Local Professional Development Committee

Clark County Educational Service Center

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

Individual Professional Development Plan (IPDP)

INFORMATION PACKET

Revised May 2, 2017

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Local Professional Development Committee Standards and by Laws

Governance

The Local Professional Development Committee (LPDC) policy, procedures, and governance shall not supersede the negotiated agreement and / or district policy. Proposals to the LPDC and approvals/ denials by the LPDC shall not override the negotiated agreement and/ or district policy.

Representation

1. Two (2) teachers; two year terms with alternate selection.

   Definition of teacher: Any employee holding a valid Ohio teaching certificate/ license issued by the Ohio Department of Education (ODE).

2. Two (2) principals/ administrators shall be approved for two years terms, with alternating selection.

3. Vacancies will be filled by the appointing authority.

Selection/Responsibilities

Chairperson: Elected by a majority of the LPDC.

Responsibilities: Conduct LPDC meetings,
Communicate information to the members of the LPDC.
Represent the LPDC at meetings of other stakeholder organizations.
Fill vacancies on the LPDC in accordance with selection rules.

Recorder/Clerk: Elected by a majority of the LPDC.

Responsibilities: Maintain minutes of action taken during LPDC meetings.
*Notify applicants of approval/resubmission/ denial status of individual professional development plans and/ or proposals for credit.

Teacher Representative:

Responsibilities: Receive, organize, and present (to the LPDC) submitted individual professional development plans and/ or proposals for credit from their building/ grades represented.

Administrative Representative:

Responsibilities: Receive, organize, and present (to the LPDC) submitted individual professional development plans and/ or proposals for credit.

Committee Procedures

The LPDC will meet as needed during the school year. During the months of June, July, and August the LPDC will meet on an as needed basis. The chairperson has the right to call members for the purpose of cancellation if no LPDPs, course/ activity proposals, or issues are submitted during a particular month.

An emergency meeting of the LPDC may be called by the chairperson with the concurrence of the majority of the members. Conference calls may be utilized for LPDC business.

A quorum, necessary to conduct LPDC business, shall be three (3) out of the five (5) LPDC members.

The LPDC shall keep confidential all reviews, evaluations, and discussions of Individual Professional Development Plans (IPDPs) and/ or course/ activity proposals. No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party /parties involved.

Minutes/ records of actions taken shall be maintained by the LPDC recorder/clerk. Copies of these minutes/ records shall be provided to the superintendent, building principals, and LEA president(s).

Evaluation of IPDPs or course/ activity proposals shall be evaluated by consensus.

Reviewed IPDPs and/ or course/ activity proposals are to be returned as soon as possible after the review.

LPDC Policies, Procedures, and Guidelines

The Mission

The Clark County ESC Local Professional Development Committee (LPDC) will strengthen and coordinate the preparation, licensure, and professional development of educators to assure that all students attain high levels of academic achievement.

The Vision

The Clark County ESC will strengthen and intensify professional development. Educators will pursue opportunities to improve individual growth and classroom instruction. This process will enhance student learning and the attainment of building and district goals.

LPDC Structure

1. **Committee Scope** - The LPDC will:
   - Operate as a district committee;
   - Maintain knowledge regarding licensing regulations and endorsements;
   - Maintain knowledge regarding staff development and school improvement plans for Clark County ESC;
   - Accept and approve Individual Professional Development Plans (IPDP);
   - Grant prior approval and final approval for professional development activities, including Continuing Education Units (CEUs) for license renewal;
   - Determine recommendation regarding license renewal;
   - Facilitate the Master Teacher Process.

Individual Professional Development Plan (IPDP)

Who? - In accordance with Ohio Revised Code 3301-24-08, the requirement for professional development plans applies only to educators with a 5- year license.

IPDP - Professional development plan and goals included within the IPDP should reflect the needs of the community, district, building, and educator. The majority of the professional development indicated should be relevant to current working assignments,

except as approved by the LPDC. (Example: course-work towards administrator's licensure.) If your work assignment changes mid-cycle, you need to review/ possibly revise your plan and resubmit to LPDC for approval.

