

CONTENTS

Introduction

Linking Local Professional Development Committees
to Continuous Improvement

Rationale for the Amherst Schools Professional
Development Committee

What is Quality Professional Development?

Requirements in Statute

Requirements in Standards

Responsibilities of the Ohio Department of Education

Responsibilities of the Amherst Schools Professional
Development Committees and Operation Guidelines

Responsibilities of the Educator

Individual Professional Development Plan (IPDP)

Appeals Process

Renewing a Provisional or Professional Certificate

Transition to a License

Transition Dates and Deadlines

Substitutes

Individuals Who are not Employed in Schools

Continuing Education Units

Appendix

Transition Guidelines

FORMS FOR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

IPDP Employee Data

IPDP Goals Identification Guide

IPDP

LPDC Activity Verification Appeal Form

Reciprocity for Ed. Leaving Amherst

Alternative to Third In-service Day Proposal

Alternative Activity Verification

Alternative to Third In-service Day Teaching Proposal

INTRODUCTION

The State Board of Education initiated a new era of professional development with the October 1996 adoption of the *Teacher Education and Licensure Standards*. These standards, effective January 1, 1998, set out a continuum of professional development beginning with education and continuing throughout an educator's career, with the intent of supporting the continued professional growth of every educator. Local professional development committees address the ongoing professional growth of educators related to the renewal of provisional and professional certificates and professional licenses.

The underlying premise of the *Teacher Education and Licensure Standards* is that continuous educator learning is the key to helping students achieve high standards of learning and that the profession itself must take responsibility for weaving continuous learning into teaching.

Ohio's concept of local professional development committees is based on the beliefs that effective professional development:

- improves student learning.
- balances individual priorities with school, district, and student needs.
- extends beyond traditional course work and workshops to meaningful work connected activities.
- allows teachers to connect their learning to the contexts of their teaching (Darling-Hammond & McLaughlin, 1995).
- requires educators to be responsible for their own professional development and ensure educator quality (NFIE, 1996).
- supports a clearly articulated vision for students (NFIE, 1996); is site-based.
- focuses on license/certificate renewal as a by-product, not as a purpose.

A major purpose for establishing local professional development committees is to ensure that professional development aligns with the ongoing continuous improvement of a district and school. These committees also serve as a mechanism through which educators can maintain credentials (certificates and licenses) and participate in a broad range of meaningful activities. And, lastly, LPDCs provide the opportunity for educators at the local level to make decisions about their growth and development based on the needs of the district, school, classroom, educator, and students.

LINKING LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES TO CONTINUOUS IMPROVEMENT

Local professional development committees offer an opportunity for school districts to capitalize on continuous improvement and develop a system in which professional development activities are aligned. With student success as the target, a continuous improvement plan (CIP) addresses all elements of an education system. The ongoing professional development of educators is one element of a CIP. The LPDC builds its work upon this element and can also serve as a valuable source of feedback to the plan by providing information on professional development needs upon their review of submitted IPDPs. Those responsible for professional development in the district can identify opportunities both within and external to the district which align with the continuous improvement plan goals and provide such information to the LPDC Committee to facilitate approval of such activities to pursue work-related professional growth.

The following chart provides an overview of how such a system works.

RATIONALE FOR THE AMHERST SCHOOLS PROFESSIONAL DEVELOPMENT COMMITTEE

Ohio's teacher licensure standards, effective January 1, 1998, are built on the belief that effective teachers must continue to learn, grow, and develop throughout their careers. The foundation of the new standards is a continuum of professional development from recruitment through retirement. At each phase, accountability for performance and continued growth is emphasized.

- Recruitment
- Teacher education program
- Professional license
- Paper-and-pencil tests over Content and Pedagogy
- Provisional license
- Entry year and performance assessment
- Professional License
- Ongoing professional development
- Voluntary national board certification

With the implementation of the new licensure standards, the following strategic initiatives are underway to strengthen the teaching force in Ohio:

- Recruitment efforts are focused on diversifying Ohio's teaching force
- Teacher education programs are being redesigned to meet rigorous national standards
- Qualifying scores are being raised on the teacher tests of content knowledge and pedagogy
- Beginning teachers will receive a limited 2-year license and must demonstrate acceptable performance in the classroom in order to stay in the teaching force
- Entry year teachers will be supported by mentor teachers and must pass a classroom performance assessment
- Teachers must develop Individual Professional Development Plans and complete professional growth experiences on an ongoing basis
- Voluntary certification by the National Board for Professional Teaching Standards provides a distinction of excellence for master teachers who successfully complete the rigorous assessment

These efforts at increasing teacher expertise are based on a solid foundation of research that supports the concept that teachers with greater knowledge and expertise result in higher student achievement.

