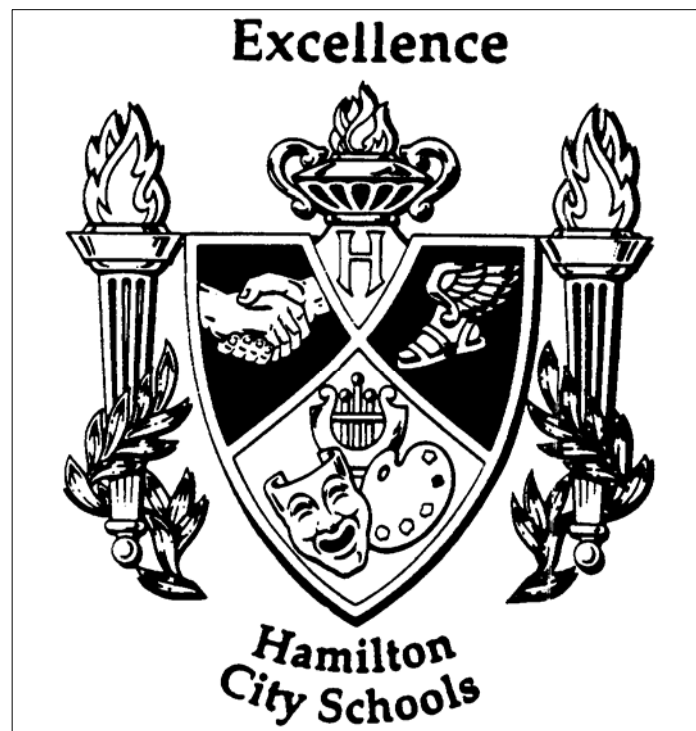


Hamilton City School District

Local Professional Development Committee

Procedures and Guidelines



Revised August 2004
Board Approved August 2004

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Mission Statement

The mission of the Hamilton City School District is to guarantee that all students experience success through participation in a dynamic educational system provided by a competent and caring staff and enhanced by community involvement.

Hamilton City School District Local Professional Development Committee Procedures and Guidelines

Mission Statement

The mission of the Local Professional Development Committee (L.P.D.C.) shall be to review professional development plans for license renewal and for certificate renewal where appropriate for Hamilton City School District educators. The committee will also develop an operational plan, including guidelines and operating procedures.

Purpose

The purpose of the Local Professional Development Committee is to oversee and review course work and other professional development activities for certificate renewal and licensure and highly qualified designation. Such activities shall evidence the following:
progress toward individual professional growth,
alignment with school and district needs,
and conformity to State Standards.

Committee Members

The L.P.D.C. shall be made up of nine members: five classroom teachers appointed by the Association President and four administrators appointed by the Superintendent. The Association President and the Superintendent may each appoint up to two alternates.

Committee Member Terms

Committee members shall serve a two-year term. Committee members shall serve no more than three consecutive two-year terms without the express permission of the Superintendent or H.C.T.A. President. Terms shall run from August 1 to July 31. Committee members who discover they are unable to complete their term may withdraw by notifying the L.P.D.C. in writing.

Committee Members' Compensation and Training

Committee members shall be compensated at the hourly rate as determined by the Master Contract as well as for any reasonable expenses incurred. On-going training shall be encouraged and supported.

L.P.D.C. Meetings

The initial meeting of the school year shall be called during August. At this initial meeting the committee shall select a chairperson and a secretary.

The responsibilities of the chairperson are to conduct L.P.D.C. meetings, communicate information to the members of the L.P.D.C., represent the L.P.D.C. at meetings of other stake holder organizations, ensure vacancies on the L.P.D.C. are filled in accordance with selection rules and communicate L.P.D.C. information to members.

It is the responsibility of the secretary to maintain minutes of action taken during L.P.D.C. meetings, notify applicants of acceptance/returned for clarification/denial status of Individual Professional Development Plans and/or proposals for credit. Minutes of each meeting shall be recorded, distributed to members for review prior to the next meeting and filed in the Instructional Services office. Secretarial support will be provided by the local district.

Meetings of the L.P.D.C. shall be scheduled at least quarterly. Additional meetings may be scheduled as required. All meetings to review individual professional development plans shall take place outside normal student instructional hours at the convenience of committee members.

A quorum shall be five of the nine committee members to conduct L.P.D.C. business, including at least three teachers. The quorum shall not consist of a majority of alternates.

