



# PROFESSIONAL DEVELOPMENT GUIDELINES

## *LPDC MANUAL*

**2019-2020**

***"Excellence cannot be installed or mandated from the outside; it must be developed from within. The pathway to educational excellence will be paved with the release of human energy and potential already inside every classroom, every school, every district."***

***Terry Deal, (1984)***

Revised: June 20, 2018

# Table of Contents

<b>LPDC Member List &amp; Meeting Schedule</b> .....	<b>1</b>
<b>LPDC Bylaws, Operational Procedures</b> .....	<b>2-7</b>
<b>Professional Development Process Flow Chart</b> .....	<b>8a</b>
<b>Master Teacher Application Flow Chart</b> .....	<b>8b</b>
<b>RENEWING Master Teacher Designation</b> .....	<b>8c</b>
<b>RENEWING Multiple Licenses that are NOT Aligned</b> .....	<b>8d</b>
<b>Preparing Your PDP</b> .....	<b>9-11</b>
<b>Ohio Standards for Teaching Profession</b> .....	<b>12-17</b>
<b>It's a Verb! Writing PDP Goal Statements</b> .....	<b>18</b>
<b>What to Do When It's Time to Renew</b> .....	<b>19</b>
<b>Approved PDP Options Chart</b> .....	<b>20-23</b>
<b>Semester/Quarter/CEU Conversion Chart</b> .....	<b>24</b>
<b>Glossary</b> .....	<b>25-26</b>
<b>Appendices (LPDC Forms)</b> .....	<b>27-34</b>

# Xenia Community Schools

## 2019-2020 Local Professional Development Committee Members

*Please feel free to contact any one on the committee if you have questions or need help.*

Pam Killingsworth  
LPDC Teacher Member  
Shawnee Elementary School  
[pkillingsworth@xeniaschools.org](mailto:pkillingsworth@xeniaschools.org)

Chris Manor, Co-Chair  
LPDC Teacher Member  
Warner Middle School  
[cmanor@xeniaschools.org](mailto:cmanor@xeniaschools.org)

Jim Lamb, Chair  
LPDC Teacher Member  
Xenia High School  
[jlamb@xeniaschools.org](mailto:jlamb@xeniaschools.org)

Jennifer Burgess,  
LPDC Teacher Member  
Xenia High School  
[jburgess@xeniaschools.org](mailto:jburgess@xeniaschools.org)

Lisa Peterson, Principal  
LPDC Administrative Member  
Cox Elementary School  
[lpeterson@xeniaschools.org](mailto:lpeterson@xeniaschools.org)

Michael Earley  
LPDC Administrative Member  
Personnel Director  
[mearley@xeniaschools.org](mailto:mearley@xeniaschools.org)

Jeff Keadle, Assistant Principal  
LPDC Administrative Member  
Warner Middle School  
[jkeadle@xeniaschools.org](mailto:jkeadle@xeniaschools.org)

Karen Miller, LPDC Secretary  
Brenda Langford, Personnel Secretary  
Central Office  
[karenmiller722@yahoo.com](mailto:karenmiller722@yahoo.com)  
[ksmiller@xeniaschools.org](mailto:ksmiller@xeniaschools.org)  
[blangford@xeniaschools.org](mailto:blangford@xeniaschools.org)

*esigners: Pam Killingsworth & Chris Manor*

### **Meeting dates for the 2019-2020 school year are:**

Wednesday, September 18, 2019  
Wednesday, November 13, 2019  
Wednesday, January 15, 2020  
Wednesday, March 18, 2020  
Wednesday, May 13, 2020

Wednesday, October 16, 2019  
Wednesday, December 11, 2019  
Wednesday, February 19, 2020  
Wednesday, April 15, 2020  
Wednesday, June 10, 2020 (9:00)

All meetings are open to the public and are held in the Central Office, 819 Colorado Drive, Xenia, Ohio at 3:45 p.m. unless otherwise noted.

## **XENIA COMMUNITY SCHOOLS**

### **Local Professional Development Committee (LPDC)**

#### **MISSION**

The mission of the Xenia Community Schools Local Professional Development Committee (LPDC) is to foster and encourage professional development and to ensure fair and equitable processing of certification and licensure paperwork and documents.

#### **BELIEFS**

- We believe that educators must continue to grow, improve, and achieve higher levels of competence through a system that encourages certified personnel to establish standards defining excellence for their professional development.
- We believe professional development enhances the educational growth of staff members, positively impacts students' achievement, and supports the mission of the Xenia Community Schools.

#### **PURPOSE**

The purpose of the LPDC is to oversee and review professional development plans for course work, continuing education units, and equivalent activities. The Committee:

- Promotes alignment of professional growth with individual, student, building, and/or district needs and goals
- Emphasizes increased student learning and achievement as a professional goal
- Sets standards, procedures, guidelines, criteria, and approval for ***Professional Development Plans*** (PDP)
- Grants prior approval and final approval for professional development activities
- Determines if course work and other continuing education activities proposed by the educator meet the requirements for renewal of licenses and transition to licensure
- Validates educators' professional development through the approval and issuance of Certificates of Attendance within the district
- Makes a final recommendation for approval or disapproval of license renewal, or transition to licensure
- To review and approve Master Teacher Application – see flow chart #2 on pg. 8b
- To review and renew Master Teacher Designation – see flow chart #3 on pg. 8c



## **RESPONSIBILITIES OF THE LPDC**

Senate Bill 230 recognized the impact of quality professional development on student achievement. LPDC's were created in SB230 to establish and maintain standards for professional development quality, to ensure that educators were involved in "high quality" job-embedded professional development activities. This has allowed greater flexibility and freedom for educators to utilize multiple strategies to engage in learning that fits their needs as well as their students', schools, and district's as a whole. Under SB230, the responsibilities of the LPDC include:

1. Establish operating procedures.
2. Develop criteria for submission and review of PDPs
3. Set standards for quality professional development
4. Create by-laws to govern the LPDC activities and consistently abide by these and the operating procedures
5. Determine committee membership, terms of office, and responsibilities
6. Create the format for Professional Development Plans (PDPs)
7. Create an appeals process
8. Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act. A full update of the Ohio Open Meetings Act and the Public Records Act is available from the Ohio Attorney General's Office. A summary of the Open Meetings Act (Sunshine Law) is available at the Ohio School Boards Association Web site.

## **MEMBERSHIP**

In accordance with ORC 3319.22 and legislative approved state guidelines, a Local Professional Development Committee (LPDC) shall be formed to establish and review the standards and requirements for obtaining professional educator licenses.

