TROTWOOD-MADISON CITY SCHOOLS LPDC HANDBOOK

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I. Philosophy

The Trotwood-Madison School District's Local Professional Development Committee's (TM-LPDC) vision focuses on the belief that professional development should be shaped by those who experience it. Trotwood-Madison teachers must take responsibility for their own professional growth, and must ensure that it is relevant and meaningful to their own needs, the needs of their students, and aligns with the goals of the Trotwood-Madison School District. They must be empowered to craft their own professional development, to embed it in their daily work, and to build professional collegiality as they learn and grow with others. The Trotwood-Madison City Schools Local Professional Development Committee (TM-LPDC) provides a structure for realizing this vision of professional development and personal accountability.

II. Purpose

Trotwood-Madison Local Professional Development Committee (TM-LPDC) has three main functions:

1. Oversee, review, and approve Individual Professional Development Plans (IPDP) to make sure they are aligned to the profession / position and meet the outlined criteria.

2. Determine whether the professional development activities completed meet the goals identified in the IPDP and the requirements for licensure renewal.

3. Renew teacher and administrator licenses.

4. Provide training and ongoing support in the creation and maintenance of the documentation related to the credentialing process.

5. Meets monthly or as needed to review documentation.

The Trotwood-Madison Local Professional Development Committee makes decisions as a collective team. No single individual of the committee has a greater responsibility as it pertains to the approval of items submitted to the committee for review.

III. Educator/ Administrator Responsibilities

Each educator is responsible for developing his or her own professional development plan.

The educator will:
A. Develop an Individual Professional Development Plan (IPDP) related to the individual's license and position. *See Appendix A*. The IPDP must be approved prior to starting any professional development activities. The IPDP should focus on the following:
   ● One's own strengths and weaknesses.
   ● An area of professional growth related to the Standards for Ohio Educators. *See goal writing resource in Appendix D*.
B. Submit the IPDP to the LPDC for approval. If transferring an IPDP from another entity, you must enter your IPDP goal(s) **as well as upload transfer documentation (accrued hours,**

Leaving LPDC form, etc) on the Trotwood-Madison City Schools LPDC site. See Appendix H and below for additional information.

C. Track all semester/quarter hours, CEU's, and contact hours in the LPDC online portal as they are completed. See *Appendix A* for instructions on how to use the portal.

- Continuing education units **must be submitted within the same school year** that the activities were completed; no later than the final LPDC meeting of the current academic year **which is generally held in mid-May.**
- CEU professional development reflection and documentation must be submitted within the same school year that the hours were taken in order to receive credit.

- Coursework and professional development activities completed over the summer **and during the school year** must be submitted **to the committee by the final LPDC meeting of the current school year which is generally held in mid-May.**
- *College credits must be submitted before the start of the next semester*

D. Submit online application and payment to ODE to request renewal
https://safe.ode.state.oh.us/portal

IV. Transferring to Trotwood-Madison LPDC

To transfer your previously developed IPDP to Trotwood-Madison City Schools, please follow the steps below to complete that process:

1. Contact your previous district's LPDC to complete the Approval Verification Form for Educators Leaving an Ohio Local Professional Development Committee (LPDC). (Appendix H) 2. Log into the Trotwood-Madison LPDC website. Your username should be your email and the generic password is Trotwood-Madison.

3. Create a new IPDP on our website, using the same goals from your other district

IPDP Facts:
- Any educator who needs to renew their educator license must have an approved IPDP on file
- IPDP goals expire at the end of each licensure cycle
- A new IPDP must be developed after your license is renewed. It is recommended that the new IPDP is created as soon as the new license is issued, preferably by July 1st.
- Any teacher requesting tuition reimbursement must have an approved IPDP on file **prior** to the start of the class for which reimbursement will be requested ● Credit will **not** be provided for professional development activities completed prior to the approval of an IPDP
  - Beginning teachers working under a four-year resident educator license must complete the resident educator program, and do not need an IPDP.
    (Exception: resident educators requesting tuition reimbursement do need an IPDP)

V. Options for License Renewal

Educators in Trotwood-Madison have the opportunity to participate in a variety of professional development activities. All activities must relate to your IPDP goals. See the list of Equivalent Activities for additional information.

