

East Muskingum Local Schools



Local Professional Development Standards & Guidelines for License Renewal

January 2020

Guidelines and By-Laws

East Muskingum Local Schools

Local Professional Development Committee

1. Purpose

The purpose of this committee 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 of licenses have been met.

2. Committee Composition and Selection

- a. The committee will be comprised of seven member as follows:
 - i. Six teachers (one from each building)
 - ii. One principal (elected by peers)
 - iii. One Superintendent/Designee
- b. Members will be selected at the building level by the teachers of that building, by a majority vote.
- c. Nominations may be by peers or self-nomination. Members will be replaced in the same manner when a vacancy occurs.
- d. All LPDC will be modified to include a majority of administrators when considering Administrative IPDPs and approval of their CEUs and college work.

3. Term of Office of Committee Members

- a. The term of office for members serving on the committed will be 2 years.
- b. In the inaugural year, two of the six teachers' terms will be 1 ½ years with the others being at 2 ½ years.
- c. These terms pertain only to teachers and principals because the Superintendent/Designee is a standing member and the principal is appointed by the Superintendent/Designee.
- d. A term will end on June 30 of the appropriate year.

4. Financial Compensation and Reimbursement

- a. Each LPDC teacher will receive a stipend of \$1,000 each year for work performed. The stipend will be paid at the completion of each year.
- b. The district will pay for all training activities for LPDC members. LPDC members will be reimbursed for any incurred costs and mileage for activities outside of the district.
- c. Any LPDC member who does not complete his/her term will be paid on a prorated basis.

5. The Chairperson-Superintendent/Designee shall:

- a. Call all meetings and set agendas in collaboration with the LPDC members
- b. Preside at all LPDC meetings
- c. Ensure adherence to the Individual Professional Development Plan review process and procedures
- d. Provide notification to educators of approval or rejection of IPDS's
- e. Serve as a contact person and liaison for the appeals process
- f. Serve as a reviewer of educator professional development plans for certification/license renewal
- g. Suggest professional growth needs for member of the Local Professional Development Committee

6. The Recorder shall:

- a. Keep accurate minutes for all official meetings
- b. Send minutes and agendas to LPDC members prior to each meeting
- c. Assist the chair with all communications
- d. Appoint another member as a recorder in case of absence
- e. Serve as a reviewer of educator professional development plans for certification/license renewal

7. The Remaining Committee Members shall:

- a. Elect one of the members by voice vote to act in the absence of the chair or recorder
- b. Serve as a staff-information contact person
- c. Serve as a reviewer of educator professional development plans for certification/license renewal

8. Decision Making

- a. Decisions will be made by majority vote of the committee members present and voting so long as a quorum is present
- b. A quorum will consist of 5 committee members

9. Meetings

- a. The committee will hold regularly scheduled monthly meetings from September through May.
- b. Before September 10 each year, the committee will establish and publish their meeting schedule.
- c. The committee may meet more frequently as deemed necessary to complete their work.
- d. If 5 members cannot meet, the meeting will be rescheduled.
- e. The location of LPDC meetings will be published with the meeting dates. The LPDC is under the Sunshine Law and will follow such guidelines as provided for in the state law.

10. Appeals Process

- a. The appeal committee will be comprised of one licensed educator chosen by the LPDC, one licensed educator chosen by the person appealing a decision, and one licensed educator agreed upon by both the LPDC and the person appealing a decision.

11. Conflict of Interest/Change of Status

- a. LPDC and Appeals Committee members may not participate as a decision maker for items presented by themselves or an immediate family member.
- b. Any LPDC teacher member who accepts an administrative position will immediately vacate his/her seat on the committee as a teacher.
- c. Any LPDC administrative member who accepts a teaching position will immediately vacate his/her seat on the committee as an administrative member.
- d. Any LPDC member, who leaves the employment of the district, will vacate his/her seat on the committee no later than his/her last working day.





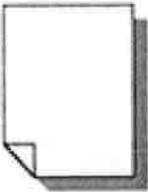



12. Guidelines/By-Laws Approval-LPDC Committee Guidelines/By-Laws and Appeals Process Guidelines must be approved by the East Muskingum Board of Education.

