

PROFESSIONAL DEVELOPMENT INFORMATION

HOW TO SUBMIT PROFESSIONAL DEVELOPMENT

REQUIREMENTS FOR RENEWAL

PROCESS FOR RENEWAL


RENEWAL FOR RETIREES

HOW TO SUBMIT PROFESSIONAL DEVELOPMENT

Professional Development consists of workshops, courses, and activities that earn a staff member CEU's-**Continuing Education Units**.

Continuing Education Units are awarded based on the time spent in the activity course. One unit=10 hours. .5 units = 5 hours

CEU's fall into 1 of 6 categories: **Subject Area, Literacy, Digital Learning, Professional Discipline, Executive Role, and General**. Your license and assignment will dictate which categories apply to you.

- The Human Resource Department will decide in which category each activity falls.
- Some certificates will include the category for the participant.
- **If the activity is IN-HOUSE, it will be approved prior to the activity and the category will be included in the approval.**
- **If the activity is EXTERNAL, it must be on the External PL Opportunities list or it MUST be pre-approved by HR for credit. To see the list use this link for the EDUCATOR HIVE.** 
- The categories may be split. For example, you may receive 2 units for a 20 hour workshop that directly relates to your subject area and literacy. The 2 CEU's can be split into 1 for subject area (content) and 1 for literacy.

To submit a certificate or transcript for a course, use the email address:

renewalcredits@lexcs.org

You may also submit via intra-district mail-send to the HR Department **All PD must be submitted within 90 days of activity.**

All submitted certificates or transcripts must include the following:

Your Name, Source, Date, Title of Activity, and CEU Credits

RENEWAL REQUIREMENTS

HOW MANY UNITS DO YOU NEED?

DEFINING CATEGORIES

GRADES K-5

- ▶ **3 SUBJECT AREA (30 HOURS)**
- ▶ **3 LITERACY (30 HOURS)**
- ▶ **2 DIGITAL LEARNING (20 HOURS)**

GRADES 6-12

- ▶ **3 SUBJECT AREA**
- ▶ **2 DIGITAL LEARNING**
- ▶ **3 GENERAL**

STUDENT SERVICES PERSONNEL

- ▶ **3 PROFESSIONAL DISCIPLINE**
- ▶ **2 DIGITAL LEARNING**
- ▶ **3 GENERAL**

ADMINISTRATORS

- ▶ **3 EXECUTIVE'S ROLE**
- ▶ **2 DIGITAL LEARNING**
- ▶ **3 GENERAL**

SUBJECT AREA (CONTENT)

- Content for elementary teachers is Math, Science, Social Studies and English Language Arts.
- Other classroom teachers such as PE, Music and Art can take staff development related to subject area to meet the Content requirement.
- Content must align with NC Teaching Standards III and IV: Teachers Know the Content They Teach and Teachers Facilitate Learning for Their Students
- Content includes trainings that emphasize the integration of and interconnectedness of curriculum. Subject matter credits will be approved for qualified trainings in such topics as "reading across the curriculum", "writing across the curriculum", and other trainings designed to integrate best practices into a variety of subjects.
- Coaching clinics are not considered "content" for physical education teachers.

See Pages 4-8 for Standards III and IV.

LITERACY

- Literacy is defined as "evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy related activities leading to license renewal." (G.S. 115C-270.30(b) (2))

DIGITAL LEARNING

- Digital Learning includes all workshops/activities and courses that focus on the student use of technology in the classroom as well as the teacher's use of technology to deliver instruction, improve data collection and communication with students and their families.

HOW TO RENEW YOUR LICENSE

HOW TO FIND AND PRINT YOUR CEU'S LICENSURE SYSTEM DIRECTIONS

STEPS TO LOOK UP YOUR CEU'S

1. You must be connected to our school network.
2. Open Internet Explorer (**MUST use this specific browser!**).
3. Navigate to the LCS district homepage.
4. Hover over "Employees" on the menu bar.
5. Under "Employee Resources" click on "License and Staff Development Info". Follow the directions to bypass security warnings. (**our Internet firewalls are secure**)
6. You can also access your renewal credits using the Educator Hive site-use link
7. From the options on that page, select "Lookup My License Renewal Credits and UID Number".
8. When the page opens, enter your SSN in the top box and click on the "Lookup" button.
9. The first row labeled "Current" in the top grid will show you the renewal credits we currently have entered for you in our tracking system for your current renewal period.
10. Double-click on the page to remove your SSN.
11. Print to PDF for your records.

FINAL STEP-RENEWING YOUR LICENSE

In the spring, DPI will open up the renewal process. Follow these steps to renew:

1. You will receive an email from DPI with instructions to follow and a link to the online license system. You can also find that link in the HIVE and under the Employee tab under "License and Staff Development Information".
2. When you log in, use your personal email (in case you change school districts).
3. If you have never logged in, use the "NCDPI Registration" link in lower left corner.
4. If you can't remember your username and/or password, call (919) 716-1800 and select Option 2.
5. There is a \$35 processing fee when you renew your license.
6. Congratulations! You have renewed your license.



NC Teacher Evaluation Process

Standards III and IV

Refer to Standards III and IV when choosing workshops/activities/courses that fall into the Subject Area/Content Category for CEU's.