Please note that supporting documentation must be submitted within the same school year that the hours were taken, no later than the last LPDC meeting **of the school year which is generally held in mid-May.** *in June.*

Options include:
1. College coursework
   - Coursework must be from an accredited college or university and must align with the goals identified in your IPDP
   - If only using university hours to renew, either 6 semester hours or 9 quarter hours are needed

2. Continuing Education Credits (**PDU's**)
   - If only using **PDU's** to renew, 18 **PDU's** or 180 contact hours are needed

3. A combination of **PDU's** and credit hours may be submitted for renewal

VI. Local Professional Development Committee (LPDC) Trotwood-Madison LPDC

committee consists of a minimum of five members: Three teacher members elected by the Trotwood-Madison Education Association, two administrative members appointed by the Superintendent. See Article 26 for additional information.

VII. Operational Procedures

1. Committee Policies:
   a. Submitting IPDP
      i. Prior to beginning any professional development activity that will be used to renew an educator or administrator license, an IPDP must be submitted and approved by the LPDC. See Goal Writing Resource in *Appendix D.*
      ii. Committee members will evaluate the IPDP according to the checklist included in *Appendix C.* Notification of the status of the IPDP will be emailed automatically from the LPDC portal.
   b. Submitting paperwork for license renewal
      i. Educators are responsible for filling out the online Professional Development Activity form and submitting supporting documentation (i.e. transcript, time log, etc.) to the LPDC at **LPDC@trotwood.k12.oh.us.**
      ii. Professional development reflections and documentation must be submitted within the same school year that the hours were taken in order to receive credit.

Summer activities must be submitted no later than the beginning of the semester following completion of the activity

    c. Appeals Process

        i. In the event that an educator does not agree with the decision of the committee, the educator may appeal as outlined in Article 26.06

2. Meetings:

    a. The LPDC will operate under the Open Meetings Act, "The Sunshine Law". Meetings are open to any educator who wants to attend.

    b. The committee will meet monthly, after school, at central office. Meeting dates will be posted in August of each school year on the LPDC website.

    c. Meetings will take place when a quorum is present. A quorum consists of two teacher members and one administrative member when reviewing teacher documents, and two administrative members and one teacher member when reviewing administrative

documents. The meeting will be rescheduled and the membership will be notified when a quorum is unable to attend.

    d. Documentation is due to the committee by the Friday before the meeting to be included on the agenda and reviewed. Documents submitted after the deadline for the month will be reviewed at the meeting scheduled for the following month.

3. Committee Members

    a. Committee Chair: One teacher member will serve as the committee chair. The committee chair:

        i. creates the meeting agenda and serves as the facilitator

        ii. is responsible for communicating to teacher membership

        iii. confirms LPDC is registered with the state department each fall

        iv. confirms e-signatures with the state.

        v. submits the request to be added to the agenda for committee member stipends at the beginning of the school year

        vi. ensures funds are allocated for the LPDC website and that the website is maintained and renewed each year

    b. State Approved Signature

        i. Three teacher-committee members will be designated to be e-signers with the state department. The committee chairman will verify e-signatures each fall.

    c. Terms of Committee Members

        i. Administrator members will serve a minimum of one year. Every fall the Superintendent will designate the new (or returning) administrators.

        ii. Teacher members will serve a minimum of three-year terms. Members who wish to resign are to notify the committee by January 31. Positions will be posted at the conclusion of the three-year term. The TMEA president or designee will notify the general membership when there will be a vacancy on the LPDC committee.

        iii. Teacher members will receive a stipend of $800 per year. The Committee Chair will receive a stipend of $2000 per year.

4. Committee Responsibilities

    a. Establish calendar of monthly meetings and post them on the LPDC website.

    b. Review all Individual Professional Development Plans (IPDP) submitted

c. Notify educators via email of status of their IPDP's and professional development activities.

d. Review documentation related to licensure renewal.

e. Approve license renewals.

f. Share LPDC policies with educators

g. Review handbook on a yearly basis and update it as needed.

NOTE: Educators are responsible for ensuring their information on the LPDC website is updated and accurate.

Appendix A

Trotwood-Madison City Schools
Using the LPDC Online
Form Management System

http://cybersummit.org/lpdc/Manage/index.asp?DistrictID=38

Getting Started

We have created an account for each certified staff member in the district using a generic password for all staff members.

Please check with a LPDC member if you do not know the generic password (it is not printed here for security reasons). Once you have successfully logged in, you will be able to change your password to something more secure. To log in, you will use your email address (your *FULL* email address, e.g. "yourname@ trotwood.k12.oh.us")

and your chosen password to access your account.

