

PROFESSIONAL DEVELOPMENT (PD) VALUE CHART

IL Public and Charter School Teachers & School Support Personnel

ACTIVITIES COMPLETED ON/BEFORE 12/31/2014

Unique Professional Development Activities	
<i>ACTIVITY NAME</i>	<i>IF COMPLETED/ISSUED ON OR BEFORE</i>
IDFPR professional license*	N/A
Earned an advanced degree**	12/31/2014
Receipt of a new IL endorsement**	12/31/2014
NBPTS Program completion**	6/30/2014
Became highly qualified in a new area**	6/30/2014

*School service personnel only. Applies to non-teaching speech language pathologists. Does not apply to speech teachers.

**Teachers only, including speech teachers

APPROVED ACTIVITIES	EVIDENCE OF COMPLETION	MAXIMUM PD HOURS
<p>1. Participation on collaborative planning and professional improvement teams and committees. DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.</p>	<ul style="list-style-type: none"> • Written description of the purpose and intended product of the team or committee; • a record of the team’s meetings demonstrating the member’s attendance; • and the plan, activity description or other product that results from the group’s work. 	<p><u>CPDUs per semester:</u> 3-5 meetings attended: 5 6 or more meetings attended: 8</p>
<p>2. Peer review and (peer) coaching. DEFINITIONS: Peer review: 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. Peer coaching: 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>For peer review:</p> <ul style="list-style-type: none"> • The school, district, or union written program description or policy; • a record of the certificate-holder’s assignment and observation schedule; and • a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion. <p>For peer coaching: A log of the observation sessions and other meetings, indicating the beginning and ending time, dates, and topics of discussion.</p>	<p><u>CPDUs per semester:</u> For peer review: 3-5 observations: 9 6 or more observations: 11 For peer coaching: 3-5 observations: 5 6 or more observations: 8</p>

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<p>3. Mentoring 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:</p> <p>Mentor: 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>Consulting teacher: 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>Recipient or remediating teacher: 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>For a mentor, recipient or remediating teacher:</p> <ul style="list-style-type: none"> • 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 • a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion. <p>For a consulting teacher:</p> <ul style="list-style-type: none"> • the district's written description of its remediation process, • a record of assignment as consulting teacher, • a log of the observation sessions and other meetings, indicating those present, the time spent, dates, and topics of discussion. 	<p><u>CPDUs per semester :</u></p> <p>For a mentor, recipient or remediating teacher:</p> <p>3-5 observations: 9 6 or more observations: 11</p> <p>For a consulting teacher:</p> <p>3-5 meetings: 6 3-5 meetings and one or more observations: 9 6 or more meetings: 8 6 or more meetings and one or more observations: 11</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>

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<p>4. Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans. DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.</p>	<ul style="list-style-type: none"> • Written description of the purpose and intended product of the team or committee; • record of the team’s meetings; and • a copy of the product or recommendation developed by the team or committee. 	<p><u>CPDUs per semester:</u> 3-5 meetings attended: 8 6 or more meetings attended: 11</p>
<p>5. Coordinating community resources in schools, if the project is a specific goal of the school improvement plan. DEFINITION: Working with representatives of community agencies to structure or facilitate their interaction with the school’s or district’s staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the class(es) directly taught by the certificate-holder.</p>	<ul style="list-style-type: none"> • Excerpt from school improvement plan highlighting the need(s) being met; • written statement prepared by the certificate-holder indicating the purpose or desired outcome of the external entities’ involvement; • statement signed by the district administrator or designee responsible for corroborating the individual’s assignment to or performance of this function. 	<p><u>CPDUs per semester: 4</u> (or 2 CPDUs per quarter)</p>
<p>6. Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan. DEFINITION: Arranging for or coordinating presentations 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>For coordinating:</p> <ul style="list-style-type: none"> • The sponsoring entity’s written description of the parent education program and • 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. 	<p><u>CPDUs per semester (divisible per quarter):</u> For facilitating: 4 (or 2 per quarter)</p>
<p>Delivering presentations 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>For making presentations:</p> <ul style="list-style-type: none"> • The written program description indicating that the certificate-holder served as a presenter in the program. 	<p><u>CPDUs per semester:</u> For presenting: 8 (or 4 per quarter)</p>

