



Regional Office of Education

LASALLE, MARSHALL & PUTNAM

Christopher Dvorak, *Regional Superintendent*, 119 W. Madison Street, Room 102, Ottawa, IL 61350

Illinois Public School Professional Educator License Holders Professional Development for Licensure Renewal

Professional Development Requirements

120 Hours (beginning with each new licensure cycle)

How to enter clock hours into ELIS

| Time Invested | Enter in ELIS as |
|---------------|------------------|
| 1/4 hour | .25 |
| 1/2 hour | .50 |
| 3/4 hour | .75 |
| 1 hour | 1 |

Important Information

Each professional development activity must meet all of the following criteria to qualify as approvable professional development:

1. Activity must be aligned to one of the National Professional Learning Standards.
2. Maintain a rationale linking each professional development activity to a purpose.
3. Activity must produce concrete evidence.
4. Activity must align to one of the state learning standards.
5. Activity must have an outcome that evaluates its effectiveness.

This document provides examples of allowable professional development.

Additional activities may be reviewed by approved by professional development providers if all criteria are met.

The chart (see below) has been developed to guide educators with professional development. It is organized by the Learning Forward Standards and contains examples for each standard (note it is not an exhaustive list).

| National Professional Learning Standard | Rationale/Activity/Evidence/Standard/Outcome (1 hour of PD=1 clock-hour) |
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| Learning Communities | <p>Rationale Mentoring and PLCs align to the standard as they provide educators with the knowledge and skills to collaborate; and prepare educators to apply research to decision-making.</p> |
| <p>These activities made use of Learning Communities committed to continuous improvement, collective responsibility, and goal alignment.</p> | <p>1. Activity <i>Mentoring</i> (Mentoring is one-on-one assistance between pairs of educators.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A written description of the district approved mentoring program, and • A log of the observation sessions and other meetings, that includes dates, beginning and ending times, and agenda items addressed (clock-hours are approved 1-hour per hour invested for mentoring activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate at least one of the state learning standards that is addressed by this professional development activity. Example selected (see list on last page for all standards).</i></p> <p>Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the mentoring:</i> <i>Possible documentation:</i> student achievement data, indicators of teacher satisfaction, teacher retention data, decreased need for teacher remediation, cost-benefit data, anecdotal evidence, etc.</p> |

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| | <p>2. Activity</p> <p><i>Professional Learning Community</i> (PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of all students.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A written rationale of the purpose and intended product of the PLC, and • A copy/description of the plan, activity, or other product worked on by the PLC, and • A record of all scheduled meetings, attendance records reflecting the educator's name, and (clock-hours are approved 1-hour per hour invested for PLC activities outside of regular job responsibilities -e.g. not issued for grading student work). <p>State Standard(s)</p> <p><i>Indicate at least one of the state learning standards that is addressed by this professional development activity. Example selected (see list on last page for all standards).</i></p> <p>Outcomes for the activities relate to student growth or district improvement.</p> <p>Outcome</p> <p><i>Indicate what evidence will be used to evaluate and document the effectiveness of the PLC:</i></p> <p><i>Possible documentation:</i> student achievement data, indicators of teacher effectiveness, teacher retention data, decreased need for teacher remediation, anecdotal evidence, etc.</p> |
| Resources | <p>Rationale</p> <p>Planning Committee and coordinating community resource involvement align to the standards as they are activities that use learning strategies appropriate to the intended goals.</p> |
| These activities shared Resources to increase educator knowledge base. | <p>3. Activity</p> <p><i>Planning Committee</i> involvement to plan/deliver professional development activities for the school. (To make certain that resources invested in professional learning achieve their intended results, school system leaders regularly convene representatives of all stakeholders to examine and recommend changes to policies, regulations, and agreements related to professional learning.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A copy of the targeted SIP or DIP plan indicating how the targeted resources align with the needs identified, and • A written plan prioritizing, monitoring, and coordinating resources for educator learning. |

