

HPDC Operating Guidelines

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The Hubbard Exempted Village School District has established and maintains its Local Professional Development Committee in accordance with the laws and the guidelines set forth by the Ohio Department of Education. Hubbard's LPDC is known as the Hubbard Professional Development Committee (HPDC) and has done so, since its formation in 1998.

The collective bargaining agreement outlines the general operating guidelines in Article XXVIII, Section C. Further information regarding the selection/appointment of teacher members may be found in the HEA By-Laws.

A. Responsibilities of HPDC, as outlined in the *Resource Guide for Establishing & Maintaining Local Professional Development Committees (LPDCs)* published by the Ohio Department of Education, October, 2014.

Local Professional Development Committees are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal. To fulfill their responsibilities, LPDCs need to:

Be informed:

- ◆ Know the district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or Strategic Plan;
- ◆ Know the current law, licensure standards and ODE policies regarding LPDC responsibilities for licensure renewal;
- ◆ Ensure that educators' coursework and other professional development activities meet the standards for renewal of licenses;
- ◆ Register new LPDCs using the online CORE LPDC system. Once the LPDC has been registered with an IRN it is not necessary to re-register each year. The date associated with the LPDC indicates the year it was registered. A change request is only necessary when updating and changing the coordinator and designees.

Educate and assist all members:

- ◆ Orient new members to the licensure standards and the operating principles, timelines and processes of the LPDC;
- ◆ Align to the Ohio Professional Development Standards and Promote High Quality Professional Development (HQPD) as defined by the Ohio Professional Development Standards (See the Professional Development Standards and *Organizing for High Quality Professional Development*)

Establish and abide by operating procedures:

- ◆ Develop an IPDP format for use by educators;
- ◆ Follow criteria established by ODE for evaluation of educators' IPDPs;
- ◆ Establish operating procedures and timelines for the submission and review of an IPDP, coursework and other professional development activities;
- ◆ Develop and use criteria for awarding Continuing Education Units (CEUs) based on educators' contact hours;
- ◆ Use the form "Verification Form for Educators Leaving the LPDC" and
- ◆ Periodically evaluate LPDC operations for effectiveness, timeliness, efficiency and Professional courtesy.

Communicate clearly and maintain records:

- ◆ Establish communication procedures to keep all constituents up-to-date on LPDC matters;
- ◆ Communicate to all constituents in a regular and systematic way;
- ◆ Keep records of LPDC matters according to statute; and
- ◆ Encourage educators to maintain their own records as well.

Operate under the Open Meetings Act (Sunshine Law) and the Public Records Act

- ◆ A full and current update of the Ohio Open Meetings Act and Public Records Act is available at the Ohio Attorney General's Office:
<http://www.ohioattorneygeneral.gov/yellowbook>

Note: Legal counsel for the Ohio Department of Education has indicated that since there is no specific exemption in law, LPDCs need to operate under the Open Meetings Act (Sunshine Law). LPDCs may choose to follow the local Board of Education's policies and procedures on meetings, personnel records and review or may wish to seek advice concerning these laws from local counsel. Chartered nonpublic schools are exempt from the Open Meetings Act.

B. Responsibilities of the Educator, as outlined in the *Resource Guide for Establishing & Maintaining Local Professional Development Committees (LPDCs)* published by the Ohio Department of Education, October, 2014.

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
- ◆ Choose coursework and other professional development activities that align with his/her approved IPDP goals, and
- ◆ Know district goals, particularly as identified in the district's Comprehensive Continuous Improvement Plan (CCIP) or the district's Strategic Plan.

Abide by 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.

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)

C. Philosophy of HPDC

HPDC is dedicated to the improvement of educational practice within our educational community. HPDC strives to help our members recognize the importance of High Quality Professional Development.

