Illinois State Board of Education

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

EDUCATOR EFFECTIVENESS DEPARTMENT

Directions: Complete this template (or an electronic format) for each professional development activity for which renewal PD hours are awarded and keep in your records along with the attendance list. This will be useful for state auditing purposes.

NAME OF APPROVED PROVIDER	REGION, COUNTY, DISTRICT, TYPE CODE
NAME OF PRESENTER(S)	NAME OF ACTIVITY
DATE OF ACTIVITY	LOCATION OF ACTIVITY

1. Describe the activity.

2. Provide a statement indicating how this professional development activity impacted one or more of the three listed below.

   A.   Educator and student growth in regards 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

ISBE 73-58 (12/23)

3. Write a statement showing the **relationship** between the content of the PD activity, specific relevant standard(s), and at least **one** of the following criteria established for PD activities:
   - Engages 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; **or**
   - Aligns to the licensee's performance (evaluation); **or**
   - Includes outcomes that relate to student growth or district improvement; **or**
   - Aligns to state-approved standards; **or**
   - Are college courses.

4. Explain the intended impact on student learning or well-being.

5. Attach the attendance list or keep this template with the list in electronic format.

6. Keep the evaluation forms in hard copy or electronic format with the template and attendance list.

7. Maintain a master Evidence of Completion form.

PD Hour Considerations for Mandated Trainings

Health-related, mandated training topics generally do not align with professional development purposes outlined in Section 21B-45(h) of the School Code and do not count for professional development hours. However, if a provider can ensure content is robust enough to align to the criteria outlined in Figure 1 below, professional development hours may be awarded. Topics must address **student learning** and **school improvement** to be used for professional development hours.

Is this activity a mandated training?   Yes____ or No____

Section I.

Review the *Professional Development Purposes* in Figure 1 below. If you can answer "yes" to any of the purposes as they relate to **student learning** and **school improvement**, then review the *Professional Development Standards* in Section II (Figure 2 - Learning Forward Standards) to ensure PD activities meet those standards. If you cannot answer "yes" to one or more of the following statements, the professional development activity does not qualify for professional development hours.

	Figure 1 - Professional Development Purposes	**Yes**	**No**
A.	Increases the knowledge and skills of school and district leaders who guide continuous professional development.		
B.	Improves the learning of students.		
C.	Organizes adults into learning communities whose goals are aligned with those of the school and district.		
D.	Deepens educator's content knowledge.		
E.	Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards.		
F.	Prepares educators to appropriately use various types of classroom assessments.		
G.	Uses learning strategies appropriate to the intended goals.		
H.	Provides educators with the knowledge and skills to collaborate.		
I.	Prepares educators to apply research to decision-making.		
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.		
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.		

Section II.

Review the Learning Forward Standards for Professional Learning in Figure 2 below. Professional development activities must be aligned to one or more of the state approved national Standards for Professional Learning promulgated by Learning Forward International. Indicate alignment by selecting "yes" or "no" for each standard. If you cannot answer yes to one or more to the following standards, the professional development activity does not qualify for professional development hours.

Figure 2 - Learning Forward Standards	Yes	No
Rigorous Content For Each Learner		
Equity Practices		
Does this Professional Development build educators' understanding of the lived experiences and needs of the students, families, and communities they serve?		
Does this Professional Development contribute to improving students' access to learning by understanding how students' identities affect their lives and contexts for learning?		
Curriculum, Assessment, and Instruction		
Does this Professional Development build educators' capacity to develop and implement policy guidelines on high-quality curriculum to promote equitable learning opportunities for all students?		
Does this Professional Development build educators' capacity to select high-quality curriculum and instructional materials using established criteria?		
Professional Expertise		
Does this Professional Development build educators' capacity to understand relevant content, professional, and performance standards?		
Does this Professional Development build educators' capacity to apply relevant standards and research to daily work?		
Transformational Processes		
Equity Drivers		
Does this Professional Development build educators' capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity?		
Does this Professional Development support educators in implementing a process to foster inclusive professional learning experiences?		
Evidence		
Does this Professional Development build educators' capacity to use data to plan, monitor, and assess professional learning?		
Does this Professional Development contribute to fostering a culture of transparency with data use?		
Learning Designs		
Does this Professional Development contribute to establishing educators' professional learning goals aligned with strategic priorities and identified needs.		
Implementation		
Does this Professional Development develop educators' capacity to understand research on change to support implementation of clients' professional learning?		
Does this Professional Development apply research on change to plan and lead the initiation and implementation of educators' professional learning?		
Conditions for Success		
Equity Foundations		

	Yes	No
Does this Professional Development contribute to establishing educators' policy that guarantees equitable access to professional learning?		
Does this Professional Development enact educators' professional learning system to dismantle barriers to student and professional learning?		
Does this Professional Development build educators' capacity to leverage professional learning to dismantle barriers to students and professional learning?		
Culture of Collaborative Inquiry		
Does this Professional Development support practices that foster continuous improvement?		
Does this Professional Development build educators' capacity to engage in continuous improvement?		
Leadership		
Does this Professional Development support educators in articulating a vision for professional learning inclusive of all staff and aligned with strategic priorities and policies?		
Does this Professional Development adopt Standards for Professional Learning to plan, implement, and evaluate systemwide or school-based professional learning?		
Does this Professional Development contribute to establishing educators' system wide policy for professional learning?		
Resources		
Does this Professional Development contribute to designing educators' guidelines for allocating resources to support a comprehensive professional learning system?		
Does this Professional Development contribute to prioritizing human, fiscal, material, technology, and time resources for systemwide professional learning?		

If your 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)*, it qualifies for PD credit.

All professional development activities are subject to audit to ensure alignment to requirements outlined in Illinois School Code.