

# **Educator Handbook**

A Guide to Certification  
and  
Licensure

Felicity-Franklin Local School District  
Local Professional Development Committee

May, 2017

Professional Development Handbook  
Felicity-Franklin Local Schools

# Table of Contents

## **The Local Professional Development Committee**

Purpose of the LPDC.....	4
Scope, Number, Purposes of the LPDC.....	4
Responsibilities of the LPDC.....	4
Responsibilities of the Educator.....	5

## **Certification and Licensure**

How to Maintain Credentials.....	7
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## **Individual Professional Development Plan**

IPDP.....	8
Suggested IPDP Components.....	9
Guidelines for submitting and Reviewing IPDP.....	13
Appeals Process.....	14
Notification to Ohio Dept. of Education.....	14

## **By Laws of the Felicity-Franklin LPDC**

Committee Composition and Selection.....	15
Operation of the LPDC Committee.....	16
Duties of the LPDC.....	17
Duties of the Chairperson.....	17
Duties of the Secretary.....	17

## **Continuing Education Units Options and Alternatives**

Options I. Training	
National Bd. Of Prof. Standards Cert. ....	18
Professional Development.....	18
Professional Conference.....	18
Professional Workshop.....	18

Option II. Teaching	
Curriculum Unit Process .....	19
Curriculum Development .....	19
Peer Coaching .....	19
Collegial Collaboration.....	19
Mentor/Resident Educator .....	19
Cooperating Teacher .....	20
Off Campus Visit .....	20

Option III. College/University Courses	
College/University Courses.....	21

Option IV. Individual Projects	
Action Research or Educational Project.....	22
Professional Committee.....	22
Grant Writing .....	22

## **Appendix A Documents for Licensure and Renewal (Sample Forms)**

Professional Activities Log.....	24
Reciprocity Form.....	25
Application for Prior CEU Approval.....	26

<b>Appendix B Questions and Answers.....</b>	<b>28</b>
<b>Appendix C Glossary.....</b>	<b>31</b>
<b>Appendix D Resources .....</b>	<b>33</b>
<b>Appendix E Statements of Mission and Vision.....</b>	<b>34</b>
<b>Appendix F Frequently Asked Questions (ODE).....</b>	<b>36</b>

## **Purpose of the LPDC**

The purpose of the Felicity-Franklin LPDC committee is to review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met.

## **Scope, Number, Purposes of the Committee**

- The Board and the Association agree to participate in the Local Professional Development Committee (LPDC) and this committee being the entity required by Senate Bill 230.
- The LPDC shall oversee, review and approve professional development plans for course work, professional development units (PDU's) and/or other equivalent activities for renewal of certificates or licenses as included by statute, and the LPDC shall establish and/or approve the criteria for the above programs.
- In the event that Senate Bill 230 is legislatively modified, the parties shall comply with any required legislative modification. In the event of permissive legislative modifications, the parties shall meet to bargain any amendments. Failure of the parties to reach agreement on permissive modifications shall result in retention of the current LPDC model.
- The LPDC shall not have any authority to revise, change, delete or modify any Article or Section of the negotiated Contract.

## **Responsibilities of the LPDC**

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

- Establish operating procedures for the submission and review of Individual Professional Development Plans (IPDPs) by educators in the district or school.
- Clearly establish the criteria by which the LPDC will review educators' IPDPs.
- Consistently abide by the established operating procedures and criteria of the LPDC when reviewing educators' IPDPS.

- Develop the format for an Individual Professional Development Plan for use by educators as they renew their licenses.
- Ensure that educators' course work and other professional development activities meet the standards for renewal of certificates or licenses.
- Keep records of the LPDCs decisions regarding educators' IPDPs.
- Operate under the Open Meetings Act (Sunshine Law).
- Establish a local appeal process for educators who wish to appeal the decision of the LPDC.

## **Responsibilities of the Educator under Licensure**

Educators who are working under provisional (4-year) certificates, professional (8-year) certificates, or professional (5-year) licenses are responsible for meeting the requirements for renewal of those certificates or licenses. Educators who are scheduled to renew their certificates after January 1, 1999, must work with their Local Professional Development Committees to complete the renewal process.