Every employee of the Clark County ESC Governing Board, who holds an Ohio Five-Year License, must have an approved IPDP on file within one year of the issue date of the license. The approved plan will include:

1. SMART goals for your next five years of professional development.
2. A plan detailing coursework and/or CEUs to be completed for licensure/certificate renewal.
3. Verification of completion of these activities and their relation to attainment of district goals, student achievement, guidelines set forth by the LPDC, and completion of state requirements.

Individual Responsibilities - It will be the sole responsibility of the educator to:

1. Maintain a record of all course work, CEUs, and other activities.
2. Provide a copy of a transcript (does not need to be an official transcript) or documentation/verification of university credits obtained during certificate/license cycle to the LPDC.
3. Send a copy of all documentation to the LPDC at license renewal time (by April 1st).
4. Know when your license needs to be renewed.
5. Submit an IPDP by December 1" of the year of issuance.
6. Review plan frequently, revise as needed, and submit any changes to LPDC.

Appeals

Written appeals shall be submitted to the LPDC chairperson within 20 contract days of denial of an IPDP or credit proposal. All written appeals will be reviewed at the next regularly scheduled meeting of the LPDC.

An appeal may be presented in person at the next regularly scheduled LPDC meeting. A written request for inclusion on the agenda should be given to the LPDC chairperson no later than three (3) student contact days before that regularly scheduled LPDC meeting.

Written notification of the appeal decision shall be provided within five (5) student contact days or 30 calendar days, whichever comes first.

If the appeal is denied, the applicant may request mediation, a decision rendered by a three person mediation team chosen as follows: one person selected by the applicant, one person chosen by the LPDC, and a third person mutually agreed upon by the first two.

Members of the mediation, team must hold a current Ohio Department of Education Certificate or License.

Policies: Submission of Coursework/Activity Proposals

It is your responsibility as a certificated licensed employee to monitor the expiration date(s) of your certificate(s) license(s). Do not wait until the last minute to begin your requirements for renewal.

Policies; Submission of Individual Professional Development

Plans Coursework/Activity Proposals

University Credit toward Certification/Licensure Renewal

Coursework must be relevant to an approved IPDP. In most cases, all coursework taken as part of a degree program will be automatically approved.

For individual courses not part of a degree program, the appropriate coursework form shall be approved BEFORE beginning a course where consideration for said course toward renewal is sought. If unique situations arise where prior approval is not possible for verifiable reasons, the LPDC may waive the requirement for prior approval. Such waiver requests should be filed in writing with the LPDC chairperson as soon as possible, and will be considered at the next regularly scheduled LPDC meeting. CREDIT FOR COURSEWORK BEGUN BEFORE PROPOSAL APPROVAL IS NOT GUARANTEED.

Credit for Equivalent Activities

CEUs for equivalent activities shall be awarded for recertification credit based upon the standards established by the LPDC. Activities must directly relate to an approved IPDP. Persons will be asked to justify the credit value sought through their activity/project.

Equivalent activities/ projects should result in a tangible product such as, but not limited to, a book/booklet, article, report, curriculum, training module, videotape, pilot project. Software package, etc.

Duties which are part of one's regular duties or paid supplemental duties will not be considered for equivalent activity credit.

The appropriate activity form shall be approved BEFORE beginning an activity where CEUs for said activity are sought. If unique situations arise where prior approval is not possible for verifiable reasons, the LPDC may waive the requirement for prior approval. Such waiver requests should be filed in writing with the LPDC chairperson as soon as possible, and will be considered at the next regularly scheduled LPDC meeting. CREDIT FOR ACTIVITIES BEGUN BEFORE PROPOSAL APPROVAL IS NOT GUARANTEED.

These guidelines do not restrict the LPDC to awarding credit solely on a contact time basis. Justification must be provided for credit sought.