**LPDC Membership:** The LPDC shall be comprised of:

1. Seven (7) members
  2. Four (4) shall be teachers.
  3. A stipend shall be paid to LPDC members
  4. Three (3) members shall be administrators who shall be appointed by the superintendent.
  5. Two teacher members shall step down when an administrator desires a majority of administrators when reviewing his/her PDP.
1. **Teacher Members: Four (4) teacher members** shall be appointed as per XEA Negotiated Agreement. There shall be one (1) member each from the High School, Middle School, Elementary, and from Special Education.
  2. **Term of Teacher Members: Teacher members** shall serve a minimum of two (2) years July 1 through June 30.
  3. **Vacancy:** In the event there is a vacancy for a teacher member on the LPDC, a new member will be appointed as per the XEA Negotiated Agreement.
  4. **Removal of a Member: A member** who is not fulfilling his/her duties on the LPDC may be removed for just cause by a vote of a simple majority of LPDC members.

## **ROLES AND TERMS OF OFFICE**

The Xenia Community Schools' Local Professional Development Committee shall consist of the following roles and terms of office.

- \*Chair: The Chair shall be a teacher member elected by a majority vote of the committee members at the first meeting of the LPDC and thereafter be the Co-Chair from the previous year.
- \* Co-Chair: The Co-Chair shall be a teacher member elected for one year by a majority vote of the committee members at the first meeting of each new term. The following year the Co-Chair becomes the Chair.
- Secretary: The Secretary will be a non-voting member.

*\*One member of the team will be appointed official signatory for District documents.*

*\*One member of the team will be appointed official signatory for State documents.*

## **OPERATIONAL PROCEDURES**

1. The LPDC will meet monthly when school is in session. All regular meetings will be outside the regular school day and held at Xenia Community Schools Board of Education offices at 3:45 p.m.
2. The Chair or Chair-Elect has the right to cancel a meeting if no actions are needed or a quorum of members (includes Chair or Chair-Elect) are not present, or to call an emergency meeting when necessary. A quorum shall be a majority of the total LPDC membership.
3. The LPDC will review all PDPs that are submitted for approval at the next scheduled meeting.
  - A. For employees renewing a license, the LPDC will vote on the approval of the PDP. Approval of PDPs shall be determined by a simple majority vote of committee members.
  - B. For the employee renewing an administrative license, the LPDC, less two teacher members requested by the administrative candidate, will vote on the PDP.
  - C. Reviewed PDPs are to be returned within fourteen (14) calendar days of the review, with a decision as to approval.

## **APPEAL PROCESS**

1. **Reconsideration.** If an educator disagrees with the LPDC decision, the educator will be given the opportunity to meet with the LPDC in person to discuss the PDP and to discuss his/her case in relation to the LPDC operational procedures. This discussion will also serve to help the educator gain an understanding of the perspective of the LPDC. Meeting minutes will reflect the outcome of the reconsideration process.
2. **Third Party Review.** If, after reconsideration process has taken place, the LPDC and the educator are still unable to come to an agreement, a third party will review the decision. A panel review consisting of:
  - one licensed educator selected by the LPDC;
  - one licensed educator selected by the licensed educator;
  - one licensed educator agreed upon by the above two.

These three individuals then function as a panel to review the LPDC decision and either uphold it or overturn it on evidence of fidelity to the LPDCs procedures (Did the educator comply with the LPDC criteria, procedures and timelines? Did the LPDC abide by its operational procedures?)

## **DOCUMENTATION AND RECORD KEEPING**

The LPDC will establish and maintain a record of those educators who have presented PDPs for review and the committee decisions concerning those reviews. **The educator is responsible for maintaining his/her records and the documentation that the PDP requirements have been completed.**

## **CRITERIA FOR A PDP**

Each professional activity that is proposed must be clearly related to the area of licensure, classroom teaching, the Ohio Standards for the Teaching Profession, and Ohio ABLE Administrator Standards, Elements, and Indicators. Identified goals and strategies must be relevant to the needs of the district, the school, the students and the educator and must be tied to the Professional Educator Standards.

Ten (10) contact hours will be equivalent to one (1) CEU.

Participants must have documentation of completed activities.

## **EDUCATOR'S RESPONSIBILITIES**

### **Be Informed:**

- Meet licensure renewal requirements in a timely manner, which includes submitting the licensure renewal applications;
- Know the professional development and renewal application requirements for educator licensure, including the meaning of licensure issuance and expiration
- Choose coursework and other professional development activities that reflect the principles of quality professional development;
- Know building and district goals.

### **Abide by LPDC Operating Procedures:**

- Follow the LPDC procedures, criteria and timelines for reviews of PDPs, coursework, and other professional development activities;
- Submit the PDP for LPDC approval soon after receiving a new or renewed license or certificate;
- Obtain LPDC approval of the PDP before engaging in professional development for licensure/certificate renewal, or transition to licensure; professional development that is done either before the PDP is approved or that is outside the scope of the approved PDP will not be accepted for renewal or transition requirements.



## **EDUCATOR'S RESPONSIBILITIES (continued)**

### **3301-24-08 Professional Educator License Renewal-Proposed Changes**

- Align PDP to Educator Standards
  - Teacher, Principal, Superintendent, School Treasurer, and School Business Manager
- No longer required to obtain Master's Degree by second renewal

#### **Maintain Records:**

Keep records of all licensure and PDP transactions, particularly the PDP review and approval of the PDP, coursework, and other professional development activities.

- Develop a Professional Development Plan (PDP), based on Professional Educator Standards
- Submit the PDP to the LPDC in a timely manner for approval *prior* to completion of the plan's activities
- Should be approved no later than April 1 and completed by July 15 of the year certificate / license expires
- Licensed/Certificated staff must contact the Ohio Department of Education for renewal if:
  - A license is due to expire and no PDP is in place and time does not allow for the writing, approval, and completion of activities before the license's expiration date; or
  - A license has expired and the holder has no approved PDP on file; or
  - Insufficient hours were accumulated under the approved PDP on file to satisfy recertification of licensure requirements.
- Maintain his/her records and document that the activities stipulated in the PDP have been completed.
- Upon completion of PDP activities, the educator will submit to the LPDC documentation that PDP activities were completed, along with the completed state application for licensure.

