

GARFIELD HEIGHTS CITY SCHOOL DISTRICT
Garfield Heights, Ohio 44125



Local Professional Development Committee

Manual and Forms
August 2022 (Revised)

TABLE OF CONTENTS

Introduction	p. 2
The Local Professional Development Committee	
Mission Statement	p. 2
Definition	p. 3
Bylaws for the LPDC	p. 3-5
Policies	p. 5-6
Procedures	p. 6-7
Beginning the Individual Professional Development Plan Process	
Step 1: Submitting Your Plan	p. 7-8
Step 2: Activity Proposal	p. 8-9
Step 3: Verify Your Completed Activity	p. 9
Step 4: License Renewal	p. 9-10
Appeal	p. 10-11
Educators Leaving/Entering an LPDC	p. 11
Appendix	p. 12-30
Reference #1- Instructions for Signing in to PD Express	p. 13
Reference #2- Instructions for Completing the PD Express IPDP- Form 1	p. 14-15
Reference #3- Writing Smart Goals	p. 16
Reference #4- IPDP Goal Examples	p. 17-19
Reference #5- Instructions for Completing the PD Express Activity Proposal- Form 2	p. 20
Reference #6- Equivalent Other Activities (EOA) Guidelines	p. 21-24
Reference #7- Instructions for Completing the PD Express Activity Verification- Form 3	p. 25
Reference #8- Instructions for Renewal, Completing the PD Express Verification Form For License Renewal- Form 4 and Generating PD Express Transcript-Form 5	p. 26-27
Reference #9- Instructions for Completing the PD Express Appeal Form- Form 6 and Instructions for Completing The PD Express Level 2 Appeal Form 7	p. 28
Reference #10- Educator Standards	p. 29
Reference #11- Administrator Standards	p. 30

Introduction

In 1996, Ohio's General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). Such committees were to be established in every school district by September 1998. The purpose of the committee 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 licenses have been met.

Based on the Local Professional Development Committee's review, the Ohio Department of Education will continue to issue teaching licenses, and the licenses will be valid across the state.

In 2004, former Governor Bob Taft signed Senate Bill 2, which placed into law many of the recommendations made by the Governor's Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention and professional development.

Prior to S.B. 2, the State Board of Education used the Ohio Teacher Education and Licensure Advisory Commission (OCTELAC) to provide advice and counsel on matters regarding teacher education and licensure.

Under S.B. 2, OCTELAC was replaced by an Educator Standards Board (ESB) that is charged with bringing standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

The State Board of Education adopted the new teacher, principal and professional development standards in October 2005 that requires the development of standards that connect what teachers and principals should know and be able to do with expectations that have been set for students.

Garfield Heights City Schools LPDC Mission Statement

The goal of the Garfield Heights Local Professional Development Committee (LPDC) is twofold: to promote and encourage high quality professional development and, to ensure a fair and equitable processing of licensure.

Definition of High Quality Professional Development

The committee defines High Quality Professional Development (HQPD) according to the Ohio Standards of Professional Development. HQPD must be organized, coherent and provide ongoing learning opportunities. That learning must align with standards and must take place within a collaborative system with shared accountability. Professional learning can change what educators know, do and believe, allowing them to take new skills and ideas back to the classroom resulting in improved classroom instruction. The Ohio Standards for Professional Development include the following seven standards: 1. Learning Communities; 2. Leadership; 3. Resources; 4. Data; 5. Learning Designs; 6. Implementation; 7. Outcomes. Further the state outlines the guidelines for a successful Professional Learning System as including/being: 1. collaborative culture/collective responsibility; 2. prioritization of professional learning; 3. capacity and structure; 4. resources; 5. data based; 6. best practice models and theories of adult learning; 7. researched-based and standards aligned.

Bylaws for GHCS LPDC

The Garfield Heights LPDC shall be, by statute, the official licensing body for the Garfield Heights City School District.

1. Membership shall consist of nine (9) members. GHCS shall elect five (5) representatives, one per building; the building administrators shall elect two (2) administrative representatives from the district and one (1) Superintendent's designee will be appointed. The director of human resources/business manager shall be a standing member. The committee may also include, when required, a committee intern (non-voting building representative) designated to become the following year's representative. At all times this LPDC shall have a majority of teachers. Each member will serve a three (3) year term. Terms shall run from July 1 to June 30. Elections will be held in the spring. Teacher transfers to another building do not affect the committee member's term. Members who originated their membership at a designated building may continue as a representative for that building if re-elected.
2. Membership shall meet on a monthly basis, except for the months of July and August when there will be no meetings. A scheduled calendar will be determined by the LPDC and posted on the district's LPDC website along with the current LPDC membership. Meetings will be held according to the Open Meetings Act. Applicants need not be present at LPDC meetings unless appealing a decision.