D. Purpose of HPDC

The purpose of the HPDC is to review coursework and other professional development activities completed by educators within the District and used for the renewal of certificates and licenses. HPDC is responsible for approving Individual Professional Development Plans (IPDPs) and determining whether coursework or professional development activities are HYPD and meet the requirements of license renewal. The approval of HPDC is required by ODE for license renewals. Further, the committee's function is:

1. To review and approve coursework and local continuing education units (CEUs) that educators will use in the renewal process of their certificate or license.
2. To advise the District's administration and staff on issues that affect the continuing professional development of educators employed by the District.
3. To assist in coordinating professional development opportunities sponsored by the school district and any collaborative districts and agencies.
4. To develop forms and procedures that will enable educators to prepare their own Professional Development Plan and to take advantage of local professional development opportunities.

E. Criteria for Coursework of Professional Development Activities

IPDPs are evaluated using the HPDC IPDP Rubric, see Form section. Rubric may also be found on the HPDC website (www.hpdc.yolasite.com). This rubric was created using ODE's *Organizing for High Quality Professional Development*. All professional development activities must meet the approved goals on an educator's IPDP to be considered for renewal.

F. Relationship of HPDC, Professional Development Activities and the District's Comprehensive Continuous Improvement Plan (CCIP)

HPDC realizes the importance of upholding the needs and vision of the District. It is expected that all certified staff members are familiar with the CCIP and how it applies to their role within the District.

G. HPDC Membership

Membership is outlined in the HEA By-Laws as well as Article XXVIII of the HEA Collective Bargaining Agreement.

H. Operating Procedures

Meetings: Meetings are generally held once each month of the school year. Meeting times and locations are posted in the workrooms of each building as well as being listed on the HPDC website (www.hpdc.yolasite.com). Certified staff members are welcome to attend any meeting, to ask any questions, share any concerns, or to have the committee review any paperwork.

Duties: HPDC reviews IPDP goals, pre-approval requests and professional development hours for renewal. The committee also maintains a website for staff usage, which has all forms as well as criteria regarding professional development within the District. The committee also sends maintains up-to-date correspondence with the certified staff regarding renewal requirements. Communication with certified staff members may take a variety of forms, including, but not limited to, emails, notes sent using interoffice mail or staff mailboxes, personal contact, phone calls as well as postal service when needed.

Record Maintenance: The District has provided HPDC with a filing cabinet to house all paperwork regarding the professional development of certified staff within the District.

I. Reciprocity

In addition to facilitating the license renewal process, HPDC represents local collegial efforts to support and maintain a high quality teaching force throughout Ohio. Educators should use the *Verification Form for Educators Leaving the LPDC*, referred to in the forms section. When an educator leaves employment in a district, the former LPDC must, upon request of the educator, provide verification of the approval of the educator's IPDP and any coursework and professional development completed by the educator and accepted by the LPDC, using the *Verification Form for Educators Leaving the LPDC*. The LPDC should encourage the educator to approach the new LPDC as soon as possible with the ongoing IPDP to complete the reciprocity transfer. When an educator takes employment in a new district, the new LPDC must honor the coursework and other professional development activities that a newly-hired educator had completed pursuant to an IPDP approved by their former LPDC prior to employment in the new district. As soon as possible *after* employment and *before* engaging in any additional coursework or professional development activities, the newly-hired educator must submit an IPDP in accordance with the operating procedures of the new district.

J. Appeals Process

Ohio Revised Code requires that every educator served by an LPDC must be provided with an opportunity to appeal the decisions of the LPDC regarding

- (a) IPDP approval, and
- (b) Pre-Approval or approval of coursework and professional development activities.

The Appeals Process is initiated by an educator whose IPDP is not approved by HPDC, or who has not received approval of HPDC on any other issue. To clarify, denial of any of the following components (IPDP goals, PD activities, CEUs/contact hours or university coursework) may be subject to appeal.

Reconsideration

Reconsideration is the first step in an appeal. If HPDC does not approve an educator's IPDP or PD hours for renewal, the educator has the opportunity to request reconsideration of his/her work by the committee. This request needs to be made in writing by the educator and given to the Chairperson of HPDC within five (5) days of being informed of the committee's denial. During this reconsideration, the educator may submit additional documentation, explanation or correction to permit approval of the educator's paperwork by the committee. Following the conclusion of this reconsideration process and deliberation of the HPDC, the committee shall communicate its approval or lack of approval of the educator's professional development activities in writing and within five (5) days to the educator.

