

Illinois State Professional Development Provider Requirements



Section I – Illinois Statutorily Approved Professional Development Providers

The Illinois School Code designates the following entities as statutorily approved Illinois State professional development providers (105 ILSC 21-45B (g)):

- Regional Offices of Education and Intermediate Service Centers
- Illinois higher education institutions that offer Illinois-approved educator preparation programs (<https://www.isbe.net/Documents/prof-dev-provider-list.pdf>).
- Illinois community and city colleges
- Illinois public schools and public-school districts
- Illinois charter schools
- Illinois joint career and technical education programs
- Illinois joint special education programs
- Illinois museums included in Section 10 of the Illinois Museum Disposition of Property Act
- Illinois State agencies, boards, and commissions
- Illinois Resource Center Statutorily approved Illinois State professional development providers must comply with the requirements outlined in Section IV below. Statutorily approved Illinois State professional development providers are not required to submit a 73- 08 Application for State Professional Development Provider.

Section II – Application For State-Approved Professional Development Provider

Illinois non-profit professional education organizations representing one or more of the following groups are eligible to apply for Illinois state professional development provider approval (<https://www.isbe.net/Documents/73-08-prof-dev-provider-app.pdf>).

1. Illinois licensed school administrators
2. Illinois licensed principals
3. Illinois licensed school business officials
4. Illinois licensed teachers
5. Boards of education established in Article 10 or Article 34 of the Illinois School Code
6. Illinois public school districts
7. Parents of Illinois public school students
8. Illinois licensed school support services personnel (105 ILCS 21B-45(g)(3))



“Represents” means advocating for a group or advocating for or representing a group’s interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. “Represent” also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a group. (23 IAC 25.855(c))

ISBE accepts provider applications continuously. ISBE Educator Effectiveness will notify the applicant of the results of the application review within 45 days of receipt of the application. Upon application review, ISBE may ask applicants to provide additional information to determine if approval is appropriate. (23 IAC 25.855(g))

A Note about Illinois State Provider Approval of Private Schools

Private schools do not have to apply for State approval to grant professional development to their own staff. ISBE has no jurisdiction over the professional development private schools require and/or provide for their staff. The State cannot grant approval over that which it has no authority. Private schools wishing to offer professional development to public school educators should work collaboratively with public school districts to ensure they meet the needs of Illinois public schools, educators, and students to whom they are offering professional development. Under partnerships of this nature, the Illinois public school remains the statutorily approved professional development provider.

Section III – Entities Ineligible For Illinois State Professional Development Provider Approval

The following entities are ineligible for Illinois State professional development provider approval:

1. For-profit organizations
 2. Out-of-state entities (includes out-of-state higher education institutions)
 3. National organizations (105 ILCS 21-45B (g))
- Providers that are ineligible for Illinois State professional development provider approval may seek partnerships with one or more of the Illinois State-approved professional development providers listed on the ISBE website (<https://www.isbe.net/Documents/prof-dev-provider-list.pdf>). (23 IAC 25.855(i))

Illinois State-approved professional development providers may enter partnerships with third-party for-profit, out-of-state, or national entities at their sole discretion. Illinois State-approved professional development providers entering into agreements with third-party providers assume full accountability for the third-party professional development activities. Illinois State-approved professional development providers must ensure that third-party professional development activities comply with Illinois statute and administrative rule.

The Illinois State Board of Education has no jurisdiction over and is not a party to agreements between Illinois State-approved professional development providers and third-party entities.

Section IV – Responsibilities Of Illinois State-Approved Professional Development Providers

All Illinois State-approved professional development providers, including those approved in statute and those approved by application, must do all the following:

- Award credit on a 1:1 basis – 1 clock hour of attendance = 1 professional development hour. (23 IAC 25.855(h)).
- Provide evidence to ISBE that professional development activities align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <https://standards.learningforward.org/standards-for-professional-learning/>. (23 IAC 25.855(d)(1))
- Produce a written rationale for each professional activity explaining how the activity aligns to the [Illinois State Teaching and/or Learning Standards](#). (23 IAC 25.855(d)(2))



- Produce a written rationale and document on form 73-58 (<https://www.isbe.net/Documents/73-58-approved-pd-provider-activity-summary.pdf>) for each professional activity explaining how the activity aligns to one or more of the following 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, the goals of which are aligned to those of the school and district
 - D) Deepen educators' 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 (23 IAC 25.855(d)(3))
 - J) Provides educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academics and social-emotional growth outcomes for all students, with or without disabilities, in a general education setting.
 - K) Provide 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.