Whenever an administrator's professional development plan is being discussed or voted upon, the L.P.D.C. shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

An official vote must be a majority of members in agreement on any actions.

A committee member shall recuse him/herself from reviewing/voting on his/her own IPDP or activity proposals or in any other occasion of conflict of interest.

All discussions, voting and records regarding reviews and evaluations of IPDPs shall be kept as confidential as permitted by law.

Record Maintenance

Voting records shall be recorded as accepted, returned for clarification, or denied.

IPDP/Portfolio Procedures and Timelines

One copy of the initial IPDP shall be submitted to the Instructional Services office, in the first year of the plan for review and pre-approval by the L.P.D.C. committee.

The educator will receive a copy of the IPDP indicating accepted, returned for clarification, or denied by December 31.

The L.P.D.C. can meet upon request with the educator to indicate areas needing clarification/modification if the IPDP is not accepted.

IPDPs returned for clarification may be resubmitted with revisions for a second review. Following the second review, the IPDP shall be accepted or denied.

Educators with IPDPs may choose to have an annual review of their plan by the L.P.D.C..

By October 30 of the final year of an IPDP, educators are encouraged to submit the Optional Review (pg. 24c) to the L.P.D.C. to ensure the plan's goals will successfully be met.

As of August 31, 2004, Continuing Education Units (CEUs) for individually guided options must be approved prior to starting the activity by submitting a pre-approval form to the L.P.D.C..

Verification of CEUs shall be submitted to the L.P.D.C. for each completed activity. The L.P.D.C. will then provide the individual verification of credit for that activity.

Appeals

Appeals to the denial of an IPDP shall be submitted in writing to the L.P.D.C. within 10 working days after receipt of the denial.

All appeals will be heard first by the L.P.D.C. (Level I), then by a third party appeals committee (Level II), if necessary.

The Third Party Appeals Committee will review all appeals and return decisions to the L.P.D.C. and applicant within 10 working days.

Reciprocity

The Hamilton City L.P.D.C. shall accept other districts' approved IPDPs.

Continuing Education Units previously accumulated and approved will be credited, whereas remaining CEUs shall fall under Hamilton City School District L.P.D.C. guidelines.

Educators requesting approval for work completed outside of Ohio will present designated signature from prior state for work completed in prior state.

Exceptional cases are subject to L.P.D.C. review and the subsequent appeals process.

Amending the Procedures and Guidelines

The L.P.D.C. shall amend procedures and guidelines as deemed necessary.

Proposed amendments shall be read one meeting prior to a vote at the next meeting.

The L.P.D.C. guidelines, operating procedures and forms shall be submitted to the Board and Association for comment prior to adoption.

Hamilton City School District
Local Professional Development Committee
General Guidelines About Your Individual Professional Development Plan (IPDP)

1. What is an Individual Professional Development Plan?
An Individual Professional Development Plan (IPDP) is your proposed program for professional growth that you plan to complete.
2. Who must have an Individual Professional Development Plan?
An IPDP must be approved and completed prior to license renewal, conversion from a certificate to a license or when renewing a certificate and using alternative professional development unit options.
3. What is the Local Professional Development Committee?
This is a group of Hamilton educators who will be reviewing and approving each educator's Individual Professional Development Plan (IPDP) and activities. Final approval of the IPDP by the Local Professional Development Committee is required prior to issuance of your professional educator license or renewal of your certification.
4. Who serves on the Local Professional Development Committee?
The L.P.D.C. is comprised of nine educators from the Hamilton City School District. The committee consists of five classroom teachers and four administrators.
5. Who will actually review the Professional Development Plans?
The actual review will be completed by the Local Professional Development Committee.
6. When can you convert to a license?
Existing certificates can be converted to licenses beginning with certificates that expire in June, 1998. If you choose to convert to a license at this time, you must meet the new license renewal requirements of 18 Continuing Education Units (CEUs) over the life of the certificate you are converting. If you choose not to convert to a license at this time, you may renew your certificate under the 1987 standards one more time after September 1, 1998. When the renewed certificate expires, you must meet the new license renewal requirements in order to receive your license.

7. What are the requirements to renew and convert to a license?
In order to renew a license and to convert a certificate to a license, the requirement is the completion of either of the following, or a combination of the following:

1. Six semester hours of coursework
2. Eighteen Continuing Education Units

The professional development activities you participate in must take place over the life of the license/certificate you are renewing/ converting. The activities must be consistent with the District Strategic Plan or building improvement plan or mission statement, and relate to your current work assignment.