With the heightened demand for accountability and the growing body of research linking teacher expertise with student achievement, professional development for educators has moved to center stage. Teachers need to deepen their content knowledge and learn new methods of teaching. They need opportunities to develop, master, and reflect on new approaches to working with children.

Professional development in Amherst can no longer be viewed as a completion of discrete courses or CEUs that may or may not be related to the educator's daily work in the classroom or school. It can no longer be structured as one-time "sit and get" sessions or be determined by others who are far removed from the educator and his or her daily work.

Rather, Amherst's vision focuses on the belief that professional development should be shaped by those who experience it. Amherst teachers must take responsibility for their own professional growth, and must have the opportunity to ensure that it is relevant and meaningful to their own needs, the needs of their students, and the goals of the Amherst Exempted Village 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 Amherst Schools Professional Development Committee provides a structure for realizing this vision of professional development. By releasing decision-making power to the ASPDC, those who are being held accountable for school and student success are empowered to make decisions about professional development that can ultimately lead to success for the school, the student, and the teacher.

As educators develop their Individual Professional Development Plans, they will have far greater flexibility in selecting the types of professional development activities that are meaningful to them. Where the old system recognized only formal course work or workshops approved by continuing education units (CEUs), the new structure will allow a far greater range of professional development activities, many of which are more closely related to the daily work of the educator. For example, the following activities could be incorporated into an Individual Professional Development Plan, and could be approved by the local professional development committee:

- Curricular projects
- Research, action research, inquiry
- Serving as a mentor teacher
- Peer coaching
- Student-teacher supervision
- Professional writing/ publishing

- School–community partnership initiatives /Teacher–initiated projects
- Visitations to other schools
- Preparing and giving presentations at workshops and conferences
- Reflective/ analytical portfolios, such as those completed for National Board certification
- Teacher networks
- Grant writing

With increased flexibility in the types of professional development activities accepted, there is also an increased emphasis on the relevance of the professional development activity. Individual Professional Development Plans must be based on the needs of the educator, the student, the school, and the school district. Each professional development activity that is completed must be clearly related to the area of licensure and/ or classroom teaching. Thus, a first grade teacher should not receive credit for completing an income tax preparation course. While such unrelated activities may be completed by the educator, they should not count toward meeting the renewal requirements.

One of the major responsibilities of the local professional development committee is to review educators' Individual Professional Development Plans and ensure that they meet the standards of being relevant to the needs of the educator, the students, the school, and the district. Such decisions will be based on the district's and the schools' Continuous Improvement Plan(s) and/ or identified goals and strategies for improvement.

WHAT IS QUALITY PROFESSIONAL DEVELOPMENT?

Based on a review of professional development policies and practices, the Center for Policy Research in Education suggests that the most promising professional development programs or policies are those that

- Stimulate and support site-based initiatives.
- Are grounded in knowledge about teaching.
- Model constructivist teaching.
- Offer intellectual, social, and emotional engagement with ideas, materials, and colleagues.
- Demonstrate respect for teachers as professionals and as adult learners.
- Provide for sufficient time and follow-up support for teachers to master new content.
- Are accessible and inclusive.

REQUIREMENTS IN STATUTE

In 1996, the General Assembly passed Senate Bill 230, authorizing the establishment of Local Professional Development Committees (LPDCs). The purpose of the committees is to review the course work and other professional activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met.

Based on the Local Professional Development Committee's review, the Ohio Department of Education will continue to issue teaching certificates and licenses, and the certificates and licenses will be valid across the state. Review by a district's local professional development committee does not mean the educator will be qualified to work only in that district; the certificate or license will be valid for working in any district in Ohio.

The Amherst Local Professional Development Committees have been established in accordance with the Negotiated Agreement for the Amherst School District. Such items as the length of terms, committee structure, and filling a vacancy are specified in the Negotiated Agreement. (see the Appendix page (insert page number) for Article 3.29 of the Negotiated Agreement.

