LPDC Handbook

(Local Professional Development Committee)

2026-2027

Adopted 7/28/26

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Local Professional Development Committee

Northwest Ohio Educational Service Center
Defiance, Fulton, Henry & Williams Counties

Welcome!

The Local Professional Development Committee (LPDC) has developed procedures and guidelines to facilitate professional development of the employees of the NwOESC. The LPDC Employee Handbook is designed to give you guidance through the process of renewal of your license.

The committee members encourage you to fully read and understand these procedures. The emphasis is on quality professional development, directly linked to student achievement, with results-driven programming.

The committee is implementing a phase-in process to align their professional development with state mandates. If you have any questions or concerns, please contact any member.

The LPDC handbook is also available on the NwOESC website:
nwoesc.org/PoliciesHandbooks.aspx

TABLE OF CONTENTS

LPDC Membership	4
Standards and Guidelines	5
Submission of Forms	9
Consistently High Performing Teachers	10
IPDP Goals Identification Guide (Teachers)	13
IPDP Goals Identification Guide (Administrators)	15
IPDP Goals Identification Guide (School Psychologists)	17
Educators Licensed by Other Professional Boards	22
Quality Professional Development	22
Transition from Certification to License	23
License Renewal Process	24
K12 PD Tracker – Step by Step Guide	25
Standards for Professional Development Experiences	
College Coursework	26
Professional Conference – Workshops, Clinics, Institute, Academy or Seminar	26
Professional Conference – Electronic Training	26
Committee Work – Curriculum, Study Groups, Professional Committees	27
Committee Work – Grant Writing	28
Independent Professional Development Experiences	28
Peer Observation or Classroom Visitation	28
Externship	28
Cooperative Teacher for Student Teacher	28
Cooperative Teacher for Methods/Field Experience Students	29
Mentorship or Mentee/ Educational Book/Journal/Article Reading	29
Video/Audio Reviews, Presentations, Publishing, Educational Travel	30
National Board Certification	31
Other Education Projects	31
ODE Evaluation Standard Rubric Guide	32
Appeal of Professional Growth Denial	36

Local Professional Development Committee
2025-26 Membership

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Northwest Ohio Educational Service Center
Local Professional Development Committee

Standards and Guidelines

Governance

The Northwest Ohio Educational Service Center LPDC shall consist of six (6) members:

Four (4) teachers, elected by a majority voice of teacher employees. By definition, "teacher", implies any certified employee not holding an administrative contract. *One member may be a School Psychologist.

Two (2) administrative employees designated by the superintendent.

LPDC members will serve on three-year terms from August 1 until July 31. Elections will be held at the conclusion of each term. Mid-term vacancies will be filled by appointment of the committee.

Responsibilities of LPDC Committee

Chairperson:	Elected yearly, by a majority of the LPDC.
Responsibilities:	Conduct LPDC meetings and sign all LPDC documents.
	Communicate information to members of the LPDC.
	Represent the LPDC at meetings deemed appropriate by committee.

Liaison to the data entry clerk.

Vice Chairperson:	Elected yearly, by a majority of the LPDC.
Responsibilities:	Carry out responsibilities of chairperson in their absence or upon request.

Recorder:	Elected yearly, by a majority of the LPDC.
Responsibilities:	Maintain minutes/timesheets of action taken during meetings.

Liaison to the data entry clerk.

Data Entry
Responsibilities: Monitor K12 PD Tracker System activities, maintain employee LPDC File.
Notify the area media of the meeting date, time and location of the monthly LPDC meetings in accordance with the Ohio Sunshine Law ORC 121.22

Committee Procedures

The LPDC will meet regularly during the school year.

All meetings shall take place outside normal student instructional hours (4:00-6:00 pm) unless determined by the superintendent. The chairperson has the right to contact members for the purpose of canceling the meeting if limited Professional Development Plans, or issues are submitted during a particular month. LPDC Committee Meetings may be conducted via Remote or Hybrid options.

A quorum, necessary to conduct LPDC business shall be four (4) out of six (6) voting LPDC members, maintaining a majority of non-administrators. If a quorum cannot be established from the current membership, the committee chairperson will contact an individual from the approved substitute LPDC list of previous members, to establish a quorum.

The LPDC shall keep confidential all reviews, evaluations, and discussions of the Professional Development Plan and/or course. No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party involved.

All minutes are available to the public.

An official vote must be the majority of members present in agreement in any action. A member's abstention will only be allowed if the vote will personally impact that individual or a family member.

Administrative reviews will follow the guidelines as outlined in the Ohio Revised Code.

Stipends for the LPDC members shall be recommended by the superintendent.

Appeals

A written appeal shall be submitted to the LPDC chairperson within 20 work days of denial. All appeals will be reviewed at the next regularly scheduled LPDC meeting.