8. When must your Professional Development Plan be started/completed?
Your IPDP must be completed and then approved by the Local Professional Development Committee prior to the expiration of your current certificate/license. The sooner you begin working toward the completion of your IPDP, the longer you will have to complete your proposed activities. The timeline for the completion of professional development activities is the duration of your certificate/license.

9. How often should you submit your activities for approval?
Activities should be submitted upon completion of activity. However, all individually guided activities should be approved prior to starting the activity.

10. How many Professional Development Plans must you have?
Educators will have one Professional Development Plan. Many educators hold multiple certificates, however, each educator will have just one IPDP. Ultimately, each educator will have just one license.

11. What if your work assignment changes?
If there is a significant change in your work assignment, you must revise and resubmit your Professional Development Plan, showing that it aligns to your new work assignment.

12. How many licenses can I have?

Each educator will have only one license. Multiple certificates will be phased out. As your old certificates expire, you convert them to your license; each area listed on your old certificate will be added to your existing.

13. How much will the license cost?

The five year license will cost \$60.00. Each educator will have only one license. When your old certificates expire and are added to your existing license, there will be a \$10.00 fee each time areas are added to your license.

14. What licensure/certification services does the L.P.D.C. not provide?

The L.P.D.C. does not upgrade provisional certificates to professional certificates, upgrade professional certificates to permanent certificates, renew or approve temporary certificates, licenses or validations, or add new areas to a certificate or license.

The L.P.D.C. does not renew the certificates or licenses of some Ohio Department of Education certificate holders who also hold licenses from their respective State of Ohio licensing boards (i.e. school audiologists, school social workers, school speech-language pathologists, school nurses).

15. Where can I obtain additional information?

The Ohio Department of Education website

<http://www.ode.ohio.gov> contains general information regarding certification renewal and upgrades as well as information about the transition from a certificate to a license. All certificate/license holders can also access personal information about their certificate/license history and CEUs issued prior to August, 1998.

◆ Certificate & Licensure ◆

Current Standards

Renewal of Certification
Prior to 9/1/98

Provisional (4 year)

6 Semester Hours or
18 CEUs or combination:
Reduced one hour for each year taught

Conversions to 8 Year

3 years experience and 30 semester
hours since issuance or if M.A. is held
M.A. + 6 semester hours

Provisional (8 year)

12 Semester Hours or
36 CEUs or combination:
Reduced one hour for each year taught

Conversions to Permanent

5 years experience under 8 years
plus M.A. + 12 hours earned
since issuance of professional

Permanent

FOR CURRENT CERTIFICATE HOLDERS

The new licensure standards take effect 9/1/98. All applicants for new, renewal, and upgrades of provisional, professional, and permanent certificates fall under the old law.

All holders of
PROVISIONAL
certificates are allowed a one-time renewal or upgrade under the old certification standards after 9/1/98, and before 9/2/02.

All holders of
PROFESSIONAL
certificates are allowed a one-time renewal or upgrade under the old certification standards after 9/1/98, and before 9/2/06.

All holders of
PROFESSIONAL
certificates are allowed a one-time upgrade to a
PERMANENT
Certificate through 9/1/03. After that date no one will be eligible for a permanent certificate.

There are no permanent licenses.

New Standards

Renewal of Licenses
After 9/1/98

Provisional (2 year)

Required for induction, may be used for substitute teaching. 3 hours to renew (6-9 hours if lapsed); entry year program and assessment process.

Professional (Upgrade)

Provisional plus induction program 6 semester hours or 18 CEUs or approved activities (LPDC)

Professional (5 year) (first)

6 semester hours or
18 CEUs or approved
Activities (LPDC)

Professional (5 year) (second)

M.A. or 30 semester hours of graduate credit; if M.A. already obtained – 6 semester hours or 18 CEUs or approved activities (LPDC)

Professional (5 year)

6 semester hours or 18 CEUs or approved activities (LPDC)

No Permanent License

Holders of licenses will always be required to take continuing coursework to maintain their license(s) and tenure.

GLOSSARY

Approved Institution: Approved college or university is a college or university which has been approved for the preparation of teachers, administrators, and school employees in pupil personnel services by the State Board of Education.