#### **RECIPROCITY**

Upon employment in Xenia Community Schools, the newly hired educator will submit verification of the educator's PDP approval from the educator's previous employer, along with any documentation of completed coursework and activities which were accepted by the prior employer's LPDC. As soon as practicable after employment with the Xenia Community Schools and before engaging in any additional coursework or professional development activities, the newly hired educator should submit a PDP in accordance with the Xenia LPDC procedures, criteria, and timelines. No hours which are completed after employment with the Xenia Community Schools will be approved until the educator's PDP is approved by the Xenia LPDC.

#### **AMENDING THE BY-LAWS**

The LPDC shall meet annually to review the by-laws. By-laws can only be amended by a two-thirds vote. Changes in the by-laws will not supersede the negotiated agreement.

## **CO-CHAIR DUTIES/RESPONSIBILITIES**

The duties of the Chair shall include:

- Preside at all LPDC meetings
- Establish a meeting calendar, call all meetings, and set all agendas;
- Ensure that LPDC and PDP processes and procedures are followed;
- Serve as a liaison to the other district professional development committees;
- Serve as the appeals process contact and liaison;
- Serve as one of the LPDC reviewers of district educator professional development plans used for license renewal;
- Suggest training needs of LPDC members;
- Sign the necessary on-line approval for certificate/license renewals as required by the Ohio Department of Education.

The duties of the Co-Chair shall include:

- Preside in the absence of the Chair;
- Assist the Chair in the fulfillment of the needs of the LPDC;
- Serve as an Executive Officer;
- Serve as Chair the following year;
- Succeed to the office of Chair, should that office be vacated;
- Co-Chair will perform all duties of the Chair in the event of absence/disability;
- Sign the necessary on-line approval for license renewals as required by the Ohio Department of Education.

## **SECRETARY DUTIES/RESPONSIBILITIES**

The duties of the LPDC Secretary shall include:

- Keep accurate minutes of the LPDC meetings;
- Send minutes and agendas to LPDC members at least 48 hours in advance of succeeding meetings;
- Coordinate communications with the district staff;
- Be responsible for all necessary correspondence;
- Maintain a notebook or easily accessible electronic record of all committee activities.

**FLOW CHART # 1**

**What to Do when Ready to Prepare Your PDP  
PROFESSIONAL DEVELOPMENT PROCESS**

Step 1: Read "Preparing Your PDP" on page 9a in the Professional Development packet

Step 2: Professional Educator Standards

Step 3: Complete written PDP submit to LPDC secretary at Central Office

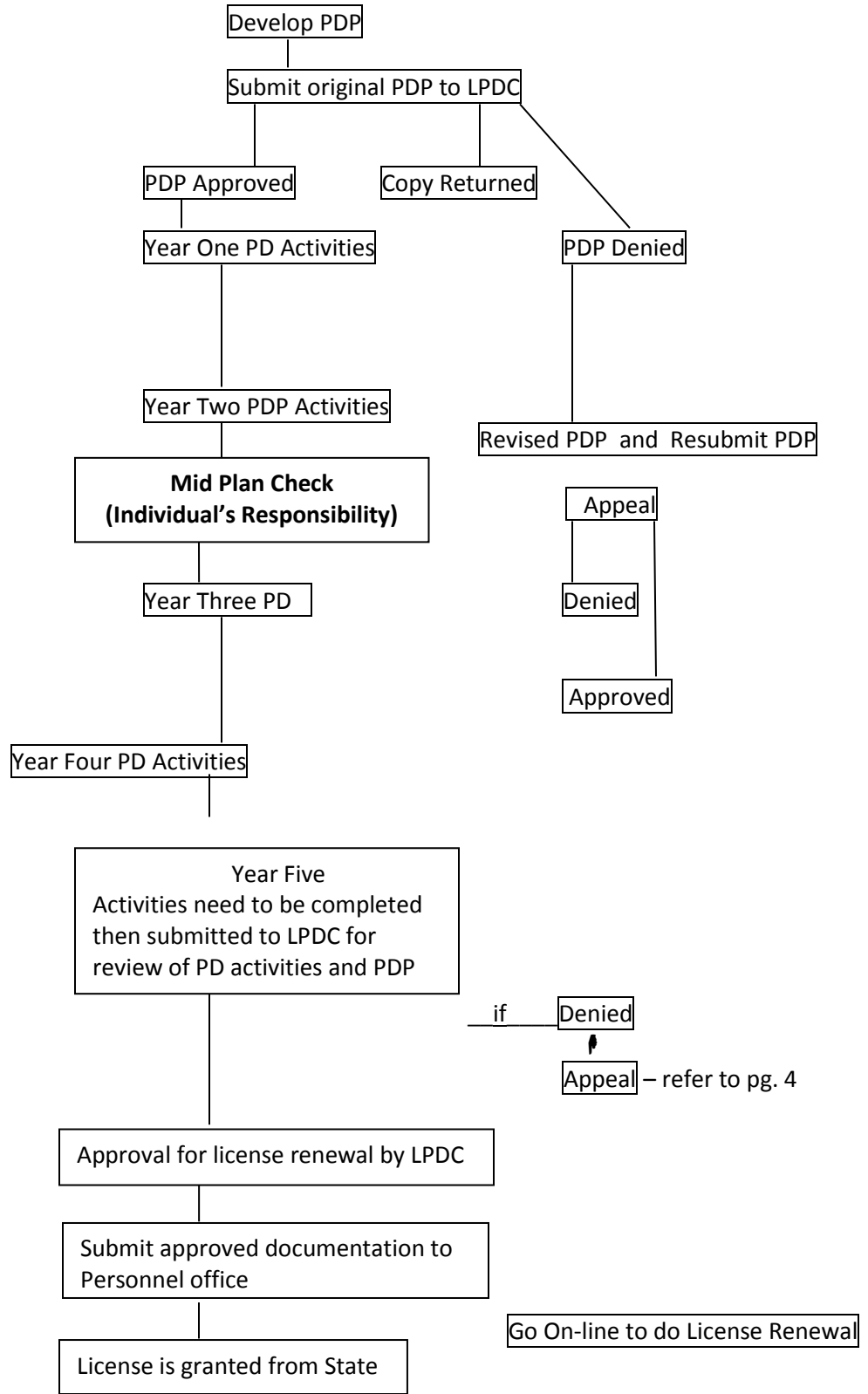
Step 4: Upon submission PDP will only be reviewed by LPDC at scheduled meeting

Step 5: After LPDC Approval of PDP, begin your planned activities

Step 6: Optional mid-plan review per your request of LPDC

Step 7: Complete ODE "Application for Licensure." **On Line** Documentation is submitted to the LPDC after January of the year that the license will expire.