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<p>7. Participating in business, school, or community partnerships 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"> • 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 • a copy of the relevant portion of the school improvement plan that includes the specific need(s) identified. 	<p><u>CPDUs per semester:</u> 3-5 meetings attended: 5 6 or more meetings attended: 8</p>
<p>8. Supervising a student teacher or teacher education candidate in clinical supervision.</p> <p>DEFINITION: Student teacher or teacher education candidate in clinical supervision: Service (as determined by the teacher preparation institution in conformance with Section 25.620) as a supervising teacher for a student teacher or teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program. Teacher education candidate in pre-service teaching clinical experience: Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates enrolled in an approved teacher preparation program.</p>	<ul style="list-style-type: none"> • The written agreement between the school district and teacher preparation institution naming the certificate holder as a supervising teacher for candidates of that institution; • For supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved. 	<p><u>CPDUs:</u> 30 for supervising a student teacher or a teaching candidate in clinical supervision. 12 for supervising one or more candidates in pre-student-teaching clinical experience. Limitation: each may be counted only once in any five-year renewal cycle, with one exception. In the case of a student whose receipt of supervision is split between two supervising teachers, each such teacher may count one-half a period of service and may count service to two such candidates.</p>
<p>9. Completing undergraduate or graduate credit (regionally accredited institution; relevant to certificate area being renewed; meets professional teaching standards).</p> <p>DEFINITION: Successful completion of college or university coursework that is related to the individual's certificate(s) and addresses the professional standards set forth in Subpart B of this Part relative to the certificate-holder's field(s) of teaching or assignment.</p>	<ul style="list-style-type: none"> • Grade report or official transcript showing that the certificate-holder has passed the course and indicating the credit received. 	<p><u>CPDUs:</u> 15 per semester hour of credit earned</p>

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<p>10. Teaching college or university courses in areas relevant to the certificate area being renewed. 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"> • 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. 	<p>CPDUs: 20 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>12. Completing non-university credit directly related to student achievement, school improvement plans, or State priorities; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums. DEFINITION: Attending and participating 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>For attendance:</p> <ul style="list-style-type: none"> • 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. <p>Activity attended outside of Illinois or a national-level conference held in Illinois:</p> <ul style="list-style-type: none"> • the program and/or agenda with sessions attended circled. 	<p>For attendance and participation: 1 per hour</p>
<p>13. Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.</p>	<p>For presentation:</p> <ul style="list-style-type: none"> • 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 assignment. 	<p>For making presentations: First presentation of a given topic: 8 Subsequent presentation of the same topic: 3</p>
<p>14. Training as external reviewers for Quality Assurance. DEFINITION: Participation in a complete training sequence regarding the quality assurance process used by ISBE pursuant to the rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).</p>	<ul style="list-style-type: none"> • Certificate of completion issued by ISBE. 	<p>First training sequence: 10 Subsequent training sequences (limit one per five-year cycle): 5</p>
<p>15. Training as reviewers of university teacher preparation programs. DEFINITION: Participating in a complete training sequence regarding the process used by the State Board in approving teacher preparation programs or accrediting teacher preparation institutions.</p>	<ul style="list-style-type: none"> • Certificate supplied by ISBE. 	<p>First training sequence: 10 Subsequent training sequence (limit one per five-year cycle): 5.</p>

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<p>16. Participating in action research and inquiry projects. DEFINITION: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.</p>	<ul style="list-style-type: none"> • The written protocol and • a written summary of the inquiry and its results that describes what the certificate-holder has learned and identifies the implications of the experience for the individual's future teaching. 	<p><u>CPDUs per semester:</u> For a project involving the certificate-holder's own class(es): 8 For a project involving or affecting classes other than or in addition to the certificate-holder's own class(es): 11</p>
<p>17. Observing other people teaching or other schools, industry or business programs that is systematic, purposeful, and relevant to certificate renewal. 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"> • 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. 	<p><u>CPDUs per semester (divisible per quarter):</u> 5 (or 2.5 per quarter)</p>
<p>18. Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur. DEFINITION: Travel lasting no less than three consecutive, full days that the LPDC, if applicable, or regional superintendent has approved. The travel shall relate to one or more of the individual's improvement goals, identify the activities or aspects of the travel that will contribute to his or her professional development, and describe what is to be accomplished through the travel experience. (Approval shall be understood to mean that CPDUs will be awarded upon submission of the required evidence of completion.)</p>	<ul style="list-style-type: none"> • The travel itinerary and • A written journal prepared by the certificate-holder that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching. 	<p>12 per year in which the teacher engages in an episode of qualifying travel. 15 per year in which a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. Additional episodes of qualifying travel in a year in which the maximum number of CPDUs has been awarded may be carried over and claimed in a subsequent year if the maximum number of CPDUs per year is not exceeded.</p>
<p>19. Participating in study groups related to student achievement or school improvement plans. DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education 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"> • A written statement of purpose for the group; • a list of the group's members; and • summaries of the meetings showing attendance by the individual who claims CPDUs for the activity. 	<p><u>CPDUs per semester:</u> 3-5 meetings attended: 6 6 or more meetings attended: 8</p>

