



Regional Office of Education

Mason-Tazewell-Woodford Counties

Patrick Durley,
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Professional Development Requirements and Provider Information

LICENSEES...

- Working 50% or more full-time equivalency must complete requirements specific to endorsements held or positions assigned.
- Will be audited randomly by The Illinois State Board of Education
- Must enter into ELIS the name of the activities completed, the date on which it occurred, the number of professional development hours received and the name of the provider not later than 60 days after the activity is completed*.
 - Illinois Administrators' Academy courses will be entered in ELIS by the provider rather than the licensee;
- May not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; or that is solely inspirational or motivational.
- May not receive credit for attending or facilitating faculty meetings; attending school board meetings; participating on text book committees; making presentations to educators or parents, maintaining membership on committees, attendance at athletic camps and any other similar activities

[Click for ISBE Guidelines for Professional Development Activities](#)

Activity Description	Recommended Credit
Completion of college coursework. Successfully completed coursework from a regionally accredited institution of higher education. Coursework must be directly related to the educator's license or endorsement areas and must address the State-approved standards.	1 semester hour = 15 clock hours of PD 1 quarter hour = 10 clock hours of PD
Attending a workshop, seminar, or symposium. Attending an entire workshop or series of workshop sessions on the same or related topics, or attending an entire seminar or symposium with one focus. The purpose of the activity is to increase participants' knowledge and/or skills specifically to impact student growth, achievement and well-being.	1 clock hour for each hour in attendance, not including meals or breaks. Credit should not be given for motivational or inspirational sessions, or any intended solely for entertainment, promotional or commercial purposes.
Supervising a student teacher or pre-student teacher clinical placement. The licensee is named as the supervising teacher by an approved IL teacher preparation program, or the supervisor of one or more teacher education students in a pre-student teaching clinical placement or practicum.	1 clock hour for each hour of professional development the supervising teacher received from the activity. That portion of actual PD time (learning) must be identified separately from the activity as a whole. PD credits must never be offered as a reward for doing work. This activity should be limited to no more than once every other school year for any particular teacher.
Receiving mentoring in a formal program. Participants in pre-and post-observation meetings with the mentor that include discussions of the observation session from both the recipient's and the mentor's perspectives; receives mentor feedback and recommendations; and teaches or works under observation by the mentor.	1 clock hour for each hour of professional development time (learning) the recipient received from the mentor. Intended for first-year employees within a school district.
Preparing to teach a college or university course. Preparing to teach coursework at an IL regionally accredited institution of higher education that is related to the licensee's PK-12 teaching assignment or endorsements, and addresses the professional standards.	1 clock hour for each hour of professional development time (learning) the educator derives from <u>preparing</u> to teach a course. The same course preparation, taught multiple times can only be counted once.



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Activity Description	Recommended Credit
Preparing to present at a workshop, seminar or symposium. Preparing to present at a workshop, seminar, or symposium on a topic that is related to the licensee’s PK-12 teaching assignment or endorsements and meets the PD requirements.	1 clock hour for each hour of professional development time (learning) the educator derives from preparing to present at a workshop or conference. The same workshop or seminar preparation can only be counted once.
Engaging in independent study or a research project. Engaging in a research project under the auspices of an approved provider in which a written protocol identifies the educational issue to be investigated, the methodology to be used, and the hypothesis.	1 clock hour for each hour of professional development time (learning) the educator derives from the research or findings as supported by a written summary of the inquiry, its results, and that describes what the licensee has learned and identifies the implications of the experience for the individual’s future teaching.

Only activities that are offered ***by an approved provider*** issuing the appropriate evidence of completion forms for activities that meet the new standards will be acceptable to count toward license renewal requirements.

APPROVED PROVIDERS MUST:

- Align professional development activities to the State-approved national standards for professional learning
- Meet the professional development criteria for Illinois licensure renewal
- Produce a rationale for the activity that explains how it aligns to State standards and identify the assessment for determining the expected impact on student learning or school improvement
- Maintain original documentation for completion of activities
- Provide license holders with proper evidence of completion of activities
- Require the ISBE evaluation for participants after each activity ([77-21A](#))
- Provide evidence of completion for participants ([77-21B](#))

Form #	Form Name
77-21A (6/14)	Activity Evaluation Form
77-21B (6/14)	Evidence of Completion Form



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PROFESSIONAL DEVELOPMENT ACTIVITIES:

Must satisfy at least one of the following:

- 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;
- Prepare educators to apply research to decision-making.