

EDUCATION EFFECTIVENESS DEPARTMENT

Directions: Complete this form for each professional development activity for which renewal PD hours are awarded. All required forms must be maintained for at least six years in the event the provider is chosen for a provider audit.

Provider Requirements for Each Professional Development Activity

1. Each educator must complete a [77-21A Evaluation form](#). Keep a copy for your records.
2. Maintain a master [77-21B Evidence of Completion form](#) and provide educators a copy of the [77-21B Evidence of Completion form](#).
3. Maintain this form, along with an attendance roster (Illinois Educator Identification Numbers, sign/in and sign/out timesheets, and number of hours awarded) for your records.
4. Complete a [73-59 Annual Approved Provider Report](#) if a subcontractor/third-party presenter was used.

All professional development activities are subject to audit to ensure alignment to requirements specified in Article 21B-45 of Illinois School Code.

NAME OF APPROVED PROVIDER		REGION, COUNTY, DISTRICT, TYPE CODE	
NAME OF PRESENTER(S)			
NAME OF ACTIVITY		DATE OF ACTIVITY	
LOCATION OF ACTIVITY		NUMBER OF PROFESSIONAL DEVELOPMENT HOURS AWARDED	

PD Hour Considerations for Mandated Trainings

1. Is this activity a state-mandated training? Yes No
 - a. If you answered "no," please proceed to step 2.
 - b. If you answered "yes", place a check mark next to the corresponding training listed below and complete the certification statement.
 - i. Once you have selected the state-mandated training from the list, no further action is needed.
 - ii. If the state-mandated training is not on the list, please complete the rest of the form.

State-Mandate Training Checklist

- | | |
|---|---|
| <input type="checkbox"/> Anaphylactic Reactions & Mgmt. | <input type="checkbox"/> Educator Evaluator (Board) |
| <input type="checkbox"/> Asbestos Mgmt. & Abatement | <input type="checkbox"/> Ensuring Success in Schools |
| <input type="checkbox"/> Asthma Management | <input type="checkbox"/> First Aid, Heimlich, & CPR* |
| <input type="checkbox"/> Automated External Defibrillator | <input type="checkbox"/> Freedom of Information Act (FOIA) |
| <input type="checkbox"/> Bloodborne Pathogens | <input type="checkbox"/> Hazardous Materials Training |
| <input type="checkbox"/> Bullying Prevention* | <input type="checkbox"/> Health Conditions of Students |
| <input type="checkbox"/> Care of Students with Diabetes | <input type="checkbox"/> Health Conditions of Students
(Life-Threatening Bleeding) |
| <input type="checkbox"/> Concussions & Head Injuries | <input type="checkbox"/> Identity Protection |
| <input type="checkbox"/> Cultural Competency | <input type="checkbox"/> Isolated Time Out/Restraint |
| <input type="checkbox"/> Educator Ethics | <input type="checkbox"/> Mandated Reporting of Child Abuse and Neglect |
| <input type="checkbox"/> Educator Evaluator | |

*Optional training

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State-Mandate Training Checklist *(continued)*

- | | |
|--|---|
| <input type="checkbox"/> Mental Illness, Trauma, & Suicide | <input type="checkbox"/> School Board Membership Leadership |
| <input type="checkbox"/> Non-Restaurant Food Handler | <input type="checkbox"/> School Bus Driver Training |
| <input type="checkbox"/> Nutrition Training (Civil Rights) | <input type="checkbox"/> School Student Records Act* |
| <input type="checkbox"/> Nutrition Training (General) | <input type="checkbox"/> Sexual Harassment & Discrimination |
| <input type="checkbox"/> Open Meetings Act (Board) | <input type="checkbox"/> Short-Term Sub Teacher Training |
| <input type="checkbox"/> Open Meetings Act (Other) | <input type="checkbox"/> Social-Emotional Learning |
| <input type="checkbox"/> Opioid Overdose | <input type="checkbox"/> SpEd Training for Personnel w/o License |
| <input type="checkbox"/> Pest Management Plan | <input type="checkbox"/> SpEd Training for Qualified Interpreters |
| <input type="checkbox"/> Preventing and Responding to Child Sexual Abuse | <input type="checkbox"/> Student Discipline* |
| <input type="checkbox"/> Protections and Accommodations for Students (ADA) | <input type="checkbox"/> Title IX |
| <input type="checkbox"/> Protections and Accommodations for Students
(Homelessness) | <input type="checkbox"/> Trauma-Informed Practices |
| <input type="checkbox"/> Racism-Free Schools | <input type="checkbox"/> Violence Prevention & Conflict Resolution* |

**Optional training*

- I certify that the information above is accurate and properly represents the professional development activity that will be provided. Additionally, I certify that the activity has a robust, thorough alignment to at least one of the Professional Development Purposes and at least one of the Professional Development Standards (Learning Forward Standards), as noted in this document.*

2. Provide a brief description of the PD activity.

3. Provide a statement indicating how this professional development activity impacted one or more of the three items listed below (105 ILCS 5/21B-45 (j)(2)).