3. LPDC meetings shall be held at a technologically appropriate facility within the district or utilizing district approved conferencing technology. Monetary compensation for teacher representatives will be determined by the negotiated supplemental salary schedule. Administrators who receive no supplemental may elect to receive 15 contact hours per year for a maximum of 60 contact hours per renewal cycle.
4. The Designated LPDC members shall elect a chairperson from their teacher members. A Secretary may be elected in the same manner if deemed necessary. These terms of office are each one-year in length beginning with the September meeting. In lieu of a secretary each member will enter into the minutes the information for their building and the chairperson will ensure timely posting of minutes and information on the LPDC website.
5. A 3-member Appeals Sub-Committee of two teachers and one administrator shall be selected as needed. Once established, the Appeals Committee will serve for the remainder of the school year.
6. The responsibilities of the LPDC Chairperson are to: register the LPDC annually in the online CORE licensure system; apply for the Facility Permit for meeting location or establish a secure link for district approved conferencing technology; communicate LPDC needs to district staff, union president and administration; ensure the efficient and equitable operation of meetings; ensure LPDC representation at regional meetings; perform additional duties as required by the use of the online system.
7. The responsibilities of the Secretary (if deemed necessary) are to: provide the minutes of each meeting to the staff and administration and provide the minutes and information on the LPDC website in a timely manner.
8. The responsibilities of the LPDC Representatives are to: attend meetings regularly; maintain records for their assigned educators; hold training for new members; report LPDC information at staff meetings; assist educators as needed in meeting LPDC requirements; serve on the Appeals Committee when appointed.
9. The chairperson may call an emergency meeting of the LPDC with the concurrence of a majority of the members.
10. A quorum (5 members) shall be present to conduct LPDC business.
11. A simple majority of the quorum must agree to any decision.

12. Records retention policy: Beginning with the 2022-2023 school year LPDC records will be kept electronically in the online system (currently PD Express). The exceptions to this will be official transcripts from accredited universities/colleges and Educator Leaving the District Forms. Those exceptions will be maintained by the LPDC at a designated location in the staff member's professional development file. This location will be listed on the District LPDC Website. All records will be maintained according to District Record Regulations as adopted by the Office of the Treasurer. These regulations, as of this revision (August 2022), require retention of records for seven (7) years.
13. A committee member shall recuse him/her/themselves from review/voting on his/her/their own professional development plan or activity proposals or in any other occasion of conflict of interest.
14. The Garfield Heights City Schools LPDC will serve full-time certificated staff members.
15. Any certificated member of the Garfield Heights City Schools who holds a Professional License must have an approved Individual Professional Development Plan (IPDP) on file. A new IPDP will be written by December after the license is renewed.

Policies

1. An Individual Professional Development Plan (IPDP) stipulates professional development goals and guides the professional development decisions within that renewal cycle. IPDP goals must align with building, district, state and national goals. (Examples can be found on the LPDC website). The IPDP shall must have a minimum of 3 goals with at least 1 goal addressing instruction except in the case where the professional staff member's standards do not include instructional standards (i.e. Licensed School Psychologist).
2. No Activity Proposals or completed professional development will be considered for credit toward licensure if a current IPDP was not in place when the professional development was taken.
3. Professional development counting toward licensure must be in compliance with the Educator Standards and the educator's IPDP, and must be pre-approved by the LPDC.

4. LPDC may grant Contact Hours/CEUs for district in-services and courses.
5. The LPDC policy and procedures cannot supersede the district policy and negotiated agreement. Proposals to the LPDC and approval by the LPDC cannot override the district policy and negotiated agreement. Proposals to the LPDC and approval by the LPDC cannot override the district policy and negotiated agreement.
6. Certificated/Licensed staff members are responsible for maintaining their own professional development records, following procedures as stipulated by the LPDC with regard to completing necessary paperwork toward license renewal within stated timelines, monitoring their records at the state level and renewing their license prior to the final regularly scheduled LPDC meeting of the school year in the year of expiration.
7. All processes and forms reflect the requirements for the *State of Ohio Educator Standards*.

Procedures

1. Licensed Educators transitioning from the Resident Educator Program to a Professional License must comply with State and LPDC procedures for this transition. Educators need to contact their building representative.
2. Forms for the IPDP, Activity Proposals, Completed Activity Verification and Appeal are located using the designated online system (currently PD Express). To ensure continuity in case of online system failures educators are strongly urged to maintain their own records.
3. Any certificated member of the Garfield Heights City Schools who holds a Professional License must have an approved Individual Professional Development Plan (IPDP) on file. A new IPDP will be written by December after the license is renewed. Permanent license holders are not required to submit an IPDP.
4. Once an IPDP has been approved by the LPDC, it is implemented through Activity Proposals (online system). All activities must be pre-approved by the LPDC to count toward licensure. District planned PD does not need to be individually proposed and will be entered into the online system by the LPDC or proposing administrator.

