

Educator Professional Licensure in Ohio:

**A Step-by-Step Tutorial for IPDPs
Filed After October 1, 2009, in the
Athens City School District**

Educators are reminded that under **OAC 3301-24-08**

“The second renewal of the professional teaching license shall require the completion of a master’s degree, or thirty semester hours of graduate credit in classroom teaching and/or an area of licensure. For those individuals who initially held a provisional and/or professional teaching certificate, the renewal provisions as specified in paragraph (A) of this rule shall apply to the second renewal of the professional license. The requirement of a master’s degree of thirty semester hours shall pertain only to an individual who is admitted to a licensure program at an approved college or university after January 1, 1998 and to any individual who is admitted to a licensure program prior to January 1, 1998 and who completed said program after July 1, 2002. A minimum of six semester hours, eighteen continuing education units or equivalent activities as specified in paragraph (A) of this rule shall be completed during the second renewal cycle.”

What is an LPDC*?

[In Ohio] “each public school district and chartered nonpublic school shall appoint a *local professional development committee* [LPDC] to oversee and review professional development plans for coursework, continuing education units, or other equivalent activities. The local professional development committee shall be comprised of teachers, administrators and other educational personnel, and a majority of the members of the local professional development committee shall be practicing classroom teachers.” (Ohio Administrative Code 3301-24-08)

*A glossary of common terms is found at the end of this tutorial.

What is the function of the LPDC?

“Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the educator, the students, the school, and the school district. Professional development may then be completed in accordance with this plan.” (Ohio Administrative Code 3301-24-08)

What are my legal requirements for professional re-licensure in Ohio?

The best way to look at these requirements is under three headings.

First, there is a requirement to **be informed**:

- ❑ **Meet licensure requirements in a timely manner, including the submittal of the licensure renewal applications;**

- ❑ **Know the professional development and renewal application requirements for educator licensure, including the meaning of license issuance and expiration;**

- ❑ **Choose coursework and other professional development activities that align with the appropriate Ohio Educator Standards and**

- ❑ **Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.**

Second, there is a requirement to **abide by Local Professional Development Committee (LPDC) operating procedures:**

- ❑ **Follow the LPDC procedures, criteria and timelines for reviews of IPDPs;**
- ❑ **Submit the IPDP for LPDC approval soon after receiving a new or renewed license;**
- ❑ **Obtain LPDC approval of the IPDP *before* engaging in professional development for licensure renewal; *professional development that is done either before or outside the scope of an approved IPDP will not be accepted for licensure renewal.***

Third, there is a requirement for the educator to **maintain records:**

- Keep records of all licensure and LPDC transactions including**
- the LPDC review and approval/request for revision of an IPDP**
- transcripts for coursework**
- required documentation for equivalent other activities (EOAs – these are all activities aside from college coursework)**

The bottom line:

It is the educator's own responsibility to stay abreast of licensure requirements, to monitor the individual licensure issuance and renewal, to abide by the governing LPDC requirements, and to maintain his or her own records. **That makes the creation, approval, and execution of an IPDP of the highest importance.**

In 2004, Senate Bill 2 mandated that standards-based criteria be developed for the evaluation of Individual Professional Development Plans (those standards coming from *Standards for Ohio Educators*). It was felt that there needed to be more direction and monitoring to foster a greater sense of personal responsibility and deeper thought and reflection as educators developed themselves professionally. In the fall of 2008, these criteria were rolled out as



ORGANIZING FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT

*For Educators and
Local Professional Development Committees*

After extensive review of ***Organizing for High Quality Professional Development (OHQPD)***, Athens City School District's LPDC developed a new form for the IPDP which incorporates ***OHQPD's*** rubric in the form of a dialogue which should lead each educator to a final product that successfully guides personal professional development over the 5-year professional-development cycle for re-licensure. Thus, there is no necessity for each educator to create a plan from scratch since IPDP form provides a template that walks the educator through every Ohio requirement for high quality personal professional development.

Completing the IPDP

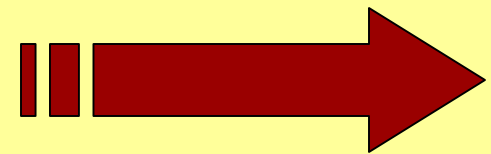
A Word About the Physical Task of Completing the IPDP

The IPDP can be completed by hand on a paper form. However, most people will find completing the form as a Word document will be easier, allowing for ease of editing and the potential for future revisions.