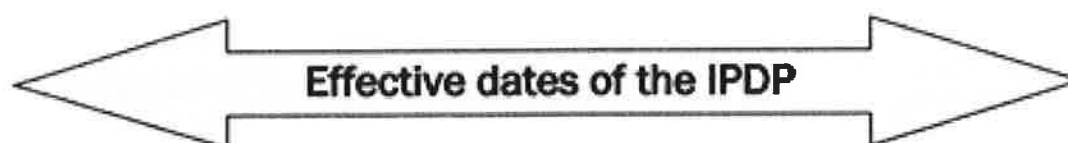
13. Submissions, Timelines, and Teacher Responsibility-On the first staff meeting day, LPDC members will present the LPDC and teacher responsibility, appropriate timeline, and other pertinent information to their building's staff.

14. LPDC Ethical Commitment: The membership of the East Muskingum Local Schools LPDC will agree to conduct all LPDC business so as to:

- a. Impartially and consistently apply the Standards and Guidelines;
- b. Maintain confidentiality; and
- c. Communicate their own professional development in the foundation of teacher and learning in order to provide a basis for understanding OTES and applying the Standards and Guidelines

LPDC Step-by-Step IPDP Approval Process

1	2	3	4
 Approval of Goals	 Pre-approval of PD <i>* If required by LPDC</i>	 Evaluation of Approved PD	 Review for License Renewal
Approve educator's IPDP goals. 	Review educator's submissions for preapproval of PD activity. 	Review educator's evaluations of & reflections on approved PD activities. Enter on matrix document. 	Complete final evaluation to assure that all six PD standards are addressed. 



Guidance for 5-Year Professional Development Plan

A 5-Year Professional Development Plan (IPDP) identifies an educator's goals for learning. The IPDP development process enables educators to reflect upon their practice and to take responsibility for their continued professional development.

In our district, teachers have always done a good job of choosing professional development that addresses their personal needs and building needs. The LPDC process has forced educators to also look at district goals and how their Individual Professional Development Plans can help move the entire district forward.

Mary Binegar, Urbana City School District

One of the major responsibilities of the Local Professional Development Committee (LPDC) is to review educators' IPDPs and ensure that the identified goals and strategies are relevant to the needs of the district, school, students, and educator.

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

Identify Goals

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

Determine Strategies

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

Development Plan - Header

Plan Template

EMTeacher

Name Of Plan: ?

Select Committee ?

☐ East Muskingum LPDC

Approving Supervisor

Applies to Licenses

Mission: ?

☐ 1 Year Renewal

☐ Transition to 5 Year License

☐ Renewal of 5 Year License

☐ Renewal of ITC Staff Development Plan

☐ Other

Other Mission Desc:

Focus: ?

How will your staff development address the goals of the Continuous Improvement Plan?:

Development Plan - Focus Areas

Select

Focus Area

Teachers understand student learning and development, and respect the diversity of the students they teach.

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

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

Select

Focus Area

- ☐ Knowing the content I teach and use my knowledge of content-area concepts, assumptions and skills to plan instruction.
- ☐ Understanding and using content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- ☐ Understanding school and district curriculum priorities and the Ohio academic content standards.
- ☐ Understanding the relationship of knowledge within the discipline to other content areas.

Select**Focus Area**☐

Connecting content to relevant life experiences and career opportunities.

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

Select**Focus Area**☐

Becoming knowledgeable about assessment types, their purposes and the data they generate.

☐

Selecting, developing and using a variety of diagnostic, formative and summative assessments.

☐

Analyzing data to monitor student progress and learning, and to plan, differentiate and modify instruction.

☐

Collaborating and communicating student progress with students, parents and colleagues.

☐

Involving learners in self-assessment and goal setting to address gaps between performance and potential.

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

Select**Focus Area**☐

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

☐

Using information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

☐

Communicating clear learning goals and explicitly link learning activities to those defined goals.

☐

Applying knowledge of how students think and learn to instructional design and delivery.

☐

Differentiating instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

☐

Creating and selecting activities that are designed to help students develop as independent learners and complex problem-solvers.

☐

Using resources effectively, including technology, to enhance student learning.

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

Select**Focus Area**

Select**Focus Area**

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

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

Select**Focus Area**

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

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

Select**Focus Area**

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

Writing S.M.A.R.T. Goals

Developing sound goals is critical to managing your own and your employees' performance. Each year you will ask your employees to set goals for the upcoming year/evaluation period. When you ask your employees to write their goals, teach them to create S.M.A.R.T. goals that support your own goals for the same period.

A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time-bound. Below is a definition of each of the S.M.A.R.T. goal criteria.

Specific: Goals should be simplistically written and clearly define what you are going to do.

Specific is the What, Why, and How of the S.M.A.R.T. model.