A person may attend the next regularly scheduled LPDC meeting to explain the written appeal. A written request for inclusion on the agenda should be given to the LPDC chairperson no later than four work days before the scheduled LPDC meeting.

Written notification of the appeal decision shall be provided within five (5) work days or 30 calendar days (summer review only), whichever comes first.

If the appeal is denied, the applicant may request (LPDC Appeals Process Form) a binding decision rendered by a three person panel chosen as follows: one person selected by the applicant, one person chosen by the LPDC committee, and a third person will be mutually agreed upon by all parties. Members of this panel must hold a current Ohio Department of Education Certificate or License.

Committee Responsibility

The LPDC committee will grant CEU credit to certified employees and those non-certified employees holding ODE certificate(s) or license(s) that require CEUs for renewal or transition. The committee will also grant CEU credit to certified individuals on the Northwest Ohio Educational Service Center approved substitute list.

Reciprocity

The NwOESC LPDC will accept CEUs previously granted by other LPDCs when presented with appropriate documentation by newly hired employees.

Please Note: When an educator leaves the employ of the NwOESC, the chairperson will complete a Reciprocity Form and attach the LPDC records and send it to the educator. It is the educator's responsibility to deliver the LPDC Reciprocity Form to their next employer.

Amendments

Amendments to the standards and guidelines must have a majority vote. Amendments will be reviewed by the committee in the month of June. These changes must be approved by the Governing Board of the NwOESC.

Records Retention

Records are maintained in accordance with the current NwOESC Schedule of Records Retention and Disposition.

Who is exempt from working through an LPDC?

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

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

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

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

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

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

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

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

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

Submission of Forms

CERTIFIED EMPLOYEES whose license renewal/advance depends on LDPC approval, must submit to the LPDC an **Individual Professional Development Plan** (IPDP) by the Wednesday following Labor Day of their first year of employment with the NwOESC or soon after date of hire if that date is after Labor Day. These plans should align with the expiration of the license. Employees working under a permanent certificate will not be required to submit IPDPs or LPDC paperwork.

An IPDP may be revised at any time simply by completing the new plan and submitting it to the LPDC for approval.

Since the LPDC has no authority to approve CEUs for professional development experiences that took place prior to an approved IPDP, it is extremely important there is an approved plan in place at all times.

K12 PD Tracker System

The NwOESC uses the K12 PD Tracker System for recording all LPDC activities for staff that are employed or have a license issued after 1/1/11. The K12 PD Tracker System is an electronic submission of the LPDC and Professional Development Activities. The documentation supporting all activities must be submitted to the LPDC Data Clerk for the employees LPDC file. (certificate of attendance, agenda, course description, workshop flyer indicating sessions attended, original transcripts, activity log, etc.), depending on the type of activity.

In addition to the 18 CEUs, employees must meet 6 State Standard Rubrics for license renewal. Employees that are hired with a license that has less than five years to renew will only be required to meet a portion of the 6 State Standards. They are as follows:

5 Years to license renewal – Must meet 6 State Standard Rubrics
4 Years to license renewal – Must meet 4 State Standard Rubrics
3 Years to license renewal – Must meet 3 State Standard Rubrics
2 Years to license renewal – Must meet 2 State Standard Rubrics
1 Year to license renewal – Must meet 1 State Standard Rubric

Employees that have a license that is expiring and align the license to another unexpired license, will continue with the LPDC procedures they are currently following. They will not start the K12 PD Tracker system until they renew the aligned license. It is expected that all staff transition to the K12 PD Tracker system as applicable per their license renewal timeline.

Consistently High Performing Teachers

Certain educators with professional, lead professional or senior professional teaching licenses may not need to complete additional coursework or equivalent continuing education credits to renew their educator licenses. An educator who meets the State Board of Education's definition of consistently high-performing teacher is exempt from the requirement to complete any additional coursework for the renewal of a professional educator license for the next renewal cycle.

Each local professional development committee will indicate whether or not an applicant meets the eligibility criteria for the consistently high-performing teacher designation as they review professional licensure renewal requests.

Eligibility Criteria

During the current licensure cycle, a consistently high-performing teacher has:

1. Received the highest final summative rating on evaluations, as defined by Revised Code sections 3319.111 and 3319.112 where applicable, for at least four of the past five years; and
2. Met at least one of the following additional criteria for at least three of the past five years:
3. Held a valid senior or lead professional educator license;
4. Held a locally recognized teacher leadership role that enhances educational practices by providing professional learning experiences at a district, regional, state or higher education level;
5. Served in a leadership role for a national or state professional academic education organization;
6. Served on a state-level committee supporting education; or
7. Received state or national educational recognition or award.