** An activity that does not meet at least one of the statements listed below does not qualify as professional development.*

A. Educator and student growth in regard to content knowledge or skills, or both; OR

B. Educator and student social and emotional growth; OR

C. Align to district, school, or organization improvement plans.

4. Write a statement showing how the content of the PD activity aligns to at least one [Illinois Learning Standards](#) **OR** [Standards for All Illinois Educators](#) (105 ILCS 5/21B-45 (i)).

**An activity that does not align to one or more of the state standards does not qualify for professional development hours.*

5. The professional development activity must align to at least one of the following criteria (105 ILCS 5/21B-45 (d)). Please mark at least one.

**An activity that does not satisfy at least one of the criteria listed below does not qualify as professional development.*

- Engages participants over a sustained period of time to allow for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
- Aligns to the licensee's performance (evaluation).
- Includes outcomes that relate to student growth or district improvement.
- Aligns to state-approved standards.
- Are college courses.

6. Write a statement explaining the expected effect on student achievement or school improvement (105 ILCS 5/21B-45 (i)).

7. The professional development activity must satisfy at least one of the following purposes (105 ILCS 5/21B-45 (h)). Please mark “yes” for at least one.

** An activity that does not meet at least one of the purposes listed below does not qualify as professional development.*

	Professional Development Purposes	Yes
A.	Increases the knowledge and skills of school and district leaders who guide continuous professional development.	<input type="checkbox"/>
B.	Improves the learning of students.	<input type="checkbox"/>
C.	Organizes adults into learning communities whose goals are aligned with those of the school and district.	<input type="checkbox"/>
D.	Deepens educator’s content knowledge.	<input type="checkbox"/>
E.	Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards.	<input type="checkbox"/>
F.	Prepares educators to appropriately use various types of classroom assessments.	<input type="checkbox"/>
G.	Uses learning strategies appropriate to the intended goals.	<input type="checkbox"/>
H.	Provides educators with the knowledge and skills to collaborate.	<input type="checkbox"/>
I.	Prepares educators to apply research to decision-making.	<input type="checkbox"/>
J.	Provides educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional growth outcomes for all students, with or without disabilities, in a general education setting.	<input type="checkbox"/>
K.	Provides educators with training on the physical and mental health needs of students, student safety, educator ethics, professional conduct, and other topics that address the well-being of students and improve the academic and social-emotional outcomes of students.	<input type="checkbox"/>

8. Professional development activities must be aligned to one or more of the national Standards for Professional Learning promulgated by [Learning Forward International](#) and approved by Illinois (105 ILCS 5/21B-45 (i)). Indicate alignment by selecting “yes” for at least one standard.

**An activity that does not meet one of the following standards does not qualify for professional development hours.*

<u>Learning Forward Standards</u>	Yes
<u>Rigorous Content for Each Learner</u>	
<u>Equity Practices</u>	
Builds educators’ understanding of students’ historical, cultural, and societal contexts.	
Supports educators to embrace student assets through instruction.	
Fosters educators’ relationships with students, families, and communities.	
<u>Curriculum, Assessment, and Instruction</u>	
Encourages educators to prioritize high-quality curriculum and instructional materials.	
Prepares educators to assess student learning to advance progress.	
Builds educators’ understanding of curriculum and how to implement through instruction.	
<u>Professional Expertise</u>	
Supports educators to apply relevant standards and research.	
Strengthens educators’ discipline-specific expertise.	
Builds educators’ understanding of the importance of sustaining coherence and alignment.	
<u>Transformational Processes</u>	
<u>Equity Drivers</u>	
Encourages educators to prioritize equity in professional learning practices.	
Supports educators to identify and address their own biases and beliefs.	
Facilitates educators in collaborating with diverse colleagues.	
<u>Evidence</u>	
Prepares educators to create expectations and build capacity for use of evidence.	
Encourages educators to leverage evidence, data, and research from multiple sources to plan educator learning.	
Encourages educators to measure and report the impact of professional learning.	
<u>Learning Designs</u>	
Supports educators to set relevant and contextualized learning goals.	
Encourages educators to ground their work in research and theories about learning.	
Builds educators’ ability to implement evidence-based learning designs.	
<u>Implementation</u>	
Builds educators’ understanding and application of research on change management.	
Supports educators to engage in feedback processes.	
Encourages educators to implement and sustain professional learning.	
<u>Conditions for Success</u>	
<u>Equity Foundations</u>	
Supports educators to establish expectations for equity.	
Encourages educators to create structures to ensure equitable access to learning.	
Builds educators’ capacity to sustain a culture of support for all staff.	

Culture of Collaborative Inquiry	
Supports educators to engage in continuous improvement.	
Supports educators to build collaboration skills and capacity.	
Encourages educators to share responsibility for improving learning for all students.	
Leadership	
Supports educators to establish a compelling and inclusive vision for professional learning.	
Encourages educators to sustain coherent support to build educator capacity.	
Supports educators to advocate for professional learning by sharing the importance and evidence of impact of professional learning.	
Resources	
Encourages educators to allocate resources for professional learning.	
Encourages educators to prioritize equity in their resource decisions.	
Supports educators to monitor the use and impact of resource investments.	