Example: By August 1, 2009, implement a new performance management system for Classified Staff, A& P Faculty, and University Staff using clearly defined processes and guidelines so employees and managers can more competently evaluate performance and develop their careers.

Explanation of Example:

"Implement a new performance management system for Classified Staff, A& P Faculty, and University Staff" = what

"using clearly defined processes and guidelines" = how

"so employees and managers can competently evaluate performance and develop their careers" = why

Measurable: Goals should be measurable so that you have tangible evidence that you have accomplished the goal. Usually, the entire goal statement is a measure for the project, but there are usually several short-term or smaller measurements built into the goal.

Example: By August 1, 2009, implement a new performance management system for Classified Staff, A& P Faculty, and University Staff using clearly defined processes and guidelines so employees and managers can more competently evaluate performance and develop their careers.

Explanation of Example:

The essential metric is whether or not the system is operational by August 1st.

Achievable: Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal.

You can meet most any goal when you plan your steps wisely and establish a timeframe that allows you to carry out those steps. As you carry out the steps, you can achieve goals that may have seemed impossible when you started. On the other hand, if a goal is impossible to achieve, you may not even try to accomplish it. Achievable goals motivate employees. Impossible goals demotivate them.

Example: By August 1, 2009, implement a new performance management system for Classified Staff, A& P Faculty, and University Staff using clearly defined

processes and guidelines so employees and managers can more competently evaluate performance and develop their careers.

Explanation of Example:

In order for you to reach this goal, you must have a skill set, in this case in the area of performance management, that allows you to understand the nature of the goal, and the goal must present a large enough challenge for you to remain interested in and committed to accomplishing it.

Results-focused: Goals should measure outcomes, not activities.

Example: By August 1, 2009, implement a new performance management system for Classified Staff, A& P Faculty, and University Staff using clearly defined processes and guidelines so employees and managers can more competently evaluate performance and develop their careers.

Explanation of Example:

The result of this goal is a process that allows employees and managers to more competently evaluate performance and develop their careers, not the individual activities and actions that occur in order to make the goal a reality.

Time-bound: Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome.

Example: By August 1, 2009, implement a new performance management system for Classified Staff, A& P Faculty, and University Staff using clearly defined processes and guidelines so employees and managers can more competently evaluate performance and develop their careers.

Explanation of Example:

August 1, 2009 provides you with a time-bound deadline.

The concept of writing S.M.A.R.T. goals is very important for accomplishing individual goals, which in turn are linked to department, division, and University goals. It is also critical for ensuring good communication between employees and supervisors so there are no surprises during annual performance evaluations.

The following questionnaire will assist you in creating S.M.A.R.T. goals. Begin by writing your goal as clearly and concisely as possible. Then answer the related questions. Conclude by revising your goal, in the space allotted.

Should you have any questions or require assistance, please contact UHR, Employee Development.

S.M.A.R.T. Goal Questionnaire

Goal:

1. Specific. What will the goal accomplish? How and why will it be accomplished?

2. Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

3. Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

5 Year Plan – Evaluation Rubric

- S Specific – the what, why, and how
- M Measurable – tangible evidence of accomplishment
- A Achievable – challenging, but able to achieve
- R Results focused – goals should measure outcomes, not activities
- T Time bound – Goals should be linked to a timeframe

Standards:

1. Students: understand learning and development; respect the diverse needs of students.
2. Content: deep understanding of content.
3. Assessment: understand and use variety of assessments to evaluate students.
4. Instruction: plan and deliver instruction to meet needs of all students.
5. Learning Environment: create safe, supportive and respectful learning environments.
6. Collaboration and Communication: collaborate and communicate with all stake holders.
7. Professional Responsibility and Growth: PD is a continuous process.

LPDC Scoring Rubric

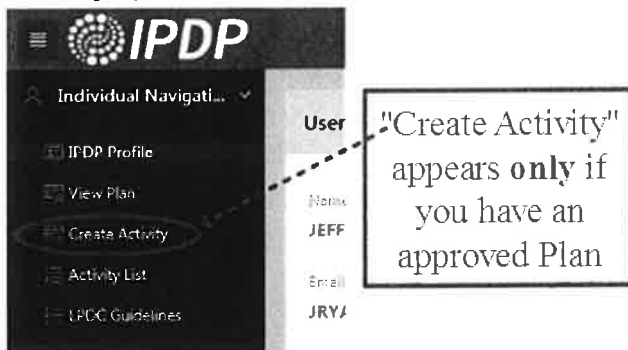
<u>Standard #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Score	4	6	4	4	4	7

Directions for East Muskingum LPDC Submissions:

1. To access the LPDC site, login to the kiosk and choose "IPDP" under the "Apps" drop down menu.
 - Remember: You can quickly access the "Kiosk" under the EM schools website "Staff" tab.