Consistently High Performing Teachers
https://education.ohio.gov/Topics/Teaching/Licensure/Renew-License/How-to-Renew-a-Currently-Valid-Five-Year-Professio/Consistently-High-Performing-Teachers

Verification Form for Consistently High Performing Teachers

Teachers who meet the State Board of Education definition of consistently high-performing teacher as outlined below are exempt from the requirement to complete any additional coursework or continuing education units for the next renewal cycle of their professional educator license.

Name:	State ID:
Submission Date:	
Building/Assignment:	
Type of Certificate/License:	
Issue Date:	
Expiration Date:	

Initial Eligibility Requirements:

Must meet both of the following criteria:

☐Hold at least a five-year professional teaching license; AND

☐Receive the highest final summative rating on evaluations, as defined by Revised Code sections 3319.111 and 3319.112 where applicable, for at least four of the past five years during the current licensure cycle; AND

School Year	**1st**	**2nd**	**3rd**	**4th**	**5th**
Final Summative Rating					

Final Eligibility Requirements:

Must also meet at least one of the following additional criteria for at least three of the last five years during the current licensure cycle:

☐ Hold a valid Senior or Lead Professional Educator License;
☐ Hold a locally recognized teacher leadership role that enhances educational practices by providing professional learning experiences at district, regional, state or higher education level;
☐ Served in a leadership role for a national or state professional academic education organization;
☐ Served on a state-level committee supporting education; or
☐ Received state or national educational recognition or award.

Certification that the eligibility criteria have been met:

Superintendent or Designee Signature_____ Date_____

Professional Development Experience Approval Procedures

LPDC Policy: Submission of Coursework for Licensure Hours

The LPDC (Licensure Professional Development Committee) is implementing a new policy regarding the submission of coursework for licensure hours. This policy aims to streamline the licensure approval process and ensure the currency and relevance of professional development activities. The following guidelines outline the revised procedures:

Coursework Submission Timeline:

a. Only coursework completed within one calendar year will be accepted for licensure hours.

Rationale:

a. The updated policy is designed to prioritize recent professional development activities, ensuring that teachers' knowledge and skills remain current and aligned with evolving educational practices.

b. By limiting the timeframe for coursework submission, the LPDC aims to promote ongoing professional growth and encourage teachers to engage in continuous learning opportunities throughout their licensure cycle.

Documentation:

a. When submitting coursework for licensure hours, teachers must provide accurate and complete information, including the course title, description, duration, and any supporting evidence, such as syllabi or course outlines.

If Professional Development Experience is denied:

(a)Supply requested information
(b)Resubmit request
(c)If written appeal is denied, submit Appeal Form

Individual Professional Development Plan (IPDP)
Goals Identification Guide for TEACHERS

The NwOESC LPDC provides this list of education goals from which an employee (teacher) may choose areas of professional growth. These identified goals will be placed on the IPDP and sent to the committee.

Goal 1 – Teachers understand student learning and development and respect the diversity of the students they teach.

A. Displaying knowledge of how students learn and of the developmental characteristics of age groups.
B. Understanding what students know and are able to do and use this knowledge to meet the needs of all students.
C. Expecting that all students will achieve to their full potential.
D. Modeling respect for students' diverse cultures, language skills and experiences.
E. Recognizing characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Goal 2 – Teachers know and understand the content area for which they have instructional responsibility.

A. Knowing the content I teach and using my knowledge of content-area concepts, assumptions and skills to plan instruction.
B. Understanding and using content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
C. Understanding school and district curriculum priorities and the Ohio academic content standards.
D. Understanding the relationship of knowledge within the discipline to other content areas.
E. Connecting content to relevant life experiences and career opportunities.

Goal 3 – Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

A. Becoming knowledgeable about assessment types, their purposes and the data they generate.
B. Selecting, developing and using a variety of diagnostic, formative and summative assessments.
C. Analyzing data to monitor student progress and learning, and to plan, differentiate and modify instruction.
D. Collaborating and communicating student progress with students, parents and colleagues.
E. Involving learners in self-assessment and goal setting to address gaps between performance and potential

Goal 4 – Teachers plan and deliver effective instruction that advances the learning of each individual student.

A. Aligning my instructional goals and activities with school and district priorities and Ohio's academic content standards.

B. Using information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
C. Communicating clear learning goals and explicitly linking learning activities to those defined goals.
D. Applying knowledge of how students think and learn to instructional design and delivery.
E. Differentiating instruction to support the learning of all students, including students identified as gifted, students with disabilities and at-risk students.
F. Creating and selecting activities that are designed to help students develop as independent learners and complex problem-solvers.
G. Using resources effectively, including technology, to enhance student learning.