Appeal Process: Appeal process is the process by which an educator can have the decision of the L.P.D.C. reviewed.

CEU: One Continuing Education Unit is equivalent to ten contact hours in a professional development program.

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

Contact Hours: Contact hours are the direct clock hours spent engaged in a professional development activity. One contact hour equals 0.1 CEU.

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

Equivalent Activity: Equivalent activities are professional development activities that go beyond traditional workshops and course work to job-related activities.

Grace Renewal: Grace Renewal is the one-time renewal under the 1987 Teacher Education and Certification Standards, after September 1, 1998.

IPDP: An Individual Professional Development Plan is an individual educator's plan that defines and directs the educator's professional development and which links the professional development to the needs of the educator, the students, the school, and the school district.

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.

L.P.D.C.: Local Professional Development Committees are committees established by local school districts and nonpublic chartered schools to oversee and review professional development plans, course work, continuing education units and professional development activities for the purpose of the renewal of certificates and licenses.

License: License is a document issued by the State Board of Education to an individual who is deemed to be qualified, under the 1996 Teacher Education and Licensure Standards, to teach or practice in Ohio schools.

Permanent Certificate: A permanent certificate is good for the rest of an educator's career and does not require further work for certification nor conversion to a license.

Professional Development: Professional development is an on-going job related process to enhance, maintain and refine the competencies of all staff to ensure quality outcomes for students.

Professional Development Portfolio: A collection/ documentation of an individual's professional development activities.

Professional Development Unit: Growth development activities based upon your IPDP.

Reciprocity: Reciprocity is a policy which acknowledges and accepts credentials awarded by another L.P.D.C..

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

An Individual Professional Development Plan identifies an educator's goals for learning. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development.

One of the major responsibilities of the Local Professional Development Committee is to review educators' Individual Professional Development Plans and ensure that the identified goals and strategies are relevant to the needs of the district, school, students, and educator. Such decisions will be based on the district's locally defined criteria.

When designing an IPDP, an educator may consider the following components:

Identify Goals

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

Determine Strategies

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

Accountability

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

Educators are responsible for keeping their own professional development plans and maintaining documentation that the activities outlined in the plan have been completed. These may include:

- certificates of attendance,
- portfolios,
- documentation of presentations,
- reflective journals,
- copies of committee work,
- critique of conferences and workshops,
- samples of student work,
- videotapes,
- logs,
- copies of articles or other documents,
- college transcripts, etc.

Reciprocity

L.P.D.C.s are a collegial effort to support and maintain a quality teaching force. This includes working together to ensure that an educator is not penalized by the system. When an educator leaves the Hamilton City School District and takes employment in another district, the Hamilton City School District L.P.D.C. will provide verification of IPDP approval, including course work and continuing education units completed and accepted. The educator may wish to share a professional portfolio and discuss the transfer of their ongoing IPDP when seeking employment. School districts must honor work completed in another district.

Educators may request model IPDPs from the L.P.D.C. to help them in writing their IPDPs.

Models of Professional Development

Refer to pages 16-21

Training

- Includes exploration of theory, demonstrations of practice, supervised trial of new skills, and coaching within the workplace
- Outcomes should include changes in attitudes and transfer of training

*College Course Work

*Professional Conferences/Workshops/In-service Credit

*Professional Presentations

*Teaching a College/Adult Education Course

Individually-Guided Professional Development

- An educator pursues activities he or she believes will promote learning
- The learner sets goals and designs the learning activities
- Self-directed development empowers teachers to address their own problems, creating a sense of professionalism

*Professional Conferences/Workshops/In-service Credit

*Professional Organization Committee Work

*Teaching Portfolio

*Publication of Original Work

*National Board Certification

*Grant Writing

*Related Work Experience or Externship

*Videotaping for Self-Evaluation

Observation/Assessment

- Colleagues act as another set of “eyes and ears” and provide feedback on professional activities
- A powerful way to impact classroom behavior

*Peer Coaching

*Visitation

*Cooperating Teacher (for student teacher)

*Mentoring

Inquiry

- Educators formulate questions about their own practice and pursue objective answers to those questions.
- Involves problem identification, data collection from research literature and the classroom, data analysis, changes in practice, and collection of additional data to determine the effects of the changes

*Study Groups

*Educational Projects

*Self-Directed Educational Development (Professional Reading, Action Research, Educational Travel)