Step 8: If questions or problems arise, your new PDP approval or application to renew will be postponed until your mandatory attendance at the next scheduled LPDC meeting.



**PDP= Professional Development Plan**  
**LPDC = Local Professional Development Committee**  
**ODE = Ohio Department of Education**

**Master Teacher Application**  
What to do when applying for Master Teacher Designation

**Xenia Community Schools**  
**Master Teacher Guidelines**

Before submission of the portfolio meet with the LPDC or Master Teacher Committee (MTC) to discuss the application process, criteria, submission protocol and time line.

The receiving LPDC or MTC will have up to 3 meeting dates to review a candidate's application and render a decision.

If a candidate fails to earn an exemplary score in 4 of the 5 domains, the exemplary scores will be banked, feedback will be provided and the candidate will have up to 2 years from the date of submission to resubmit the domains in question.

If the second submission fails to meet the required score a meeting between the receiving LPDC or MTC and the candidate will take place.

LPDC Committee or Master Teacher Committee will retain a copy of the submitted narrative, evaluator's scoring summary and master teacher candidate's score report.

Master teacher will receive original narrative, evidence (keep to make available upon request for the remainder of the designation) and a copy of the master teacher candidate's score report.

Per ODE Guidelines:

Candidates can only appeal if the Processes & Procedures were not followed.

No appeals can be based on scoring of application.

**RENEWING**

**Master Teacher Designation**

What to do when renewing your Master Teacher Designation

**Xenia Community Schools  
To Renew Master Teacher Designation**

1. Access the Master Teacher Designation Requirements on-line at ODE
2. Complete the requirements for renewing your Master Teacher Designation.
3. The receiving LPDC or MTC will have up to 3 meeting dates to review a candidate's application and render a decision.

If a candidate fails to earn an exemplary score in 4 of the 5 domains, the exemplary scores will be banked, feedback will be provided and the candidate will have up to 2 years from the date of submission to resubmit the domains in question.

If the second submission fails to meet the required score a meeting between the receiving LPDC or MTC and the candidate will take place.

LPDC Committee or Master Teacher Committee will retain a copy of the submitted narrative, evaluator's scoring summary and master teacher candidate's score report.

Master teacher will receive original narrative, evidence (keep to make available upon request for the remainder of the designation) and a copy of the master teacher candidate's score report.

Per ODE Guidelines:

Candidates can only appeal if the Processes & Procedures were not followed.

No appeals can be based on scoring of application.

## **Renewing Multiple Licenses that are Not Aligned**

When renewing multiple licenses that are not aligned, any and all hours taken within their approved 5 year IPDP can be used to renew any and all licenses that expire within those 5 years.

# PREPARING YOUR PDP

## Broad Learning Goals

At the heart of the PDP are two or three statements of the broad learning goals the educator plans to meet during the renewal cycle. A goal statement should:

- State an intention to engage in learning using an action verb signifying the educator's personal learning.
- Describe an area related to practice that will be the focus of the educator's learning.
- Describe how learning will be demonstrated such as products, or dissemination of findings.
- Remember this is not a list of department activities but learning goals to assist you to work more effectively for ODE.

Possible Goal Components --- Select one from each column (mix and match).

<b>I will:</b>	<b>In what area of improvement:</b>	<b>For the purpose of...</b>
Learn about	A method	Write
Read widely in	A program	Present
Study theory/practice of	A discipline	Develop
Become skillful at	A population	Design
Investigate	An organization of patterns	Document
Research	An area	Create
Explore	A curriculum area	Demonstrate
Gain understanding of		

## Rationale for Goals

The educator must describe the alignment between each goal and the Ohio Professional Educator Standards (pages 12-17). To substantiate a need, an educator could cite:

- Information from the educator's self-assessment or reflection activities or feedback from superiors or peers about the educator's practice.
- Standards or requirements associated with an upcoming or recently acquired responsibility or position.
- For more help see next page

***If questions or problems arise, new PDP approval will be postponed until your mandatory attendance at the next scheduled LPDC meeting.***

## IPDP Cheat Sheet

### For use in developing your personal SMART goals

I Will	In what area?	In order to:
Acquire	Research based strategies.	Share knowledge with colleagues
Become familiar with	Interdisciplinary curriculum units	Help improve instruction-subject
Become knowledgeable	Ways to develop students thinking skills	Improve classroom discipline
Become proficient in	Ways of working with special needs	Modify curriculum
Become skillful at	Recognizing differences in students	Implement/apply
Enhance understanding of	Meeting needs of diverse populations	Demonstrate in the classroom
Gain skills in	Strategies to improve learning environments	Contribute to the teaching profession
Investigate	Strategies to manage groups of students	Incorporate into lesson plans
Learn about	Ways of developing positive self-concept	Improve student learning
Learn how to	Organize physical space	Contribute to school and district
Obtain skills in	Uses of technology in the classroom	
Read widely	Instructional techniques	
Research	Ways to evaluate student performance	
Study	Engage students in learning	
	Developing effective communications with students/parents	



# Questions for Consideration by Educators When Designing Their Individual Professional Development Plans

## What are my goals for learning?

- As I plan my goals, what information or data should I consider in relation to my area of licensure, to my students' needs, to my district and building improvement plans and to my professional aspirations?
- How can I use the data I have gathered to define my learning needs and develop my PDP goals?
- Are my PDP goals focused on my learning knowledge, skills and strategies that will help me improve my practice?
- Do my PDP goals reflect a balance between personal and professional considerations?
- What strategies will I use to attain my goals?
- In addition to college courses and professional workshops, what other strategies or activities would help me attain my goals?
- To what extent do my strategies or activities reflect what the research says about quality professional development?
- Does the school district offer a professional development program or process that can help me 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. that offer programs in alignment with my PDP goals?
- Are there other activities that are not requirements of my position that lead to professional growth, such as internships, externships, action research, study groups, professional service, research and publications?
- Are there forms of support available to help me attain my goals?
- How can I show accountability for my professional learning?
- How will I know that the professional development experience I have planned has been meaningful?
- How can I measure progress toward the achievement of my goals?
- What will I use to demonstrate to the LPDC that I have attained my PDP goals?
- In addition to certificates of attendance, have I identified useful means by which to document my progress, such as a portfolio, documentation of presentations, a reflective journal, copies of committee work, critiques of conferences, samples of student work, videotapes, logs, copies of articles and other documents?
- Can I effectively communicate my plan to the LPDC?