Third-Party Review

A Third-Party Panel Review may follow the reconsideration step if the educator does not gain approval of his/her professional development work. This request needs to be made in writing by the educator to the Chairperson of HPDC within ten (10) days following the receipt of the reconsideration decision of HPDC. This panel shall review the educator's professional development activities/work and any other supporting materials exactly as they existed at the conclusion of the reconsideration stage.

The Third-Party Review Panel shall consist of three Ohio certificated/licensed educators.

1. One educator selected by the HPDC;
2. One educator selected by the educator making the appeal; and
3. One educator approved by both the HPDC and the educator.

The Review Panel shall meet one time together to conduct a review of the materials and facts, and:

- Hear from the educator why his/her professional development work should be approved;
- Hear from a representative of HPDC why the committee did not approve the professional development work;
- Review the professional development work, its accompanying materials, the District's policies and procedures for maintaining educator credentials, and applicable Ohio law;
- Deliberate and issue a written decision jointly to the educator and the HPDC within five (5) days.

The decision by this Appeals Panel is the final step in the process. It remains the prerogative of the educator to submit, revise or correct professional development work that has not been approved by HPDC at any time before, during or after the Appeals process in order to gain committee approval.

K. Forms

Hubbard Professional Development Committee

Individual Professional Development Plan (IPDP)

1. Educator Profile:

Name _____
(Last) (First) (Middle Initial)

Social Security # _____

Address _____

Home Phone _____ School Phone _____

2. Teaching/Professional Assignment(s) for present school year:

a. _____
Position Grade(s) Building

b. _____
Position Grade(s) Building

3. Current License(s):

Expiration Date	License (2 yr or 5 yr)	Type (List all areas)	License #

4. Licensure Plans (Please check all that apply & list the types):

a. _____ Transition from a 2 yr to a 5 yr license _____
(Type)

b. _____ Transition from a 4yr or 8yr to a 5yr license _____
(Type)

c. _____ Renew 2 yr or 5 yr license _____
(Type)

5. Professional Learning Goals:

You need 3-4 goals of how you plan to grow as a professional. These must relate to your license and your current teaching/professional assignment. Activities completed to reach these goals may be completed through university credit, CEUs or a combination of them.

Goal 1 _____

Goal 2 _____

Goal 3 _____

Goal 4 _____

6. Attach copies of all current credentials:

May be copies of current license(s) or your ODE history print out.
ODE Print-out may be accessed by getting on the ODE website and then searching for
Individual Certification Data.

7. Submission and review:

Educator Signature _____ Date _____

HPDC Review _____ Date _____

8. Revision/Corrections to approved professional learning goals (if needed):

Change(s): _____

Educator Signature _____ Date _____

HPDC Review _____ Date _____

IPDP Rubric

Name _____ Date Reviewed _____

Revisions needed on standard(s): _____ IPDP Approved _____

Exemplary or Adequate is required in each standard for the IPDP to be approved. Any standard indicating Needs Revision is returned to the educator for correction.

1. Is the PD purposefully structured to occur over time? Score _____

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
PD goal(s) clearly align to school/district priorities	PD goal(s) relate to some of the school/district priorities	PD goal(s) are not connected to school/district priorities
PD activities show a continual cycle (planning – implementing – reflecting)	PD activities are related, showing connections/growth	None of the PD activities are related
Includes more than two types of PD activities	Includes two types of PD activities	Includes only one type of PD activity
5-6 Exemplary	3-4 Adequate	0-2 Needs Revision

2. Is the IPDP focus based on an examination of multiple sources of data? Score _____

(Sources of data include: student demographics, student work, classroom performance, internal/external formative or summative assessment results)

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
PD goals show analysis of multiple sources of data	PD goals show analysis of a single type of data	PD goals do not show analysis of any source of data
PD goals show analysis of this data compared to current practices	PD goals show limited analysis of this data compared to current practices	PD goals show no analysis of current practices
PD goals reflect current research trends/topics	PD goals somewhat reflect current research trends/topics	PD goals do not reflect current research trends/topics
PD goals build upon past goal(s)/activities	PD goals make some or limited connection to past goal(s)/activities	PD goals make no connection to past goal(s)/activities
7-8 Exemplary	4-6 Adequate	0-3 Needs Revision