2. To enter information for a professional development activity (only after you have an approved 5 year plan on file), choose the "Create Activity" tab under the "Individual Navigation" drop down menu:



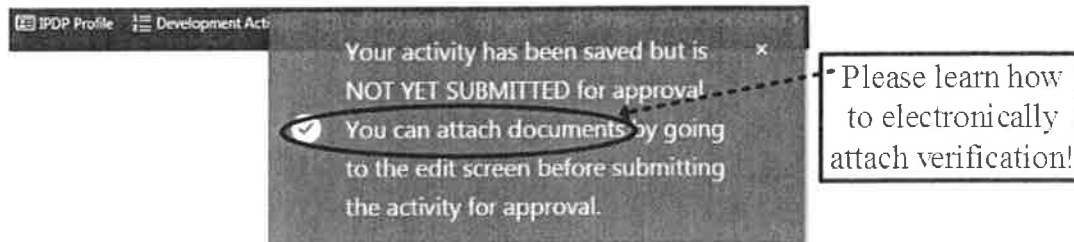
3. If creating a new plan, choose: "Create Plan" and be sure to include the active dates for the new "Name of Plan." For example: **"Individual 5 Year Plan for Aug.2019-June 2024."**
4. When creating a new activity, always include a specific name **AND** date(s) of the proposed activity in the **activity name field**.
 - NOTE: For EM PD Days, you can submit multiple PD days for the same year as one activity. Please be sure to be specific with your dates and years in the activity name field as the committee has many EM PD days to track.

5. **IMPORTANT NOTE:** Always leave the "Approving Supervisor" as NONE!

6. After filling in all of the required fields for the activity request, click "Create Activity Request."

Continued on next page →

7. After clicking “Create Activity Request,” you should review the information you have entered and notice in the upper right hand corner the note about attaching documents. It is at this time that you should **electronically attach** your “proof of verification” to your activity request if you have it.
- If this is a request for Pre-Approval, you will attach documentation later.
 - If you have a paper copy of a transcript or certificate, it can be given to your building rep, but the **electronic attachment is what we would prefer.**

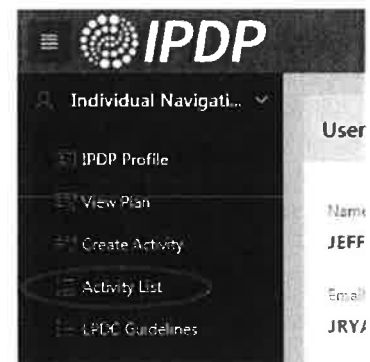


8. These are your submission choices:



- For any of the following: **EM PD Days, MVESC, ODE or SST**, always **Submit Activity For Final Approval** after you have electronically attached your proof of verification from your building principal to the activity request.
 - For all other activities, **Submit Activity For Pre-Approval**. Once the activity is pre-approved BE SURE YOU HAVE ATTACHED VERIFICATION DOCUMENTATION to the pre-approved activity **BEFORE** you **Submit Activity For Final Approval**.
9. The committee will evaluate all pre-approval and final approval requests each month. Once an activity is pre-approved it will be sent back to your “**Activity List**” under your individual navigation tab on the left side of your screen.

- Your “Activity List” choices include: **(NOTE: You may have to scroll UP to see all of these categories)**
 - Activities Not Yet Submitted
 - Pre-Approved Activities Not Yet Submitted
 - YOU SHOULD NEVER HAVE “Activities Awaiting Supervisor Approval” (*see #5*)
 - Activities Awaiting Committee Approval
 - Activities Returned For Modification
 - Activities Denied by Committee/Supervisor
 - Activities Already Approved



- For Example:

Activities Awaiting Committee Approval									
View	Activity Name	Status	Begin Date	End Date	Vendor	Verification Method	Semester Hours	Quarter Hours	CEU Credit
	EM PD Days for Aug.19 & 20 2019	Awaiting Committee Approval	08/19/2019	08/20/2019	East Muskingum	Certificate			12

10. Under your “**Activity List**” tab, you can scroll down to “**Activities Already Approved**” category to see a running total of CEU’s you have earned for this license cycle

Activities Already Approved

11. Please don’t hesitate to contact your LPDC building representative with any questions you have.



Individual Navigati... ▾

IPDP Profile

View Plan

Create Activity

Activity List

View Archived Plan(s)

View Staff Certificates Rep...