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

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

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

It will be the sole responsibility of the educator to:

- A. Maintain a record of all course work, CEUs and other activities. This may take the form of transcripts, certificates of completion and/or other documentation verifying progress of the plan. Submit documentation to the committee.
- B. Know the dates for certificate/license renewal and/or upgrade.
- C. Notify the LPDC of any needed changes in his/her IPDP (i.e. change of position or status).

## **How to Maintain Credentials**

To renew licenses, go this link on ODE for information  
<http://education.ohio.gov/Topics/Teaching/Licensure/Renew-Certificate-License>

## **Individual Professional Development Plan**

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

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

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

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

## **Suggested Components for an Individual Professional Development Plan**

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

### *Identify Goals*

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

# **Individual Professional Development Plan**

## **Goals Guide**

This Goals Guide is provided to assist you in identifying goals that may help you complete your Individual Professional Development Plan. It is a guide and is not intended to be inclusive. You are encouraged to develop goals that reflect those needs that will help you, your students, and your district to succeed.

### **Content Knowledge**

- To learn how to apply technologies as effective content tools
- To enhance professional knowledge (psychologists, speech therapists, treasurers)
- To increase teaching area knowledge (Art, English, Math)
- To develop teaching/learning units which promote student knowledge in my discipline
- To work with colleagues in ways which help to integrate my discipline within the school

### **Professional Ethics**

- To learn and/or demonstrate understanding and use educational theory/philosophy
- To learn more about the community which service our schools
- To learn and apply new ways of improving race relations among student/faculty/community
- To gain knowledge of where and how to acquire information to assist my job responsibilities
- To add additional area(s) of certification/licensure to my credentials to seek an advanced degree
- To maintain current knowledge of local/county/state/national educational policies and issues

### **Assessment & Evaluation Skills**

- To learn how to apply technologies as effective assessment tools
- To learn how to apply assessment data to instruction
- To learn how to construct effective evaluation instruments
- To learn how to expand the number and types of assessment tools
- To learn how to interpret test scores
- To learn how to better teach test-taking skills
- To learn more about proficiency, competency and /or standardized testing purposes and creation

### **Instructional Methodology**

- To learn how to apply technologies as effective teaching and learning tools

- To learn how to improve student reading skills
- To learn how to integrate higher-order thinking skills
- To learn how to facilitate students to teach themselves and others (cooperative learning, etc.)
- To learn how to teach students to solve problems via a variety of tools and knowledge
- To learn how to teach across many disciplines
- To learn teaching methods which promote increased student achievement
- To gain knowledge of how to adapt instruction to the individual needs of all students

#### Communication Skills

- To learn how to apply technologies as effective communication tools
- To present to various publics
- To enhance speaking skills (students, parents, peers)
- To enhance writing skills (students, parents, peers)
- To improve non-verbal communication skills
- To discover ways to increase parental involvement in parent-teacher conferences

#### Interpersonal Skills

- To learn how to apply technologies as effective interpersonal tools
- To learn how to coach others to achieve and succeed
- To learn how to coordinate or direct the efforts of others
- To learn how to facilitate groups (students, peers) to accomplish established goals
- To learn how to motivate self and others

#### Management & Administrative Skills

- To learn how to apply technologies as effective management tools
- To learn how to apply available resources to school improvement
- To learn how to collect data to use in planning and problem solving
- To learn how to create conditions and environments for productive performances
- To learn how to establish vision that encourages performances of self and others
- To learn planning and organizational skills that improve self and others

#### Skills to Meet the Needs of Special Students

- To learn how to apply technologies as effective intervention tools
- To learn how to adapt instruction to all skill levels
- To learn how to increase my awareness of students with special needs
- To learn how to sensitize all students to the needs of individuals
- To understand social/emotional needs of students and others

## School District and/or Building Specific Goals

- To learn how to apply technologies as effective teaching and learning tools

## *Determine Strategies*

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

## *Accountability*

- Is the professional development experience meaningful?
- Can I measure progress toward the achievement of my goals?
- How will I know when my goals have been achieved?
- Can I effectively communicate my plan to the LPDC?

