

# Continuing Professional Development Units

**Requirement:** 60 CPDUs

Initial certificate holders can use a number of professional development activities outlined in legislation that are assigned “point values” called “Continuing Professional Development Units” (CPDUs.)

The number of CPDUs required is prorated for individuals who held Initial certificates on August 10, 2002. The CPDUs are prorated based on the number of years of teaching time remaining on the Initial certificate as of July 1, 2003. For example, a teacher issued an Initial Certificate in 2000 but who never taught would be required to meet the full 60-CPDU requirement. A teacher who had already taught two years would need only 30.

The CPDU requirement for out-of-state teachers with less than four years of teaching experience on comparable certificates is prorated based on the number of years left to teach in Illinois.

<b>Years of teaching experience needed</b>	<b>Number of CPDUs Required</b>
Up to 1 year	15
More than 1 and up to 2 years	30
More than 2 and up to 3 years	45
More than 3 and up to four	60

The list of creditable activities for Initial certificate holders is similar to those for Standard certificate holders; however, not all activities available to Standard certificate holders are available to Initial certificate holders. Initial certificate holders, for instance, cannot convert semester hours to CPDUs. Initial certificate holders who use coursework must complete options available to them such as one of the two approved courses (self-assessment or NBPTS prep course), 12 semester hours of coursework, an advanced degree, subsequent certificate or endorsement, etc.

## **Activities that can be used for CPDUs for Standard certificate renewal but NOT for moving from Initial to Standard certification**

- Participating on collaborative planning and professional improvement teams and committees
- Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans
- Coordinating community resources in schools, if the project is a specific goal of the school improvement plan
- Supervising a student teacher or teacher education candidate in clinical supervision
- Completing undergraduate or graduate credit
- Training as external reviewers for quality assurance
- Travel
- Serving on state-wide education-related committees, including but not limited to the State Teacher Certification Board, State Board of Education Strategic Agenda Teams or the State Advisory Council on Education of Children with Disabilities
- Participating on external or internal school or school district review teams
- “Other” (aligning activities not listed with one that is listed in the legislation and claiming credit accordingly)

## **Evidence of Completion**

The evidence of completion for activities varies. Please see the following chart to determine whether an activity is creditable, the evidence of completion required for creditable activities and the point values assigned to the activities.

# CPDU VALUES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES for Initial Certificate Holders

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>002. Peer review and (peer) coaching.</b></p> <p>DEFINITIONS:  <b>Peer review:</b> A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.</p> <p><b>Peer coaching:</b> A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.</p>	<p><b>For peer review:</b></p> <ul style="list-style-type: none"> <li>• The school's, district's, or exclusive representative's written program description or policy;</li> <li>• a record of the certificate-holder's assignment and observation schedule; and</li> <li>• a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</li> </ul> <p><b>For peer coaching:</b>  A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</p>	<p><u>CPDUs per semester:</u></p> <p><b>For peer review:</b>  3-5 observations: <b>9</b>  6 or more observations: <b>11</b></p> <p><b>For peer coaching:</b>  3-5 observations: <b>5</b>  6 or more observations: <b>8</b></p>
<p><b>003. Mentoring</b> in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code.</p> <p>DEFINITION:  <b>Mentor:</b> A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.</p>	<p><b>For a mentor, recipient or remediating teacher:</b></p> <ul style="list-style-type: none"> <li>• the school's, district's, or institution's written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and</li> <li>• a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</li> </ul>	<p><u>CPDUs per semester :</u></p> <p><b>For a mentor, recipient or remediating teacher:</b>  3-5 observations: <b>9</b>  6 or more observations: <b>11</b></p>