REQUIREMENTS IN STANDARDS

Ohio Administrative Code 3301-24-08 addresses the establishment of Local Professional Development Committees. These Standards state that:

- Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for course work, 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.
- School districts shall have the option of collaborating or developing a consortium with other districts or educational service centers in establishing and completing the work of the Local Professional Development Committee
- Chartered nonpublic schools shall have the option of collaborating with other school in establishing and completing the work of the local professional development committee.
- Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to the 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.
- Each school district shall establish a local appeal process for educators who wish to appeal the decision of the local professional development committee

The implementation of Administrative Code 3301-24-08 requires the involvement of the Ohio Department of Education, local Boards of Education, Local Professional Development Committees, and individual educators. The remainder of Part 2 delineates the respective responsibilities.

RESPONSIBILITIES OF THE OHIO DEPARTMENT OF EDUCATION

The responsibility of the Ohio Department of Education in any endeavor is to work toward fulfilling its mission – to ensure all students reach high levels of academic achievement. With regard to Senate Bill 230, the Ohio Department of Education is responsible for ensuring that technical assistance and resources are available and accessible to help districts build the capacity to successfully establish Local Professional Development Committees.

The Department will, in an ongoing manner: (1) interact with educational agencies about the meaning, expectations, and needs in relation to establishing LPDCs; (2) ensure that its own staff members develop the knowledge and competence necessary to help districts establish LPDCs; (3) provide high quality technical assistance and resources to support the establishment of LPDCs, and (4) provide consultation to help districts connect professional development to systemic improvement.

The Ohio Department of Education will continue to play a vital role in the credentialing of educators in Ohio and will work with the State Board of Education to implement the new *Teacher Education and Licensure Standards*.

In addition, the Ohio Department of Education will

- Maintain records of ODE–approved CEUs taken through June 30, 1998.
- Provide renewal verification forms to LPDCs and maintain a file of authorized LPDC signatures.
- Issue all certificates, licenses, and permits.
- Evaluate and process applications for upgrades of 4–year and 8–year certificates.
- Evaluate and process applications for adding new areas to certificates or licenses.
- Evaluate and process applications for temporary and substitute certificates and licenses.
- Provide assistance to LPDCs as needed.
- Cover the operating costs of the certification/licensure unit through certification/licensure fees, as required by law.

RESPONSIBILITIES OF THE AMHERST SCHOOLS PROFESSIONAL DEVELOPMENT COMMITTEES AND OPERATIONAL GUIDELINES

As indicated in statute and in standards, the Amherst Schools Professional Development Committee is responsible for reviewing and approving course work and other professional development activities that educators wish to complete for the purpose of license renewal. The Amherst Schools Professional Development Committee will:

- Establish operating procedures for the submission and review of professional development plans.
- Develop the format for an Individual Professional Development Plan (IPDP).
- Keep records of the ASPDCs decisions regarding educators professional development plans.
- Establish a local appeal process for educators who wish to appeal the decision of the ASPDC.

STRUCTURE

The Amherst Schools Professional Development Committee shall be two committees. One ASPDC will work with certified individuals who work in grades K-6. The other ASPDC will work with certified individuals who work in grades 7-12. The ASPDC shall be, by statute, the official certificate/license body for the Amherst Exempted Village Schools.

SIZE AND COMPOSITION

The Amherst Schools Professional Development Committees shall be composed of three teachers who are members of the Amherst Teachers Association and are licensed to teach the appropriate grade levels. Each Committee shall also have one building principal who is licensed to serve at the appropriate grade levels. The fifth individual to serve on the committee may be an administrator, school board member, community member or any individual selected by the Superintendent. The Superintendent shall also appoint the principal.

Note: For purposes of this policy, a teacher is defined as an individual who is working under a teaching certificate and or is employed under a teaching contract in the Amherst Schools.

OFFICES OF THE LPDC

The chairperson shall facilitate the meetings. The secretary shall provide minutes of each meeting to the district superintendent, building principals, and the Amherst Teachers' Association president.

ELECTION OF THE OFFICES OF THE ASPDC

The ASPDC shall elect a teacher as chairperson and a secretary at the May meeting for the following year.

MEETING DATES

The ASPDC will meet monthly during the school year, and also on an "as needed" basis. Dates will be set for the following school year at the May meeting. All meetings operate under the Open Meetings Act (Sunshine Law).

LENGTH OF TERM

- principal 3 years
- teacher 2 years
- teacher 3 years
- teacher 5 years
- superintendent's choice 2 years

TERMS OF OFFICE

The initial terms of office will be determined on a volunteer basis; otherwise, it will be determined by ATA.