Once a proposal is approved, it is the responsibility of the individual(s) to fully complete the components of the project in a timely manner as stated in the proposal. If modifications to the activity. Project are to be made, these modifications should be submitted in writing to the LPDC chairperson as soon as possible. Deviations from the
original proposal may result in a change in the number of CEUs granted for the activity/project.

Goals' Identification Guide -- Notes

1. This *Goals' Identification Guide* is provided to assist educators in identifying goals that may help you to maximize your professional potential to yourself, your students, your district, and the community within which you work. It's a guide, and is not intended to be inclusive. You are encouraged to develop goals that reflect those needs that will help you, your students, and/or your school district to succeed.

2. As quality goals, what appears here have been deliberated by the district LPDC and determined by appropriate goals for the educators and classrooms in this school district, and as such are "pre-approved." This means that educators, in completing their professional development plans, can plan their growth and activities with the confidence that the district LPDC will support their efforts.

3. The educator who is transitioning to or renewing a license should remember that the selection of a goal or goals must be applicable to the specific area of licensure. This does not mean that a goal or goals would not apply to more than one area of licensure. It does mean that in the creation of a goal, the educator recognize exactly how the goal will apply to his/her credentials, and not to be too narrow in formulating a goal that restricts the educator in how and to what the goal will apply.

4. Your LPDC has been careful to recognize those cautions, and have identified the goals on this pre-approved list as potentially applicable to multiple certificates and licenses if they are appropriate and validated by the, educator in the appropriate manner.

5. If the school district Board of Education and Administration have identified a mission and goals for the district that should be reflected in the efforts of all staff members, those goals may be identified section number one of this guide, and the educator should work to incorporate those goals into his/her professional development plan.

6. Remember that the identification of a goal or goals as part of a career-long professional growth plan is appropriate for all educators, whether they hold a permanent or other certificate or license.

Individual Professional Development Plan:

Goals' Identification Guide

1. School District and/or Building Specific Goals:

   To learn how to apply technologies as effective teaching, learning, and productivity tools

2. Professional Ethic:

   2.1. To learn and/or demonstrate understanding a11d use of educational theory/philosophy.
   2.2. To learn more about the communities which service our schools?
   2.3. To learn and apply new ways of improving race relations among students/faculty/community
   2.4. To gain knowledge of where and how to acquire information to assist my job responsibilities
   2.5. To add additional area(s) of certification/licensure to my credentials
   2.6. To seek an advanced degree
   2.7. To maintain current knowledge of local/county/state/national educational policies and issues

3. Assessment & Evaluation Skills:

   3.1 To learn how to apply technologies effective assessment tools
   3.2 To learn how to apply assessment data to instruction
   3.3 To learn how to construct effective evaluation instruments
   3.4 To learn how to expand the number and types of assessment tools
   3.5 To learn how to interpret test scores
   3.6 To learn how to better teach test-taking skills
   3.7 To learn more about proficiency, competency, and/or standardized testing purposes and creation

4. Instructional Methodology:

   4.1 To learn how to apply technologies as effective teaching and learning tools
   4.2 To learn how to improve student reading skills
   4.3 To learn how to integrate higher-order thinking skills
   4.4 To learn how to facilitate students to teach themselves and others (cooperative learning, etc.)
   4.5 To learn how to teach students to solve problems via a variety of tools and knowledge
   4.6 To learn how to teach across many disciplines
   4.7 To learn teaching methods that promotes increased student achievement
   4.8 To gain knowledge of how to adapt instruction to the individual needs of all students.

5. Communication Skills.

5.1 To learn how to apply technologies as effective communication tools
5.2 To present to various publics
5.3 To enhance speaking skills (students, parents, peers, others)
5.4 To enhance writing skills (students, parents, peers, others)
5.5 To improve non-verbal communication skills.
5.6 To discover ways to increase parental involvement in parent-teacher conferences

6. Interpersonal Skills:

6.1 To learn how to apply technologies as effective interpersonal tools
6.2 To learn how to coach others to achieve and succeed
6.3 To learn how to coordinate or direct the efforts of others
6.4 To learn how to encourage the involvement of others
6.5 To learn how to facilitate groups (students, peers, other) to accomplish established goals
6.6 To learn how to motivate self and others

7. Management & Administrative Skills:

7.1 To learn how to apply technologies as effective management tools
7.2 To learn how to apply available resources to school improvement
7.3 To learn how to collect data to use in planning and problem solving
7.5 To learn how to create conditions & environment for productive performance
7.6 To learn how to establish vision that encourages performance of self and others
7.7 To learn planning &: organizational skills which improve self and others 7.7.