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<p><b>Consulting teacher:</b> Participation in the remediation process, involving assistance in the development of a remediation plan and provision of advice to teacher under remediation; and meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or meetings of the same length with administrator or other personnel to discuss the remediating teacher’s progress or classroom observation; or classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation, and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.</p> <p><b>Recipient or remediating teacher:</b> A formally established sequence of sessions lasting no less than one quarter of the school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher’s future work.</p>	<p><b>For a consulting teacher:</b></p> <ul style="list-style-type: none"> <li>the district’s written description of its remediation process,</li> <li>a record of assignment as consulting teacher,</li> <li>a log of the observation sessions and other meetings, indicating those present, the time spent, dates, and topics of discussion.</li> </ul>	<p><b>For a consulting teacher:</b></p> <p>3-5 meetings: <b>6</b></p> <p>3-5 meetings and one or more observations: <b>9</b></p> <p>6 or more meetings: <b>8</b></p> <p>6 or more meetings and one or more observations: <b>11</b></p> <p>(“Meetings” refer only to those meetings not connected to observations by the consulting teacher; “observations” refer only to those observations conducted by the consulting teacher.)</p>
<p><b>006. Facilitating parent education programs</b> for a school, school district, or regional office of education directly related to student achievement or the school improvement plan.</p> <p><b>DEFINITION:</b>  <b>Arranging for or coordinating presentations</b> in the context of a formally established program consisting of two or more sessions designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan.</p> <p><b>Delivering presentations</b> in the context of a formally established program, consisting of two or more sessions, designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the certificate-holder’s assignment).</p>	<p><b>For coordinating:</b></p> <ul style="list-style-type: none"> <li>The sponsoring entity’s written description of the parent education program and</li> <li>a statement signed by the administrator or designee responsible for corroborating the individual’s assignment as facilitator or coordinator or indicating that he or she performed these duties.</li> </ul> <p><b>For making presentations:</b></p> <ul style="list-style-type: none"> <li>The written program description indicating that the certificate-holder served as a presenter in the program.</li> </ul>	<p><u>CPDUs per semester (divisible per quarter):</u></p> <p><b>For facilitating: 4</b> (or 2 per quarter)</p> <p><u>CPDUs per semester:</u></p> <p><b>For presenting: 8</b> (or 4 per quarter)</p>

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<p><b>007.</b> Participating in <b>business, school, or community partnerships</b> directly related to student achievement or school improvement plans.</p> <p>DEFINITION: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.</p>	<ul style="list-style-type: none"> <li>• A written description of the partnership that states its goal(s), identifies the need(s) it is designed to meet, and describes the activities conducted by the certificate-holder; and</li> <li>• a copy of the relevant portion of the school improvement plan that includes the specific need(s) identified.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>3-5 meetings attended: <b>5</b></p> <p>6 or more meetings attended: <b>8</b></p>
<p><b>010. Teaching college or university courses</b> in areas relevant to the certificate area being renewed.</p> <p>DEFINITION: Teaching a college-level course in a field related to an individual’s certificate(s) and results in the granting of college credit to those enrolled.</p>	<ul style="list-style-type: none"> <li>• A course syllabus, signed contract or agreement or other documentation prepared by the college or university that identifies the certificate holder as the teacher of a particular course.</li> </ul>	<p><u>CPDUs: 20</u></p> <p>Limitation: The same course may be counted only once in any five-year renewal cycle. A course shall be considered “the same” if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the certificate holder wishing to claim CPDUs for both shall be required to demonstrate how the two differ.</p>
<p><b>012.</b> Completing <b>non-university credit</b> directly related to student achievement, school improvement plans, or State priorities; participating in or presenting at <b>workshops, seminars, conferences, institutes, and symposiums.</b></p> <p>DEFINITION: <b>Attending and participating</b> in a conference, workshop, institute, seminar, symposium, or other similar training event that addresses educational concerns and is organized by an approved provider.</p>	<p><b>For attendance:</b></p> <ul style="list-style-type: none"> <li>• ISBE 77-21 issued by the provider at the conclusion of the session or event; program prepared by the entity sponsoring or conducting the event that indicates the topics covered and the length of time devoted to each.</li> </ul>	<p><b>For attendance and participation:</b> 1 per hour</p>
<p><b>013. Making a presentation</b> at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.</p>	<p><b>For presentation:</b></p> <ul style="list-style-type: none"> <li>• The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as a presenter in a topic area relevant to his or her certification or teaching</li> </ul>	<p><b>For making presentations:</b></p> <p>First presentation of a given topic: <b>8</b></p> <p>Subsequent presentation of the</p>