At present, the new IPDP form (post Oct. 1, 2009) *is not available* on the Athens City Schools website. Since most of the district's educators still remain on the former set of LPDC by-laws and forms (it will take five years to migrate everyone to the new system as re-licensures occur), to avoid the confusion of multiple by-laws and forms, *for now the LPDC will be dealing directly post Oct. 1, 2009, applicants.*

During the 2010-2011 academic year, the LPDC will make the new forms available through the district website. In the meantime, do not hesitate to contact the Office of the Curriculum Director to obtain electronic copies of new forms.

The first portion of the form organizes the information regarding the individual's professional licenses for both educator and the LPDC. There is also a reminder that the plan must be approved before it is executable to obtain valid Continuing Education Units (CEUs)



Individual Professional Development Plan for

Teaching License _____ Administrative License _____ (check both if applicable)

This plan is for _____
(first name) (last name)



Today's Date:		School/ Location:			
Certificate/License & Field #1:		Issued:		Expires:	
Certificate/License & Field #2:		Issued:		Expires:	
Certificate/License & Field #3:		Issued:		Expires:	

IMPORTANT NOTE: An **approved copy** of this plan **must be on file** with the Athens City School District Local Professional Development Committee (LPDC) prior to the completion of **any** continuing education activities that are to be counted toward (re)licensure. The original plan may be revised and submitted for re-approval as need arises.

A Word About CEUs:

Continuing education units are the “common currency” for profession development in Ohio. That is to say, all professional development is converted to CEUs which are then portable between LPDCs across the state.

–A college or university ***semester*** hour equals 3 CEUs and quarter hours, 2 CEUs.

–All other professional development activities are referred to as ***equivalent other activities (EOAs)***. These accumulate by clock hours (1 clock hour = .1 CEU).

No matter how they are earned,
each educator needs to earn **18**
CEUs under an approved IPDP
for the renewal of a professional
license.

The next portion of the IPDP deals with the GOALS for the educator's next licensure cycle. As suggested in ***Organizing for High Quality Professional Development***, these goals should be the product of the educator's self-reflection and self-assessment on a series of **Essential Questions** and on the goals of the district and individual's school. There are questions for both teacher and principals.

Teachers: pages 10-13 of *Organizing for High Quality Professional Development*

Principals and other administrators:

pages 14-19 of *Organizing for High Quality Professional Development*

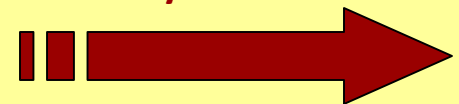
After this reflection and self-assessment, the educator creates at least one goal for his or her professional development of the next licensure cycle. These goals are to be written with a four-part structure.

STRUCTURE OF AN IPDP GOAL

1. state an intention to engage in learning
2. describe an area of focus for the learning
3. include the rationale
4. add the activities that one will engage in to reach the goal

The goals the educator creates are the heart of the IPDP since they provide the blueprint for organizing personal professional development.

Good advice to follow here is to create one or two very focused goals that are a product of the reflective process just discussed and another more generalized goal that reflects district and/or school needs. It is also a good idea to incorporate a wide variety of activities (strategies) to achieve each goal, thus giving oneself a great deal of opportunity for different sorts of professional development and also thereby helping to satisfy Ohio requirement that there be varied learning experiences during the licensure cycle



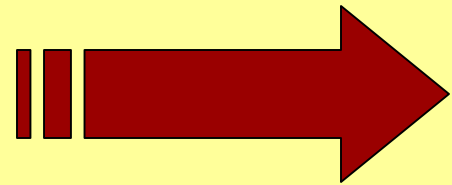
I. GOALS

Introduction: In order for IPDPs to meet the requirements of the rubric found in *Organizing for High Quality Professional Development*, pp. 25-31, as mandated under Senate Bill 2 (2004), all goals must satisfy the standards for the field in which application is made. The goals for teaching license applicants must address the **Ohio Standards for the Teaching Profession**. The goals for administrative license applicants must address the **Ohio Standards for Principals**.