- Providers must “maintain original documentation for completion of professional development activities” (105 ILCS 21B-45(i)(4)), “verify attendance at its professional development activities” (23 IAC §25.855(e)(1)), and “maintain attendance records for each event or activity it conducts for a period of not less than six years.” (23 IAC §25.855(e)(3)).

Daily attendance is required. Daily attendance must include the following data in a format of the provider’s choosing, i.e. paper or electronic:

- A) the name, date, and time of the activity, event, workshop, conference, etc.
- B) Educator names and IEINs (Illinois Educator Identification Numbers)*
- C) Educator arrival and departure times (in order to determine how many PD hours to grant the educator**)

* *Providers are not responsible for confirming accuracy of the IEIN numbers.*

** *Professional development credit is awarded in clock hours to the nearest quarter of an hour (23 IAC §25.855(h)). Providers are responsible for practicing due diligence in issuing the correct amount of professional development credit based on educator attendance.*

- For online, webinar, or other individualized activities, providers must create a way to track the number of hours educators actively spend working on an activity (See below for Additional Guidance for Recordkeeping of Virtual PD Activities).
- Disseminate and collect an ISBE 77-21A Evaluation from each participant (https://www.isbe.net/Documents/77-21A_evaluation.pdf). Retain completed evaluations, for auditing purposes, for a period of not less than six years. (23 IAC 25.865)
- Complete and disseminate to each participant the required ISBE 77-21B Evidence of Completion form (https://www.isbe.net/Documents/77-21B_evidence_completion.pdf). (23 IAC 25.865(a))
- Submit the ISBE 73-59 Annual Approved Provider Report to ISBE no later than June 30 annually (<https://www.isbe.net/Documents/73-59-annual-approved-provider-rpt.pdf>). (23 IAC 25.860(a))
- Comply with an ISBE professional development provider audit at least once every five years. If the audit results indicate the provider did not meet statutory and administrative rule requirements, ISBE may withdraw provider approval or notify the provider that professional development hours can no longer be issued for specific activities. (23 IAC 25.860(c))
- Illinois State-approved professional development providers may not issue professional development credit for activities that do not address the criteria outlined above. Activities designed for promotional or commercial purposes, for entertainment, or for inspiration or motivation do not count as professional development. (23 IAC 25.860(c)(2))

Additional Guidance for Recordkeeping of Virtual PD Activities

Attendance and evaluation data may be collected and maintained in an electronic format. The PD Provider may use a format of their choosing. While ISBE does not suggest or endorse a specific tool or method for virtual record keeping, some methods used by PD Providers may include the following:

- Use a digital survey platform to collect attendance. Participants are sent a link to sign in at the start of the activity and a separate link to sign out at the end of the activity. The time stamp on the responses will provide verification of attendance.
- Transfer the questions verbatim from the 77-21A evaluation form into a digital survey platform and send to participants.
- Assign an individual within the organization to take attendance during synchronous activities.
- Utilize the tools within the virtual meeting platform being used to collect attendance and evaluation data.

For PD activities that include asynchronous work, the provider should estimate the total of hours participants would spend completing the asynchronous/independent portion of the activity. Include this time in the total hours offered, as well as in your activity description. Also, be sure to outline for participants the expectations for completion and manner of verifying their engagement in these tasks.

For example:

A provider offering a PLC book study would set the minimum expectation for the activity: 5 hours in synchronous meetings to discuss the book and 5 hours in asynchronous preparation and completion of assigned tasks. The total PD hours awarded for the activity would be 10 hours.