Goal 5 – Teachers create learning environments that promote high levels of learning and achievement for all students.

A. Treating all students fairly and establishing an environment that is respectful, supportive and caring.
B. Creating an environment that is physically and emotionally safe.
C. Motivating students to work productively and assume responsibility for their own learning.
D. Creating learning situations in which students work independently, collaboratively and/or as a whole class.
E. Maintaining an environment that is conducive to learning for all students.

Goal 6 – Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

A. Communicating clearly and effectively.
B. Sharing responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
C. Collaborating effectively with other teachers, administrators and school and district staff.
D. Collaborating with the local community and community agencies, and where appropriate, to promote a positive environment for student learning.

Goal 7 – Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

A. Understanding, upholding and following professional ethics, policies and legal codes of professional conduct.
B. Taking responsibility for engaging in continuous, purposeful professional development.
C. Being an agent of change and seeking opportunities to positively impact teaching quality, school improvement and student achievement.

Individual Professional Development Plan (IPDP)
Goals Identification Guide for PRINCIPALS (ADMINISTRATORS)

The NwOESC LPDC provides this list of education goals from which an employee (principal/administrator) may choose areas of professional growth. These identified goals will be placed on the IPDP and sent to the committee.

Goal 1 – Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

A. Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
B. Principals lead the change process for continuous improvements.
C. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Goal 2 – Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

A. Principals promote a collaborative learning culture.
B. Principals share leadership with staff, students, parents and community members.
C. Principals develop and sustain leadership.

Goal 3 – Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

A. Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
B. Principals ensure instructional practices are effective and meet the needs of all students.
C. Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.

Goal 4 – Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and wellbeing.

A. Principals use community resources to improve student learning.
B. Principals involve parents and community members in improving student learning.
C. Principals connect the school with the community.
D. Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Goal 5 – Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

A. Principals establish and maintain a safe school environment.

B. Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
C. Principals allocate resources, including technology, to support student and staff learning.
D. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
E. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.

Individual Professional Development Plan (IPDP)
Goals Identification Guide for SCHOOL PSYCHOLOGISTS

The NwOESC LPDC provides this list of education goals (From the Professional Conduct Manual for School Psychology, NASP, OSPA) from which an employee (school psychologist) may choose areas of professional growth. These identified goals will be placed on the IPDP and sent to the committee.

Guideline 1 – School Psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery.

School Psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

A. School Psychologists define problems in ways that (a) identify desired goals (e.g., academic/behavioral), (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.
B. School Psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.
C. School Psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.
D. School Psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem solving process.
E. School Psychologists apply the problem-solving process to broader research and systems-level problems that results in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Guideline 2 – School Psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group and systems level. School Psychologists must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

A. School Psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.

B. School Psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decisions-making methods to public policy determination, school psychologists facilitate organization development and change.
C. School Psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.
D. School Psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.
E. School Psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district local, state and federal levels.

Guideline 3 – School Psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

A. School Psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
B. School Psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.
C. School Psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
D. School Psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
E. School Psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.
F. School Psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
   School Psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

Guideline 4 – School Psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.

A. School Psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions and potential causes of behavioral problems experienced by students with disabilities, which may impair learning or socialization.

B. School Psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal learning environments are characterized as settings where students' basic needs are assured so that learning can occur and health and mental health are systematically evaluated.
C. School Psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.
D. School Psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.
E. School Psychologists apply the principle of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings – school, home, and community.
F. School Psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.
G. School Psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.
H. School Psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.
I. School Psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a "successful" outcome.

Guideline 5 – School Psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

A. School Psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.
B. School Psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.
C. School Psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
D. School Psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

Guideline 6 – School Psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

A. School Psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
B. School Psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.
C. School Psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.
D. School Psychologists are actively involved in the development of systems change plans (such as school improvements plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.
E. School Psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School Psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.
F. School Psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
G. School Psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services. School Psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

Guideline 7 – School Psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

A. School Psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the development of mental health disorders such as conduct disorders or internalizing disorders.
B. School Psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.
C. School Psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.
D. School Psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).
E. School Psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating

environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

Guideline 8 – School Psychologists have knowledge of family influences that affect students' wellness, learning and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.