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| | <p>State Standard(s) <i>Indicate at least one of the state learning standards that is addressed by this professional development activity. Example selected (see list on last page for all standards).</i> Activities align to State-approved standards for professional learning. And/or Illinois Content Area Learning Standards</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the committee work:</i> <i>Possible documentation:</i> student achievement data, indicators of teacher effectiveness, anecdotal evidence, etc.</p> <hr/> <p>4. Activity <i>Coordinating Community Resources</i> (Working with community partners to plan for and increase school resources.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A copy of the targeted SIP or DIP plan indicating the needs identified. • A written plan identifying the community partner and resource, listing names of stakeholders, and (clock-hours are approved 1-hour per hour invested for activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate which of the state learning standards are addressed by this professional development activity. Example selected (see list on last page for all standards).</i> Outcomes for the activities relate to student growth or district improvement.</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the resource work:</i> <i>Possible documentation:</i> student achievement data, indicators of teacher effectiveness, etc.</p> <hr/> <p>5. Activity <i>Planning/Facilitating Parent Education</i> (Arranging resources, planning/facilitating parent education events to help educators' effectiveness and home school partnerships.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A flyer or written description of the program/event, and |
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| | <ul style="list-style-type: none"> • A signed statement from a school official attesting to the educator's role in the program, or • An agenda that identifies the educator as provider of the parent education. <p>(clock-hours are approved 1-hour per hour invested for mentoring activities outside of regular job responsibilities -e.g. not issued for parent teacher conferences).</p> <p>State Standard(s)</p> <p><i>Indicate which of the following state learning standards are addressed by this professional development activity:</i></p> <p>Professional development aligns to the licensee's performance.</p> <p>And/or Professional Educator Standards</p> <p>Outcome</p> <p><i>Indicate what evidence will be used to evaluate and document the effectiveness of the activity:</i></p> <p><i>Possible documentation:</i> student achievement data, identified SIP or DIP goals, indicators of teacher effectiveness, anecdotal evidence, etc.</p> |
| Learning Designs | <p>Rationale</p> <p>Engaging in book studies and/or curriculum work aligns to the standards as they are activities to deepen educators' content knowledge.</p> |
| These activities shared Learning Designs to improve knowledge of theories, research, and models of human learning to achieve its intended outcomes. | <p>6. Activity</p> <p><i>Book Study</i> (Book studies can be done as whole-staff activities. More often, however, small groups of teachers set aside time to read, discuss, and learn from books that challenge them to develop new strategies and ideas for improving student learning.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • A book study overview identifying the rationale for selecting the book, targeting the theory to be addressed, and • A schedule of meetings, documented group member attendance, and minutes that summarize the group's findings. <p>(clock-hours are approved 1-hour per hour invested for book-study activities outside of regular job responsibilities -e.g. not issued for personal reading).</p> <p>State Standard(s)</p> <p><i>Indicate which of the following state learning standards are addressed by this professional development activity:</i></p> <p>Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.</p> <p>And/or activities align to State-approved standards for professional learning</p> |