Goals must be stated in a four-part format as shown below. **These are EXAMPLES (Grids to complete follow on the next page)**

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities to Reach the Goal
<i>I will acquire</i>	<i>multiple strategies</i>	<i>to improve classroom discipline</i>	<i>by participating in a building-level book study and by visiting other classrooms and schools.</i>
<i>I will enhance my skills</i>	<i>in both interpreting and using data</i>	<i>to appropriately adjust instruction to enhance student learning</i>	<i>by participating in online training in Value Added and by taking courses in educational statistics.</i>

The second page of the form then provides space for the educator to complete the goal(s)



Directions: Each IPDP is required to have a minimum of one goal. However, while there is no state-mandated limit on the number of goals per licensure cycle, it is recommended that an applicant create no more than three since the plan is *the executable blueprint that must be satisfied for license renewal*. Applicants may find it helpful to write one very targeted goal and a second broader one.

Record your goal(s) in the following charts:



Goal 1:

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities to Reach the Goal

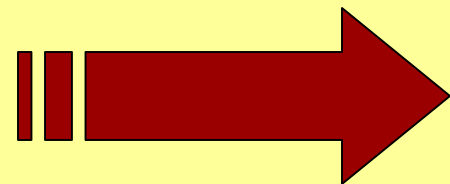
Goal 2: (optional)

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities to Reach the Goal

Goal 3:(optional)

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities to Reach the Goal

Part Two of the IPDP form is a reflective dialogue that provides the documentation of how the educator's plan for individual professional development will meet each of Ohio's requirements for high-quality professional development



II. IPDP Rubric Dialogue

Directions: As illustrated in the “Individual Professional Development Plan Rubric (*Organizing for High Quality Professional Development*, pp. 25-31), each IPDP must adequately address the six *Ohio Standards for Professional Development*. By completing the IPDP Rubric Dialogue below, you will be led through a series of questions that will permit you to elaborate on *your goals and strategies* and demonstrate an adequate or exemplary treatment of these six standards as they pertain to *your plan for professional development over the next five-year licensure cycle*.

/

Standard 1 is

How will you purposefully structure *your* professional development to occur over time?

This asks the educator to consider how the plan will make use of various data points to instruct the choices and course of activities over the five-year period of professional development. The educator's response should elaborate on how ***this interaction*** (between one's PD activities and feedback from various sources) is planned to occur.

(***How*** do I intend to keep my plan coherent and organized as I proceed through it? What will I do to keep myself organized?)

The key items to address are made clear in the breakout points accompanying each of the ***standards questions*** (***each of the following slides will show these breakout points***):

Your response should address the following elements:

- alignment with school and district priorities
- demonstration of a continuous process of planning, implementation, reflection and evaluation
- include multiple resources and ***varied*** activities

Standard 2 is

How will *your* professional development plan utilize multiple sources of data?

This asks the educator to consider what sources of information will be used over the five-year professional development cycle ***to inform it over time***. That is to say, what indicators will be monitored to inform the plan as it proceeds?

(“What will I look at to decide what I need to do next?”)

Your response should address the following elements:

- **analysis of multiple sources of student data (e.g. demographic, student work, classroom performance, internal/external formative and summative assessment results) to focus *your* PD content**
- **evidence of the use of data to analyze *your own* practice to inform PD**
- **use of current research to inform *your* PD content and process**
- **how you will build upon *your* prior PD experiences to plan future PD**

Standard 3:

How will *your* professional development plan provide opportunities to work with other educators?

This question emphasizes the importance that Ohio places on the collaborative element of professional development. An educator's work is not carried out in isolation. Therefore, this question allows the educator to purposefully plan for collaboration over the five-year professional development cycle.

("How will I work with others to make my plan more effective? By what means and structures will I make this happen?")

Your response should address the following elements:

- **ongoing opportunities for collaboration**
- **regular participation in learning communities for a specified educational outcome**
- **ongoing use of communication strategies to broaden collaboration, including technology**

Standard 4:

How will *your* professional development plan meet the needs and experiences of an adult learner?

Whereas Standards 1 and 2 emphasize the *process* used to inform planning, this standard emphasizes elements of the *nature* of the plan itself.

(“What makes my plan A. suitable to the needs of an adult learner and B. what makes it suitable for me in particular?”)