Completing a Form

On the My LPDC Forms page, you have the ability to fill out your LPDC forms such as your IPDP, or approval for professional development activities. Simply choose the type of form you wish to fill out from the list provided.
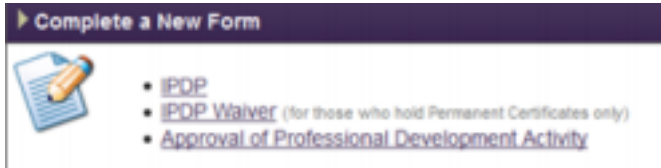
On the forms themselves, you will find a few links containing information that may help you when filling
out those forms. The information will pop up in a new
window, so it will not interfere with your writing process.
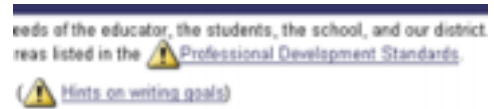
When you finish filling out your form, click the Save button at the bottom of the form to save your work.

Note: At this point, you have only SAVED your form; it has not yet been SUBMITTED to the LPDC committee for review!

Submitting a Form

The My LPDC Forms page keeps track of all of the forms that you have saved and allows you to make changes to your saved forms or submit them to the committee. When you are ready to send your form in to the committee, simply click the **Submit** button for that form. All of these controls are under the **Status** heading.

About Form Status

Unsubmitted This form has been saved, but has not yet been
submitted to the LPDC. You may submit it by clicking Submit,
or click Edit to make further changes.

Pending This saved form has been sent to the LPDC, and is
awaiting their approval. You may not make any changes to it,
but you may View it.

Approved This form has been submitted to and approved by the committee.

Pre-Approved This Professional Development form has been submitted to and approved by the committee, but you will not receive credit until you have submitted verification that this activity has been completed (e.g. transcript, certificate of attendance, activity log, etc…)

Needs Revision This form was submitted to the LPDC but was NOT approved. Clicking the Edit button will allow you to view the reasons *why* this form was not approved, and allow you to make changes to it, if you wish to resubmit it.

Tracking Contact Hours

The My LPDC Forms page also keeps a running count of all the Contact Hours that you have earned through activities you have submitted *through this site*. It may or may not be an accurate representation of how many credits you have actually earned. This number is provided just to help you keep track of what you have earned to date, but DOES NOT include any forms that you turned in on paper. **All of the numbers in this column have been converted into Contact Hours, therefore a 3 semester hour graduate class will be listed as 90 Contact Hours**. For your reference, a chart describing how many Contact Hours a given activity may be worth is located on the LPDC homepage.

Automatic Feedback

Whenever one of your forms has been reviewed by the committee, you will receive instant feedback via email to notify you whether your form has been accepted or rejected. If your form was rejected, then you can log into the system to view comments from the LPDC committee describing why it was not approved.

For More Help

If you have any further questions about one of your submissions, or about any of the LPDC requirements, please contact:

LPDC Committee
LPDC@trotwood.k12.oh.us

If you are having any questions about the online system itself, or have technical difficulties using the site, please contact:
Tom Jansen Summit
ESC
(330) 945-5600 x511283
TomJ@SummitESC.org

Appendix B

Equivalent Activities Guidelines

Activity	Maximum PDU's	PDU Value 1 PDU = 10 clock (contact) hours	Verification	Criteria	Timeline
College courses	No limit	1 sem. hour = 3 PDU's 1 qtr hour = 2 PDU's	Transcript	Must be related to IPDP goals *Must be from an accredited university	Uploaded by May 1 of SY earned.
Workshops / Webinars / Conferences Public Works online training and mandatory district meetings	No limit	1 clock (contact) hour = 0.1 PDU	CEU certificate or certificate of attendance	Must be related to IPDP goal	Uploaded by May 1 of SY earned.
Mentoring	6 PDU per license Cycle	1 clock (contact) hour = 0.1 PDU	Activity verification form and/or Time Log	Mentor of teacher or administrator in Entry Year Program Must be related to IPDP goal	Uploaded by May 1 of SY earned.
Curriculum / Assessment Committee	6 PDU's per license cycle	1 clock (contact) hour = 0.1 PDU	Activity verification form and/or Time Log	Service on local, county, state, or national formal committee. Must be related to IPDP goal	Uploaded by May 1 of SY earned.
Professional / District/ School Committee	6 PDU's per license cycle	1 clock (contact) hour = 0.1 PDU	Activity verification form and/or Time Log	Service on school, district, local, county, state, or national formal committee. Must be related to IPDP goal	Uploaded by May 1 of SY earned.
PLC(TBT), Staff meetings, Building Book Studies	9 PDU's per license cycle	1 clock (contact) hour = 0.1 PDU	Activity verification form and Time Log	Must contribute to the education profession for the purpose of increasing student achievement.	Uploaded by May 1 of SY earned.
Grant Writing	6 PDU's per license cycle	1 clock (contact) hour = 0.1 PDU	Activity verification form and Time Log	Not dependent on award of grant. Planning and preparation only, not for management of grant. Must be related to IPDP goal	Uploaded by May 1 of SY earned.