A. School Psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
B. School Psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and IEP teams, encouraging parental involvement in school-wide committees such as school improvement teams, and facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.
C. School Psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
D. School Psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.
E. School Psychologists are knowledgeable about the local system of care and related community services available to support students and their families.
F. School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.
G. School Psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

Educators Licensed by Other Professional Boards

Under the 1998 Standards,

School Audiologists
School Social Workers
Speech Language Pathologists
School Nurses
Occupational Therapists
Physical Therapists
Occupational Therapist Assistants
Physical Therapist Assistants

The staff listed above is **required** to maintain licensure through the other professional board in that area. In order to renew Ohio Department of Education licenses or Ohio Department of Education registration, these educators **MUST** maintain their other board license. By doing so, they meet all Department of Education renewal requirements and therefore do not need to work through the LPDC for CEUs. Some state boards may accept LPDC CEUs for approved activities for state licensure renewal. Check with the appropriate state board licensing agency.

These NwOESC employees are NOT required to maintain a current Individual Professional Development Plan (IPDP) with the NwOESC.

Quality Professional Development

The Northwest Ohio Educational Service Center Local Professional Development Committee guidelines encourage the licensed individual to engage in a variety of professional development experiences during the valid period of the license. In general, the experiences should meet two criteria:

1. They should represent **professional** growth, that is, related to education or a content area taught in Ohio public schools. Courses for personal growth, e.g., calligraphy, fitness center, real estate, or rug-weaving, would not fulfill the intent of the rule. Courses to enhance your job assignment (i.e., bilingual or technology skills) or course work to qualify for an additional certificate would be considered.
2. They should represent **development**. The experience should provide **training to improve** the teaching skills, not experiences within the person's normal job responsibilities.

The Ohio Standards for Professional Development define effective professional development as an ongoing, systematic process, linked to the daily practice of educators and based on data-driven needs.

As mandated by Senate Bill 2, following the release of the *Standards for Ohio Educators*, a subcommittee of the Regional Local Professional Development committee Support Team developed standards-based criteria for Local Professional Development Committees (LPDCs) to

use to evaluate Individual Professional Development Plans (IPDPs), and professional development experiences.

Staff Development builds upon a shared purpose, a climate of collegiality and continuous growth, and working conditions which are conducive to individual and organizational development.

Learning comes more from giving than receiving. By reflecting on what we do; by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.

The LPDC will use a Standards Based development tool, i.e., rubric, to evaluate professional development experiences. The ODE website lists the standards for teachers, principals and administrators at this link https://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards.

The IPDP rubric (see pages 35-38 in this handbook) is organized into six parts corresponding to the six Professional Development Standards. Each standard will be scored with overall scores of exemplary and adequate as adequate/passing and will receive CEUs. Overall scores failing to meet adequate/passing will be returned for revision.

The ODE *Standards for Professional Development* can be found as a pdf file on ODE's website: http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professional-development_FINAL.pdf.aspx
Employees will incorporate professional standards of performance specific to their professions, either teaching, administration, or school psychology. The IPDPs will reflect those professional standards. Once the IPDP is approved, their professional development experiences (i.e., the various experiences in which the educator participates) will be evaluated using the six standards for professional development delineated by the state of Ohio.

Transition from Certificate to License

Certificate Renewals. Certificate renewals are no longer available. Any expiring certificate must be transitioned to a 5-year professional license. This transition is processed through the LPDC.

Certificate Upgrades/License Advance. Certificate upgrades are no longer available. License Advances (2-year to 5 year) are not processed by the LPDC. They are processed through the Human Resource Office Specialist for Certification. **NwOESC employees working under a 2-year provisional license are NOT required to maintain an Individual Professional Development Plan with the NwOESC LPDC because they do not accrue CEUs.**

Supplemental/Temporary Licenses. Supplemental/Temporary licenses are not processed through the LPDC. However, course work taken to renew a supplemental may be submitted for approval for the employee's 5-year license.

License Renewal Process

To renew a license every five years, 180 hours are needed and successful completion of all six professional development standards. This can be accomplished by meeting the professional standards and one of the following:

6 semester hours (9 quarter hours)

- 1 semester credit equals 30 hours
- 2 quarter credit equals 20 hours
- Course work must be related to classroom teaching and/or the area of licensure

OR

18 **C**ontinuing **E**ducation **U**nits (180 contact hours)

- 1 CEU equals 10 hours
- Must be actual time on task at chosen activity (exclude lunch break, travel time)

OR

Course work and CEUs may be combined.

Once the necessary hours have been completed it is the employee's responsibility to log on to the department of education website and apply for the appropriate license. The Northwest Ohio ESC LPDC Committee IRN number is 013666.

AFTER

Please access the K12 PD Tracker platform to log in and successfully upload your new license certificate. Remember to archive your previous license within the system. Additionally, kindly complete a new Individual Professional Development Plan (IPDP) to initiate the accumulation of hours required for your upcoming renewal.