Your response should address the following elements:

- demonstration that the plan incorporates a variety of learning experiences
- demonstration of a structured set of experiences, logically sequenced, and matched with goals and needs
- a clear address of *your* professional knowledge, strengths and weaknesses

Standard 5:

How will you use a combination of evaluative measures over time to assess the effectiveness of *your* professional development plan?

Though it would be nice to think that everything will always go as planned, that rarely happens. This question asks the educator to consider how the plan will be monitored over the five-year cycle.

(“How will I know that what I’m doing in my professional development is really bearing fruit? How do I plan to track this and by what measures?”)

Your response should address the following elements:

- **documentation of evidence of new skills applied to practice**
- **use of both formative and summative data to assess effectiveness of PD**
- **use of measures of initial satisfaction with and eventual impact of PD on student achievement through personal reflection, examination of PD implementation and evidence of the use of new knowledge and skills**

Standard 6:

How will *your* professional development plan advance your content knowledge and repertoire of instructional strategies?

Ohio's requirements for professional development are about raising the bar in education.

This question under Standard 6 puts the individual educator into the context of best current practice regarding both content knowledge and appropriate instructional strategies.

(“How does my plan help me know more about the current state of knowledge in my content area(s), and how does my plan help me to utilize the current understandings of how to best instruct students *in* that content?”)

Your response should address the following elements:

- **alignment of *your* plan to local, state, and/or national standards and/or school and district curriculum priorities**
- **evidence of the use of content-specific, relevant and current best practices to advance *your* learning**
- **explanation of how your plan will advance *your* ability to use relevant instructional practices to meet the varied needs of diverse learners**
- **promotion/extension of *your* understanding and use of varied assessments**

Ohio's plan for professional development emphasizes that there is always an interaction between the individual educator's need and a number of changing and evolving contexts:

- the professional educational community and its current level of understanding
- current scholarship
- the greater society
- students' needs
- district needs
- school needs
- families' and communities' needs



If you need further assistance in completing your IPDP, please contact a member of Athens City School District's LPDC:

**Tom Fearn
Joan Linscott
Susan Matters
Tom Parsons
Penny Purdy
Diane Shafer**

Glossary of Commonly Used Terms

- CCIP:** Comprehensive Continuous Improvement Plan. Each school district in Ohio is required to maintain a plan that acts as a blueprint for the various uses of its resources. The plan is built around a series of district goals. These goals reflect the basic needs of the district as identified in a separate (but integrated) which is embedded within the CCIP. A copy of current goals can be obtained by contacting the Director of Curriculum and Development who oversees state and federal grant programs.
- CEU:** Continuing Education Unit. In order to have a way to compare different varieties of professional development activities (course work, on-line, educational travel, etc.), the CEU was developed as a single measurement into which all experiences could be converted. Semester hours convert as 3 CEUs, Quarter hours as 2 CEUs, and all other varieties of professional development with a clock time-CEU conversion (1 clock hour = .1 CEU).
- EOA:** Equivalent Other Activity. This refers to any variety of professional development aside from college or university courses. EOAs are measured by clock hours and then converted to CEUs.
- IPDP:** Individual Professional Development Plan. Under Ohio law, each educator is responsible for created a self-directed plan of professional development during each licensure-cycle. The limits of this plan are governed by both state law and local professional development committee by-laws, practice, and procedures. The creation, execution, and monitoring of the IPDP is the responsibility of the individual educator.



LPDC: Local Professional Development Committee. The LPDC is charged with administration of re-licensure requirements at the local level. Generally speaking, local educational agencies (school districts, educational service centers, etc.) must either operate an independent LPDC or belong to a consortium which operates one. (For instance, the Ohio Department of Education must operate one for its own employees just as we do here in the Athens City School District.) The LPDC is the direct connection between the individual educator with a professional license and the state educator licensing board. In nearly all cases, the LPDC's signature of approval must accompany an individual educator's re-licensure application.

Senate Bill 2:

Among many other things, 2004's Ohio Senate Bill 2 drastically revised requirements for the operation of LPDCs. Along with requiring *standards for all Ohio educators*, the bill created a process whereby a higher level of responsibility and monitoring would take place for the professional development required for professional educator re-licensure. This process culminated in the 2008 release of the guidebook, *Organizing for High Quality Professional Development*.