

- C. to address the knowledge, skills, and goals of your local school improvement plan, if employed in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control;
- D. to expand your knowledge and skills in an additional teaching field or toward the acquisition of another teaching certificate, endorsement, or relevant education degree;
- E. to address the needs of serving students with disabilities, including adapting and modifying the general curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities and serving such students in the least restrictive environment. (Teachers who hold certificates endorsed for special education must devote at least 50% to this purpose. Teachers holding other certificates must devote at least 20% of their activities to this purpose.)

Purpose A - You may fulfill 100 percent of the requirement for continuing professional development by completing eight semester hours of college coursework. If you choose to use this option, at least two of these semester hours must address Purpose A. (If you qualify for proportionate reduction and choose to meet your entire requirement through coursework, at least one-fourth of your semester hours must pertain to Purpose A.) Note: All education courses contain content that is applicable to Purpose A.

Purpose B - While you are not required to devote activities to the state priorities (Purpose B), the state priorities identified by the State Board of Education are listed here for your information. In March 2000, the State Board adopted the following five state priorities:

- Reading,
- Mathematics,
- Standards and Assessment,
- Integrating Technology into Teaching and Learning,
- Special Education.

If the State Board of Education changes the state priorities, the state agency will notify each school district superintendent, each regional superintendent of schools, and any other organization that requests notification no later than 60 days after the decision. This notice will include a list of the priorities and the date the new priorities take effect.

Purpose E - Regular Education Teachers - Regular education teachers (i.e., all holders of standard or master teaching certificates who are working at the early childhood, elementary, or secondary level but are not assigned to teach special education classes, also referred to as “general education teachers”) are required to devote 20 percent of their continuing professional development credits in each renewal cycle to activities that will help them serve students with disabilities in the least restrictive environment. To be creditable, an activity does not have to have the words “special education” in its title. Instead, the allowable activities may address a wide range of topics (see list below). However, the evidence of completion must indicate how

the activity will help the teacher meet the needs of students with disabilities. Also, some portion of at least one activity must address adapting and modifying curriculum relevant to the Illinois Learning Standards to meet the needs of children receiving special education.

Note: The 20 percent requirement affects only teachers who are accumulating CPDUs and/or CEUs as part or all of their continuing professional development credits.

- Since the requirement went into effect January 1, 2002, after many teachers had already started their cycle of validity, teachers are subject to a prorated amount of the 20 percent requirement, according to how many semesters of validity remained on their certificates as of January 1, 2002 (either five, seven, or nine semesters in all cases).

Possible Topics to Meet Purpose E: Activities that are applicable to this requirement may address a wide variety of topics, including but not limited to multi-modality instruction; applied learning; applied techniques for teaching academic content (e.g., mathematics, reading, or other applied work with methods content); making adaptations, accommodations, and/or modifications to the general education curriculum; understanding the IEP; behavior management and discipline (managing students' behavior); child and adolescent development; classroom environment; counseling; understanding team teaching. *An identified portion of at least one activity must address adapting and modifying curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities.*

Purpose E - Special Education Teachers

Special education teachers are subject to a different set of requirements. They must accumulate 50 percent of their credits with activities relevant to special education.

As long as a teacher holds a limited LBS I credential, activities attributed to "Purpose A" must address the needs of students with disabilities other than those for which they previously held endorsements or approvals.

Note: The 50 percent requirement affects only teachers who are using CPDUs and/or CEUs as part or all of their continuing professional development credits.

The 50 percent requirement is reduced for special education teachers who already held standard or master certificates as of July 1, 2001.

- Teachers who had already completed all the activities prior to July 1, 2001 are subject to a reduced requirement of 25 percent for this renewal cycle (i.e., the equivalent of 3 CPDUs per semester of full-time service; 1.5 CPDUs per semester of part-time service).
- The maximum 25 percent requirement may be reduced further if the individual does not serve as a special education teacher for one or more semesters during the second half of the certificate's period of validity.

Professional Development Activities

The primary goal of the certificate renewal requirements is to help you grow as a teacher and, in turn, improve student achievement in your classes. As you choose professional development activities, think about how you can use your professional development experiences to affect learning in your classes.

In deciding on the activities you want to use, you should also consider three special circumstances: the option for “other” activities, a special requirement related to travel, and your timelines.

1. “Other” Activities – You may earn continuing professional development units for *activities not specifically described in the CPDU Values chart or on CERTS*. These “other” activities may be acceptable if you complete the description section in CERTS or keep on file written evidence that

- describes the activity and its purpose, intensity, duration, and outcomes;
- discusses how the activity is related to the improvement of your knowledge and skills;
- identifies which activity enumerated in the CPDU Values chart most closely resembles the claimed activity (e.g., auditing a college course is most similar to attending a workshop or seminar); and
- proposes a number of CPDUs that is commensurate with the value assigned to the similar activity identified above.