Involvement in Development/Improvement Process

- The educator is involved in assessing current practices and determining a problem of which the solution will improve student outcomes.
- Involvement in this process leads to new skills, attitudes, and behaviors
- Develop or adapt curriculum, text adoption, any school improvement process

*Committee Work

*Curriculum Development/Program Development

*School Improvement Initiatives

Continuing Education Unit (CEU) Options

Training Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
College/University ♦ course for credit ♦ seminar for credit	1 semester hour = 3 CEUs 3 quarter hours / 2 semester hours = 6 CEUs 2 quarter hours = 4 CEUs 1 quarter hour = 2 CEUs	Unlimited	Course work must be in education or in a content area directly related to the individual's teaching assignment and/or area of certification. Must be taken through an NCATE* approved post secondary educational institution	Official transcript or original grade report
Professional Development Presenter ♦ teaching a course ♦ teaching a seminar ♦ teaching an adult vocational or technical course ♦ professional presentation	1 clock hour = 0.3 CEU unless determined otherwise by LPDC	6 CEUs	Must be new presentation and not part of job assignment. The same presentation may only be submitted twice in each license/certification cycle.	Course announcement and course syllabus; presentation materials
Professional Conference, Workshop, or Institute	1 clock hour = 0.1 CEU	12 CEUs	May include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness	Completed professional development activity sheet with signature of presenter or certification of attendance

*NCATE National Council on Accreditation for Teacher Education

Continuing Education Unit (CEU) Options

Individually Guided Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
◆ publication of original work in the form of a book, journal article, software, research, curriculum unit	variable depending on the product	9 CEUs	Production of a tangible product that enhances teaching and learning. Must be pre-approved by LPDC.	Copy of book, article, software package, report, or curriculum unit
◆ educational project that applies educational skills and knowledge towards the development of a final product	variable, depending upon the product	3 CEUs	Must be pre-approved by LPDC	Copy of the final product or report of the project
◆ grant writing	Variable, depending upon the project	6 CEUs	A copy of the grant proposal must be pre-approved by LPDC. Grant need not be awarded to receive CEU.	Copy of grant proposal and documentation of clock hours for planning and preparation.
◆ professional reading ◆ educational travel ◆ study group	variable	1 CEU 1 CEU 1 CEU	Must enhance individual's work in the profession or contribute to teacher's area of specialization. Must be pre-approved by LPDC.	Reflective journal (please see Page 36)
◆ related work experience	Variable, depending upon the experience / product	6 CEUs	Must be pre-approved by LPDC	Statement of verification by a supervisor and a plan / professional design of materials or curriculum materials

All options on this page must be pre-approved.

Continuing Education Unit (CEU) Options

Individually Guided Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
National Board for Professional Teaching Standards ♦ certification program	Completion and verification in area of assignment during certificate cycle = all required CEUs	18 CEUs for candidates completing the process. Partial credit may be given based upon approval by the LPDC.	Must be in the subject area of the individual's assignment. Certification must be completed, or participation as a candidate must be verified by the expiration date of the certificate or license.	Valid copy of the National Certificate or documentation for candidate not receiving the certificate.

Continuing Education Unit (CEU) Options

Observation/Assignment Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
♦ mentoring	Full year = 3 CEUs variable if less than full year	6 CEUs, both participants are eligible	Formal district / school mentoring program	Must include a statement of authorization from a principal, summaries of pre and post conferences, and documented contact hours
♦ cooperating teacher for student teacher	Each 8 weeks = 1 CEU	6 CEUs	Formal college program	Verification from college of successful completion of contract

Continuing Education Unit (CEU) Options

Inquiry Option	CEU Value	Maximum Per License Cycle	Criteria	Verification
Education action research project	Variable, depending upon the product	6 CEUs	Project must have prior approval by LPDC	Copy of final product or report of the project, reflection on learning.
Inquiry / study committee	Variable, depending upon the product	3 CEUs	Must be service on a formal committee organized by an educational agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field.	Documentation of hours served verified by the President or Chair of the Committee.

Involvement In Improvement Development / Process	CEU Value	Maximum Per License Cycle	Criteria	Verification
Curriculum development	Variable, depending upon the product	3 CEUs	Must be service on a formal committee organized by an educational agency or organization	Copy of final document
Professional committee	1 clock hour – 0.1 CEU	6 CEUs	Must be service on a formal committee organized by an educational agency or organization. Must contribute to the education profession or add to the body of knowledge in the individual's specific field.	Documentation of hours served verified by the President or Chair of the Committee.