QUORUM FOR MEETINGS

A quorum shall be four members present in order to conduct ASPDC business.

ASPDC RECORDS

These records will be kept in the Superintendent's Office. Educators are also responsible for maintaining their own professional development file.

DOCUMENTATION

It is the educator's responsibility to document all hours for "Other Approved Professional Development Activities-1 80 contract hours" on the Professional Development Log form and submit them to the ASPDC chairperson upon completion for verification of certificate or license renewal. All documentation will be held in the individual's personnel file.

RETURN OF THE PLANS AND PROPOSALS

The ASPDC shall inform the educator (by returning the plan) in a timely manner after it is reviewed. If revisions are required, the plan must be resubmitted to the ASPDC within 10 working days. The ASPDC secretary shall make copies of the plans with revision recommendations if necessary, and send copies to the ASPDC committee members, and return a copy to the educator.

APPROVAL

Approval of the IPDP will require a majority vote of the ASPDC.

COMMITTEE EVALUATION PROCESS

ASPDC committee members shall evaluate each IPDP in advance of meeting dates. During meetings, the secretary shall compile final evaluations based upon discussion.

SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

The individual Professional Development Plan shall be submitted on the IPDP form provided.

- This form needs to be submitted and approved at least two years prior to expiration of the certificate/ license.
- The ASPDC shall inform the educator if the IPDP is approved or denied.
- If revisions are required, the revised plan must be resubmitted to the ASPDC prior to the next scheduled meeting.
- Approval of the IPDP will require a majority vote of the ASPDC.

ACTIVITY

Official transcripts issued by the college or university shall be submitted to the superintendents office upon completion.

If the activity does not permit transcripts then the official documentation is required to be filed with the ASPDC upon completion of the activity.

RESPONSIBILITIES OF THE EDUCATOR

Educators who are working under professional (8-year) certificates, or professional (5-year) licenses are responsible to meet the requirements for renewal of, or transition to, those certificates or licenses. Educators who are scheduled to renew their certificates must work with their LPDC to complete the renewal or transition process.

The Amherst Local Professional Development Committees has developed procedures for renewal. However, each educator will have the opportunity and responsibility for:

- Developing and implementing his or her own plan.
- Documenting his or her professional development and maintaining a record of such work.
- Following renewal or transition procedures and time lines.
- Such opportunity allows the individual educator to take responsibility for his or her own growth by creating a plan and engaging in relevant professional development.
- Educators wishing to renew an 8-year certificate until September 2, 2006, must
- Meet the 1987 standards for renewing 8-year certificates
- Work through the LPDC for verification that the requirements in the 1987 standards have been met
- Submit the renewal application to the Department of Education with the LPDC's verification signature
- Educators wishing to convert or renew a 5-year license must:
- Complete an Individual Professional Development Plan (IPDP) and obtain approval of the plan from the LPDC.
- Work with the LPCD for approval of Continuing Education Units and equivalent activities.
- Work through the LPDC for verification that the requirements in the 1998 Standards have been met.
- Submit the application to the Ohio Department of Education with the LPDC's verifying signature.

Educators wishing to upgrade their certificates from professional to permanent, should apply directly to the Ohio Department of Education. Local Professional Development Committees will not be involved in the upgrading of certificates under the 1987 standards.

As educators transfer to the new teaching license, they will become subject to the new 1998 teacher licensure standards. Under the new licensure standards,

educators must

- Develop an Individual Professional Development Plan (IPDP).
- Base the IPDP on the needs of the school, the school district, the students, and the educator.
- Submit the IPDP to the LPDC for approval prior to completion of the plan's activities.
- Maintain their own records and documentation that the activities within the IPDP have been completed.

An Individual Professional Development Plan (IPDP) identifies individual educator goals leading to improved teaching/ administrative practice and student learning.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

An Individual Professional Development Plan (IPDP) identifies individual educator goals leading to improved teaching/ administrative practice and student learning.

Through an IPDP individual educators reflect upon their practice and take responsibility for their continued professional development within the context of district goals, building goals, student needs, and personal needs. By developing an IPDP educators engage in life-long self-directed learning.

When designing an IPDP, an educator might consider the following steps:

1. Identifying Goals

- Do the goals have a focus?
- Do the goals reflect school and/ or district continuous improvement plans and/ or strategic initiatives?
- Do the goals relate to the certificate/ licensure area being renewed?
- Do the goals reflect quality and effective practice?
- Do the goals reflect new learning and growth in the area of responsibility?
- Do the goals build a solid foundation of skills and knowledge for growth and movement within the profession?