K12 PD Tracker – Step by Step Guide

K12 PD TRACKER

Step-by-Step Guide

1 LOG IN

- Visit K12PDTracker.com
- Login with your NWOESC email & the password you created for your account
- *If you are a new user, login with the credentials emailed to you, then change your password upon sign-in (Profile > Password Change Utility)*
- Don't have profile? Contact michelle.hollstein@nwoesc.org

2 VERIFY PROFILE INFORMATION

- Update any incomplete information
- Opt-in to receive text notifications via email or mobile

3 VERIFY HOURS

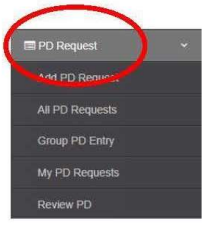
- Your hours will appear on the home page. **It is your responsibility to verify your hours and notify us if incorrect.**
- If you're pursuing license renewal and your previous hours are still showing, be sure to archive your former license and each related activity/PD Request. Go to: *IPDP > My IPDPs > Action > Archive*; and *PD Request > My PD Requests > Action > Archive*. This process will then reset your progress bar to 0.

4 VERIFY LICENSES

- Click "Licenses" in the left-hand menu bar
- Ensure your licenses are correct. **It is your responsibility to verify licenses** upon renewals. The system will remind you beginning one year out that your license needs renewed; if you renewed your license with the state, be sure to archive your existing (old) license in the system, as it will continue to notify you of expiring licenses until the stored license on file is archived)
- You only need one IPDP per license (be sure to check the license #. If they all match, then you only need one IPDP, and therefore the same activities can count toward multiple license renewals.

5 CREATE A PLAN

- Click "IPDP" in the left-hand menu bar, then "Add IPDP"
- Select your standards within the dropdown menu. You can enter multiple standards/goals per plan (recommended: 2-3 goals)



6 ADD ACTIVITIES

- Click "PD Request," then "Add PD Request" in the left-hand menu bar
- If you have multiple dates of a similar activity (for example, five OCALI conference certificates, six certificates from a repeated training, etc.), please scan and upload the certificates **as a group** i.e. ONE PDF file within your PD Request. Public School Works should be uploaded as a single transcript, not individual courses.

Questions? Contact Andy Hunter | 567-444-4800 ext. 4649 | andy.hunter@nwoesc.org

Michelle Hollstein | 567-444-4809 | michelle.hollstein@nwoesc.org

***IMPORTANT**: If you notice anything listed incorrectly (i.e. incorrect hours, standards not listed per your position, or you do not have a profile) please contact us. The K12 PD Tracker system is for Certified Staff required to provide proof of professional development hours. Brandi Nafziger (bnafziger@nwoesc.org) can assist with questions about the online license renewal process through ODE. The link to LPDC resources is found under the "Employee" tab; "Staff Links"; "Documents and Forms": https://www.nwoesc.org/StaffLinks.aspx*

Continuing Education Unit Options						
OPTION	**MAXIMUM CEUs**	**CEU VALUE**			**VERIFICATION**	**CRITERIA**
College course work						
Courses should reflect the Individual Development Plan	n/a	Sem. 6 5 4 3 2 1	Qtr. 9.0 7.5 6.0 4.5 3.0 1.5	CEU 18 15 12 9 6 3	**Official** transcripts or **Original** grade slips **Note:** all original grade cards and transcripts may, upon request, be returned to employee.	**Must be taken through an accredited 4-year college for certification. For licensure, may also be from a 2-yr. accredited college as long as the work is related to classroom teaching and/or area of licensure** 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 teaching assignment or working with students.
Professional Conference						
Workshops Clinics Institute Academy or Seminar These choices reflect the Individual Professional Development Plan. Approval of these offerings shall be contingent upon hours at task.		1 clock hour in workshops (excluding time at breaks and meals) = 0.1 CEU			**Original** Certificate of Completion with objectives, agenda, and brochure (circle sessions attended), signature of the presenter or facilitator, or 200-300 word reflective review of the activity.	Must include only time spent in those portions of the conference/ program that contribute to the participant's knowledge, competence, performance, or effectiveness in education.

Continuing Education Unit Options				
OPTION	**MAXIMUM CEUs**	**CEU VALUE**	**VERIFICATION**	**CRITERIA**
Electronic Training		1 clock hour in workshops (excluding time at breaks and meals) = 0.1 CEU Must be within time specified by course description.	Certificate of Completion with time line and objectives or 200-300 word reflective review of the activity	Course work must be in education or in a content area directly related to the individual's teaching assignment or working with students.
Committee Work				
These groups shall be directly correlated to student achievement and/or improvement of classroom instruction.				
Curriculum	30 hours per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences the dates and times documented with signature of facilitator on verification form.	Must be service on formal committee organized by local or state educational agency or organization.
Study Groups	30 hours per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences with dates and times documented with signature of facilitator on verification form.	Groups formed to study and respond to educational issues. Must be supported by the building principal and verified by such.
Professional Committees	30 hours per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must be service on formal committee organized by local, state or national educational agency or organization.