It should be noted that the category “Other” may not be used to claim credit for activities that are specifically described in the CPDU Values chart, but only partially completed. The definitions contained in the chart describe the minimum intensity that is required to count these activities for credit. “Other” activities claimed will be scrutinized carefully to ensure that they contribute to the improvement of teaching knowledge and skills. They should be clearly comparable in focus or outcome to activities described in the CPDU Values chart to earn comparable credit.

2. Travel - Teachers who plan to apply for *credit for travel* must submit a request on paper or on CERTS for approval at least 30 days prior to travel. The written request must identify activities or aspects of the travel that will contribute to his or her professional development and describe what he or she will accomplish through the travel experience.

Teachers who are served by an LPDC request approval from their LPDC. If no LPDC exists, teachers must request approval from their regional superintendent of schools.

3. Timeline - To ensure that you have time for any necessary appeals, you should complete your activities and submit the statement of assurance on CeRTS or ISBE 73-98 to your LPDC, if applicable, or your Regional Office of Education by March 1 of the final year of your certificate’s validity. This timeline is for your protection only, and there is no penalty for applying after March 1.

That does not mean that you cannot engage in activities that begin or are completed after March 1 in that final year, but you should be sure that you will be able to complete the activity and get evidence of completion prior to June 30 when your certificate’s validity expires.

Approved Providers

Note: Workshops, conferences, and other training activities presented either by approved providers or out-of-state providers are the ONLY activities counted by the hour.

If you engage in an activity that requires a provider (such as a workshop or symposium) after January 1, 2001, you will want to be sure the provider is approved by the Illinois State Board of Education and the State Teacher Certification Board. To search for an approved provider, use the list on the Professional Development Provider (PDP) System on the website or on CeRTS. To get to the PDP system, from www.isbe.net click on "Professional Development Providers" and then "Professional Development Provider System" and "Enter as a Guest." (By holding down the "control" and "F" keys you can call up a search function and enter keyword(s) for the search.)

Providers are listed under the first word of their names. For example, a provider named Wanda Adams would be listed under W for Wanda, not A for Adams.

If you attend an out-of-state training activity that does not target Illinois teachers, you may count one CPDU for each hour of participation. Keep a program or agenda marked with the sessions you attended as evidence of completion.

A teacher may not receive credit for conferences, workshops, institutes, seminars or symposiums that are designed for entertainment, promotional, or commercial purposes or that are solely inspirational or motivational. The State Superintendent of Education or a regional superintendent of schools may recommend that the State Teacher Certification Board and the State Board of Education jointly disapprove such activities and events. However, teachers who have included such activities in good faith will not be penalized.

Reductions

Advanced Degree(s)

Anyone with one or more advanced degrees or a Master Teaching Certificate is eligible for a reduction in professional development requirements. These reductions apply to teachers who held their degrees or certificates prior to beginning the new certification cycle as follows:

- Teachers with a master's degree in an education-related field need to complete two-thirds of the professional development requirement.
- Teachers with more than one master's degree, an educational specialist, or doctorate need to complete one-third of the professional development requirement.
- Teachers with a Master Certificate obtained as a result of NBPTS certification need to complete one-third of the professional development requirement over the ten-year validity period of their Master Certificate.

Situation	CPDUs for Five Years Full Time per Semester	CPDUs
No advanced degree	120 CPDUs	12 CPDUs
One advanced degree	80 CPDUs	8 CPDUs
More than one advanced degrees	40 CPDUs	4 CPDUs
Master teaching certificate	40 CPDUs over ten years	2 CPDUs

Each semester hour is equivalent to 15 CPDUs and each CEU is equivalent to 5 CPDUs. Teachers can convert semester hours or CEUs to CPDUs accordingly.

The semester-hour and CEU/CPDU options are two of several options for professional development available to teachers. Many of the options, such as earning an advanced degree, endorsement or a subsequent certificate, meet the renewal requirements for the full five years. No reductions apply when using those options because they fulfill the requirement for five years of full-time teaching.

Part-Time Teachers

For any period during which you teach on a Standard or Master Certificate for ***less than 50 percent of the school day or school term***, you are only required to complete 50 percent of the professional development requirement. The reduction applies only if you use the CEU/CPDU or coursework options (for example, there is no way to “reduce” other options such as earning an advanced degree or subsequent certificate). Note: each semester hour of college coursework is equivalent to 15 CPDUs.