It will be the sole responsibility of the educator to:

- A. Write and submit an IPDP to the LPDC for approval concurrent with a request for license approval. Certificated employees who do not have a current IPDP approved by the LPDC must submit an IPDP for approval to the committee by December 8, 2003. This does not apply to permanent certificate holders. Persons who fail to meet this expectation risk forfeiture of their credentials at the conclusion of their certificate/licensure cycle(s).
- B. Maintain a record of all course work, CEUs, and other activities. This may take the form of transcripts, certificates of completion, and/or other documentation verifying the progress of his/her plan.
- C. Know the dates for certificate/license renewal and/or upgrade.
- D. Notify the LPDC of any needed changes in his/her IPDP (i.e. change of position or status).
- E. Attend an annual review between the months of September – May each year during the life of the certificate/license. (1 IPDP may cover the renewal of more than one certificate/license.)
- F. Complete professional development activities each year during the life of the certificate/license.

## **Guidelines for Submitting and Reviewing IPDPs**

### **IPDP Completion/Decision Making Process**

The following are the steps the LPDC will take when reviewing an individual's professional development plan.

- A. To ensure that all appropriate professional development activities are considered to meet renewal requirements, the IPDP should be written and submitted to LPDC for approval concurrent with any request for license/certificate approval. LPDCs may not grant retroactive credit for PD activities, CEUs, and coursework completed prior to the approval of the IPDP.
- B. The committee will review the plan.
  1. If approved, the committee will notify the individual of the approval.
  2. If not approved, the applicant must resubmit the plan with adjustments.
- C. The committee will assign each plan participant his/her yearly review dates.
- D. Annual activity entries are required. For each school year, all licensed/certificated employees must provide evidence of completion of at least 2 CEUs worth of professional development activities. Persons who fail to meet his expectation risk forfeiture of their credentials at the conclusion of their certificate/license cycle(s).
- E. Plans may be altered as needed and revisions submitted to the committee for approval

An Individual Professional Development Plan and licensure decision can be approved by a simple majority vote.

## **Appeals Process**

When an educator's IPDP is rejected by the LPDC after its second revision, the educator has the right to appeal the decision of the LPDC.

- The appeals panel will be comprised of a three (3) person mediation team chosen as follows: one (1) person chosen by the applicant, one (1) person chosen by the Superintendent of Schools, and one (1) person appointed by the Association. Members of the mediation team must hold a current certificate or license.

When filing an appeal, the following procedure will be followed:

1. Written notification of intent to appeal must be filed with the LPDC chairperson within ten (10) calendar days of the decision in question.
2. The Association will select its representative within five (5) working days of the appeal notification date.
3. The appealing educator will select his/her representative within five (5) working days of the appeal notification date.
4. The Superintendent of Feliccity-Franklin Local Schools shall be notified of the appeal within five (5) working days.

This review panel shall meet together one time within thirty (30) calendar days of receiving the request for the appeal to conduct a review of the materials and facts and:

1. Hear from the educator why his/her professional development plan or other issue should be approved;
2. Hear from the district LPDC or a representative why the committee did not approve the plan or other issue;
3. Deliberate and issue a written decision jointly to the educator and the district LPDC within five (5) days.

The decision of the appeals panel is the final step in the process and is binding on all parties and shall not be subject to the grievance process contained at Article 5 of the negotiated agreement.

## **Notification to Ohio Department of Education**

Certification/license applications will be sent to the Ohio Department of Education when applicants have successfully completed approved course work, CEUs, or other activities required by the LPDC.