LPDC Guidelines

Committee Member... ▾

District Admin Navi... ▾

Create Development Activity

Fields with a red mark on the left top corner are required. Fields with a small question right side indicate additional help information is available by clicking on it.

Activity Name:

Activity Begin Date:



{us

Activity End Date:



{us

Select Plan/Certification:



Verification Method:

Proof of completion letter

Provider:

Approving Supervisor

None

Enter one of the following credit hour fields:

Semester Hours:

Quarter Hours:

CEU Credit:

Contact Hours:



Individual Navigati...

IPDP Profile

View Plan

Create Activity

Activity List

View Archived Plan(s)

View Staff Certificates Rep...

LPDC Guidelines

Committee Member...

District Admin Navi...

Description:

Activity Focus:

Comment:

Cancel

Cre

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Ways to Renew Your License

(To be completed within the five-year renewal cycle)

Accumulate 6 Semester Hours

- ✓ Course work for semester hours must meet the East Muskingum Local Schools Standards and Guidelines for Professional Development
- ✓ Course work must be taken at an accredited college or university program. It is the teacher's responsibly to verify accreditation
- ✓ Course work must related to teaching license

Accumulate 18 CEUs (180 Contact Hours)

- ✓ CEU activities must meet the East Muskingum Local Schools Standards and Guidelines for Professional Development
- ✓ CEU activities must be approved by the LPDC Committee
- ✓ Individuals designing CEU activities must prepare a proposal outline of the planned activities and the number of CEUs requested, using the online application for CEU credit based on pages 9-11 of this document
- ✓ Verification of Completion:
 - A log of relevant activities having the signature of the building/district administrator
 - OR a sponsoring administrative representative;
 - OR a completed product and/or summary of conclusion's report;
 - OR a sponsoring professional representative

Accumulate 18 CEUs (180 contact hours) using a combination of semester hours and CEUs

- ✓ Requirements and verification for each type of activities including in a combination proposal must follow the previous description.
- ✓ The parts of the project must total the equivalent of 18 CEUs.
- ✓ The ratios 1 CEU=10 Contact Hours and 3 CEUs=1 semester hour will apply.
- ✓ See also the Conversion Chart on page 12.
- ✓ A sample combination project might include:

3 semester hours	= 9 CEUs
<u>+ Accumulated CEU workshop/seminars</u>	<u>= 9 CEUs</u>
Total	= 18 CEUs

Educator Leaving an Ohio Local Professional Development Committee

It is the responsibility of the employee to maintain a copy of their 5 year IPDP Plan and activities that they have submitted and had approved by the LPDC Committee. There are times in an educator's career in which they choose to change their district of employment and it is their responsibility to make arrangements to maintain their credit for future licensure renewals. When an educator leaves East Muskingum Local Schools they should complete the following actions to move their accumulated hours/credits verified by the LPDC Committee:

1. The educator should print off their pre-approved 5 year IPDP plan.
2. The educator should print off a list of the approved activities listed in the LPDC online system.
3. The educator should request that the verification form (see next page) be completed by the LPDC Coordinator/Designee.
4. The completed form will then be passed onto the new district of employment.



Educator Leaving an Ohio Local Professional Development Committee (LPDC) Verification Form

Educator Name

Educator State ID

The above named educator had an approved Individual Professional Development Plan (IPDP) and met renewal requirements in accordance with that IPDP as listed below from to .

Number of college/university **semester hours** completed

Number of college/university **quarter hours** completed

Number of LPDC approved **professional development CEUs**

Number of LPDC approved **contact hours**

☐

Yes

☐

No

The educator meets the State Board of Education's definition of consistently high-performing teacher.

LPDC Coordinator/Designee Signature

Date

Please print:

Name of LPDC Coordinator/Designee

School/District Name

LPDC IRN

Name of LPDC

LPDC Chairperson Name

LPDC Chairperson Phone Number

LPDC Chairperson Email

The educator must submit this completed form with his/her online application. Please be sure all required information is correct. An incomplete form and/or incorrectly completed form will not be accepted, and a new form will be required.