5. Evidence of completion of professional development is provided through the LPDC Verification of Coursework Completion document in PD Express along with uploaded verification indicated on the approved activity proposal (ie. log of hours, artifacts, official transcripts, certificate of attendance). It is recommended that the educator submit verification documentation within six months of completion of the activity. The document and uploaded certificate, etc will be maintained in the online system. Official Transcripts will be maintained in the Educator's physical LPDC file in the designated location as listed on the LPDC website.
6. The LPDC has approved guidelines for completing Equivalent Other Activities (EOA) toward license renewal.
7. All certificated members of the Garfield Heights City Schools who hold professional licenses are responsible for coordinating with Human Resources to ensure that their background checks are current prior to applying with the state for license renewal. This is **NOT** an LPDC responsibility.

Beginning the Individual Professional Development Plan Process

Step 1: Submitting Your Plan

Those teachers under a four-year resident educator license are not required to have a plan on file until they receive their professional five-year license.

All certificated employees must submit an IPDP outlining professional development required to renew their license. Permanent licensees are exempt from submitting an IPDP. THE IPDP must be developed and submitted no later than the December following hire or license renewal. However, employees are strongly encouraged to submit the IPDP immediately following hire or license renewal.

IPDPs are developed and submitted via the district adopted online application (currently PD Express). See Appendix Reference #1 for instructions for signing in to PD Express and Reference #2 for instructions on completing an IPDP. If you have questions please consult with your building representative for assistance. Plans may also be amended as necessary by submitting revisions via PD Express, to the committee and will need to be revised every five year licensure cycle.

An IPDP may be rejected for the following reasons:

- Plan is incomplete
- Plan lacks relevance to current assignment
- Goals are not related to individual or district needs
- Outcomes for each goal lack clarity
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures
- Plan lacks evidence of alignment to Ohio Educator Standards

The committee will provide recommendations for resubmission. Procedures for appeal of the committee's decision are listed under the **Appeal Procedures** section of this manual (p. 10).

Step 2: Submitting Your Activity Proposal

Once the committee has approved an employee's IPDP said employee may begin the process of accumulating the equivalent of 6 semester hours (180 contact hours) through any combination of activities, workshops, conferences and/or coursework. Regular duties of an Educator's current position or supplemental position are not eligible professional development activities. The exception to this is the regularly scheduled Public Works online training required by the district which will be credited to Educators at the rate of 6 contact hours per year of a valid IPDP not to exceed 30 contact hours per 5 year renewal period. Additional exceptions are outlined in Appendix - Reference #6 Equivalent Other Activities under "Membership on year long school committees" and "Regional/Networking".

Employees must complete an Activity Proposal in PD Express prior to completing the activity. See Appendix - Reference #5 for directions on completing an activity proposal and consult with your building representative for further assistance.

Professional Development activities submitted for approval must be a minimum of one clock hour (contact hour) in length (excluding any breaks). Contact hours are the direct clock hours spent engaged in a professional development activity. For example, a workshop from 8:00-3:30 may be worth only six hours when deducting time for registration, breaks and lunch. A maximum of six hours per day may be requested.

10 contact hours = 1 CEU

30 contact hours = 1 semester hour or 3 CEUs

An Activity Proposal may be rejected for the following reasons:

- Proposal is incomplete
- Proposal lacks relevance/alignment to current IPDP

- Goals are not related to individual educational or district needs
- Verification method is unclear
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures
- Proposal lacks evidence of alignment to Ohio Educator Standards
- In the case of college coursework the issuing institution is not accredited

Step 3: Verify Your Completed Activity

Upon completion of your proposed activity you will need to complete the Verification of PD-Coursework Completion document in the online application (PD Express), see Appendix Reference #7 (p. 25), **and** submit the documentation you outlined in your proposal. This can be done in one of two ways:

- College Coursework- an Official transcript must be submitted to your LPDC representative. Paper transcripts must have the **official stamp/watermark** of the issuing college/university. E-Transcripts **must be sent directly by the institution to your LPDC building representative at their District email address.** *Please note that if you are also submitting this course for salary modification you must provide the Board of Education Human Resource office with a **sealed, official transcript.** This is separate from the LPDC process and the committee has no involvement with salary modification.*
- Workshops, webinars, seminars, equivalent other activities- you must upload your certificate of attendance/completion, log of hours, artifacts or other items mentioned in your activity proposal to the Verification of PD-Coursework Completion document in PD Express. You will find the link for this at the end of your proposal. There is a limit of **2** attachment(s) per **Verification of PD- Coursework Completion** with a maximum size of **100K** per attachment. Should you need to submit more please consult with your LPDC representative.

Step 4: License Renewal

Educators with a professional license expiring on June 30th may begin renewing through the LPDC after January 1st the year of expiration. Educators must:

- Complete licensure application renewal application through the OH/ID portal. Click [here](#) for the CORE user manual for directions to create your OH/ID account and apply for license renewal. The CORE user manual is also posted on the LPDC District website page.
- Have completed and approved by the LPDC 180 contact hours or the equivalent.

- Complete and submit in PD Express : LPDC Verification form for Certification Renewal. See Appendix Reference #* (p. 26-27)
- Contact Human Resources to ensure that your Background Check is current.