Continuing Education Unit Options				
OPTION	**MAXIMUM CEUs**	**CEU VALUE**	**VERIFICATION**	**CRITERIA**
Grant Writing	30 hours per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences with dates and times documented with signature of facilitator on verification form.	Hours not dependent on awarding of grant.
Independent Experiences/Projects				
These activities shall not be those which are deemed by the LPDC to be job-embedded or part of the contractual assignment.				
Peer Observation or Classroom Visitation	5.0 CEUs per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences with dates and times documented with signature of facilitator on verification form.	Visitation to examine facilities and/or witness innovative instruction.
Externship	5.0 CEUs per renewal cycle	1 clock hour = 0.1 CEU	Log of experiences with dates and times documented with signature of facilitator on verification form.	Visitation to examine facilities and/or witness application of topics in the world of business.
Cooperative Teacher for Student Teacher	2.0 CEUs per renewal cycle	2.0 CEUs per student teacher	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must be supervisor of an undergraduate student practicing in the classroom setting.

Continuing Education Unit Options				
OPTION	**MAXIMUM CEUs**	**CEU VALUE**	**VERIFICATION**	**CRITERIA**
Cooperative Teacher for Methods Students	1.0 CEU's per renewal cycle	1.0 CEUs per student	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must be in a collegial relationship with an undergraduate or graduate student.
Cooperative Teacher for Field Experience Students	1.0 CEUs per renewal cycle	1.0 CEUs per student	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must be in a collegial relationship with a high school student lasting a minimum of one grading period.
Mentorship or Mentee	3.0 CEU per renewal cycle	3.0 CEU per activity	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must be mentoring of a certified employee
Educational Book Reading	2.0 CEU per renewal cycle	1.0 CEU per book	Summary of the book must be submitted for completion in format which can be disseminated to your peers.	Must be a book from the field of educational community.
Educational Journal Article Reading	1.0 CEU per renewal cycle	0.2 CEU per article	Summary of the journal must be submitted for completion in format which can be disseminated to your peers.	Must be a journal from the field of educational community, either in paper or electronic form.

Continuing Education Unit Options				
OPTION	**MAXIMUM CEUs**	**CEU VALUE**	**VERIFICATION**	**CRITERIA**
Video/Audio Review	1.0 CEU per renewal cycle	0.2 CEU per review	Summary of the video/audio must be submitted for completion in format which can be disseminated to your peers.	Must be a video/audio from the field of educational community.
Presentations to Peers	5.0 CEUs per renewal cycle	0.2 CEU per 1 hour of presentation One hour preparation for each hour presentation. (Maximum of 5.0 CEU's per renewal)	Agenda of the presentation with date/location/topic.	Preparation and presenting for the first time ONLY.
Publication of Original Work in an Educational Journal	2.5 CEUs per renewal cycle	0.5 CEU per published article	Copy of the Article	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be commercially published book or journal.
Educational Travel	2.5 CEUs per renewal cycle	0.5 CEU per travel date	Log of experiences with dates and times documented with signature of facilitator on verification form.	Must enhance individual's work in the profession or contribute to teacher's area of specialization which will lead to a summary for dissemination to your peers.
National Board of Professional Teaching Standards Certification	9.0 CEU per renewal cycle	9.0 CEU per evaluation completion	Successful completion of the National Board Certificate process.	Must be in the subject area of the individual's assignment.

Educational Projects	1.0 CEU per renewal cycle	1 clock hour = 0.1 CEU	Log of activities with dates and times documented with signature of facilitator on verification form.	
College Level Instructor	6 CEUs per renewal cycle	1.0 CEU per Semester Hour taught.	Course Syllabus	

ODE- Evaluation Standard Rubric Guide
Professional Development Experience Requirements – 6 Standard Rubrics

Each of the six professional development requirements will need to be met throughout the course of the renewal period.
Professional Development Activities may meet one or more of the six requirements, but each activity will not meet all of the requirements.
Each of the requirements has specific elements which align with the requirement for successful demonstration of completion based on the evaluation rubric.
Individual progress and requirement completion should be tracked by each individual and will also be tracked by the LPDC committee.
Please remember you must still meet the requirement of 18 CEUs or coursework.

ODE-LPDC – Evaluation Rubric for Professional Learning (Equivalent Other Activities Only)

<u>Standard 1:</u> High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

The goals of the educator's professional development (PD) or equivalent other activity (EOA) must align to the goals of the agency, center, or office.