2. Determining Strategies

- Does the school district offer a professional development program that might meet some of the goals?
- Are there other professional development providers, such as ESCs, PDCRs, Serrcs, professional associations, colleges and universities, and the department of education, who offer programs which align with the IPDP goals?
- Are there other activities that are not requirements of the position held, which lead to professional growth such as: internships or externships, action research, study groups, professional service, and research publications?

3. Accountability

- Can I measure progress toward the achievement of my goals?
- Will I know when my goals have been achieved?
- Can I document my progress using evidence beyond certificates of attendance, such as portfolio, documentation of presentations, reflective

journal, copies of committee work, critiques of conferences and workshops, samples of student work, video tapes, logs, copies of articles and other documents?

- Can I articulate and communicate my plan and evidence to the LPDC?

Educators are responsible to keep their own professional development plans, along with documentation that the activities in the plan have been completed.

APPEALS PROCESS

An appeals process is available for any IPDP, Activity Request, Recommendation for Renewal of Certificate/1–license or other related professional development plan that is not approved by the ASPDC.

Any plan, activity, etc. that was not approved by the ASPDC based on failure to meet prescribed time deadlines is not appealable.

Before entering the formal appeals process, educators are encouraged to resubmit their request, with corrections, for reconsideration by the ASPDC (when applicable).

LEVEL ONE – RECONSIDERATION

Appeals shall be submitted in writing to the ASPDC chairman within twenty working days after receiving notification of the review. All appeals will be heard at the next regularly scheduled meeting of the ASPDC (elementary or secondary) and will require the educator to be present. A majority of the ASPDC (elementary or secondary) will be required to uphold the appeal. The educator will receive written notification of the appeal decision within ten working days after the decision of the committee.

LEVEL TWO – THIRD PARTY REVIEW

If, after reconsideration, the ASPDC and the educator are still unable to come to agreement, a third party should review the decision. The third party review panel will consist of one licensed educator selected by the ASPDC; one licensed educator selected by the educator (cannot be a member of the ASPDC) and one licensed educator agreed upon by the above two. These three individuals shall serve as a review panel to review the ASPDC decision and either uphold it or overturn it.

LEVEL THREE – FINAL RESOLUTION

If after third party review, the ASPDC and the educator are still unable to come to agreement, appeals may be taken to the Ohio Department of Education for final resolution.

REVIEWING A PROVISIONAL OR PROFESSIONAL CERTIFICATE

PROVISIONAL CERTIFICATE

A 4-year certificate can no longer be renewed or upgraded. A 4-year certificate needs to be transitioned to a 5-year license. Transitioning to a license requires work equivalent to 6 semester hours (3 CEUs = 1 semester hour or 30 contact hours = 1 semester hour). All work must obtain pre-approval from the LPDC.

To transition, you may obtain a combination of semester hours, CEUs and contact hours. For example, to transition to a license you can have 30 contact hours, 6 CEUs and 3 semester hours.

PROFESSIONAL CERTIFICATES

Renewing

The holder of a professional certificate prior to September 1, 1998 may renew once under the 1987 standards until September 2, 2006.

Upgrading

The holder of a professional certificate prior to September 1, 1998 may upgrade to a permanent certificate under the 1987 standards until September 2, 2006.

Transition

The holder of a professional certificate that has already renewed after September 1, 1998, must transition to a license. Transitioning to a license requires work equivalent to 6 semester hours (3 CEUs = 1 semester hour or 30 contact hours = 1 semester hour). All work must obtain pre-approval from the LPDC.

Permanent Certificate

The holder of a permanent certificate does not need to complete any further coursework for certification/licensure.

RESPONSIBILITY OF THE LPDC TO DETERMINE THAT:

- Course work has been completed at a college or university approved by the Ohio Board of Regents to grant the baccalaureate degree or the equivalent, if completed out of the state.
- CEUs completed prior to July 1, 1998, are Ohio Department of Education approved.

- Professional development activities after July 1, 1998, meet the requirements established by the LPDC.
- All course work, CEUs, and other professional development activities were completed after the latest issue date of the certificate to be renewed.

Successful completion of course work, ODE-approved CEUs, and locally approved professional development activities is verified by the authorized signature of the designated LPDC member on the official verification form.