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| | <p>Outcome Indicate what evidence will be used to evaluate and document the effectiveness of the activity: <i>Possible documentation:</i> student achievement data, indicators of teacher effectiveness, anecdotal evidence, etc.</p> <hr/> <p>7. Activity <i>Curriculum/Instruction/Assessment work</i> (Participation on a formally recognized committee focusing on research and development of curriculum, instruction and/or assessment at the grade-level, school-level, district-level, state-level or national-level.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An official description of the committee to include: membership, a schedule, agenda, attendance (sign-in sheets), and • Tangible results (description or copy of curriculum, assessment, instructional tools). (clock-hours are approved 1-hour per hour invested for mentoring activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being. And/or Outcomes for the activities relate to student growth or district improvement And/or Illinois Content Area Learning Standards</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the activity:</i> <i>Possible documentation:</i> a written articulated curriculum with assessment schedule, student achievement data, indicators of teacher effectiveness, etc.</p> <hr/> <p>Additional Activities <i>College Courses</i> (Activity = name of course; Evidence = transcript & completed approval and PD clock-hours evidence forms; Learning Standard, Outcome) <i>Workshops</i> (Activity = agenda; Evidence = completed approval & PD clock-hour evidence forms, Learning Standard, Outcome).</p> |
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| Implementation | Rationale Engaging in the work of preparing a teacher portfolio is an activity that provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards. |
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| <p>Theses activities focused on sustained</p> <p>Implementation of procedures and practices to promote long-term change.</p> | <p>8. Activity <i>Teacher Portfolio</i> (Portfolio based on Danielson's Research-based model with 4-domains organizing evidence of educator effectiveness.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • Preparation of a teacher portfolio with written analysis (when applicable) describing the archived evidence of teacher effectiveness within Danielson's framework for teaching. The framework identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility (Danielson, 2007). Evidence and reflection shall be organized by: <ol style="list-style-type: none"> 1. Domain 1 Planning and Preparation 2. Domain 2 The Classroom Environment 3. Domain 3 Instruction 4. Domain 4 Professional Responsibilities <p>(clock-hours are approved 1-hour per hour invested for mentoring activities outside of regular job responsibilities -e.g. not issued for lesson planning).</p> <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being. <i>And/or</i> professional development aligns to the licensee's performance <i>And/or</i> outcomes for the activities relate to student growth or district improvement. <i>And/or</i> Professional Educator Standards</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the portfolio:</i> <i>Possible documentation:</i> teacher portfolio, student achievement data, indicators of teacher effectiveness, etc.</p> |

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| Leadership | <p>Rationale</p> <p>Engaging in the work of the Steering Committee or Grade-level team/department leadership are activities that increase the knowledge and skill of school and district leaders who guide continuous professional development and improve the learning of students.</p> |
| Leadership is professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. | <p>9. Activity <i>Steering Committee</i> (Committee activities related to assessing the needs of educators, planning for improvement, and advocating for avenues to increase and support leadership.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An overview of committee's purpose, agenda, actions, calendar, membership, attendance log, etc. (clock-hours are approved 1-hour per hour invested for mentoring activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the Steering Committee:</i> <i>Possible documentation:</i> student achievement data, indicators of teacher leadership, alignment to SIP/DIP, anecdotal evidence, other indicators, etc.</p> <hr/> <p>10. Activity <i>Grade-level Team/Department Leadership</i> (Educator serves as a grade-level or department chair to provide leadership to colleagues.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An overview of team/department's purpose, agenda, actions, calendar, membership, attendance log, and (clock-hours are approved 1-hour per hour invested for leadership activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i></p> |

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| | <p>Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the work:</i> <i>Possible documentation:</i> student achievement data, indicators of teacher leadership, alignment to SIP/DIP, anecdotal evidence, etc.</p> <hr/> <p>Additional Activities</p> <p><i>Supervising Student Teacher</i> *Be cautious about claiming hours, specifically dedicated to the work of "supervising," hours for typical workday will not qualify. (Activity = teacher/college; Evidence = formal agreement & completed approval and PD clock-hours evidence forms; Learning Standard = identify; Outcome=indicate)</p> <p><i>Teaching a college course</i> (Activity=name of course & college; Evidence=formal agreement & completed approval and PD clock-hours evidence forms; Learning standard=identify; Outcome=identify)</p> <p><i>Presenter of Workshop</i> (Activity=name of workshop & provider of PD; Evidence=agenda indicating presenter name and pertinent workshop goals, and completed PD clock-hours evidence forms; Learning standard=identify; Outcome=identify).</p> |
| Data | <p>Rationale Engaging in the work of assessment student objectives/data are activities that prepare educators to use various types of classroom assessments and improve the learning of students.</p> |
| Professional learning that increases educator effectiveness and results for all students uses a variety of | <p>11. Activity <i>Assessment Student Learning Objective Work</i> (SLO work educators work with a variety of assessment sources to identify, plan, and evaluate student learning objectives.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An overview of team's purpose, agenda, actions, calendar, membership, attendance log, and • Samples of SLO's Developed and/or assessment schedule. (clock-hours are approved 1-hour per hour invested for SLO work outside of regular job responsibilities -e.g. not issued for lesson planning). |