## **Activities**

***As part of your PDP, you must list the activities you intend to take. The LPDC recommends that you list several activities in order to make sure you don't limit yourself. You are not obligated to do all of the activities you list. However, if you want to do an activity you haven't listed you must submit an amendment to your PDP. (see page 32)***

**To reach stated PDP goals, the following activities may be utilized, but not be limited to:**

- Formal coursework
- Peer coaching
- Visitations to schools
- Participation in conferences
- Curricular projects
- Serving as a mentor
- Student teacher supervision
- Teacher-initiated projects
- Teacher networks
- Shadowing, internships
- Preparing and giving presentations at workshops and conferences
- Reflective/analytical portfolios, such as those completed for National Board Certification
- Participation in local professional development workshops
- Participation in workshops outside the district

### **Documentation**

As part of your PDP, you must list the documentation for each planned activity. See Approved Professional Development Options chart on pages 20-23 for requirements. The Professional Development Reflection Form has been adapted so that it can be used as a Reflection Report as noted under Documentation of Planned Activities on the chart.

### **Amendments**

Any change you make to your PDP must have an amendment approved by the LPDC. See the Amendment form provided in this handbook on page 32.

**Professional Development Reflection Form is on page 30 of this manual**

# Section Two: Ohio Standards for the Teaching Profession

- 1** Teachers understand student learning and development and respect the diversity of the students they teach.
- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
  - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
  - Teachers expect that all students will achieve to their full potential.
  - Teachers model respect for students' diverse cultures, language skills and experiences.
  - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

- 2** Teachers know and understand the content area for which they have instructional responsibility.
- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
  - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
  - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
  - Teachers understand the relationship of knowledge within the discipline to other content areas.
  - Teachers connect content to relevant life experiences and career opportunities.

- 3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
  - Teachers select, develop and use a variety

of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

- 4** Teachers plan and deliver effective instruction that advances the learning of each individual student.
- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
  - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
  - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
  - Teachers apply knowledge of how students think and learn to instructional design and delivery.
  - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
  - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
  - Teachers use resources effectively, including technology, to enhance student learning.

- 5** Teachers create learning environments that promote high levels of learning and achievement for all students.
- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
  - Teachers create an environment that is physically

and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

- 6** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- Teachers communicate clearly and effectively.
  - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
  - Teachers collaborate effectively with other teachers, administrators and school and district staff.
  - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

- 7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
  - Teachers take responsibility for engaging in continuous, purposeful professional development.
  - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

# Ohio ABL Administrator Standards, Elements, and Indicators

**Standards** are overarching goals and themes that provide a framework for what administrators should know and be able to do.

**Elements** are statements that describe key understandings, assumptions and beliefs related to the standard.

**Indicators** are observable and measurable statements that provide evidence of the application of knowledge and skills in practice.

<b>Standard #1</b>	<b>Administrators help create a shared vision and clear goals for their programs and ensure</b>
<b>Vision/Goals</b>	<b>continuous progress toward achieving their goals.</b>

<b>Element 1.1</b> Administrators facilitate the articulation And realization of a shared vision that is research-based and data driven	<b>Element 1.2</b> Administrators lead the process of setting, monitoring and achieving specific goals that reflect realistic expectations for continuous program improvement.	<b>Element 1.3</b> Administrators anticipate, monitor and respond to educational developments that affect program issues and environment.
<b>Indicator 1.1.1</b> Administrators involve staff in strategic planning that is based on a needs assessment, program data and relevant research findings.	<b>Indicator 1.2.1</b> Administrators articulate annual program goals and strategies to promote student achievement.	<b>Indicator 1.3.1</b> Administrators utilize knowledge of current trends, issues, policies and research through regularly assessing federal, state, and local resources.
<b>Indicator 1.1.2</b> Administrators share and review long term and short-term program goals with staff periodically throughout the year.	<b>Indicator 1.2.2</b> Administrators implement an annual participatory program review process* to improvement and strategies to address identified needs.	<b>Indicator 1.3.2</b> Administrators share and support use of innovative practices to improve program- related issues and services.
<b>Indicator 1.1.3</b> Administrators articulate staff's role in achieving program goals.	<b>Indicator 1.2.3</b> Administrators recognize staff achievements in meeting program goals.	<b>Indicator 1.3.3</b> Administrators provide mechanisms for collecting, analyzing and integrating student input into program improvement.

\* Participatory program review process – involves input from staff, students and key stakeholders; analysis of program data; and review of relevant research findings.

<b>Standard #2</b>  <b>Vision/Goals</b>	<b>Administrators Support the implementation of high-quality instructional services that results in higher levels of achievement for students.</b>
---	--

<p align="center"><b>Element 2.1</b></p> <p>Administrators ensure that the instructional content that is taught is signed with program goals and standards-based education.</p>	<p align="center"><b>Element 2.2</b></p> <p>Administrators ensure staff is knowledgeable in adult learning theory, practices and content.</p>	<p align="center"><b>Element 2.3</b></p> <p>Administrators ensure instructional services and practices are effective, promote learning and meet the needs of all students.</p>
<p><b>Indicator 2.1.1</b></p> <p>Administrators assist in and guide the program use of research and best practices to help meet the needs of all students.</p>	<p><b>Indicator 2.2.1</b></p> <p>Administrators demonstrate knowledge of adult learning theory and effective instructional practice and share that knowledge with staff.</p>	<p><b>Indicator 2.3.1</b></p> <p>Administrators understand and facilitate the effective use of program data.</p>
<p><b>Indicator 2.1.2</b></p> <p>Administrators provide staff with resources and support to assist in implementation of instruction.</p>	<p><b>Indicator 2.2.2</b></p> <p>Administrators utilize an effective and thorough hiring process that includes evidence of applicant's relevant adult education knowledge and skills.</p>	<p><b>Indicator 2.3.2</b></p> <p>Administrators establish the use of varied practices, which reflect learning styles and differences.</p>
<p><b>Indicator 2.1.3</b></p> <p>Administrators ensure alignment of assessment, curriculum, instruction, student goals and lesson plans.</p>		<p><b>Indicator 2.3.3</b></p> <p>Administrators support adaptations to ensure program inclusiveness and suitability for diverse and special needs students.</p>
<p><b>Indicator 2.1.4</b></p> <p>Administrators support the use of individual learning plans designed to meet or exceed learners' goals.</p>		<p><b>Indicator 2.3.4</b></p> <p>Administrators direct and assist staff with access to current technology, practices, instructional tools and a variety of delivery methods.</p>
		<p><b>Indicator 2.3.5</b></p> <p>Administrators ensure that appropriate formal and informal assessment options and practices are implemented in the program.</p>