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<p>20. Serving on a statewide education-related committee, 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. DEFINITION: Attendance at and participation in no less than two-thirds of the meetings.</p>	<ul style="list-style-type: none"> Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient. 	CPDUs per year of qualifying service (divisible by semester): 15 (or 7.5 per semester)
<p>21. Participating in work/learn programs or internships for teachers (not for students). 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"> 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. 	<u>CPDUs per semester (divisible by quarter):</u> 1-10 contact hours: 5 11-20 contact hours: 8 21 or more contact hours: 11
<p>22. Participating in curriculum development or assessment activities at the school, district, regional office of education, state, or national level. 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 less than two-thirds of the working sessions of any group for which CPDUs are claimed.</p>	<ul style="list-style-type: none"> Membership list and meeting summaries showing the certificate-holder's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment. 	<u>CPDUs per semester (divisible by quarter):</u> 3 -5 meetings attended: 8 (or 4 CPDUs per quarter for 3 meetings) 6 or more meetings attended: 11 (or 5.5 CPDUs per quarter for more than 3 meetings)
<p>23. Participating in team or department leadership in a school or school district. 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"> 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. 	<u>CPDUs per semester of service:</u> 5

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<p>24. Participating on external or internal school or school district review teams. DEFINITION: Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by the State Board pursuant to the Board's rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1). Participating on a curriculum review panel convened pursuant to Section 25.125 (c) with respect to approval of a teacher preparation program. Participating on a review team convened pursuant to Section 25.125 (e) with respect to the accreditation of an institution of higher education and its approval to provide teacher preparation programs.</p>	<ul style="list-style-type: none"> • Documentation of the individual's assignment by State Board staff (for an external review team, curriculum review panel, or institution review team) or by a school district administrator (for an internal review team); and • a statement signed by the team's chair or convener verifying the certificate-holder's participation for the duration of the review process. 	<p>For an external quality review visit, for service on a curriculum review panel, or for service on an institutional review team: 15 (limit one per semester) For service on an internal quality review team: 8 per semester of service; 4 per quarter.</p>
<p>25. Publishing educational articles, columns, or books relevant to the certificate area being renewed. 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"> • Copy of each item published, showing the date, publication, and publisher. • 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." 	<p>For a book that is technical or research-based: 40 For a book of any other type: 20 For one or more chapters of a book or for an article published in a refereed journal: 15 For a column published at the statewide level: 8 For a column published at the local level: 5 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>26. Participating in non-strike related professional association or labor organization service or activities related to professional development. 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"> • Written description of the position or activity; • if the purpose of the activity includes the preparation of a tangible product, a copy of that product. 	<p><u>CPDUs per semester:</u> 3-5 meetings attended: 8 6 or more meetings attended: 11</p>

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<p>27. Portfolio of student and teacher work. DEFINITION: Preparation of at least five portfolio “artifacts” or “entries,” each of which relates to a different assignment</p>	<ul style="list-style-type: none"> • Samples of at least three students’ work that responds to the specified assignment and • A written analysis prepared by the certificate holder that describes <ul style="list-style-type: none"> – The assignment to which the work responds and the teacher’s goal(s) for that assignment, – The instructional strategies and materials used and the reasons for their selection; – What the students’ work reveals about whether the teacher’s goal(s) for the assignment were met; and – 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). 	<p>15 CPDUs</p>