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| <p>sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> | <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being. (clock-hours are approved 1-hour per hour invested for Assessment activities outside of regular job responsibilities -e.g. not issued for grading student work).</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the Assessment SLO Work.</i> Possible documentation: SLO's, student achievement data, indicators of teacher leadership, alignment to SIP/DIP, etc.</p> <hr/> <p>Additional Activities Workshop (Activity = agenda; Evidence = completed approval and PD clock-hour evidence forms, Learning Standard, Outcome).</p> |
| Outcomes | <p>Rationale Engaging in the work of the SIP and DIP are activities that organize adults into learning communities whose goals are aligned with those of the school and district.</p> |
| <p>These activities focus on using Outcomes that increases educator effectiveness and results for all students.</p> | <p>12. Activity School Improvement Membership (SIP activities related to continuous school improvement efforts targeted toward student goals, learning standards and educator effectiveness.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An overview of team's purpose, agenda, actions, calendar, membership, attendance log, and • The School Improvement Plan (tangible evidence). <p>(clock-hours are approved 1-hour per hour invested for SIP activities outside of regular job responsibilities -e.g. not issued for lesson planning).</p> <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being. And/or outcomes for the activities relate to student growth or district improvement.</p> |

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| | <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the work:</i> <i>Possible documentation:</i> student achievement data, indicators of SIP/DIP work, etc.</p> <hr/> <p>13. Activity <i>District Improvement Team Leaders</i> (DIP includes activities related to continuous school improvement efforts targeted toward student goals, learning standards and educator effectiveness.)</p> <p>Evidence</p> <ul style="list-style-type: none"> • An overview of team's purpose, agenda, actions, calendar, membership, communications, attendance log, and • The District Improvement Plan (clock-hours are approved 1-hour per hour invested for DIP activities outside of regular job responsibilities -e.g. not issued for lesson planning). <p>State Standard(s) <i>Indicate which of the following state learning standards are addressed by this professional development activity:</i> Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being. And/or outcomes for the activities relate to student growth or district improvement.</p> <p>Outcome <i>Indicate what evidence will be used to evaluate and document the effectiveness of the DIP:</i> <i>Possible documentation:</i> student achievement data, indicators of DIP work, etc.</p> |
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Bank of Standards/Rationales

National Professional Learning Standards (<http://learningforward.org/standards-for-professional-learning>):

- This activity made use of **Learning Communities** committed to continuous improvement, collective responsibility, and goal alignment.
 - This activity shared **Resources** to increase educator knowledge base.
 - This activity shared **Learning Designs** to improve knowledge of theories, research, and models of human learning to achieve its intended outcomes.
 - This activity focused on using **Outcomes** that increases educator effectiveness and results for all students.
 - This activity focused on **Leadership** that develops capacity, advocates, and create support systems for professional learning.
 - This activity focused on using **Data** from a variety of sources to plan, assess, and evaluate professional learning.
 - This activity focused on sustained **Implementation** of procedures and practices to promote long-term change.

Rationale link each professional development activity to at least one the following purposes:

- increase the knowledge and skills of school and district leaders who guide continuous professional development;
 - improve the learning of students;
 - organize adults into learning communities whose goals are aligned with those of the school and district;
 - deepen educator's content knowledge;
 - provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
 - prepare educators to appropriately use various types of classroom assessments;
 - use learning strategies appropriate to the intended goals;
 - provide educators with the knowledge and skills to collaborate; and prepare educators to apply research to decision-making

State learning standards are addressed by a particular professional development activity:

- Activities are of a type that will engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
 - Professional development aligns to the licensee's performance.
 - Outcomes for the activities relate to student growth or district improvement.
 - Activities align to State-approved standards for professional learning
 - Professional Development Standards
 - Professional Educator Standards
 - This activity was higher education coursework.

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