	assignment.	same topic: <b>3</b>
<p><b>017. Observing programs or teaching in schools, related businesses, or industry</b> that is systematic, purposeful, and relevant to certificate renewal.</p> <p>DEFINITION: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the certificate-holder's area(s) of certification.</p>	<ul style="list-style-type: none"> <li>A description of the observations prepared by the certificate-holder, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned; and how the information will be used in the individual's future teaching.</li> </ul>	<p><u>CPDUs per semester (divisible per quarter):</u> <b>5</b></p> <p>(or 2.5 per quarter)</p>
<p><b>019.</b> Participating in <b>study groups</b> related to student achievement, the Illinois Professional Teaching Standards, or content-area standards.</p> <p>DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of student achievement, the Illinois Professional Teaching Standards, or the content-area standards in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.</p>	<ul style="list-style-type: none"> <li>A written statement of purpose for the group;</li> <li>a list of the group's members; and</li> <li>summaries of the meetings showing attendance by the individual who claims CPDUs for the activity.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>3-5 meetings attended: <b>6</b></p> <p>6 or more meetings attended: <b>8</b></p>
<p><b>021.</b> Participating in <b>work/learn programs or internships.</b></p> <p>DEFINITION: Participation in a structured program that pairs the certificate-holder with an employer or other entity under whose auspices the certificate-holder can acquire knowledge or skills for use in his or her future teaching or position.</p>	<ul style="list-style-type: none"> <li>Signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the certificate-holder's direct contact with other individuals from whose knowledge or experience he or she was to benefit.</li> </ul>	<p><u>CPDUs per semester (divisible by quarter):</u></p> <p>1-10 contact hours: <b>5</b></p> <p>11-20 contact hours: <b>8</b></p> <p>21 or more contact hours: <b>11</b></p>
<p><b>022.</b> Participating in <b>curriculum development or assessment activities</b> at the school, district, regional office of education, state, or national level.</p> <p>DEFINITION: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards; the activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the working sessions of any group for which CPDUs are claimed.</p>	<ul style="list-style-type: none"> <li>Membership list and meeting summaries showing the certificate-holder's presence and participation; and</li> <li>the product of the group's work, such as a curriculum guide or new assessment.</li> </ul>	<p><u>CPDUs per semester (divisible by quarter):</u></p> <p>3 -5 meetings attended: <b>8</b> (or 4 CPDUs per quarter for 3 meetings)</p> <p>6 or more meetings attended: <b>11</b> (or 5.5 CPDUs per quarter for more than 3 meetings)</p>

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<p><b>023. Participating in team or department leadership</b> in a school or school district.</p> <p>DEFINITION: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.</p>	<ul style="list-style-type: none"> <li>Job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.</li> </ul>	<p><u>CPDUs per semester of service: 5</u></p>
<p><b>025. Publishing educational articles, columns, or books</b> relevant to the certificate area being renewed.</p> <p>DEFINITION: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.</p>	<ul style="list-style-type: none"> <li>Copy of each item published, showing the date, publication, and publisher.</li> <li>In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of “publication.”</li> </ul>	<p>For a book that is technical or research-based: 40</p> <p>For a book of any other type: 20</p> <p>For one or more chapters of a book or for an article published in a refereed journal: 15</p> <p>For a column published at the statewide level: 8</p> <p>For a column published at the local level: 5</p> <p>In cases of multiple authorship, the CPDUs earned will be divided among the authors as they agree, provided that no more than 100% of the available CPDUs will be awarded for any publication.</p>
<p><b>026. Participating in non-strike related professional association or labor organization service or activities</b> related to professional development.</p> <p>DEFINITION: Service on local professional development committees, regional professional development review committees (including service by certificate-holders in districts without exclusive representatives) or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards, and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.</p>	<ul style="list-style-type: none"> <li>Written description of the position or activity;</li> <li>if the purpose of the activity includes the preparation of a tangible product, a copy of that product.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>3-5 meetings attended: 8</p> <p>6 or more meetings attended: 11</p>

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<p><b>027. Portfolio of student and teacher work.</b></p> <p><b>DEFINITION:</b>  <b>Preparation of at least five portfolio “artifacts” or “entries,” each of which relates to a different assignment</b></p>	<ul style="list-style-type: none"> <li>• Samples of at least three students’ work that responds to the specified assignment and</li> <li>• A written analysis prepared by the certificate holder that describes <ul style="list-style-type: none"> <li>– The assignment to which the work responds and the teacher’s goal(s) for that assignment,</li> <li>– The instructional strategies and materials used and the reasons for their selection;</li> <li>– What the students’ work reveals about whether the teacher’s goal(s) for the assignment were met; and</li> <li>– The successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goals(s).</li> </ul> </li> </ul>	<p>15 CPDUs</p>