Formal Presentation to Peers *or* Dissemination of Professional Knowledge to stakeholders	9 **PDU's** per license cycle	up to 3 **PDU's** per presentation or professional article. up to 6 **PDU's** per book	Program / Agenda or Copy of published article/ book or Activity verification form and/or Time Log	Must contribute to the education profession. Must be related to IPDP goal	**Uploaded by May 1 of SY earned.**
Peer Observation	1 **PDU** per license cycle	1 clock hour = 0.1 **PDU**	Activity verification form and/or Time Log and reflection	Must be related to IPDP goal(s)	**Uploaded by May 1 of SY earned.**
Cooperating teacher for a student teacher	6 **PDU's** per cycle	1.5 **PDU's** per semester 1.0 per quarter	Activity verification form and/or Time Log	Must be related to IPDP goal	**Uploaded by May 1 of SY earned.**

Appendix C

Individual Professional Development Plan Criteria Rubric:

The following criteria are used to evaluate the Individual Professional Development Plan (IPDP). The criteria are interpreted in reference to the area(s) of licensure for which renewal is sought.

1. IPDP goals are focused and purposeful, as well as being based on one of the Professional Development Domains.

   ☐ Yes ☐ No

2. IPDP goals are designed to enhance the educator's knowledge and professional capacity.

   ☐ Yes ☐ No

3. IPDP goals are designed to enhance student learning.

   ☐ Yes ☐ No

4. IPDP goals are aligned with District and/or building goals.

   ☐ Yes ☐ No

Overall review:
   ☐ Approved

   ☐ **Returned for Revision** (please read comments and revise **return to committee within 4**

weeks) no later than the last LPDC meeting **of the school year which is generally held in mid-May.**

☐ *Unsubmitted (Not looked at, but given back to you to work on. This is only done when requested by the teacher.)*

Comments: (Reason for **returning for revision)**

Appendix D

Goal Writing Resource

1. Determining the need for your goal

Rather than randomly choosing professional development, educators are encouraged to develop a meaningful plan for engaging in professional growth. Thoughtful reflection on the educator's part should result in a quality working plan that will guide educators on their career path from developing, to skilled to accomplished teaching. Trotwood-Madison educators are encouraged to move to **Data Driven Goal Setting** as opposed to **Course Driven Goal Setting**.

The Ohio Department of Education handbook, <u>Standards for Ohio Educators,</u> contains an excellent needs assessment on page 79 that will allow teachers to consider their own strengths and weaknesses to choose an area to focus their professional development. (The ODE website has Ohio Educator's Standards online.) The Standards Reference book outlines five steps to goal writing on pages 92 to 97.

- ● Step 1: Examine the Data
- ● Step 2: Determine the Learning Priorities
- ● Step 3: Align Initiatives
- ● Step 4: Develop Implementation Strategies
- ● Step 5: Monitor, Assess and Reflect

Other needs assessments might include student data, student or teacher reflection, teacher observations or other activities that help the teacher determine areas of professional growth.

2. Writing your goal

The Ohio Department of Education has published seven standards for educators that guide professional growth. Teachers are encouraged to refer to the handbook, <u>Standards for Ohio Educators,</u> as they focus on the development of their goals. Pages 14 through 38 contain a thorough explanation of each standard as well as indicators of proficient, accomplished and distinguished performance for each standard.

All goals should be stated as professional learning goals and have the three following parts:
- An action/learning verb
- The area in which you plan the improvement
- The action you plan to take to improvement student achievement

The template on the next page could be helpful as you write your goal. Select one from each column, mixing and matching as necessary.