3. Does the IPDP provide opportunities to work with other educators? Score _____

(Points come from each of the following: collaboration, communication & working with a professional learning community)

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
PD goals provide ongoing opportunities for collaboration, communication and work with a professional learning community.	PD goals include some mention of collaboration, communication, or work with a professional learning community	PD goals do not include opportunities for collaboration, communication or work with a professional learning community
5-6 Exemplary	3-4 Adequate	0-2 Needs Revision

4. Does the IPDP meet the needs and experiences of an adult learner? Score _____

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
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More than 2 types of PD activities	2 types of PD activity	Only 1 type of PD activity
PD activities are clearly matched to goals/needs	PD activities somewhat match goals/needs	PD activities do not match goals/needs
3-4 Exemplary	2 Adequate	0-1 Needs Revision

5. Is a combination of evaluative measures planned to assess the effectiveness of PD over time? Score _____

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
Clear explanation of how new knowledge from PD activities will be applied to practice	Implies that new knowledge gained from PD activities will be applied to practice	Fails to mention how new knowledge from PD activities will be applied to practice
Clearly evaluates the effectiveness of PD activities, through discussions with other professionals (including but not limited to HPDC, colleagues, administration)	Limited discussions about effectiveness of PD activities with other professionals (including but not limited to HPDC, colleagues, administration)	Fails to discuss the effectiveness of PD activities with other professionals (including but not limited to HPDC, colleagues, administration)
Clearly explains the expected outcome for improved student achievement from PD activity	Improved student achievement from educator’s PD activity is implied	Fails to mention how student achievement will benefit from educator’s PD activities
5-6 Exemplary	3-4 Adequate	0-2 Needs Revision

6. Does the IPDP advance the educator’s content knowledge and repertoire of instructional strategies? Score _____

EXEMPLARY – 2 points each	ADEQUATE – 1 point each	NEEDS REVISION – 0 points
PD activities clearly align with national/state or district curriculum priorities	PD activities are somewhat tied to national/state or district curriculum priorities	PD activities are not tied to national/state or district curriculum priorities
PD activities are clearly aligned with current “best practices”	PD activities are somewhat aligned with current “best practices”	PD activities are not aligned with current “best practices”
PD activities clearly consider the diverse nature of today’s students	PD activities show some consideration for the diverse nature of today’s students	PD activities do not address the diverse nature of today’s students
PD activities clearly show the importance of engaging students, families and communities in the learning process	PD activities somewhat show the importance of engaging students, families and communities in the learning process	PD activities fail to show the importance of engaging students, families and communities in the learning process
7-8 Exemplary	4-6 Adequate	0-3 Needs Revision

HPDC – PD Preapproval Request

Bldg _____

Date _____

Person Requesting Pre-approval _____

People Involved _____

Professional Development Activity _____
(Must be from Approved PD List)

Approximate number of hours/CEUs being requested: _____

Beginning Date of PD: _____

Approx. Completion Date of PD: _____

Summary of Activity:

Date Reviewed	Approved/Denied	Comments:

HPDC – Documentation of PD Work

Standards for Professional Development:

1. Students: Effective teachers understand student learning and development, and respect the diverse students that they teach.
2. Content: Effective teachers have a deep understanding of the content they teach.
3. Assessment: Effective teachers understand and use varied assessment to evaluate student learning and inform instruction.
4. Instruction: Effective teachers plan and deliver instruction that is tailored to the needs of each student.
5. Learning Environment: Effective teachers create safe, supportive and respectful learning environments.
6. Collaboration and Communication: Effective teachers collaborate and communicate with students, parents, other educators, administrators and community members to support learning.
7. Professional Responsibility and Growth: Effective teachers understand that professional development is a continuous process for which they are responsible. (This is your IPDP)

Date	Professional Development Activity	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Which goal(s) does this meet on your IPDP?
Date	Professional Development Activity	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Which goal(s) does this meet on your IPDP?