<b>Standard #3 Management</b>	<b>Administrators manage resources and program operations in order to ensure a safe and productive learning environment.</b>
-----------------------------------	--

<b>Element 3.1</b> Administrators allocate resources to support program goals and operations.	<b>Element 3.2</b> Administrators institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning.	<b>Element 3.3</b> Administrators understand, uphold and model professional ethics, policies, conduct and legal codes.
<b>Indicator 3.1.1</b> Administrators use and promote current technology to enhance the learning environment.	<b>Indicator 3.2.1</b> Administrators follow OPAS and Indicator of Program quality guidelines and appropriate policies and procedures.	<b>Indicator 3.3.1</b> Administrators continuously work to develop and improve their own leadership and management skills.
<b>Indicator 3.1.2</b> Administrators ensure a safe and productive learning environment.	<b>Indicator 3.2.2</b> Administrators assess, provide and regularly review safety policies with staff and students.	<b>Indicator 3.3.2</b> Administrators ensure compliance with all local, state and federal mandates relevant to ABLE.
<b>Indicator 3.1.3</b> Administrators manage budget, complete reports and allocate resources to support program goals and operations in compliance with ODE guidelines.	<b>Indicator 3.2.3</b> Administrators conduct annual performance appraisals with staff, in writing, and apply established criteria for staff performance.	<b>Indicator 3.3.3</b> Administrators ensure accurate and timely data collection, reporting and the proper protocol of standardized assessment.

<b>Standard #4</b>  <b>PD</b>	<b>Administrators participate, sustain and model professional development and lifelong learning practices.</b>
-------------------------------------	--

<p align="center"><b>Element 4.1</b></p> <p>Administrators model professional development and lifelong learning practices.</p>	<p align="center"><b>Element 4.2</b></p> <p>Administrators support and sustain professional development and leadership for all staff that enhances student achievement.</p>
<p><b>Indicator 4.1.1</b></p> <p>Administrators demonstrate the value of professional development by participation in lifelong learning.</p>	<p><b>Indicator 4.2.1</b></p> <p>Administrators collaborate with staff to develop program and individual professional development plans based on identified needs.</p>
<p><b>Indicator 4.1.2</b></p> <p>Administrators use a self-assessment tool to identify professional development needs and access information/resources to address those needs.</p>	<p><b>Indicator 4.2.2</b></p> <p>Administrators communicate information about professional development opportunities and provide release time, stipends and/or other types of support.</p>
<p><b>Indicator 4.1.3</b></p> <p>Administrators remain current and involved in local, state and national learning and leadership.</p>	<p><b>Indicator 4.2.3</b></p> <p>Administrators monitor staff participation in professional development and promote the transfer of learning to the program.</p>

<b>Standard #5</b>  <b>Community</b>	<b>Administrators connect with the community to create an environment where community resources support student learning, achievement and program goals.</b>
--	--

<b>Element 5.1</b> Administrators connect the program with the community (local, state and national).
<b>Indicator 5.1.1</b> Administrators share the vision and goals of the program with the community.
<b>Indicator 5.1.2</b> Administrators develop and maintain community relationships to secure funding, community expertise, equipment, support services and other resources.
<b>Indicator 5.1.3</b> Administrators establish community partnerships to improve services for adult learners to enhance services for the community.
<b>Indicator 5.1.4</b> Administrators develop and implement an effective student recruitment plan that reflects the needs of the local community.

**Term: Community** – includes local, state, and/or national

**Stakeholder** – administration, community board, fiscal agent, business/industry, landlords, advisory committee

**Community partnerships** – businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers and other agencies.



## It's the Verb!

Good goal statements depend on having the right verb to indicate the learning that will happen in your professional development. Specificity in your statement is the key. How many ways can you indicate that you will gain more knowledge or skill?

Acquire skill	Analyze	Become skilled in	Determine
Discern	Discover	Examine	Explore
Gain knowledge in	Gather	Integrate	Investigate
Observe	Research		

\*\*\*\*\*

**Too General:** To stay abreast of all new developments in my field

**Instead:**

- Gain skill in using the four blocks reading program
- Become skilled in using the collaborative learning process

\*\*\*\*\*

**Too General:** To become a better classroom manager

**Instead:**

- Gain knowledge in diversified instruction. To explore classroom set ups that would control and enhance learning in the classroom.
- Integrate the use of technology as a way to create independent learners as well as to be used as a reward system.
- Investigate research on effective ways to manage the classroom.
- Observe master teachers to gain insight into their ability to work in a controlled environment that enhances learning.

\*\*\*\*\*

**Too General:** To improve my students' proficiency test scores

**Instead:**

- Examine and become familiar with state standards. To align my curriculum with the state standards

\*\*\*\*\*

**Too General:** Observe master teachers

**Instead:**

- Examine the teaching strategies of teachers who have had attained National Board Certification
- Learn effective questioning techniques of those identified as master teachers in my district.

## WHAT TO DO WHEN YOU ARE READY TO RENEW MY LICENSE

**1**

Organize your documentation of activities taken utilizing the PDP Activity Log. (See forms in the back of your Professional Development guidelines.)

**2**

When you have all activities and forms completed call or email the LPDC Secretary to schedule an appointment with the LPDC at the next upcoming meeting. Plan to bring copies of all documentation needed to verify completion of activities.

**3**

Fill out the top of the LPDC Application for Licensure. **INCOMPLETE FORMS WILL NOT BE ACCEPTED.**

**4**

If questions or problems arise, application to renew or new PDP approval will be postponed until your mandatory attendance at the next scheduled LPDC meeting.