Goal Writing Resource

I will:	In What Area:	And Then:
Become knowledgeable about	A method (example: cooperative learning)	Implement
Read widely about	A program (example: history day)	Modify curriculum
Learn about	A discipline (example, science)	Develop/ design
Study theory/practice of	A population (example, gifted/ ADHD)	Use
Become skillful at	An organizational pattern (example, multi-age)	Incorporate
Gain an understanding of	An area (example, school reform)	Apply
	A curriculum area (example, music)	

I will _____ in _____ and then _____
So that student achievement will be increased.

3. Examples of well written goals:

- I will become knowledgeable about the Response to Intervention Process (RTI) in order to effectively implement various intervention strategies in my classroom so that student achievement increases *by one year.*
- I will become skillful at creating standards based formative and summative assessments in social studies and implement their use to evaluate daily lessons and modify instruction to meet students' needs and increase student achievement.

4. Examples of unacceptable goals:

- I want to get my master's degree so my students will increase their learning ● I will complete my TESOL endorsement so that my ELL students will achieve better. ● I will go to CSS meetings and learn about improving my practice so that student achievement will increase.
- I will work with a student teacher so that student achievement will increase.

Appendix E

Appeals Process

Article 26.06

A. In the event a LPDC decides to reject an IPDP, such decision shall be communicated in writing to the affected employee within fourteen (14) calendar days **of review**. Such communication shall include a brief statement as to why the IPDP is being rejected.

B. Likewise, in the event a LPDC decides that an employee has not successfully completed his/her IPDP, such decision shall be communicated in writing to the affected employee within fourteen (14) calendar days. Such communication shall include a brief statement as to why the LPDC does not believe the IPDP has been successfully completed.

C. In either event, the affected employee may request in writing to appear before the LPDC to seek a reconsideration of the LPDC's decision. Such requests must be made in writing to the chairperson of the LPDC within fourteen (14) days of the employee receiving notice of the LPDCs decision. A meeting between the affected employee and the LPDC will be arranged by the LPDC chairperson within fourteen (14) days of receipt of the request for an appearance. At that meeting, the employee shall be given a reasonable amount of time to speak with and question the committee. At the end of such time, the LPDC will issue its final determination to either sustain or reverse its earlier decision.

D. Provided the affected employee has utilized the internal appeals process established above, the affected employee may appeal an adverse decision to the Ohio Department of Education. Such appeal must be in writing, copied to the LPDC chairperson, and submitted within fourteen (14) days of

<u>Appendix F</u>

Equivalent Professional Development Activity
Time Log

Date	Activity Type	Description	Contact Hours	Verification Signature

Appendix G

Conversion Chart for PROFESSIONAL DEVELOPMENT

Semester Hours	Quarter Hours	PDU's	Clock (Contact) Hours
		1	10
	1	2	20
1		3	30
	2	4	40
		5	50
2	3	6	60
		7	70
	4	8	80
3		9	90
	5	10	100
		11	110
4	6	12	120
		13	130
	7	14	140
5		15	150
	8	16	160
		17	170
6	9	18	180

Appendix H

Ohio | **Department of Education**

Approval Verification Form for Educators Leaving an Ohio Local Professional Development Committee (LPDC)

The following educator had an approved Individual Professional Development Plan (IPDP):

_____   _____   _____
Name of Educator (print)   Educator State ID   Birthdate

I verify the educator has completed the following from _____ to _____
                                                                              Date   Date

_____ college/university **semester** hours

_____ college/university **quarter** hours

_____ LPDC approved professional development activities (CEUs)

_____ LPDC approved contact hours

☐ Yes ☐ No The applicant meets the State Board of Education's definition of consistently high-performing teacher.

_____   _____
LPDC Coordinator/Designee Signature   Date

Please print:

Name of Authorized Signer _____

Name of School/District _____

LPDC IRN _____

Name of LPDC _____

LPDC Chairperson _____

Chairperson phone number _____

Chairperson email address _____

Please UPLOAD this completed form through your SAFE account. Go to ODE.CORE > My Educator Profile > My Documents to upload this form.

Please be sure all required information is correct and included on the form. An incomplete form and/or incorrectly completed form will not be accepted, and a new form will be required.

Office of Educator Licensure | education.ohio.gov | (614) 466-3593 or (877) 644-6338 (toll-free)   Feb. 2017