All renewal paperwork and licensure applications must be completed prior to the final regular meeting of the school year. The LPDC is not responsible for licenses that lapse due to the Educator not completing the above requirements by the final meeting which will be held the day after the last student day for the school year. All regularly scheduled meetings will be listed on the LPDC website at the beginning of each school year for the entire year.

Appeal Procedure

An IPDP may be rejected for the following reasons:

- Plan is incomplete
- Plan lacks relevance to current assignment
- Goals are not related to individual or district needs
- Outcomes for each goal lack clarity
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures
- Plan lacks evidence of alignment to Ohio Educator Standards

An Activity Proposal may be rejected for the following reasons:

- Proposal is incomplete
- Proposal lacks relevance/alignment to current IPDP
- Goals are not related to individual educational or district needs
- Verification method is unclear
- Activities and timelines are unreasonable
- Lack of appropriate evaluation procedures
- Proposal lacks evidence of alignment to Ohio Educator Standards
- In the case of college coursework the issuing institution is not accredited

The Ohio Department of Education recommends a 2 part Appeals Process. The Garfield Heights City Schools LPDC has adopted that process. Directions for completing both Levels of Appeal in PD express can be found in the Appendix- Reference #9 (p.28)

Level 1

Staff members who disagree with a decision of the LPDC and wish to appeal should complete the Appeal Form #6 in the online application (PD Express) within ten (10) school days. The LPDC will reconsider the decision within ten (10) school days of receipt of the appeal form.

Upon reconsideration the LPDC may:

1. Affirm the Decision; or
2. Change the Decision; or
3. Offer the Educator an opportunity to address a concern, change a decision or find a mutual resolution.

The LPDC will respond in writing to the Educator within two (2) school days of the reconsideration meeting. The Educator at that time will either accept the LPDC decision (appeal process ends) or reject the LPDC decision (next level appeal initiated). Should the Educator reject the decision they must complete the PD Express Level 2 Appeal Form 7 within ten(10) school days in order to move to the next level.

Level 2

The LPDC will select a three (3) person panel who will consist of:

- 1 Educator chosen by the LPDC
- 1 Educator chosen by the Educator making the appeal
- 1 Educator agreed upon by both the LPDC and the Educator making the appeal. This may be an Administrator.

The review panel will meet within 10 school days of the receipt of the Level 2 Appeal. They will notify in writing the LPDC and Educator making the appeal of their decision within two (2) school days of their meeting.

Should an appeal be granted in favor of the Educator any applicable PD completed after the date of the original decision will be considered and evaluated based on established LPDC criteria.

Educators Leaving/Entering LPDC

Educators who enter or leave the GHCS LPDC will fill out and submit the Verification Form for Educator Leaving/Entering LPDC found on the LPDC District website page in order to ensure they receive the appropriate credit for activities completed during their renewal cycle. This must be submitted as a hard copy or scanned to the LPDC Chairperson.

Appendix

Reference #1- Instructions for Signing in to PD Express	p. 13
Reference #2- Instructions for Completing the PD Express IPDP- Form 1	p. 14-15
Reference #3- Writing Smart Goals	p. 16
Reference #4- IPDP Goal Examples	p. 17-19
Reference #5- Instructions for Completing the PD Express Activity Proposal- Form 2	p. 20
Reference #6- Equivalent Other Activities (EOA) Guidelines	p. 21-24
Reference #7- Instructions for Completing the PD Express Activity Verification- Form 3	p. 25
Reference #8- Instructions for Renewal, Completing the PD Express Verification Form For License Renewal- Form 4 and Generating PD Express Transcript-Form 5	p. 26-27
Reference #9- Instructions for Completing the PD Express Appeal Form- Form 6 and Instructions for Completing The PD Express Level 2 Appeal Form 7	p. 28
Reference #10- Educator Standards	p. 29
Reference #11- Administrator Standards	p. 30

Garfield Heights City School District
Instructions for Signing on to the PD Express System

- 1. Go to the LPDC webpage through class link, choose the PD Express link or log in to PD Express at <https://garfield.lucid-data.online/pdexpress/login.aspx>**
- 2. Type in your ID: this is the name part of your email (without the @ghbulldogs.org).**
- 3. Type in your PD Express Password. If you cannot remember it or it does not work click the link to retrieve it and enter your school email.**
- 4. If that does not work please contact the committee chairperson (listed on the webpage) or secretary of Human Resources for help in retrieving or resetting your password.**
- 5. Once you have logged in you may change your password under the “My Information” tab. Choose password in the drop down menu.**

Garfield Heights City School District
Instructions for Completing the PD Express IPDP

Please note that you can save this form to work on at a later time, submit for approval or withdraw and resubmit. Please reach out to your building representative with any questions.