Verification of full time teaching experience remains the responsibility of superintendent of the school district. This information is verified by the authorized signature of the superintendent or official designee on the renewal application form. This signature verifies that the employment information given by the educator in the section I of the application form is true and correct.

The requirements for renewal of an 8-year professional certificate are completion of twelve (12) semester hours of college course work which shall be at the graduate level for individuals with certification requiring a master's degree, or completion of thirty-six (36) CEUs since the issuance of the latest renewal. The requirements may be reduced by one semester hour or three CEUs for each year of successful experience under the certificate to be renewed.

The last date 8-year professional certificates will be renewed is September, 1, 2006.

Course work and CEUs may be mixed with one (1) semester hour equaling three (3) CEUs. One (1) semester hour equals 1.5 quarter hours. Substitute teaching of at least 120 days in a school year may be counted as a full year of teaching in order to reduce the requirement by one semester hour or three CEUs.

Course work for renewal of Ohio certificates must be completed at a college or university approved by the Ohio Board of Regents to grant the baccalaureate degree or the equivalent if completed out of state. Professional education course work must be completed at an institution approved by the State Board of Education for teacher education.

Upon determination that all requirements for renewal have been met, the application form, signed by the superintendent, the verification worksheet signed by the LPDC, and the proper fee should be forwarded to the Ohio Department of Education by the superintendents office for issuance of the certificate/licensure.

TRANSITION TO A LICENSE

Educators may elect to make the transition to the 5-year license at the time their certificate expires in 1998 or thereafter, or they may choose to renew once under the 1987 standards. After the one renewal under the 1987 standards, educators will then be required to transfer to a license when the certificate expires.

When making the transition to the 5-year license, educators must meet the requirements in the new licensure standards. That is, they must complete an Individual Professional Development Plan, have it approved by the Local Professional Development Committee, and meet the professional development requirements listed below:

- Six semester hours of college course work, or 18 CEUs, or other equivalent professional development activities.
- The course work, CEUs, and other professional development activities may be mixed, with one semester hour equaling three CEUs.
- The course work and professional development requirements may not be reduced by the number of years of work experience.
- Other professional development activities may be counted toward the IPDP if approved by the LPDC, even if they do not result in college credit or CEUs.

TRANSITION DATES AND DEADLINES

The holder of a provisional certificate prior to September 1, 1998 may renew once after September 1, 1998, under the 1987 standards until September 2, 2002, then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.

The holder of a professional certificate prior to September 1, 1998 may renew once after September 1, 1998, under the 1987 standards until September 2, 2006, then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.

The holder of a permanent certificate does not need to renew.

SUBSTITUTES

Substitute licenses will be issued by the Department of Education, and educators working under substitute licenses are not required to develop an Individual Professional Development Plan or work through the Local Professional Development Committee.

Substitute teachers who hold standard 4-year provision certificates, 8-year professional certificates, or 5-year licenses may request to work through their district's LPDC, or may apply directly to the Ohio Department of Education following the procedures outlined below for educators who are not employed in Ohio schools.

LPDCs may choose to include substitute teachers who are employed in the district and who hold standard Ohio teaching certificates. Otherwise, substitute teachers renew with course work through the Ohio Department of Education.

INDIVIDUALS WHO ARE NOT EMPLOYED IN SCHOOLS

Individuals who are not employed in Ohio schools at the time their certificate or license expires may apply directly to the Ohio Department of Education for renewal. Since there would be no Local Professional Development Committee to review the other professional development activities, educators in this situation will be able to count only course work toward the renewal requirements.

UPGRADES

Renewals of other Ohio Certificates, Licenses and Permits Renewals of 4-year provisional certificates, 8-year professional certificates, and 5-year licenses are submitted through the LPDC. All other certificates, licenses, and permits are submitted to the Ohio Department of Education for evaluation and issuance and do not require the approval of an LPDC. This would include certificates such as temporary certificates, educational aide permits, etc.

CONTINUING EDUCATION UNITS

The Ohio Department of Education will no longer approve CEU providers or grant CEU credit after June 30, 1998. After that time, CEU credit will be determined locally by LPDCs.

The Ohio Department of Education will maintain records of the CEUs that are earned by June 30, 1998– no educator will lose any of the ODE– approved CEUs he or she has earned.

A record of an educator's earned ODE– approved CEUs may be accessed through the Department of Education's web site.