## **By Laws of the Felicity-Franklin LPDC Committee Composition and Selection**

- The LPDC shall consist of three (3) teachers and two (2) administrators. At the request of an administrator, the composition of the LPDC shall consist of two (2) administrators and one (1) teacher when considering administrative license matters.
- All teacher members of the LPDC shall be members of the Association and shall be appointed by the Association. The teacher members shall be selected by taking volunteers of qualified persons. By February 1<sup>st</sup> of each year, teachers will be notified about the self-nomination process. If more than the necessary number of members volunteer, then all the volunteers will meet to discuss and select which of them will serve for that term. If no consensus can be reached by the volunteers, the Association executive committee will select the new member(s). The administrators and the other appointees shall be appointed by the Superintendent.
- All teacher members of the LPDC shall have a minimum of five (5) years with at least three (3) years of service in the district.
- Teacher members of the LPDC shall serve three (3) year terms. In order to provide for continuity on the committee, the terms of the three (3) teacher members shall be staggered. After these initial terms, all terms of service shall be three (3) years in length.
- The LPDC shall elect committee officers at the first meeting in September. The officers shall be determined by a majority vote of the committee members.
- If any teacher member of the committee is unable to complete his/her term of office, his/her office shall be filled within thirty (30) days using the process described in (A) above.
- No appointed member of the committee shall serve more than two consecutive terms of office.
- Teacher LPDC members shall be compensated in accordance with the supplemental salary schedule. The LPDC compensation shall increase each year in compliance with increases granted on the supplemental salary/extra duty schedule.
- The elected administrative member of the LPDC shall serve a three-year term of office.

- The appointed administrative member of the LPDC shall serve a one-year term, but he/she may be appointed to consecutive years of service at the pleasure of the superintendent. If the elected administrative member of the committee is unable to complete his/her term of office, his/her office shall be filled within thirty (30) days by election among the remaining administrators of this district.

### **Operation of the LPDC Committee**

- The LPDC shall operate under Robert's Rules of Order with meetings and duties being spelled out in the constitution and bylaws of the Local Professional Development Committee.
- A copy of the constitution and bylaws shall be provided to all teachers by September 30 of each school year.
- The committee shall meet on the second and fourth Mondays of each month September through May. Regular meeting times will be three o'clock until five o'clock.
- All teachers who schedule an LPDC appointment in the superintendent's office by the end of the school day on the Friday preceding each meeting will be guaranteed an appointment with the LPDC on their day of choice. Teachers may register for an appointment on the day of the LPDC meeting, but if the meeting runs past the regular five o'clock end time, the committee will reschedule any teacher who registered late.
- Additional meetings may be called by the committee chair or by a majority of committee members with forty-eight (48) hour notice.
- A quorum of committee members must be present for business to be transacted.
- A quorum shall be deemed to exist if there are a minimum of two teacher members and one administrative member present.
- A simple majority of the quorum must agree to any decision except for those involving changes to by-laws, rules, or procedures.
- A yearly review of the LPDC handbook and operating procedures shall be conducted each year at the May meeting(s). A four-fifths vote of the committee shall be necessary to change any bylaws, rule, or procedures.

- Changes can be made at any other time if the four-fifths of the committee members agree that changes are necessary.

### **Duties of the LPDC**

The Felicity-Franklin LPDC is responsible for keeping up to date files on each licensure candidate in the district. The file will include copies of:

1. A log of all meetings between teachers and the LPDC
2. All correspondence from the committee to the individual.

Local Professional Development Committee members shall:

1. Attend all regularly scheduled meetings, and any emergency meetings which may be called.
2. Provide information on the licensure process and answer building/staff questions.
3. Review and vote on submitted IPDPs.
4. Disqualify themselves from voting on their own IPDP or that of any member of their immediate families.

### **Duties of the Chairperson**

The chairperson will be elected annually from the non-administrative members of the committee. The chairperson will:

1. Be responsible for setting meeting dates (regularly scheduled meetings shall be the second and fourth Mondays of each month from September through May), presiding over all meetings, preparing the agenda, and informing members of any changes in said meetings.
2. Act as the initial contact person for any and all appeals.
3. Act as a signatory for state certification/licensure.

### **Duties of the Secretary**

The secretary will be elected annually from the members of the committee. The secretary will:

1. Be responsible for recording the minutes of the committee meetings, distributing copies to each committee member, and posting copies of them in common teacher work areas and in each office.
2. Be responsible for all correspondence and act as communication liaison.
3. Maintain records of all LPDC meetings and actions.