Field Name	Instructions for Individual Professional Development Plan Form
First Screen Select a School Year	Choose the current year from the dropdown menu
Do You Want to-	<p>“Use a Form”- You will only be given one choice for a form, this will allow you to start from scratch on your IPDP</p> <p>“Copy a previously-written IPDP”- if you choose this please be careful to update your dates and plan information. This is not recommended as plans not adequately updated will not be approved.</p>
Enter a Description Then click NEXT	Examples are- “5 year renewal of License” or “PD Plan for {insert year}”
License Information Current License	List the Teaching Field for the license that you are renewing.
Type of License	ie. Permanent Certificate; 8-Yr Certificate; 5-Yr License, etc
Issue Date	Your issue date is printed on your license. (mm/dd/yyyy) This is NOT your effective date which will be July 1, (year)
Renewal Cycle	Choose one from the drop down menu
Current Teaching Assignment	List Subjects, Grade Levels, Building (EW, WF, ML, MS, HS)
Intent	Choose one from the drop down menu
IPDP Components Goals	Briefly state your professional development plan by listing your educational goals for this next renewal cycle.(See sample goals listed in Appendix of LPDC manual).
Explanation of Goals	Explain how your goal(s) for professional development are aligned with building and district goals. Please number your goals.
PD Learning Experiences	List and describe the various learning experiences in which you will engage to accomplish your goal(s). Be inclusive so as not to limit your options (College Coursework, workshops, seminars, webinars, district pd, committee experiences, etc)
Timeline	“Duration of license cycle ending (enter expiration date).
Success/Progress of Plan	Explain how you will assess the short- and long-term impact of your professional development plan on your professional practice and the achievement of your students.

Educational Standard Alignment You must include no less than three standards.	Indicate which of the Educator Standards you are addressing in your plan. For example- Standard #1- Students-Teachers understand student learning and development, and respect the diversity of the students they teach.
District Inservices	Please type “Yes” in order to receive credit for district inservices and PD.

Once you have completed all parts please submit for approval.

Garfield Heights City School District

Write Smart Goals

State Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will acquire</i>	<i>multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a building-level book study</i>	<i>January-March 2022</i>
<i>I will investigate</i>	<i>interdisciplinary strategies</i>	<i>to incorporate more connections between core subjects in my classroom</i>	<i>by participating in Sustainable Development's distance learning course on interdisciplinary learning</i>	<i>Summer 2023</i>
<i>I will enhance my abilities in teaching</i>	<i>special needs students</i>	<i>to improve student learning</i>	<i>by attending ASCD's Differentiation Conference</i>	<i>July 4-8, 2023</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training on Multi Tiered System of Support (MTSS)</i>	<i>April- Jun 2023</i>

<p>NOT <i>I am getting my master's degree.</i></p> <p>INSTEAD <i>I am taking graduate coursework in collaborative learning to implement in my classroom and to work toward my master's degree.</i></p>	<p>NOT <i>Going to an MTSS workshop</i></p> <p>INSTEAD <i>I will acquire new ways of approaching and using data through MTSS training and follow-up.</i></p>
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Garfield Heights City School District
Individual Professional Development Plan

Examples of Educational Goals that are applicable to the District/Building Goalstems

Your IPDP can include goals taken from the following areas:

1 . Assessment and Evaluation:

- a. To apply technology as an effective assessment tool.
- b. To construct effective evaluation instruments (rubrics) for use in my role.
- c. To expand the number and types of assessment tools utilized in my role.
- d. To apply assessment data to instruction.
- e. To correctly interpret and apply test scores.
- f. To seek input from parents and students for the purpose of improving instruction, classroom practices, and/or other job-related activities.
- g. To seek input from colleagues and/or other staff members for the purpose of improving job related practices.

2. Content and Professional Knowledge:

- a. To apply technology as an effective content tool.
- b. To gain knowledge of other educational professions.
- c. To acquire further knowledge and skills in a specific content area: _____
- d. To increase understanding of age-appropriate and developmental characteristics of students.
- e. To acquire and demonstrate use of educational theory and/or practice.

3. Communication Skills:

- a. To apply technology as an effective communication tool.
- b. To present to various audiences.
- c. To enhance speaking skills.
- d. To enhance writing skills.
- e. To enhance community-school relations.
- f. To enhance / increase communication with a specific group: _____

4. Instructional Methodology:

- a. To improve students' specific skills in _____.
- b. To integrate higher-order thinking skills into daily learning activities.
- c. To facilitate students to teach themselves and others (cooperative learning, etc.)
- d. To have students become more proficient in solving problems by using a variety of tools and knowledge.
- e. To teach effectively across many disciplines.
- f. To develop interdisciplinary unit(s) of instruction which focus on: _____
- g. To develop strategies to improve the learning environment for all students.
- h. To implement a variety of teaching methods that result in increased student achievement.
- i. To create a new and relevant unit of study in _____.
- j. To initiate and pilot an innovative project: _____ (approved by curriculum leader)

5. Interpersonal Skills:

- a. To apply technology as an interpersonal tool.
- b. To coordinate and direct the efforts of others (mentoring, student teacher, etc.)
- c. To facilitate groups to accomplish established goals (i.e. committee chair)
- d. To motivate self and others (i.e. motivate and lead team)
- e. To develop and demonstrate personal leadership skills.