East Muskingum Local Schools LPDC College Coursework/CEU Conversion Chart

OPTION	CEU VALUE	VERIFICATION	CRITERIA
College	1 semester hour=3 CEU's 3 quarter hours/2 semester hours=6 CEU's 2 quarter hours=4 CEU's 1 quarter hour=2 CEU's	Official transcript or original grade slips or original certificate of completion	Must be taken through an accredited college or other approved post- secondary educational institution. Must be taken for credit with a grade of "C" or better, a "P" in pass/fail course. Coursework must be in education or a content area directly related to the individuals teaching assignment, or in career goals.
*Professional Conference *Workshop *Institute *Staff Development	1 clock hour=0.1 CEU	Activity Documentation Voucher	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
Peer Observation	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must include a statement of authorization from a supervisor along with summarization of pre- conference and post- conference
Publication of Original Work	6 CEU's for book 3 CEU's for article in a professional journal or magazine	Copy of publications or document and Activity Documentation Voucher	Must contribute to the education profession or add to the body of knowledge in the individual's specific field. Must be a commercially published book or article.
Teaching Portfolio	1 CEU	Completed Portfolio	Must satisfy the LPDC standards for teaching portfolios. Must be completed within the license certificate cycle.
National Board of Professional Teaching	-Completion and verification in area of	Valid copy of National Certificate or Activity	Must be in the subject area of the individual's

Standards Certificate	assignment during certificate cycle-al required CEU's -6 CEU's per certificate/license cycle for candidate completing process	Documentation Voucher for candidate not completing certificate	assignment. Certificate must be completed or participation as candidate must be verified by the expiration date of the Ohio certificate/license.
Mentoring		Activity Documentation Voucher	Must be mentoring a teacher, administrator or specialist in the Resident Educator program.
Student Teacher	3 CEU's per student teacher	Activity Documentation Voucher Successful completion of contract	Must be supervisor of undergraduate student, graduate student or undergraduate inter, or student teacher.
Teaching a College Course	1.5 CEU's per semester course	Activity Documentation Voucher	May be used for the <u>first</u> time teaching the course each license/certificate cycle.
Teaching an Adult Vocational or Technical Course	1.5 CEU's per semester course	Activity Documentation Voucher	May be used for the <u>first</u> time teaching the course each license/certificate cycle.
Professional Presentation	.5 CEU	Activity Documentation Voucher	Applies to <u>first</u> presentation for each year.
Educational Project which applies educational skills and knowledge towards the development of a final product	1 clock hour=0.1 CEU Documented clock hours in planning and preparing	Activity Documentation Voucher A copy of the final product report of the project	Project must have prior approval and final approval after completion and verification by LPDC.
Curriculum Development	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must be service on formal committee organized by local, state, national or international education agency or organization.
Professional Committee	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must be service on formal committee organized by local, state, national or international education agency or organization/and must contribute to the education profession or

			add to the body of knowledge in the individuals specific field. Documented clock hours of committee work.
Grant Writing	1 clock hour=0.1 CEU	Activity Documentation Voucher	CEU's not dependent on awarding of grant. Document clock hours in planning and preparing.
Field Trips for Students Document clock hours in planning and preparing for field trip (Classroom instruction not include)	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must be related directly to the teacher's curriculum. Must be used for the <u>first</u> time conducting the field trip each license/certificate cycle.
*Self-Directed Educational Development *Professional Reading *Research *Educational Travel	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must enhance individual's work in the profession or contribute to teacher's area of specialization.
Related Work Experience or Externship	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must enhance individual's work in the profession or contribute to a teacher's specialization.
Field Experience Students	1 clock hour=0.1 CEU	Activity Documentation Voucher	.5 per student. Additional hours spent with a student planning a lesson, professional discussion, observation can be documented up to a maximum of 1 CEU per student.
Tutoring/Intervention	1 clock hour=0.1 CEU	Activity Documentation Voucher	Must occur outside of normal school day.
Other	1 clock hour=0.1 CEU	Activity Documentation Voucher	Prior approval by LPDC-must meet approved conditions.

East Muskingum Local Schools LPDC College Coursework/CEU Conversion Chart

SEMESTER	QUARTER	CEU
1/3	1/2	1
2/3	1	2
1	1.5	3
1 1/3	2	4
1 2/3	2.5	5
2	3	6
2 1/3	3.5	7
2 2/3	4	8
3	4.5	9
3 1/3	5	10
3 2/3	5.5	11
4	6	12
4 1/3	6.5	13
4 2/3	7	14
5	7.5	15
5 1/3	8	16
5 2/3	8.5	17
6	9	18

To renew you will need:

- 6 semester hours
- 9 quarter hours
- 18 CEU
- 180 contact hours

Committee Member: _____ Meeting Date: _____

Name	Approved	Sent Back	Description of why it was sent back	Prior Plan Archived

[illegible]