Felicity-Franklin LPDC Continuing Education Unit (CEU) Options\*

Option/ Model I  <b>Training</b>	<b>National Board of Professional Teaching Standards Certification</b>	<b>Professional Development</b> Presenter Teaching a course Teaching a seminar Teaching an adult vocational or technical course Professional presentation	<b>Professional Conference</b>	<b>Professional Workshop / Non-Credit Classes</b>
CEU Value	Up to <b>18</b> CEUs	1 Clock hour = 0.3 CEU (count presentation time only)	1 clock hour = 0.1 CEU	1 clock hour = 0.1 CEU
Maximum CEU	<b>12</b> CEUs for candidates completing the process but not receiving certification <b>18</b> CEUs for NBPTS certification	<b>3</b>	<b>6</b>	<b>9</b>
Criteria	Must be in the subject area of the individual's assignment. Certificate must be completed or participation as a candidate must be verified by the expiration date of the certificate or license.	Must be new presentation and not part of job assignment. The same course may be submitted twice in each license/certificate cycle	May include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance or effectiveness	Same as Conference
Verification	Valid copy of the National Certificate or documentation for candidates not completing the certificate	Course announcement and course syllabus and log of teaching time required	Conference program/agenda showing what you attended	Copy of course flier or agenda and registration form and, for class, certificate of attendance

\*All activities must be related to the individual professional development plan, building/district/student/educator goals, and must be activities that contribute to new learning and professional growth.

Felicity-Franklin LPDC Continuing Education Unit (CEU) Options

Option/ Model II <b>Teaching</b>	<b>Curriculum Unit Process</b>	<b>Curriculum Development</b>	<b>Peer Coaching</b>	<b>Collegial Collaboration</b>	<b>Mentor</b>
CEU Value	Variable depending on the product	1 clock hour = 0.1 CEU	1 clock hour = 0.1 CEU	1 clock hour = 0.1 CEU	Gray box = 6 CEU
Maximum CEU	<b>6</b>	<b>3</b>	<b>4</b> Both participants are eligible	<b>4</b> Each participant is eligible	<b>6</b> for mentor
Criteria	Production of a tangible product that enhance teaching and learning  Must have prior approval of LPDC	Must be serving on a formal committee organized by an educational agency or organization	Each session must include pre-observation discussion, observation, and follow-up discussion  Prior approval of Building Principal	Less formal than Peer Coaching  May include study groups  May include topics from the activities in the CIP  Prior approval of the Curriculum Director or Building Principal	1. Formal district/school mentoring program for entry year teachers  2. Mentors of experienced teachers new to the district
Verification	Curriculum unit  Written documentation of clock hours	Copy of the final document and written documentation of clock hours	Summary of plan/reflective journal done by person being coached  Contact hours documented by each person	Contact hours and topic(s) documented by each person  Samples of student work or other products related to the topic  A reflective composition completed by each participant	1. Must include a statement of authorization from a supervisor  2. Must keep track of hours and observe quarterly with documented pre- and post-conferences for each observation

Felicity-Franklin LPDC Continuing Education Unit (CEU) Options

Option/ Model II <b>Teaching</b>	<b>Cooperating Teacher for Student Teacher</b>	<b>Off Campus Visitation</b>
CEU Value	1.5 CEU per 9 weeks 3.0 CEU per Felicity Semester	1 clock hour = 0.1 CEU Travel time is not to be included
Maximum CEU	<b>6</b>	<b>2</b>
Criteria	Formal college program Ongoing reflective journal through placement period	Must align with district and building goals
Verification	Copy of contract between teacher and college/university	Contact hours documented by teacher and building principal or administrator or school visited