Hamilton City School District
Professional Development Activity Sheet
(send to INSTRUCTIONAL SERVICES after completion)

Name _____ School/Building _____

Workshop/ Activity _____

Presenter(s) Conducting Workshop _____

Beginning and Ending Dates _____

List number of Contact Hours Spent in Activity _____
(do not include time for meals and travel)

Brief description of what you learned. (This is not an evaluation).

Signature of Presenter(s)
Or District Sponsor of Activity _____

“A signed certificate of participation stating the contact hours may replace these signatures.”

I certify that the information provided is accurate to the best of my knowledge.

Educator signature _____

Date received by LPDC _____
Approved ___ Denied _____
Number of CEUs _____
LPDC Signatures _____

12 CEUs maximum for workshops.
CEUs contingent upon your accepted current written IPDP.

Educators are responsible for maintaining their own CEU Records.

Revised 8/2004

PRE-APPROVAL FORM

**Hamilton City School District
Local Professional Development Committee**

**Pre-Approval for Continuing Education Units
(see options where this is required)**

Prior approval from the L.P.D.C. is necessary to insure that CEUs will be granted.

Complete a separate form for each activity requested.

Name _____ Date _____

School _____ Position _____

Where does this activity fit for CEU options? (see pages 18-23)

Please identify the individually guided activity for which you are requesting pre-approval.

Write a description of this activity.

How does this activity relate to your Individual Professional Development Plan?
(Answer only if applicable.)

How many hours do you anticipate spending on this activity? (Answer only if applicable.)

Number of CEUs requested _____ Expected Date of Completion _____

Preliminary approval given by _____
L.P.D.C. Chair

Date _____

Goal Identification

To help maximize professional potential to ourselves, our students, our district, and the community within which we work, the following list of goals are presented. This list is a guide, and is not intended to be inclusive.

1. Content Knowledge

- 1.1 To learn how to apply technologies as effective content tools.
- 1.2 To enhance professional knowledge (psychologists, speech, therapists, treasurers, etc.).
- 1.3 To increase teaching area knowledge (Elementary Art, English, Mathematics, etc.).
- 1.4 To develop teaching/learning units which promote student knowledge in my discipline.
- 1.5 To work with colleges in ways which help to integrate my discipline within the school.

2. Professional Ethics

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

3. Assessment & Evaluation

- 3.1 To learn how to apply technologies as effective assessment tools.
- 3.2 To learn how to apply assessment data to instruction.
- 3.3 To learn how to construct effective evaluation instruments.
- 3.4 To learn how to expand the number and types of assessment tools.
- 3.5 To learn how to interpret test scores.
- 3.6 To learn how to better teach test-taking skills.
- 3.7 To learn more about proficiency, competency, and/or standardized testing.

4. Instructional Methodology

- 4.1 To learn how to apply technologies as effective teaching and learning tools.
- 4.2 To learn how to improve student reading skills.
- 4.3 To learn how to integrate higher-order thinking skills.
- 4.4 To learn how to facilitate students to teach themselves and other (cooperative learning, etc.).
- 4.5 To learn how to teach students to solve problems via a variety of tools and knowledge.
- 4.6 To learn how to teach across many disciplines.
- 4.7 To learn teaching methods that promote increased student achievement.
- 4.8 To gain knowledge of how to adapt instruction to the individual needs of all students.

5. Communication Skills

- 5.1 To learn how to apply technologies as effective communication tools.
- 5.2 To enhance speaking skills (students, parents, peers, others).
- 5.3 To enhance writing skills (students, parents, peers, others).
- 5.4 To improve non-verbal communication skills.
- 5.5 To discover ways to increase parental involvement in parent-teacher conferences.

6. Interpersonal Skills

- 6.1 To learn how to apply technologies as effective interpersonal tools.
- 6.2 To learn how to coach others to achieve and succeed.
- 6.3 To learn how to coordinate or direct the efforts of others.
- 6.4 To learn how to encourage the involvement of others.
- 6.5 To learn how to facilitate groups (students, peers, others) to accomplish established goals.
- 6.6 To learn how to motivate self and others.