8. Skills to Meet the Needs of Special Students:

8.1 To learn how to apply technologies as effective intervention tools
8.2 To learn how to adapt instruction to all skill levels
8.3 To learn how to increase my awareness of special needs students
8.4 To learn how to sensitize all students to the needs of individuals
8.5 To understand social/emotional needs of students and others

9. Content Knowledge:

9.1 To learn how to apply technologies as effective content tools
9.2 To enhance professional knowledge (psychologists, speech therapists, treasurers. etc.)
9.3 To increase teaching area knowledge (Elementary Art, English, Mathematics, etc.)
9.4 To develop teaching/learning units which promote student knowledge in my discipline.
9.5 To work with colleagues in ways which help to integrate my discipline within the school.

Reminders:

Educators are responsible for maintaining documentation of their individual plan.

IPDPs must be submitted by December 1st of the school year following the issuance of a new license.

Educators are responsible for knowing when their licenses need to be renewed and submitting proper documentation well ahead of the deadline (April 1st by the latest).

Individual Professional Development Plan (IPDP) should be aligned with District Goals, Building Goals and Professional Performance Goals (Job Targets).

The educator is only able to submit an application for license renewal when all of the requirements have been met.

In the year of renewal, all requirements should be completed and documentation submitted to the LPDC no later than April 1st. The LPDC will review plans and grant renewals on an individual basis

Guide to SMART Goals

Writing your goals in SMART format will assist in making sure your goals help you maximize your professional potential for yourself, your students and your district, and the community you serve.

S - Specific
M - Measurable
A- Attainable
R - Results-based
T - Time-bound

State an intention to engage in learning	**Describe an area of focus for the learning**	**Include Rationale**	**Add activities**	**Predict a completion date**
I will acquire	Multiple strategies	To improve classroom discipline	By participating in a book study	By the end school year
I will investigate	Interdisciplinary Strategies	To incorporate reading objectives in my classroom	By participating in a PLC	During the current and future school year
I will enhance my abilities for intervention	For students at risk and those with disabilities	To assist in closing the gap among subgroups	By attending conferences/ district trainings/ grade level meetings	During the school year
I will enhance my skills	In both interpreting and using data	To appropriately adjust instruction to enhance student learning	By participating in grade level meeting and value-added training	By the end of the school year

Approved Professional Development Providers

American Association of School Administrators (AASA) American Federation of Teachers (AFT)
Andrews University Courses (Lee Canter) Apple Online Courses
Applebaum Training Institute
Association for Supervision and Curriculum Development (ASCD) (OASCD) Association of School Business Officials (ASBO)
Auditor of the State of Ohio and related
Buckeye Association of School Administrators (BASA) Bureau of Educational Research (BER)
Career Pathways Professional Development Center of Science and Industry (COSI) Center for Civil Education
Clark County Districts' in-service programs, workshops and course offerings. Clark County Historical Society
Clark County Solid Waste Management District Clark County Soil and Water Conservation District
Educational Service Center (County Offices of Education) Early Childhood Ohio
George Rogers Clark Park Heritage Association INFOHIO
Mary Grove University
Miami Valley Educational Computer Association National Association of School Psychologists
National CASE (Council of Administrators of Special Education) National Teachers Certification Board
National Council of Teachers of English (NCTE) and related organizations National Council of Teachers of Mathematics (NCTM) and related organizations National Education Association (NEA)
National Endowment for the Humanities
No1th Central Association of Colleges and Schools (NCA) North Central Regional Educational Laboratory (NCREL) Ohio Association for College Admission Counseling
Ohio Association of Elementary School Administrators (OAESA) and related Ohio Association for Gifted Children
Ohio Association of Pupil Service Administrators (OAPSA)
Ohio Association of School Business Officials (OASBO) and related organizations
Ohio Association of School Personnel Administrators (OASPA) and related organizations Ohio Association of Secondary School Administrators (OASSA)
Ohio Board of Regents
Ohio Approved Certification/Licensure Colleges and Universities Ohio Approved Programs from Other States
Ohio Career Education Association