Performing Other Services

If you teach for part of the day and perform other services, such as those associated with departmental leadership, for the other part of the day, you will not be considered a “part-time teacher.” You will be subject to 100 percent of the requirement for continuing professional development because you are using your Standard or Master Certificate for 100 percent of the services you perform. (In other words, no other certificate authorizes your work, as would be the case with a part-time administrator.)

If you hold both a teaching and administrative certificate and are employed in a split assignment, either full-time or part-time, that relies on the administrative certificate for 50 percent of the time and on the teaching certificate 50% of the time, you may choose whether to fulfill the requirements for the teaching certificate or those for the administrative certificate.

Proportionate Reduction for Periods of Exemption

The proportionate reduction is relevant only if you are using the CEU/CPDU or coursework options; otherwise, there is no way to “reduce” the remaining options (advanced degree, subsequent certificate, endorsement, etc.) If you take a leave or are not employed in a certificated position during your certificate’s period of validity, you will need fewer CEU/CPDUs or semester hours to renew your certificate. Examples of such circumstances include, but are not limited to, maternity or paternity leave, assignment to an administrative position in your district, acceptance of a position outside of education, and time off from teaching to return to school to obtain another degree. You are also exempt for semesters when you are employed and performing services for fewer than 45 school days in a position requiring a valid and active certificate.

The amount of required professional development is reduced by ten percent for each semester of exemption for Standard Certificate holders or by five percent per semester of exemption for Master Certificate holders. The requirement for Purpose E (least restrictive environment) is

20% for regular education teachers and 50% for special education teachers based on the number of CPDUs required after the reduction has been taken.

Example: You teach for the first two years of your certificate's five-year period of validity. You take a leave during the third and fourth years and maintain your certificate as valid and exempt. In the fifth year, you resume teaching and change your certificate's status back to valid and active.

By proportionate reduction, if your full-time requirement is 120 CPDUs, then you will be required to have 72 CPDUs (6 semesters times 12 CPDUs per semester) to renew your certificate. As a regular education teacher, you will need 20% of 72 CPDUs (14 CPDUs) applicable to least restrictive environment.

If you hold an advanced degree, you are eligible for further reductions. For full-time teaching without an advanced degree, teachers need 12 CPDUs per semester. If you hold one advanced degree, you get a one-third reduction, which would the requirement to 8 CPDUs per active semester. If you hold more than one master's degree, an educational specialist, or doctorate or hold a Master teaching certificate, you need 4 CPDUs for each semester employed in a public school.

Using the same example above, if you held a master's degree, you would be eligible for a one-third reduction in addition to the proportionate reduction. You would need 8 CPDUs per semester or 48 CPDUs (6 semesters times 8 CPDUs per semester) to renew your certificate. As a regular education teacher, you will need 20% of 48 CPDUs (9.6 rounded to 10 CPDUs) applicable to least restrictive environment.

You may earn credit during a period of exemption, but any credit earned will not increase the amount of credit needed for renewal. For example, if you teach three years and are exempt for two years, you will be required to earn 60 percent of the credits required for certificate renewal, whether or not you have earned some credits during your two years of exemption.

Exemptions

Requests for exemptions are submitted to Regional Offices of Education either online through CeRTS or on paper using ISBE Form 77-08, Notification of Change in Teaching Circumstances (Exemptions).

Retired Teachers/Teachers Who Plan to Retire

For Standard Certificates, you must earn 10% for each semester you teach. If you hold a Master's Certificate, you must complete 5% of the requirement for each semester you teach. The percentages are based on the total amount of credit you need (i.e., 10% of 120 CPDUs is 12 CPDUs per semester, 10% of the one-third reduction for those who hold an advanced degree, which would be 80 CPDUs, is 8 CPDUs per semester).

At the time of retirement, notify your Regional Office of Education on CeRTS or "Notification of Change in Teaching Circumstances" (if using paper, ISBE 77-08) that you will be valid and exempt for the remainder of your certificate's validity. You will then be able to renew your

certificate by submitting a Statement of Assurance indicating the required professional development was completed for the years you taught.

The following scenarios explain various situations for retired teachers.

Scenario I

You exchanged in 2000. You actively taught for two years on the new five-year Standard certificate and retired at the end of the 2001-02 school year.

In this scenario, you would need to complete 40% of the required credits to qualify for renewal at the end of your teaching certificate's period of validity in 2005. You may earn these credits at any time during the five-year period.

If you use the online system CeRTS to submit your Statement of Assurance, you will need to request exemptions for the semesters remaining after retirement, if applicable. The system will reduce the required number of CPDUs relative to the semesters exempt.

If you use paper, the Regional Office staff has access to your public school employment records and can verify that you have been exempt through those records.