7. Management & Administrative Skills

- 7.1 To learn how to apply technologies as effective management skills.
- 7.2 To learn how to apply available resources to school improvement.
- 7.3 To learn how to collect data to use in planning and problem solving.
- 7.4 To learn how to create conditions and environment for productive performance.
- 7.5 To learn how to establish vision that encourages performance of self and others.
- 7.6 To learn planning and organizational skills that improve self and others.

8. Skills to Meet the Needs of Special Students

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

9. Building Continuous School Improvement Goals

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

Hamilton City Schools
Vital Information and Review Checklist for
Individual Professional Development Plan

Name _____

Home Address _____

Teaching Assignment (grade level, subject) _____

Building _____

Phone Numbers Home _____ School _____

List areas on your current certificate _____

Date your current certificate/license expires _____

THE FOLLOWING TO BE COMPLETED BY THE LPDC:

The following statements are to be interpreted in reference to the area of licensure which is being sought.

1. The IPDP objective(s) are related to student learning. Yes No

2. The scope of the plan is directly relevant to subject
area content, instructional practices, and/or the learner. Yes No

3. The IPDP objective(s) are aligned with building or district
goals /objectives and/or individual professional growth. Yes No

4. The IPDP includes a proposed criteria for assessing the
success of the plan's objective(s). Yes No

Date reviewed: _____ Approved Not Approved Returned for Clarification

LPDC Chairperson _____

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
HAMILTON CITY SCHOOLS**

Name: _____ SS# _____

Building: _____ Subject Area: _____

Certificate or License Type: _____ Expiration Date: _____

FIVE YEAR PLAN

A. Overall Goal:

Why have you selected this goal: _____

What are the anticipated results? _____

B. (Plan) Proposed Strategies/ Activities to achieve goal: Anticipated credit hours CEUs:

1.	
2.	
3.	
4.	
5.	
6.	
7.	

C. Accountability - How will progress be documented?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

FOR LPDC USE ONLY:

Date Approved: _____

Committee Chairperson's Signature: _____

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
HAMILTON CITY SCHOOLS**

Name: _____ SS# _____

Building: _____ Subject Area: _____

Certificate or License Type: _____ Expiration Date: _____

OPTIONAL REVIEW
School Year _____ - _____

ACTUAL ACTIVITIES (toward IPDP fulfillment): CREDITS/CEUs EARNED:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

REFLECTION - How do the above activities relate to your goal(s), your anticipated results, and improved student learning?

FOR LPDC USE ONLY:

FEEDBACK **TOTAL CREDITS/CEUs earned to date:** _____
RATIONALE:

Date Reviewed: _____

Committee Chairperson's Signature

Please attach the following when submitting:

Copy of License

CEU Print-out or Originals

Official Transcript

Approved IPDP

Revised 8/2004



Approval Verification Form (Reciprocity) For Educators Leaving a LPDC

This verifies that the attached Individual Professional Development Plan was approved, and that

(name of educator)

(social security number)

has completed the following credits toward completion of the plan since the date above.

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved professional development activities (CEUs)

(authorized signature)

(date)

Print name of Authorized Signer _____

Name of School District _____

Name of LPDC, if different _____

LPDC address _____

LPDC contact person _____

LPDC telephone number _____

REFLECTIVE JOURNALS

PROFESSIONAL INTERACTION: Independent (and Collaborative)

Reflective Journals are permanent records of teachers' observations of classroom events, thoughts, and ideas. Teachers analyze their experiences, interpret their meanings, and reflect on their practice over time. Reflective journals can be used in a private setting or shared with colleagues for interpretation and feedback.

Open journals are kept as part of another professional development experience and are unavailable to others for reading. *Dialogue journals* are single journals shared by more than one teacher. Teachers pass the journal, reading and responding to each other's ideas, challenge each other's perceptions, and expand understanding.

They are useful when teachers want:

- ❖ opportunities to think about their practices and to see how their thinking evolves over time
- ❖ an unspecified time and format to creatively express their observations and perceptions
- ❖ to provide documentation of classroom practices and learning for both teachers and students
- ❖ a method to capture the impact of a newly-implemented strategy to collect information as to what is valued in the learning community

The *Reflective Journaling* process involves:

- ❖ determining the structure of the journal: contents, format, needed prompts, frequency, etc.
- ❖ entering descriptions of the actions, analyzing the responses, drawing conclusions that confirm or disprove what was already known, and determining how the experience will guide future actions.