6. Organizational and Leadership Skills:

- a. To apply technology as an effective management tool.
- b. To seek out and apply for outside resources (i.e. grant writing)
- c. To collect data to use in planning and problem solving.
- d. To create conditions and environment for productive performance.
- e. To learn planning and organizational skills to improve self and others.
- f. To develop strategies to manage groups of people.
- g. To obtain skills for working with community members, colleagues, and/or supervisors.
- h. To implement specific strategies/programs to promote positive and improved student behavior.

7. Skills to Meet the Special Needs of Students:

- a. To learn how to adapt instruction to all skill levels.
- b. To apply technologies as effective intervention tools.
- c. To increase awareness about specific topics relative to the special needs of students (i.e. divorce, death, abuse, etc.)
- d. To improve knowledge of the needs of diverse populations.
- e. To develop a program which fosters respect for cultural diversity.
- f. To learn and apply ways of developing positive self-concepts in students.
- g. To develop and implement inclusion techniques for special education students.
- h. To understand differences in how students learn and provide instruction to accommodate such diversity.
- i. To understand how students learn and develop, and create opportunities for each student's academic development.

8. School District and / or Building-Specific Goals:

- a. To increase OGT and OAT scores by aligning curriculum, assessment, instructional strategies, and/or the use of technology.
- b. To undertake an endeavor or project to improve public perception of the school building and/or district.
- c. To develop a supportive mentoring program.
- d. To develop and enhance classrooms, building, and/or district communication tools.
- e. To accomplish a specific goal related to the district's strategic plan: _____

9. Community Partnerships:

- a. To develop programs / strategies to work with parent / family members, school colleagues, and community members to support student's learning and development.
- b. To undertake a study to become acquainted with community resources in order to utilize them effectively in my current role.
- c. To establish a specific community partnership with my building and/or class.
- d. To develop a mentoring program utilizing a specific group of community members.

Reference #4

Revised August 2022 18

10. Administrative Skills:

- a. To apply technology as an effective administrative tool.
- b. To identify and follow through on a set of goals specific to the needs of my current assignment.
- c. To increase personal communication skills to be used by me with staff members.
- d. To research various management styles and employ the use of one; and to determine its effectiveness given my role.
- e. To develop a program to improve on strengths and address weaknesses based upon input from the self-assessment tool and those with whom I interact in my role; to implement the plan and determine its effectiveness.
- f. To develop an incentive program for use with my staff members: _____; to implement the program and determine its success.

Garfield Heights City School District
Instructions for Completing the PD Express Activity Proposal

School Year	Select from list
Type	Select from list
Description	Name of course (include # if available), workshop, webinar, book study, etc
Resubmission	If you are resubmitting the Activity Proposal and it was originally not approved, please select yes. If not, select no.
IPDP Approval Date	Provide the <u>approval</u> date of your current IPDP.
License Issue Date	The issue date is on the upper right hand corner of your license. This is NOT the effective date.
License Expire Date	Give the date your license is “valid until.”
Licensure Area	I.e. K-3; 4-9 Social Studies & LA; K-8 Elem.: 7-12 Integrated Science; etc.
Type of PD	Select one from the pulldown list.
Type of Hrs. Req.	Select one from the list. Choose carefully.
Amount requested	Input number
Rationale for PD	Explain the basis for choosing this activity. Refer to SMART goals (Reference #3)
Professional Development Details	a. What is the title of this activity, course, etc? b. What institution or organization is sponsoring this activity? c. What do you plan to do as a participant of this activity? d. How is this part of a continuous process toward achieving your goal(s)?
IPDP Goals	a. Which IPDP goal(s) does this proposed activity address? b. Write out the goal(s) , then explain the relevance of this activity.
Collaboration	High quality professional development is collaborative. List all team members with whom you will collaborate in this activity and/or how you plan to disseminate this information to other educators.
Impact of PD	Describe your plan to assess the short-term and long-term impact from this professional development on your professional practice and the achievement of your students.
Timeline	Provide a timeline for this activity. If a printed agenda or workshop flier is available please upload it using the link at the end of the form.
Verification	a. How will you verify completion of this activity? (i.e. official transcript, letter/certificate of participation, log of hours, completion of rubric items,, etc) B. How will you verify the impact of this activity on your professional goals and in your classroom?

Once you have completed all parts please submit for approval.

Reference #5

Revised August 2022 20

Garfield Heights City Schools
Professional Development/EOA Guidelines

Equivalent Other Activities (EOA) are Professional Development Activities that go beyond traditional workshops and coursework to job-related activities.

The following is a list of activities Educators may propose which are considered legitimate learning experiences by the GHCS LPDC that can be used by educators to accomplish the goals of their Individual Professional Development Plan. Educators shall anticipate that the end result of the activity should be a product that enhances the educator’s skills and knowledge and improves student learning.