**5**

Go online to the ODE website (a SAFE Account is needed) and complete the License Application

**Xenia Community School District  
Approved Professional Development Options**

<b>Planned Activities</b>	<b>Maximum CEUs</b>	<b>Conversion</b>	<b>Documentation of Planned Activities</b>	<b>Criteria</b>
College Courses	Unlimited	2 CEUs = 1 quarter hour  3 CEUs = 1 semester hour	Official transcript and syllabus or course description	Must be taken through an accredited college, university or approved Ohio Board of Regents. Must be taken for credit with a grade of "C" or better, a "P" in pass/fail course. Course work must be in education or in a content area directly related to the individual's PDP.
Attending a Professional Conference/Institute/Academy/Workshop	Unlimited	.5 CEU = 5 clock hours	Certificate of Attendance and a reflection report which addresses your PDP goals	Must align with individual's PDP
Professional Conference/Institute/Academy or Seminar/Workshop Presenter	6 CEUs per different presentation	.5 CEU = 5 clock hours	Copy of your presentation or outline and a reflection report which addresses your PDP goals.	Applies to <u>first</u> presentation for each license cycle and must be related to individual's PDP.
Professional Videos	2 CEUs	.5 CEU = 5 clock hours	Catalogue description or accompanying video materials and a reflection report, which addresses your PDP goals	Must be a professional education video
District Professional Development	Unlimited	.5 = 5 Clock hours	Signed Reflections Report	No goal needed for District P.D.



**Xenia Community School District  
Approved Professional Development Options**

<b>Planned Activities</b>	<b>Maximum CEUs</b>	<b>Conversion</b>	<b>Documentation of Planned Activities</b>	<b>Criteria</b>
Educational Project or Action Research (Pre-approval from LPDC required)	Unlimited	.5 CEU = 5 clock hours	Copy of final product or Report of the project and reflection report, which addresses your PDP goals. Phase 2: Evaluation Report – please see Teacher Evaluation Handbook for details.	Must apply educational skills and knowledge towards the development of a final product (requires pre-approval from LPDC)
Curriculum Development	Unlimited	.5 CEU = 5 clock hours	Copy of the final document(s) and reflection report, which addresses your PDP goals.	Must serve on a formal committee organized by district, state, national or international education agency or organization.
Professional Committee	Unlimited	.5 CEU = 5 clock hours	Documented clock hours of committee work. Copy of the final document(s) or product and reflection report, which addresses your PDP goals.	Must serve on a formal committee organized by building, district, state, national or international educational agency or organization. Must align with individual's PDP.

**Xenia Community School District  
Approved Professional Development Options**

<b>Planned Activities</b>	<b>Maximum CEUs</b>	<b>Conversion</b>	<b>Documentation of Planned Activities</b>	<b>Criteria</b>
Mentoring (Resident Educator Program)	12 CEUs	3 CEUs per year, per Resident educator	Verification from Resident Educator Coordinator and a reflection report	Must be mentoring a teacher, administrator or specialist in the Resident Educator Program.
Cooperating Teacher for Student Teachers	9 CEUs	3 CEUs per Student Teacher Assignment*	Reflection report	Must be supervisor of undergraduate student or undergraduate intern or student teacher
Teaching a College Course	Unlimited 1:1 Ratio (example: 3 semester hour course= 3 semester hours of credit)	.5 CEU = 5 clock hours	Course announcement and course syllabus and reflection report.	Can only be used the <u>first</u> time each new course is taught. Course must align to PDP goals.
Grant Writing	6 CEUs	.5 CEU = 5 clock hours	Copy of grant application and proposal; documentation of clock hours for planning and preparation; reflection report which addresses your PDP goals	Must contribute to the education profession and add to the body of knowledge in the individual's specific field. CEUs not dependent on awarding of grant.
Peer Observation Peer Coaching	4 CEUs	.5 CEU = 5 clock hours	Complete Staff Development Professional Observation form located in Professional Development guidelines/handbook	Each session must include pre-observation discussion, observation and follow-up discussion

*\*As of 2017-2018 school year supervision of methods/field experience students will not count toward CEUs.*

**Xenia Community School District  
Approved Professional Development Options**

<b>Planned Activities</b>	<b>Maximum CEUs</b>	<b>Conversion</b>	<b>Documentation of Planned Activities</b>	<b>Criteria</b>
Publication of Original Work in a Professional Journal, Book or Software	Unlimited	.5 CEU = 5 clock hours	Copy of book, article, software package, report, reflection on learning. Must align to PDP goals.	Must contribute to the education professional or add to the body of knowledge in the individual's specific field. <i>Must be commercially published.</i>
Alternate Activities	Prior approval from LPDC is required before activity begins	Prior approval from LPDC is required before activity begins	Prior approval from LPDC is required before activity begins	Prior approval from LPDC is required before activity begins
Review of Professional Literature	6 CEUs	.25 CEUs per article .5 CEU per book	Name of publisher/article/author; publication date; must align to PDP goals and a reflection report	Must write a summary
Master Teacher Portfolio <hr/> Master Teacher Renewal Portfolio	18 CEUs for candidate completing the process of Master Teacher Designation <hr/> 9 CEUs for Renewal	Complete process and receive designation of Master Teacher	Approved Master Teacher Portfolio <hr/> Approved M.T. Renewal Portfolio	M.T. Completed/LPDC approval
Building Leadership Team, District wide committees	3 CEUs per school year + (July 1 to June 30) per committee	.5 CEU = 5 Clock hours	Signed Reflection Report	One year of service in the position

## CONVERSION CHART

SEMESTER HOURS	QUARTER HOURS	CEU
1/3	.5	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
7	10.5	21
8	12	24
9	13.5	27
10	15	30
11	16.5	33
12	18	36

SEMESTER HOURS	QUARTER HOURS	CEU
13	19.5	
14	21	
15	22.5	
16	24	
17	25.5	
18	27	
19	28.5	
20	30	
21	31.5	
22	33	
23	34.5	
24	36	
25	37.5	
26	39	
27	40.5	
28	42	
29	43.5	
30	45	

**10 contact hours = 1 CEU**

**1 contact hour = .1 CEU**



## GLOSSARY

**Administrator** - An individual working under the following certificate or license: Superintendent License, Superintendent Certificate, Local Superintendent Certificate, Assistant Superintendent Certificate, Principal License, Principal Certificate, Vocational Director License, Vocational Director Certificate, Educational Administrative Specialist Certificate, Administrative Specialist License, Supervisor Certificate, Vocational Supervisor Certificate, Treasurer License, Business Manager License. Note: For purposes of meeting the requirements in 3301-24-08 regarding the composition of LPDCs when discussing or voting upon administrators' coursework plans, school treasurers and school business managers would be included in this category.

**Approved Institution** - A college or university that has been approved for the preparation of teachers, administrators and school employees in pupil personnel services by the State Board of Education.

**Appeal Process** – The process by which an educator can have the decision of a LPDC reviewed.

**CEU** – Continuing Education Credit 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's schools.

**Consortium** – Two or more school districts or educational agencies joined together to establish a LPDC and share responsibilities for the LPDC work.