Point Value	**Exemplary** **2 points each**	**Adequate** **1 point each**	**Needs Revision** **0 points each**	**Score for Standard 1**
Indicator 1	Clearly focuses on and aligns with the goals of the agency, center, or office	Focuses on most goals of the agency, center or office.	May articulate a single goal	
Indicator 2	Includes a continuous process of planning, implementation, reflection, and evaluation	Includes several connected events	Includes unrelated events	_____ of 4 4-exemplary 2-3 adequate 0-1 needs revision

Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.

High quality professional development or EOA must be based on an analysis of data or provide a rationale for the professional learning.

Point Value	Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 2
Indicator 1	Analyzes school, district, state or national data to focus PD content or provide rationale for engaging in an EOA	Examines limited data to focus PD content or provide rationale for engaging in an EOA	Does not use data to focus PD content or provide a rationale for engaging in an EOA	
Indicator 2	Demonstrates use of current research to focus PD content or provide a rationale for engaging in an EOA	Examines some research to focus PD content or provide a rationale for engaging in an EOA.	Rarely references research to focus PD content or provide a rationale for engaging in an EOA	_____ of 4 4-exemplary 2-3 adequate 0-1 needs revision

Standard 3: High Quality Professional Development (HQPD) is collaborative

High quality professional development encourages the collaboration of educators. An EOA proposal may provide opportunities for collaboration.

Point Value	Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 3
Indicator 1	Provides ongoing opportunities for educators to work together	Provide some opportunities for educators to work together	Rarely provides opportunities for educators to work together.	
Indicator 2	Utilizes educator learning teams	Occasionally uses educator learning teams	Allows few or no opportunities for educator learning teams	_____ of 4 4-exemplary 2-3 adequate 0-1 needs revision

Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educator's knowledge and skill.

Whether through a formal professional development opportunity or an EOA, learning experiences should vary to fit the needs, knowledge, skills and goals of the educator. Learning experiences should be sequenced and systematically planned so that educators reflect upon and implement new skills and knowledge.

Point Value	Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 4
Indicator 1	Clearly reflects an analysis of the educators' professional knowledge, strengths, and weaknesses to develop targeted goals for professional growth	Reflects some analysis of the educator's professional knowledge, strengths, and weaknesses to develop targeted goals for professional growth.	Does not reflect analysis of educator's professional knowledge, strengths, and weaknesses to develop targeted goals for professional growth.	
Indicator 2	Includes a variety of learning experiences.	Includes limited learning experiences	Includes uniform, unvaried learning experiences	
Indicator 3	Reflects a logical sequence of PD experiences	Attempts to structure a logical sequence of PD experiences	Lacks an appropriate progressive structure of PD experiences	_____ of 4 4-exemplary 2-3 adequate 0-1 needs revision

Standard 5: High Quality Professional Development (HQPD) is evaluated by its short and long term impact on professional practices and achievement of all students.

The educator's professional development plan or EOA must include a planned evaluation, which measures the impact of the new learning on the educator's practice.

Point Value	Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 5
Indicator 1	Clearly provides evidence of a method of evaluation for the new learning	Provides some evidence of a method of evaluation for the new learning	Provides no evidence of a method of evaluation for the new learning	_____ of 2 2-exemplary 1-adequate 0-needs revision

<u>Standard 6:</u> High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

The focus of all high quality professional development is on increased learning by meeting the goals of a professional learning plan or successful completion of an EOA.

Point Value	Exemplary 2 points each	Adequate 1 point each	Needs Revision 0 points each	Score for Standard 6
Indicator 1	Clearly identifies new skills and knowledge	Attempts to identify new skills and knowledge	Little or no identification of new skills or knowledge	
Indicator 2	PD or EOA clearly provides support and advances the leadership capabilities of the educator	PD or EOA provides some support or advances of the leadership capabilities of the educator	PD or EOA provides little or no support or advancement of the leadership capabilities of the educator	_____ of 4 4-exemplary 2-3 adequate 0-1 needs revision

The number of CEUs that may be awarded for the EOA proposal will be based on the total rubric score

CEUs	Points Required
4.5	22-24
4.0	19.21
3.5	16-18
3.0	13-15
2.5	10-12
2.0	7-9
1.5	4-6

ODE – Evaluation Rubric for Professional Learning (EOAs only) 08/17/2011

Northwest Ohio ESC
Local Professional Development Committee
Appeal of Professional Growth Denial

Signature of person requesting appeal: _____

Today's Date: _____

Date of Reconsideration Meeting: _____

Please state your reasons why your proposal should be reconsidered:

_____

_____

_____

_____

_____

_____

_____

_____

_____

☐ Appeal was approved ☐ Appeal was denied

_____
Signature of LPDC Chairperson Date

If denied, reason for denial: _____

_____

Please email form to andy.hunter@nwoesc.org or attach to submitted activity or plan.