Please remember that all such activities **must be pre-approved** by the LPDC and will not be so without an **approved IPDP** on file.

The options presented are those which are most commonly proposed. Please see Directions for Verification of PD-Coursework Completion reference #6 for instructions on verifying completion of your approved activity.

Equivalent Other Activities Conversion Table
Note: 6 semester hours or the equivalent are required to renew a professional license.
10 Contact Hours = 1 CEU
3 CEUs= 30 Contact Hours= 1 Semester Hour

College Courses will be awarded the semester hours listed on the official transcript (the conversion for a quarter hour to a semester hour is $\frac{2}{3}$) not to exceed the amount requested on the approved activity proposal. There is no limit to the number of semester hours taken through an accredited college or other postsecondary institution approved by the Ohio Board of Regents. Courses must be taken for credit with a grade of “C” or better or “P” in a pass/fail course. Courses must relate to IPDP goals on file.

Verified quarter hours will be converted to semester hours for the purposes of the LPDC and PD Express record keeping.

Reference # 6

Equivalent Activities List

Option	Value	Maximum Contact Hours	Verification	Criteria
Grant Writing	1 clock hour=1 contact hour	Up to 30 contact hours per grant 60 contact hours per renewal cycle	Log of writing activities Copy of Grant Proposal	Not dependent on awarding of grant Documented clock hrs in planning and presentation
Curriculum Development	1 clock hour=1 contact hour	Up to 30 contact hours per course of study 60 contact hours per renewal cycle	Project Log Copy of completed course of study	Must be part of a formal district writing committee.
Peer Observation for self-improvement	1 clock hour=1 contact hour	10 contact hours per renewal cycle	Timeline/log of hours	Approved by building principal Include summary of observations *Does NOT include mentoring
Mentoring	10 contact hours for mentoring an experienced teacher. 30 contact hours for mentoring an entry level teacher.	60 contact hours per renewal cycle	Copy of mentoring log	Must be an approved mentor
Chairing any year-long school committee	1 clock hour = 1 contact hour Up to 20 contact hours per committee	60 contact hours per renewal cycle	Log of committee activities for the year with hours Meeting agendas with sign in sheets	Chair must organize and plan meetings and committee activities
Membership on year-long school committees (TBT, BLT, DLT)	1 clock hour = 1 contact hour Up to 30 contact hours per committee	30 contact hours per renewal cycle	Log of hours Meeting agendas with sign in sheet/google form	Must be a year-long committee that is designed to meet district goals.

Option	Value	Maximum Contact Hours	Verification	Criteria
Regional Network Meetings	1 clock hour = 1 contact hour Up to 30 contact hours per network year	30 contact hours per renewal cycle	Log of hours Meeting agendas/proof of attendance	Must be related to current assignment and district approved.
Attending a Professional Conference, Workshop, Institute or Inservice	1 clock hour = 1 contact hour Maximum 6 contact hours per day of event	Maximum 2 times for the same event per renewal cycle	Certificate of Attendance	For a conference highlight the program to show sessions attended. Must meet building or district goals.
Presentation at Local, State or National Conference or building/district level presentation	Preparation and Presentation 1 clock hour = 1 contact hour	30 contact hours per renewal cycle Maximum of 1 time per renewal cycle	Handouts of Presentation Log of Hours	Must meet building or district goals or apply to current IPDP or teaching assignment
Supervision of University or College Field Experience students	1 clock hour = 1 contact hour Maximum of 10 contact hours per student	30 contact hours per renewal cycle	Log of hours Written summary of activities	Must be a semester long field experience (This is NOT student intern/teaching)
Teaching a College Course, Adult, Vocational or Technical Course	30 contact hours	30 contact hours per renewal cycle	Copy of syllabus with listed objectives	Must be related to the education profession or add to the body of knowledge of the Educator's specific field. Applies to first instruction period only
Student Intern/Teaching Supervision	30 contact hours	60 contact hours per renewal cycle	Log of hours Written summary of activities	Must be an official assignment

Option	Value	Maximum Contact Hours	Verification	Criteria
National Board Certification		30 contact hours for completing but not reaching certification 90 contact hours for receipt of NBPTS	Certification must be completed or participation as candidate must be verified by ODE.	Credit granted only in the cycle of final adjudication.
Binder Project		Maximum of 180 contact hours per proposal Maximum of 1 proposal per 5 year renewal cycle	Log of hours accompanied by artifacts from activities/meetings (agendas, presentations created, etc)	Must involve activities related to educator/building/district goals that are recurring or part of a series. May include (but not limited to) documentation such as a series of related workshops, webinars or meetings. If you have questions please consult with your building LPDC representative

Garfield Heights City School District
Instructions for Completing the PD Express Verification of PD- Coursework Completion