Felicity-Franklin LPDC Continuing Education Unit (CEU) Options

<p>Option/ Model III</p> <p><b>College/ University Courses</b></p>	<p><b>College/University Course for Credit</b> Seminar for Credit</p>
<p>CEU Value</p>	<p>1 semester hour = 3 CEU 3 quarter hours / 2 semester hours = 6 CEU 2 quarter hours = 4 CEU 1 quarter hour = 2 CEU</p>
<p>Maximum CEU</p>	<p><b>Unlimited</b></p>
<p>Criteria</p>	<p>Course work must be in education or in a content area directly related to the individual's teaching assignment or certification area</p>
<p>Verification</p>	<p>Transcript required. Course announcement and/or course syllabus may be required</p>

Felicity-Franklin LPDC Continuing Education Unit (CEU) Options

<b>Option/Model IV Individual Projects</b>	<b>Action Research Or Educational Project</b>	<b>Professional Committee</b>	<b>Grant Writing**</b>
CEU Value	1 clock hour = 0.1 CEU	1 clock hour = 0.1 CEU	1 clock hour = 0.1 CEU
Maximum CEU	<b>6</b>	<b>3</b>	<b>3</b>
Criteria	Project must have prior approval by LPDC	Must be service on a formal committee organized by an educational agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field	Copy of Grant proposal
Verification	Copy of final product or report of the project and written documentation of clock hours	Documentation of hours served verified by the president or chair of the committee	Copy of Grant proposal, documentation of clock hours for planning and preparation

\*\*All grants must have prior approval of the building administrator.

Appendix A

DOCUMENTS TO BE COMPLETED FOR  
LICENSURE

**SAMPLE FORMS**

Professional Activities Log

Reciprocity Form

Application for Prior CEU Approval



## Reciprocity Form

### Approval Verification Form for Educators Leaving the Felicity-Franklin LPDC

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

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Name of Authorized Signature)

\_\_\_\_\_  
(Authorized Signature)

**Felicity-Franklin Local School District**  
**415 Washington St.**  
**Felicity, Ohio 45120**

**LPDC Contact Person** \_\_\_\_\_

**LPDC Phone Number** \_\_\_\_\_

**Felicity-Franklin LPDC**  
**Application for Prior CEU Approval**

Name \_\_\_\_\_ Date \_\_\_\_\_

Describe the activity, workshop, or in-service for which you wish to receive credit. Attach announcement, flier, or pertinent information.

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\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

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

# **Appendices B through E**

**Questions and Answers**

**Glossary**

**Resources**

**Statements of Mission, Vision, and Goals**

**Frequently Asked Questions**

## Questions and Answers

### **How will CEU credit be awarded after June 20, 1998, when the Ohio will no longer be approving CEUs?**

The Felicity-Franklin LPDC will grant CEUs for approved activities.

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

An educator working in a school district or any other institution with an LPDC will work through the LPDC. Following the procedures of LPDC, the educator will submit an Individual Professional Development Plan for approval. Verification of final LPDC approval of the educator's professional development work is required before the Ohio Department of Education will issue a renewal license.

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

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

### **What are the requirements for an Individual Professional Development Plan?**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **How is an LPDC established?**

An LPDC is established in accordance with the regulations in Ohio Revised Code 3319.22. Once established, the LPDC members will work with the other educators in the district to develop a Plan of Operation. Since each district is unique, each Plan of Operation will vary to fit the unique needs of the educators and the district.

### **How will the LPDC be funded?**

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

### **How do I renew more than one certificate?**

A plan can be developed that addresses more than one area of certification/licensure. Professional development activities can be applied to more than one of the areas of certification/licensure if the activities align with stated IPDP goals in an approved plan and the activities have taken place since the last renewal of the certificate(s) or license(s) to which they are being applied for renewal.

### **How do I convert semester hours, quarter hours, and CEUs?**

*College Coursework/CEU Conversion Chart*

Semester	Quarter	CEU
1/3	1/2	1
2/3	1	2
1	1.5	3
1 1/3	2	4
1 2/3	2.5	5
2	3	6
2 1/3	3.5	7
2 2/3	4	8
3	4.5	9
3 1/3	5	10
3 2/3	5.5	11
4	6	12
4 1/3	6.5	13
4 2/3	7	14
5	7.5	15
5 1/3	8	16
5 2/3	8.5	17
6	9	18

# **Glossary**

## **Administrator**

An individual working under the following certificate or license: Principal License, Administrative Specialist License, Principal Certificate, Educational Administrative Specialist Certificate, Superintendent Certificate

## **Approved Institution**

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

## **CEU**

One CEU is ten (10) professional development contact hours approved by a Local Professional Development Committee.

