



Illinois State Board of Education

100 North First Street, E-240
Springfield, Illinois 62777-0001

APPLICATION FOR STATE PROFESSIONAL DEVELOPMENT PROVIDER

SUBMIT THIS FORM AND ALL REQUIRED DOCUMENTATION TO PDProvider@isbe.net

EDUCATOR EFFECTIVENESS DEPARTMENT

Organizations eligible to apply to the Illinois State Board of Education to become Illinois State-approved professional development providers are Illinois non-profit, professional educator associations representing one or more of the following groups, A) school administrators, B) principals, C) school business officials, D) teachers (including special education teachers), E) school boards, F) school districts, G) parents, or H) school support services personnel. Please include a signed IRS W9 Request for Taxpayer Identification Number and Certification (www.irs.gov/pub/irs-pdf/fw9.pdf) with the application.

Entities that do not meet the criteria to become an Illinois State-approved provider, but wish to provide professional development services in Illinois, may do so in collaboration with any Illinois State-approved professional development provider, under that entity's approval. A list of Illinois State Approved Professional Development Providers is available on the Illinois State Board of Education website at <http://www.isbe.net/licensure/requirements/prof-dev-provider-list.pdf>.

PRINT OR TYPE NAME OF ORGANIZATION APPLYING FOR APPROVAL

ADDRESS OF ORGANIZATION (STREET, CITY, STATE, ZIP CODE)

NAME OF CONTACT PERSON RESPONSIBLE FOR PROFESSIONAL DEVELOPMENT

CONTACT TELEPHONE NUMBER (Include Area Code)

CONTACT E-MAIL ADDRESS

As an approved professional development provider, I confirm that this organization will do all of the following:

- Align professional development activities to the State-approved national standards for professional learning promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <https://learningforward.org/standards-for-professional-learning>;
- Produce a rationale for each activity that explains how it aligns to Illinois State standards (Illinois Administrative Code, Section 1. Appendix D State Goals for Learning – <http://www.isbe.net/rules/archive/pdfs/oneark.pdf>) and identify the assessment for determining the expected impact on student learning or school improvement;
- Maintain original documentation for completion of activities (participants' lists, sign-in sheets, ISBE 77-21A Evaluation form, a completed master copy of the ISBE 77-21B Evidence of Completion form; a completed ISBE 73-58 Approved Professional Development Provider Activity Summary) for a period not less than six (6) years;
- Provide license holders with ISBE 77-21B Evidence of Completion forms for all activities; and
- Annually submit to the State Board of Education a list of subcontractors used for delivery of professional development activities for which renewal credit was issued (ISBE 73-59 Annual Approved Provider Report).

I understand that the State Superintendent of Education will review the annual data collected by the State Board of Education to determine if my organization has met the criteria and should continue to be an approved provider or if further action should be taken.

Signature of Person Responsible for Professional Development

Title

Date

Signature of Head of Organization

Title

Date

INSTRUCTIONS:

PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN NARRATIVE FORMAT WITH DETAILS DEMONSTRATING THAT YOUR ORGANIZATION HAS THE EXPERTISE AND RESOURCES TO FUNCTION AS A STATE APPROVED PROFESSIONAL DEVELOPMENT PROVIDER.

1. From the following groups, identify the group(s) represented by your organization and explain how your organization represents the group(s) a) school administrators, b) principals, c) school business officials, d) teachers (including special education teachers), e) school boards, f) school districts, g) parents, h) school support services personnel.
2. What minimum qualifications and experience are required for your organization's presenters?
3. How will your organization develop future PD activities that align to the Standards for Professional Learning promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm?
4. Describe the procedures your organization will use to ensure original documentation is maintained for a period of at least six years.
5. Describe the process your organization will implement to maintain a list of subcontractors for which renewal credit was issued by your organization. Include the name and title of the person who will be responsible for this process.
6. Describe the process your organization will use to determine how the professional development activities offered will impact educator and student growth in regards to one or more of the following: a) content knowledge or skills, or both; b) educator and student social and emotional growth; c) alignment to district or school improvement plans.
7. Using the attached Activity Matrix, list at least four professional development activities. For each activity identify: 1) the name of the event; 2) target audience; 3) the relevant Learning Forward Standards for Professional Learning; 4) the relevant Illinois teaching and/or learning standards; 5) expected effect on student learning or school improvement in regards to content knowledge or skills, or educator and student social and emotional growth, or alignment to district or school improvement plans; and 6) one or more of the purposes from the list below.

PURPOSES:

- A. Increase the knowledge and skills of school and district leaders who guide continuous professional development;
- B. Improve the learning of students;
- C. Organize adults into learning communities whose goals are aligned with those of the school and district;
- D. Deepen educator's content knowledge;
- E. Provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
- F. Prepare educators to appropriately use various types of classroom assessments;
- G. Use learning strategies appropriate to the intended goals;
- H. Provide educators with the knowledge and skills to collaborate;
- I. Prepare educators to apply research to decision-making; or
- J. Provide educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting.

Applicant Submission Checklist (optional)

- 73-08 Application Form
- IRS W9
- Narrative
- Activity Matrix

ACTIVITY MATRIX
Organization Name: EXAMPLE

A EVENT NAME	B TARGET AUDIENCE	C LEARNING FORWARD STANDARDS	D RELEVANT ILLINOIS LEARNING AND/OR TEACHING STANDARDS ADDRESSED	E EXPECTED IMPACT ON STUDENT OR EDUCATOR GROWTH OR SCHOOL IMPROVEMENT	F ACTIVITY PURPOSES(S)
Example Activity 1 Applying the Danielson Method	Teachers	Resources Learning Designs	<i>The competent teacher: 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs; 2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts</i>	Teachers choose materials and resources that support instructional goals and implement classroom activities that progress coherently to produce a unified whole.	E, G
Example Activity 2 The Basics of Restorative Justice	District Teams – Teachers, School Counselors and School Social Workers	Learning Communities Resources Learning Designs	<i>The competent teacher: 4K. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;</i> <i>The competent school counselor: 3B. Understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others.</i> <i>The competent school social worker: 2D. understands the application of social learning theories to identify and develop broad-based prevention and interventions.</i>	District teams will understand the core principles of restorative justice and restorative practices and how they differ from traditional or punitive approaches.	H, I
Example Activity 3 Engaging the Community in School Life	Administrators	Leadership Resources	<i>STANDARD 4 - Collaboration with Families and Communities: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>	Administrators will be aware of best practices related to engaging the larger community in the school to enhance student learning both in and out of school.	A, B, H