North Carolina Teacher Evaluation Process

Standard III: Teachers Know the Content They Teach

| Observation | Element IIIa. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline. | | | | |
|--|---|---|---|--|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans. | . . . and <input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. | . . . and <input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. | . . . and <input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms. | |
| ✓ | <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons. | <input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum. | <input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction. | <input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning. | |
| ✓ | <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas. | <input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning. | <input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas. | <input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning. | |
| Element IIIb. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines. | | | | | |
| ✓ | <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned. | . . . and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. | . . . and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. | . . . and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work. | |

| Observation | Element IIIc. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach. | | | | |
|--|---|--|--|--|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Understands the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . | . . . and <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> . | . . . and <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Relates content to other disciplines. | . . . and <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. | |
| ✓ | <input type="checkbox"/> Displays global awareness. | <input type="checkbox"/> Promotes global awareness and its relevance to the subjects. | <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices. | <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. | |
| Element IIId. Teachers make instruction relevant to students. Teachers incorporate 21 st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21 st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness. | | | | | |
| ✓ | <input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century. | . . . and <input type="checkbox"/> Identifies relationships between the core content and 21 st century content. | . . . and <input type="checkbox"/> Integrates core content and 21 st century content throughout lesson plans and classroom instructional practices. | . . . and <input type="checkbox"/> Deepens students' understandings of 21 st century skills and helps them make their own connections and develop new skills. | |

Comments:

Examples of Artifacts:

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Display of creative student work | <input type="checkbox"/> Content standards | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of NC Standard Course of Study | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Standard IV: Teachers facilitate learning for their students

| Observation | Element IVa. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students. | | | | |
|--|--|--|--|--|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction. | ... and <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction. | ... and <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. | ... and <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels. | |
| ✓ | | <input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students. | <input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. | <input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. | |
| Element IVb. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standard Course of Study</i> . These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs. | | | | | |
| ✓ | <input type="checkbox"/> Recognizes data sources important to planning instruction. | ... and <input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning. | ... and <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning. | ... and <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process. | |
| Element IVc. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. | | | | | |
| ✓ | <input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. | ... and <input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. | ... and <input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials. | ... and <input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies. | |

| Observation | Element IVd. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. | | | | |
|---|--|--|--|---|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Assesses effective types of technology to use for instruction. | . . . and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction. | . . . and <input type="checkbox"/> Integrates technology with instruction to maximize student learning. | . . . and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology. | |
| Element IVe. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems. | | | | | |
| ✓ | <input type="checkbox"/> Understands the importance of developing students' critical thinking and problem solving skills. | . . . and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills. | . . . and Teaches students the processes needed to: <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems. | . . . and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices. | |
| Element IVf. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. | | | | | |
| ✓ | <input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams. | . . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. | . . . and <input type="checkbox"/> Encourages students to create and manage learning teams. | . . . and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom. | |

| Observation | Element IVg. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively. | | | | |
|--|---|---|---|--|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Demonstrates the ability to effectively communicate with students. | ... and <input type="checkbox"/> Uses a variety of methods for communication with all students. | ... and <input type="checkbox"/> Creates a variety of methods to communicate with all students. | ... and <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. | |
| ✓ | <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas. | <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | <input type="checkbox"/> Establishes classroom practices which encourage all students to develop effective communication skills. | <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills. | |
| Element IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 st century assessment systems to inform instruction and demonstrate evidence of students' 21 st century knowledge, skills, performance, and dispositions. | | | | | |
| ✓ | <input type="checkbox"/> Uses indicators to monitor and evaluate student progress. | ... and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. | ... and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning. | ... and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. | |
| ✓ | <input type="checkbox"/> Assesses students in the attainment of 21 st century knowledge, skills, and dispositions. | <input type="checkbox"/> Provides evidence that students attain 21 st century knowledge, skills and dispositions. | <input type="checkbox"/> Provides opportunities for students to assess themselves and others. | <input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. | |

Comments:

Examples of Artifacts:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Documentation of differentiated instruction | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Display of technology used | <input type="checkbox"/> Materials used to promote critical thinking | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional development | and problem solving | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of student learning teams | <input type="checkbox"/> Collaborative lesson planning | <input type="checkbox"/> _____ |

RENEWAL FOR RETIREES

TEACHERS WHO RETIRE WITH 30 OR MORE YEARS OF TEACHING TEACHERS WHO RETIRE WITHOUT 30 OR MORE YEARS OF TEACHING

TEACHERS WHO RETIRE WITH 30 OR MORE YEARS OF TEACHING

Teachers who retire with 30 or more years of teaching experience may qualify for a **Lifetime License**. A **Lifetime License** requires no renewal. In order to earn a Lifetime License you must meet the following requirements:

- ▶ Must have completed 30 or more years of teaching as a licensed teacher with a current NC teaching license.
- ▶ Must have completed 30 or more years of creditable service with the Teachers' and State Employees' Retirement System (TSERS).

***Only those licenses that are appropriate for classroom instruction are eligible for a Lifetime License.

***Administrators and other student-support professionals may be eligible for a Lifetime License in an approved teaching area provided they have met the 30-year requirement and have maintained an active license in the teaching area during the 30-year requirement.

TEACHERS WHO RETIRE WITHOUT 30 OR MORE YEAR OF TEACHING

***There is 5-year window immediately following the retirement date during which a teacher is not required to obtain CEU's. The expiration date of the retired teacher's current license has no bearing on these 5 years. If a licensed retired teacher applies for a renewal during this 5-year period, documentation from the Retirement System of the educator's retirement date is required.

Example:

- 5-year license cycle is 7/1/2018 to 6/30/2023
- Retirement date is 7/1/2021
- Eligible for renewal without CEU's from 7/1/2021-6/30/2026
- Any renewals for this license after 6/30/2026 will require CEU's.

For each license renewal cycle, retired teachers must provide evidence of

- a. at least 640 hours of documented employment in a local school administrative unit, and;
- b. 4.0 credits of professional development (a minimum of 8 hours annually X 5=40)
- c. a standard renewal (refer back to page 2 of this pamphlet)