Individual Professional Development Plan
Approved Professional Development Providers (continued)

Ohio CASE (Council of Administrators of Special Education)
Ohio Council of Teachers of English and Language Arts (OCTELA) and related Ohio Counselor Association
Ohio Department of Education (ODE) Ohio Education Association (OEA)
Ohio Educational Library Media Association (OELMA) Ohio Federation of Teachers (OFT)
Ohio Modern Language Teachers Association (OMLTA)
Ohio Network: Training and Assistance to Schools and Communities (ONTASC) Ohio Regional Professional Development Centers (RPDCs)
Ohio School Boards Association (OSBA) Ohio School Counseling Association Ohio School Net Office
Ohio School Psychologists Association Ohio Speech and Hearing Association Ohio State Board of Education
Phi Delta Kappa Southwest Career Council
Southwest Ohio Instructional Television Association Southwest Ohio School Psychologists Association Special Education Regional Resource Centers
Tecumseh Local Schools in-service programs, workshops, and course offerings Tech Prep Consortium
Treasurer of the State of Ohio
United States Department of Education (USDOE) Vandercook College of Music
Western Regional Professional Development Consortium

Related coursework from any accredited college or university as cited in the US Department of Education Database of Accredited Post Secondary Institutions and Programs (http://ope.ed.gov/accreditation).

How to Maintain Credentials Licensure Standards
License Renewal Under Standards Effective

Resident Educator License (4 year)

Required for entry years (one through four). Must meet requirement of the Resident Educator Program at the end of each year to proceed to the next year. At the end of year four and with the completion of the final summative evaluation, the educator can apply for:

Professional License (5 year)

Provisional license plus successful completion of Entry Year Program and performance assessment.

Professional License (5 year) (second renewal)

Master's degree or 30 semester hours of graduate credit; if master's degree already obtained 6 semester hours or 18 CEUs or approved activities (LPDC). Those who held certificates under previous standards are exempted from the master's degree or 30 semester hour requirement for second renewal, but still need the 6 hours, 18 CEUs or equivalent activities.

Professional (5 year) (further renewals)

6 semester hours or 18 CEUs or approved activities (LPDC).

Forms

Clark County ESC
Individual Professional Development Plan

Name_____

Building_____

Years of Experience Present_____

Assignment_____

Degree(s)_____
_____
_____

License(s) - (indicate all license(s) you wish to renew with this plan)

_____
_____
_____

Date Submitted_____

Planned date of completion of IPDP Goals

Plan Goals: Using the SMART format on page 11, develop at least three goals that you intend to accomplish during your next five-year license cycle. Goals should be related to your current position. Remember to include all of the elements (intention, area of learning, rationale, activities and criteria for success).

1. I will
   _____
   _____
   _____
   _____
   _____
2. I will
   _____
   _____
   _____
   _____
   _____
3. I will
   _____
   _____
   _____
   _____
   _____
4. Which identified professional goal(s) will this plan further? Briefly describe how if it is not self-evident.
   _____
   _____
   _____
   _____
   _____

5. Evaluation -What data will you use to determine if your professional development activities are successful in achieving your goals?

   _____
   _____
   _____
   _____
   _____

6. Any additional information you believe to be relevant to your IPDP (i.e., other degrees or related professional experience - a page may be added for this purpose if needed).

   _____
   _____
   _____
   _____
   _____

DO NOT MARK BELOW THIS LINE; FOR ODE LPDC USE ONLY.

