness and results for all students...**requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.**

To have a balanced and comprehensive view of student, educator and system performance, educators must collect, analyze and interpret multiple sources of quantitative and qualitative data. Sources for this data might include formal and informal measures, such as demographics of student populations, the results of the Ohio Principal and Teacher Evaluation Systems, formative and summative assessments, performance assessment results, observations, samples of work, portfolios and self-reports of educator needs. Data plays a role in informing the goals for professional learning, allowing systems to accelerate and continue educator growth and provide support as needed. In addition, data is essential in evaluating progress and outcomes of professional learning. The process of analyzing data can be professional learning in and of itself for educators who work in teams to analyze student work or design shared assessments. Ongoing data collection informs and sustains a cycle of continuous improvement.



Elements	Indicators
4.1 Analyze student, educator and system data.	<p>4.1.1 Develop capacity to analyze and interpret data.</p> <p>4.1.2 Analyze and interpret multiple sources of qualitative and quantitative</p> <ul style="list-style-type: none"> • student data • educator data • school and system data <p>to determine professional learning needs.</p>
4.2 Assess progress.	<p>4.2.1 Determine formative data to assess progress toward professional learning benchmarks and goals.</p> <p>4.2.2 Collect, analyze and use formative data to continuously assess progress</p>

Elements	Indicators
	toward professional learning benchmarks and goals. 4.2.3 Use analysis of progress to make adjustments in professional learning, including solving problems, changing learning designs or coaching and support systems, activities and timeframes.
4.3 Evaluate professional learning.	4.3.1 Contribute to the development of an evaluation plan for professional learning. 4.3.2 Use a variety of formative and summative data to evaluate professional learning's effectiveness and impact on student performance, professional practice, school culture and organizational structures. 4.3.3 Support the use of data by facilitating data review and analysis to evaluate the effectiveness of school wide learning designs, content and duration. 4.3.4 Use evaluation results to improve professional learning.

Standard 5: Learning Designs

Professional learning that increases educator effectiveness and results for all students...**integrates theories, research and models of human learning to achieve its intended outcomes.**

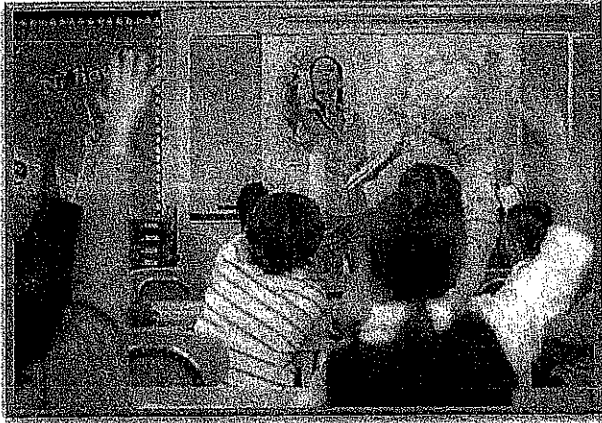
Research has revealed much about how people learn, and educators should use this information to design high-quality professional learning that will impact teaching and student achievement. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation. Successful professional learning can occur within the school day or outside of it; take place in face-to-face, online or hybrid settings; can be focused on individuals or on groups; and can vary in terms of level of structure. Most effective systems will incorporate multiple learning designs. For some systems, a consideration of effective designs may result in an expansion of what is viewed as professional learning. For example, collaborating with colleagues, analyzing student data, observing peers, examining student work and designing shared lessons or assessments are all job-embedded designs that can result in professional learning.

Elements	Indicators
5.1 Apply learning theories, research and models.	5.1.1 Develop and share a knowledge base about theories, research and models of adult learning. 5.1.2 Acquire and share knowledge about multiple designs for professional learning, such as peer coaching, collaborative learning communities, action research and the examination of student work.
5.2 Select learning designs.	5.2.1 Acquire, share and apply knowledge of learning designs, including technology-based designs, when considering multiple factors to select effective designs for professional learning. 5.2.2 Develop and share knowledge about technology-enhanced learning designs. 5.2.3 Implement effective learning designs.
5.3 Promote active engagement.	5.3.1 Ensure that learning is relevant to educators' day-to-day work and supported in practice. 5.3.2 Implement engagement strategies to maximize learning.

Standard 6: Implementation

Professional learning that increases educator effectiveness and results for all students... **applies research on change and sustains support for implementation of professional learning.**

When systems have in place the foundational elements for professional learning, they must then take action. Knowing is not the same as doing. To change educator practice and increase student learning



takes time and requires an understanding of change. Creating meaningful changes in professional practice requires an attention to possible barriers as well as ongoing feedback and support to reduce these potential roadblocks. As they work to implement new knowledge and skills, school districts can support educators formally and informally; individually or through learning communities or teams; through coaching or peer support; and through materials, resources and models. Constructive feedback and opportunities for reflection can ensure that educators continue to move higher on the continuum of their practice.

Elements	Indicators
6.1 Apply change research.	6.1.1 Build knowledge of research on change. 6.1.2 Apply research on change to plan and lead the implementation of professional learning.
6.2 Sustain implementation.	6.2.1 Differentiate support for implementation of professional learning. 6.2.2 Continue support to reach high-fidelity implementation of professional learning.
6.3 Provide constructive feedback.	6.3.1 Develop capacity to give and receive constructive feedback. 6.3.2 Provide constructive feedback to accelerate and refine implementation of professional learning.

Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students... **aligns its outcomes with educator performance and student curriculum standards.**

Student and educator standards specify what students and educators should know and be able to do. By aligning professional learning with these high expectations for students and educators, the link between educator learning and student learning becomes explicit. Making these connections creates a coherent system in which activities for professional learning do not take place in isolation. Instead, opportunities for learning are purposeful and focused on clear goals, specific contexts and demonstrated areas of need.



Elements	Indicators
7.1 Meet performance standards.	<p>7.1.1 Use Ohio's educator standards to identify professional learning needs.</p> <p>7.1.2 Use Ohio's educator standards to make decisions about the content of professional learning.</p>
7.2 Address learning outcomes.	<p>7.2.1 Use Ohio's student learning standards to identify professional learning needs.</p> <p>7.2.2 Use Ohio's student learning standards to select the content of professional learning.</p> <p>7.2.3 Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments.</p>
7.3 Build coherence.	<p>7.3.1 Connect professional learning with building, local and statewide initiatives.</p> <p>7.3.2 Contextualize professional learning, building on earlier professional learning and bridging to planned future experiences.</p>



The Ohio Educator Standards Board, the State Board of Education and the Ohio Department of Education do not recommend or endorse any specific for-profit professional learning program for use by educators. The updated Ohio Standards for Professional Development present educators with benchmarks for selecting, evaluating and designing professional learning opportunities that meet high-quality criteria.