**Contact Hours** – The direct clock hours spent engaged in a professional development activity.

**Chartered Nonpublic School** – A nonpublic school that 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's schools.

**Grace Renewal** – The one time renewal under the 1987 Teacher Education and Certification Standards, after September 1, 1998.

**PDP** – An individual plan that defines and directs an educator’s professional development and that 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 Teacher Education and Licensure Standards, to teach or practice in Ohio schools.

**Permanent Certificate** – A certificate that is good 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 and 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 outcomes for students.

**Reciprocity** – A policy that acknowledges and accepts credentials awarded by another authority.

# FORM A

## Xenia Community Schools Professional Development Plan

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

<u>LPDC Use Only</u>
_____ Approved
_____ Needs Revision

Name:	Social Security Number:(last 4 digits) XXX-XX-_____
Building:	Position:
List All Licenses Held:	Issue Date/Expiration Date:
_____	_____
_____	_____
_____	_____
_____	_____

Statement of Long Term Professional Development Goals: (What do you want to learn?)  
(Please list 2 or 3 goals)

1)

2)

3)

Rationale for Goals: Please see Section Two: Ohio Standards for the Teaching Profession and/or the Ohio ABLE Administrator Standards, Elements, and Indicators in the current Professional Development guidelines/handbook (pages 13-18).

1) This goal aligns with Teaching and/or Administrative Standard Number \_\_\_\_\_.

2) This goal aligns with Teaching and/or Administrative Standard Number \_\_\_\_\_.

3) This goal aligns with Teaching and/or Administrative Standard Number \_\_\_\_\_.

# Form A

<b>Planned Activities:</b> (How will you learn? Must align with your goals.) See XCS District Approved PD Options chart (pgs. 20-23) In the current PD guidelines/handbook.	<b>Documentation of Planned Activities:</b> See XCS Approved PD Options Chart (pgs. 20-23) in the current PD guidelines / handbook.	<b>Check if one of your planned activities.</b>
College Courses	Official transcript, syllabus, or course description	
Attending a Professional Conference /Institute/ Academy/ Workshop	Certificate of attendance and reflection report	
Professional Conference/ Institute/Academy or Seminar/ Workshop Presenter	Copy of your presentation or outline and a reflection report	
Professional Videos	Catalogue description or outline and a reflection report	
Education Project or Action Research (LPDC pre-approval required)	Copy of final product or report of the project & reflection report. Phase 2: Evaluation Report – see teacher evaluation Handbook for details	
Curriculum development	Copy of the final document(s) and reflection report	
Professional Committee	Documented clock hours, copy of the final document(s) or product, & reflection report	
Mentoring (Resident Educator Program)	Verification from Resident Ed coordinator & reflection report	
Cooperating Teacher for Student Teachers	Reflection report	
Teaching a college course	Course announcement & course syllabus & reflection report	
Grant Writing	Copy of grant application and proposal; documentation of clock hours for planning & prep; reflection report	
Peer Observation / Peer Coaching	Each session must include pre-observation & observation follow-up discussion	
Publication of Original work in a Professional Journal, Book or Software	Copy of book, article, software package, report, reflection on learning	
Review of Professional Literature	Name of publisher/article/author; publication date	
<u>Master Teacher Portfolio</u>	Valid copy of Master Teacher designation	_____
Master Teacher Designation Renewal	See chart on page 23	
Alternate Activities	Prior approval from LPDC is required before activity begins	

_____	_____
Applicant's Signature	Date

_____	_____
Approved	Not Approved
_____	_____
LPDC Review Chairperson	Date



**Professional Development Reflection Form**

This form is for professional development documentation for non-college/university and non-transcript activities. Attach a copy of the activity verification (agenda, course description, certificate of attendance, book summary, etc.) and keep in your PDP file.

Name

Last \_\_\_\_\_ First \_\_\_\_\_

Last 4 digits of S.S.# \_\_\_\_\_ Building \_\_\_\_\_

Workshop Date \_\_\_\_\_ Contact Hours \_\_\_\_\_ CEUs \_\_\_\_\_

Activity/Workshop Title \_\_\_\_\_

Describe the activity:

---

---

---

---

What did you learn from this activity?

---

---

---

---

How does this activity support your goals for professional development?

---

---

---

---

Signature \_\_\_\_\_ District Representative Signature \_\_\_\_\_

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

Activity Verification attached

Approved for \_\_\_\_\_ CEUs \_\_\_\_\_ Contact Hours

**Xenia Community Schools**  
**Pre-approval for a Professional Development Activity**  
**For non-LPDC Options**

Name \_\_\_\_\_ Social Security \_\_\_\_\_

Building \_\_\_\_\_

Current Position \_\_\_\_\_ Clock Hours \_\_\_\_\_

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

Date(s) of Activity \_\_\_\_\_

1. Describe how this activity supports your Professional Development Plan. (Correlate to District, Building, Individual Goals)

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

2. Describe how these activities will impact / enhance student learning

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

3. Documentation / Verification: How will you assess this activity?

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

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

LPDC USE ONLY:

\_\_\_\_\_ Approved      \_\_\_\_\_ Not Approved

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

Comments:





**XENIA COMMUNITY SCHOOLS  
LPDC APPLICATION FOR CERTIFICATION / LICENSURE**

Name _____	SS# (last 4 digits) _____	
Building _____	Current Position _____	
Certificate(s)/License(s) Held _____	Expiration Date(s) _____	
My current PDP was approved on _____ . Since that time, I have earned:		
_____ Semester Hours	_____ Quarter Hours	_____ CEUs

**TO BE COMPLETED BY THE LPDC IN REVIEWING THE INDIVIDUAL'S PORTFOLIO**

- PDP is included in the portfolio  
NO: \_\_\_\_\_
  
- Pre-approval forms are included for each activity.  
NO: \_\_\_\_\_
  
- Activities meet the criteria found in the LPDC Options.  
NO: \_\_\_\_\_
  
- The applicant has not exceeded the maximum credits/CEUs in any category.  
NO: \_\_\_\_\_
  
- The applicant has earned the required hours for licensure.  
NO: \_\_\_\_\_
  
- Official transcripts and / or certificates verify hours.  
NO: \_\_\_\_\_
  
- All reflection reports are acceptable.  
NO: \_\_\_\_\_

<b>LPDC USE ONLY</b>			
Date Submitted: _____	Date Reviewed: _____	Approved _____	Rejected _____
Revisions needed:			
LPDC Member Signatures 1. _____		2. _____	
( Need Two )			