Please review the completed IPDP (from the previous page) against the chart below. The IPDP must receive a "yes" for each question.

	YES	**NO**
IPDP Goal Preapproval		
Is the IPDP Goal(s):		
Specific?		
Measurable?		
Attainable?		
Realistic?		
Timely?		
Are multiple data sources or rationale(s) identified?		
Is the goal(s) aligned to agency, center, or office goals?		
Comments:		

- Approved
- Revise and resubmit

Note: Your IPDP must be relevant to your current assignment. Remember to review this document frequently and revise when needed. Send revisions to your LPDC.

Submit one copy to LPDC. Keep one copy for your personal files.

Clark County ESC

Individual Professional Development Plan Rubric

Professional Development Activities Tracker

Activity and/or Title of Workshop	CEU value	Credit hours	Goal # from IPDP	Date

Note: Your IPDP must be relevant to your current assignment.

Submit one copy to LPDC. Keep one copy for your personal files.

LPDC Verification Form
CCESC Local Professional Development Committee

Name of educator_____

Date of submission_____

Submit with your documentation to demonstrate how your hours have contributed to the goals on your IPDP.

1. Issue date of certificate/license to be renewed_____
2. Enter quarter hours earned since issue of Certificate/license_____
3. Enter semester hours earned since issue date of Certificate/license_____
4. Enter the number of LPDC approved CEUs Earned since the issue date of your certificate/ License to be renewed_____

Applicant's signanture_____

Date_____

CEU Proposal

(NOTE: This is only for CEUs awarded by providers not on the pre-approved list

Applicant Name_____ Date_____
Building_____

Workshop/SeminarTitle_____

Provider_____

1. Provide a brief description of the workshop/seminar.

_____
_____
_____

2. Rationale - Explain the basis for choosing this workshop/seminar as it relates to your IPDP and to the district and building goals.

_____
_____
_____

3. Additional comments or information.

_____
_____
_____

Approval/Disapproval

(This section will be completed by the LPDC.)

This proposal has been approved as submitted for the equivalent of_____CEUs.

This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.

This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your LPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

Signature of LPDC Chairperson_____ Date_____

* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Coursework Proposal

(NOTE: You must submit a separate coursework proposal page for each proposed course not provided by a pre-approved provider or an accredited university/college - see page 12.

Applicant Name_____ Date_____
Building_____
Course Title_____ Course#_____
University/College_____
Number of Credit Hours_____ Quarter/Semester (circle one) **or** Number of CEUs_____

Are you currently enrolled in a graduate degree program?_____

Will this course apply toward fulfillment of that degree?_____

1. Provide a brief description of the course.

2. Rationale - Explain the basis for choosing this course as it relates to your IPDP and to the district and building goals.

3. Additional comments/other.

Approval/Disapproval

(This section will be completed by the LPDC.)

This proposal has been approved as submitted for the equivalent of hours.
This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.
This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your IPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

Signature of LPDC Chairperson_____ Date_____
* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Equivalent Activity Proposal

(NOTE: You must submit a separate page for each proposed activity.

Applicant Name_____ Date_____

Title of Activity_____

Estimate clock hours required for activity_____ Goal Addressed (from IPDP)_____

1. Process - Describe the activity which you are going to do.

2. Rationale - Explain the basis for choosing this activity as it relates to your IPDP and to the district and building goals.

3. Describe the product that will be the end result of the activity (see page 12).

4. Assessment - Describe how the impact of this activity will be assessed and identify the person(s) responsible for the completion of this activity.

5. Dissemination - If the benefits of this course can be shared with other staff or community members, describe how and with whom you plan to share it.

6. Timeline - Provide a completion date or timeline for the completion of this course.

7. Budget- Identify any expected costs of this activity and the anticipated source of funding. Include copies of related forms, applications, approvals, etc

8. Collaboration - If this is a collaborative effort, list all team members and their expected roles and responsibilities.
9. Role of the mentor - If a mentor is to be involved in this activity, describe their role and the reporting strategy that they plan to use.