For Open and Dialogue Journals:

- ❖ determine the length of time the journal will be kept and how it is to be shared with others
 - ❖ determine if and when face-to-face discussions on the journal's content will be held
-
-

APPENDIX

A Dummies
Guide to Your
Local
Professional
Development
Committee
(LPDC) Manual

WHO?

All certified staff not listed below
MUST go through the LPDC for
renewals and licenses.

DO NOT go through LPDC

Educators with permanent Certificates
Teachers with 2-year provisional licenses
Temporary Certificates
School Social Worker
School Audiologist
School Speech and Language Pathologist
School Nurse
Occupational Therapist
Physical Therapist Assistant
Occupational Therapist Assistant



WHAT?

You must submit and get approved an Individual Professional Development Plan (IPDP)



You must establish goals, activities, and accountability that will amount to 6 semester hours/18 CEUs or a combination of the two.

WHEN?



- ◆ Submit an IPDP for approval as soon as your new certificate/license is issued.
- ◆ Professional Development must be completed between issue date and expiration date on current certificate/license.
- ◆ If you don't complete all requirements by the expiration date, you will be required to complete 3 more semester hours or 9 more CEUs.

WHERE?

Submit your plan to the
LPDC – Instructional Services.

Submit transcripts to
Human Resources.



HOW?

- Obtain an LPDC Manual
- Write a plan (page 30)
 1. Identify goal(s) from pages 27-28.
 2. Select professional development activities or CEU options from pages 18-23 CEU Options column. Anticipated credit must equal 6 semester hours and/or 18 CEUs.
 3. Identify how you will verify completion of the CEU options from the Verification column on pages 18-23.
- Submit professional development activity sheets for activities that have been completed (page 24).

CEU Conversions (page 18)

1 semester hour=3CEUs

3 quarter hours/2 semesters hours=6 CEUs

2 quarter hours=4 CEUs

1 quarter hour=2 CEUs

- Get pre-approvals, as necessary (page 25).

CEU Option	MAX	Pre-approval
College Credit	N/A	N
Presenter	6	N
Workshops	12	N
Publication	9	Y
Educational Project	3	Y
Reading/Travel/Study Group	1/1/1	Y
Grant Writing	6	Y
Related Work Experience	6	Y
National Boards	18	N
Mentoring	6	N
Cooperating Teacher	6	N
Research	6	Y
Curriculum Development	3	N
Professional Committee	6	N
Inquiry/Study Committee	3	N

*******Ask Questions.*******

Four

Important Things to Remember

- Activities **MUST** be directly related to the goals stated on your IPDP.
- IPDP **MUST** be submitted as soon as you receive your new license/certification.
- Each educator is responsible for maintaining all records and completing 6 semester hours/18 CEUs for licensure/certification.
- Do an Optional Review (page 31) by October 30 of the final year of an IPDP to ensure the plan's goals will successfully be met.

APPENDIX: B

For LPDC Use

Commonly used
forms

Out of State Reciprocity
Hamilton City School District

To Whom It May Concern:

_____ is currently employed by the Hamilton City School District and would like to receive any professional development contact hours received during his/her employment with your district. Please complete the following and return to the employee. Thank you.

Employee Name

Dates Employed

Current Address

City

State

Zip

Date

Course

Contact Hours

Verifying Signature

Date

Print Name

Thank you for your time.
Sincerely,

LPDC CEU Verification Return Form

From the Desk of:

LPDC Secretary

School

Reason returned: _____

(Use when returning Professional Development Activity Sheets for clarification.)

LPDC Chair Correspondence

From the desk of:

LPDC Chair

School

LPDC Meeting
Agenda Template

- I. Previous Minutes (Date)
- II. Specific Information to relay to the committee
- III. Specific Information to relay to the committee
- IV. Reviews/Approvals
 - A. CEU Discussion
 - 1.
 - B. Pre-approvals
 - 1.
 - C. Reciprocity
 - 1.
 - D. Optional Reviews
 - 1.
 - E. IPDPs
 - 1.
 - F. License
 - 1.
- V. Other
- VI. Next Meeting Date

Name _____

LPDC
Individual Professional Development Plan
(IPDP)

- Please make the necessary changes or modifications and resubmit.
Please include this notice.*

Clarification needed in the following area:

- Goals:

- Professional Development Activities:

- Accountability:

- Other:

- Please note.
- Call a committee member.
- Return for clarification.

LPDC Committee Member

LPDC Committee Member