Administrator An individual working under the following certificate or license: Superintendent License, Superintendent Certificate, Local Superintendent Certificate, Assistant Superintendent Certificate, Principal License, Principal Certificate, Vocational Director License, Vocational Director Certificate, Educational Administrative Specialist Certificate, Administrative Specialist License, Supervisor Certificate, Vocational Supervisor Certificate, Treasurer License, Business Manager License. Note: For purposes of meeting the requirements in 3301-24-08 regarding the composition of LPDCs when discussing or voting upon administrators' coursework plans, school treasurers and school business managers would be included in this category.

Approved Institution A college or university that has been approved for the preparation of teachers, administrators and school employees in pupil personnel services by the State Board of Education.

Appeal Process The process by which an educator can have the decision of an LPDC reviewed.

CEU A Continuing Education Credit is ten (10) professional development contact hours approved by a Local Professional Development Committee (LPDC). Professional development providers *do not* award CEUs, LPDCs do. Professional development providers should supply their participants with certificates of the *contact hours* of the particular professional development experience.

Contact Hours The direct clock hours spent engaged in a professional development activity

Educator An individual certified or licensed by the State Board of Education to teach or practice in Ohio's schools

EOA (Equivalent Other Activity) A professional development activity other than college or university courses, seminars and workshops.

HQPD (High Quality Professional Development) The acronym identifying the standard for Ohio professional development as delineated in the Ohio Standards for Professional Development

IPDP (Individual Professional Development Plan) The document prepared by individual educators as a record of personal professional development goals and as a document of their achievement. Issue date vs. effective date All Ohio certificates and licenses have an EFFECTIVE date of July 1- the effective date is the beginning of the validity period or duration of the license. The ISSUE date is the date that a license is actually issued to an educator- an issue date may be any business day since licensure applications are processed and licenses issued continuously throughout the year.

Lead Professional Educator License The lead professional educator license, issued to those who meet the degree requirement, experience, and demonstration of practice outlined in the Four-Tiered Teacher Licensure Structure, shall be valid for five years and shall be renewable.

Permanent Certificate A permanent certificate is an educator credential that was issued under former law that is valid for the lifetime of the certificate holder unless it is limited, suspended or revoked under section 3319.31 of the Revised Code.

Professional Certificate An educator credential issued by the State Board of Education through 2003 to an individual who is deemed to be qualified, under the 1987 *Teacher Education*

and Certification Standards, to teach or practice in Ohio's schools. All professional certificates will be transitioned to a five-year professional license by June 30, 2014.

Professional License The professional or associate license that is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the requirements listed in paragraph (A1 / A2) of Ohio Administrative Code 3301-24-08, have been completed since the issuance of the license to be renewed.

Provisional License Ohio's former initial beginning teacher license. New provisional licenses are no longer issued, but may be renewed if already held.

Resident Educator License/Alternative Resident Educator License Ohio's initial beginning teacher license may be extended or renewed by the Ohio Department of Education on a case-by-case basis in order to enable the license holder to complete the Ohio Resident Educator Program.

Senior Professional Educator License The senior professional educator license, issued to those who meet the degree requirement, experience, and demonstration of practice outlined in the Four-Tiered Teacher Licensure Structure, shall be valid for five years and shall be renewable.

Standards for Ohio Educators Three sets of standards (Ohio Standards for the Teaching Profession, Ohio standards for Principals, and Ohio Standards for Professional Development) adopted by the state Board of Education in 2005 to focus the goals and objectives of educators as they seek to improve the profession.

Teacher Education and Licensure Standards The Ohio Teacher Education and Licensure Standards are sections of the Ohio Administrative Code (OAC) and Ohio Revised Code (ORC) that establish requirements for educator preparation and licensing. Included in the standards are requirements for obtaining and maintaining all available types of educator credentials including teaching, administrator and pupil services credentials, permits, alternative credentials, and substitute and temporary credentials. Administrative rules are reviewed on an ongoing basis and the State Board of Education may revise these rules periodically or create new ones in response to recommendations from the Ohio Department of Education, the Educator Standards Board, and/or other education stakeholders.

HPDC's Operating Guidelines are reviewed and updated by HPDC to meet most recent issuance of the *Resource Guide for Establishing & Maintaining Local Professional Development Committees (LPDCs)* published by the Ohio Department of Education.