10. Additional Comments/Other:

Approval/Disapproval

(This section will be completed by the LPDC'.)

This proposal has been approved as submitted for the equivalent of hours.
This proposal has merit but has not been approved as submitted. You may refine the highlighted areas and resubmit the proposal.
This proposal has been denied at this time. The purposes, process and rationale of the work in relation to your IPDP are unclear. If you still feel that this proposal is worthwhile, please redefine and restate your proposal before resubmitting.

Signature of LPDC Chairperson_____ Date_____

* Any certified staff member may personally present a proposal by requesting an appointment at a regularly scheduled LPDC meeting.

Activity Documentation

Name of Educator_____
Date submitted_____
Building_____
Name of Activity_____
Clock Hours_____ Goal Addressed (from IPDP)_____

Tangible Product (see page1)
_____
_____

I hereby certify that (name of participant) Completed the activity named above on (date)

Signature of Activity Supervisor

Title

Attach CEU Certificate if applicable.

Approval Verification Form for Educators Leaving LPDC

This verifies that the attached Individual Professional Development Plan was approved and that:

Name of Educator_____

State ID Number_____

has completed the following credits toward completion of the plan.

_____ college/university semester hours
_____ college/university quarter hours
_____ LPDC approved professional development activities (CEUs)

Authorized Signature_____ Date_____

Print Name of Authorized Signature_____

Name of School District_____

Name of LPDC if different_____

LPDC_____

LPDC Telephone Number_____

Clark County ESC Local Professional Development Committee

Dear_____ Date_____

At its last official meeting, the CCESC LPDC took the following action:

- Verified coursework/ CEUs earned since last issuance of your license totaling .
- Reviewed the license paperwork you submitted and is requesting the following revision(s):

Once the revision(s) have been made, please return the paperwork to the Clark County ESC. You need not wait until our next scheduled LPDC meeting.

- Approved you Individual Professional Development Plan (IPDP).
- Is requesting revisions to your IPDP. Please see corrections needed below and return revised IPDP to Clark County ESC a.s.a.p.

- Approved your Equivalent Activity Proposal/ CEU Proposal/ Coursework Proposal.
- Denied you Equivalent Activity Proposal/ CEU Proposal/ Coursework Proposal.

Note/ Other:

Thank you for your cooperation.

Sincerely,

Clark County LPDC Committee

Renewing Your License in the CORE System

1. Log In to your SAFE Account- If you do not have a SAFE account refer to SAFE "Sign Up" tab on webpage for instructions. REMEMBER- your SAFE account log in is like an electronic signature in your educator records DO NOT share your log in information.

2. Select ODE.CORE ODE Connected Online Records for Educators

3. Select the apple that is "My Educator Profile" (You may want to check the information under "My Information first to make sure that it is accurate and up to date since this is the information used to process your application.)

4. Select "My Credentials" from the drop down box "My Educator Profile"(upper left corner of page) - This will bring up a list of all your current and past credentials

5. Go to the credential you wish to renew. To the left of this box is a drop down menu "select action"- Open the menu and select "add new renewal request." This will bring up the application.

6. You will be prompted to select an effective year then indicate if you want the credential mailed to home or district. NOTE: We recommend having your credential mailed to the Clark County ESC. This way you do not have to worry about misplacing your license and forgetting to turn it in over the summer.

7. Next you need to complete the background check information including explanations regarding any "yes" answers. When you check the Applicant Signature box this is your signature verifying the information provided is accurate and truthful.

8. Next a Signature box should appear with a search icon. Click on the Icon to search for Clark County ESC LPDC. When you select Clark County ESC LPDC (IRN #) from the search box it will populate into the application and possible signers will pop up.

"Select Signature Person." This action will send an email notification for the signer and Eileen will log on and approve your application as soon as the LPDC has approved your evidence of professional development.

9. Select "Submit" to submit application and if your submission is successful, the "My Account" screen will be displayed for payment.

10. You will need to pay by credit card and if you have ever paid for anything online you will find this to be a familiar process. If you need help call the Clark ESC 937-325-7671.