Description	Enter the name of the activity/workshop/college course you are verifying. If college course include the course number that is printed on the official transcript.
LPDC Approval Date	Enter LPDC approval date- choose from the calendar or type as mm/dd/yyyy
Professional Development Requested	Select from list
Type of Hours Requested	Select from list (must match your proposal)
Amount Requested	Enter the actual amount from your transcript/certificate/log NOT to exceed your proposed amount.
Explanation of Impact of Professional Development	Explain how this Professional Development has impacted your classroom/professional practice.
Collaborative Aspect of PD	What is the collaborative aspect of proposed Professional Development? With whom did you/will you collaborate and why?
Attachments	<p>Please upload your certificates of attendance/completion, log of hours or other artifacts. Keep originals for your records.</p> <p>In the case of College coursework Official Transcripts must be given to your LPDC representative. E Transcripts may be sent directly to your representative at their school email which will allow them to verify authenticity.</p>

Once you have completed and attached relevant documentation please submit for review.

Garfield Heights City Schools LPDC License Renewal Process

The Garfield Heights City Schools LPDC will process license renewal applications beginning in January of the year of expiration. **It is the sole responsibility of the Educator to complete the license renewal process prior to the final regularly scheduled LPDC meeting of the school year (typically held on the last teacher work day of the year).** Any license not renewed by the final meeting will not be approved until the week before school begins in August, or, in the event of a September start date, the last week in August. The LPDC exists to advise the Educator and approve high quality professional development.

Beginning in January of the year of license expiration Educators who have completed six (6) semester hours or the equivalent (see Reference #6) may begin the renewal process. That process consists of the following **Educator responsibilities**:

1. Contact Human Resources to determine if the Educator's BCI check is current. If it is not, make an appointment to have fingerprints taken and submitted.
2. Complete the PD Express Verification Form For License Renewal (directions p. 27). You will need to refer to both your transcript and possibly the LPDC minutes in which your activities were verified. Beginning September 2022 District sponsored PD will be included in PD express automatically and will populate that transcript once your completion is verified by administration. Directions generating your PD Express transcript follow the Verification Form directions.
3. Apply with the Ohio Department of Education for your license renewal. Directions can be found in the CORE User's manual at <https://www.garfieldheightscityschools.com/Downloads/Core-User-Manual.pdf> or on the LPDC website.

When all steps are complete the LPDC will approve your license at the next regularly scheduled meeting. Please note that applications which are not acted upon within 60 days will be rejected by ODE and the Educator will need to reapply.

**Garfield Heights City Schools LPDC
Instructions for Completing the PD Verification Form For License Renewal**

Description	Please enter your name as written on your license.
Name of LPDC	Select from drop down list
Enter issue date	Enter the ISSUE date from license that is being renewed
Enter approved semester hours	Refer to your PD Express Transcript for this amount. These are hours approved after your approved IPDP date.
Enter approved CEUs	Refer to your PD Express Transcript for this amount. These are hours approved after your approved IPDP date.
Enter approved Contact hours	Refer to your PD Express Transcript for this amount. These are hours approved after your approved IPDP date.

Submit for Review. Your LPDC representative will review and present at the next LPDC meeting.

**Garfield Heights City Schools LPDC
Instructions for Generating PD Express Transcripts**

1. Choose the Transcript Button at the top of your PD Express Page.
2. Click on Custom Time Frame- Enter the approval date of your IPDP in the first field and today's date in the second field.
3. Click NEXT
4. Your transcript will reflect LPDC verified Hours (contact hours), CEUs and Semester Hours.
5. Print or download for your records.

**Garfield Heights City Schools LPDC
Instructions for Completing the PD Express Appeal Form 6**

Description	Enter your name as it appears on your license
License Expiration Date	Enter your License Expiration Date
Date of Decision Being Appealed	Enter the date the LPDC made the decision being appealed
State the Decision being appealed	As briefly as possible, state the decision you are appealing.
Explain your appeal	Explain as briefly as possible your reason for appealing the decision of the LPDC.
Attachments	If you have any documents to support your appeal please attach.

Submit for Review.

**Garfield Heights City Schools LPDC
Instructions for Completing the PD Express Level 2 Appeal Form 7**

Description	Enter your name as it appears on your license
License Expiration Date	Enter your License Expiration Date
Date of Level 1 Appeal Denied	Enter the date the Level 1 Decision was denied
Attachments	Should you have any additional documentation to submit please attach to the form.

Submit for Review.

Teacher Standards

Use these when developing your IPDP and Activity Proposals

Standard #1: Students- Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard #2: Content- Teachers know and understand the content area for which they have instructional responsibility.

Standard #3: Assessment- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #4: Instruction- Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #5: Learning Environment- Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard #6: Collaboration and Communication- Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

Standard #7: Professional Responsibility and Growth- Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Administrator Standards

Use these when developing your IPDP and Activity Proposals

Standard #1: Continuous Improvement- Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.

Standard #2: Instruction- Principals support the implementation of high-quality, standards based instruction that results in higher levels of achievements for all students.

Standard #3; School Operations, Resources and Learning Environment- Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard #4: Collaboration- Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

Standards #5: Parents and Community Engagement- Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.