## **Certificate**

A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1987 "Teacher Education and Certification Standards, to teach or practice in Ohio schools

## **Contact Hours**

The direct clock hours spent engaged in a professional development activity.

## **Chartered Nonpublic School**

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

## **Educator**

An individual who has been certified or licensed by the State Board of Education to teach or practice in Ohio schools.

## **Equivalent Activity**

Professional development activities that go beyond traditional workshops and course work to job-related activities

**Grace Renewal**

The one-time renewal under the 1987 Teacher Education and Certification Standards, After September 1, 1998

**IPDP**

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

**Issuing Agency**

For purposes of certification and licensure, the Ohio Department of Education serves on behalf of the State Board of Education as the agency responsible for issuing licenses and certificates.

**LPDC**

Committees established by local school districts and nonpublic chartered schools to oversee and review professional development plans, course work, continuing education units, and equivalent activities for the purpose of renewal of certificates and licenses

**License**

A document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1998 Teacher Education and Licensure Standards, to teach or practice in Ohio schools.

**Permanent Certificate**

A certificate that is valid for the tenure of an educator's career and does not require further work for certification nor conversion to a license.

**Professional Development Portfolio**

A collection/documentation of an individual's professional development activities.

**Professional Development**

An ongoing, job-related process to enhance, maintain, and refine the competencies of all staff to ensure quality outcome for students.

**Reciprocity**

A policy which acknowledges and accepts credentials awarded by another authority.

## **Resources**

### **Accredited Institutions**

For a listing, contact:  
Higher Education Directory  
6400 Arlington Boulevard, Suite 648  
Falls Church, Virginia 22042  
Phone: 703-532-2300  
FAX: 614-728-3058  
E-Mail: [info@hepinc.com](mailto:info@hepinc.com)  
Internet: <http://www.hepinc.com>

### **Ohio Department of Education**

Professional Development and Licensure  
65 South Front Street  
Columbus, Ohio 43215-4183  
Phone: 624-466-2761  
FAX: 703-532-2305

### **Southwest Regional Professional Development Center**

11083 Hamilton Avenue  
Cincinnati, Ohio 45231

Phone: 513-742-2200

FAX: 513-742-8339

**Appendix E**

**Mission**

**Goal**

**And**

**Vision Statements**



## **Mission Statement**

### ***Felicity-Franklin Local School District***

All students in the Felicity-Franklin Local School District are actively engaged in learning and life skills activities through different means including technology, cooperative learning, and teacher guided learning. The student, home, school and community will all work together to make this mission a reality.

## **Vision Statement**

### ***Felicity-Franklin Local School District***

The vision of the Felicity-Franklin Local School District is to ensure that all students are engaged in challenging curriculum in a safe, friendly environment, working together with the home and community, and supported by teaching practices focused on high student achievement and life long learning.

# Frequently-Asked Questions About Teacher Certification And Licensure

## **Where can I find answers to my other questions?**

If you have not already done so, please check the [Ohio Department of Education Licensure Website](#) for answers to your questions. If you do not find what you need, please contact one of the offices below.

We request that you select one mode of contacting us (email or phone). Before calling, please [log into your SAFE account](#) and ODE.CORE so the department representative can provide better service to you regarding your application.

*For questions related to licensure:*

[educator.licensure@education.ohio.gov](mailto:educator.licensure@education.ohio.gov)

(877) 644-6338

*For questions about the Ohio Resident Educator program:*

[resident.educator@education.ohio.gov](mailto:resident.educator@education.ohio.gov)

(877) 644-6338

*Your feedback is important*

If you have a suggestion for making the online application better -- or for an FAQ we should add here, please send that feedback to [educator.licensure@education.ohio.gov](mailto:educator.licensure@education.ohio.gov). Thank you!