Scenario II

You exchanged in 2001 and retired at the end of the 2001-02 school year. You actively taught for one year on the new five-year Standard certificate.

You would need to complete 20% of the required credits to qualify for renewal at the end of your teaching certificate's period of validity in 2006. You may earn these credits any time during the five-year period.

If you use the online system CeRTS to submit your Statement of Assurance, you need to request exemptions for the semesters remaining after retirement, if applicable. The system will reduce the required number of CPDUs relative to the semesters exempt.

If you use paper, the Regional Office staff has access to your public school employment records and can verify that you have been exempt through those records.

Scenario III

You taught on your Standard certificate but did not complete the required professional development. You will not be able to renew your certificate unless you apply for reinstatement.

You may apply for a reinstated certificate valid for one fiscal year. After this one fiscal year period, you may receive a renewable Standard certificate only if you have

- completed the balance of the professional development activities that were required for renewal of your previous certificate, and
- earned five additional semester hours of credit at a college or university in the field of professional education or courses related to your contractual teaching duties.

If you do not complete the renewal requirements and the five-semester-hour penalty during your reinstatement year, your certificate cannot be reregistered. Public schools cannot employ teachers on unregistered certificates. You could, however, apply for a Type 39 Substitute Certificate.

Special Accommodations until January 1, 2001

Note: Legislation that became effective June 30, 2004, eliminated the need for many of the interim procedures because the legislation eliminated the requirement to submit a Certificate Renewal Plan and to have activities approved prior to participation. This section has been revised based on the new legislation.

To address the uncertainty of several timelines for putting the new certificate renewal system in place, the State Board of Education and the State Teacher Certification Board adopted **interim procedures** for the period between July 1, 2000, and January 1, 2001. **The interim procedures apply only to teachers who renewed their certificates between July 1 and December 31, 2000.**

The interim procedures were intended to ensure that if you participated in activities during this period, you would be able to receive the appropriate credit. Such interim activities might include taking coursework during the summer of 2000 or supervising a student teacher in the fall.

Individuals who held a Standard or Master Certificate during this interim period can count any professional development in which they participated when they submit their Statement of Assurance prior to renewal of their certificates.

Activities - During this interim period, you could engage in **any activity except travel** (which by law requires the prior approval of your LPDC or Regional Superintendent if you do not have an LPDC) that is consistent with the law and applicable rules. Please review this document and the CPDU Values list for specific definitions of eligible activities.

Providers - After January 1, 2001, individuals and organizations that want to offer workshops, conferences, or seminars for continuing professional development credit must receive prior approval from the State Board of Education/State Teacher Certification Board. You will then receive credit for such activities only if they are presented by "approved providers." The list of approved providers is posted on the Professional Development Provider System (PDP) available under "Certification Update" on our website at www.isbe.net and on CeRTS.

During the interim period (July 1 – December 31, 2000), workshops, conferences, and seminars did **not** need to be offered by approved providers, as will be required after January 1, 2001.

CPDU VALUES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

Standard/Master Certificate Renewal

<i>Collaboration and partnership activities related to the improving the teacher's knowledge and skills as a teacher, including the following:</i>		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>1. Participation on collaborative planning and professional improvement teams and committees.</p> <p>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></p> <p>3-5 meetings attended: 5</p> <p>6 or more meetings attended: 8</p>
<p>2. Peer review and (peer) coaching.</p> <p>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.</p> <p>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's, district's, or exclusive representative's 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 time spent, dates, and topics of discussion.</p>	<p><u>CPDUs per semester:</u></p> <p>For peer review:</p> <p>3-5 observations: 9</p> <p>6 or more observations: 11</p> <p>For peer coaching:</p> <p>3-5 observations: 5</p> <p>6 or more observations: 8</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<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: 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. 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. 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</p> <p>6 or more observations: 11</p> <p>For a consulting teacher:</p> <p>3-5 meetings: 6</p> <p>3-5 meetings and one or more observations: 9</p> <p>6 or more meetings: 8</p> <p>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>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>4. Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans.</p> <p>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></p> <p>3-5 meetings attended: 8</p> <p>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.</p> <p>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></p> <p>(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.</p> <p>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></p> <p>For facilitating: 4 (or 2 per quarter)</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<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></p> <p>For presenting: 8 (or 4 per quarter)</p>
<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></p> <p>3-5 meetings attended: 5</p> <p>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.</p> <p>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></p> <p>30 for supervising a student teacher or a teaching candidate in clinical supervision.</p> <p>12 for supervising one or more candidates in pre-student-teaching clinical experience.</p> <p>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>

College or university coursework related to improving the teacher's knowledge and skills as a teacher as follows:

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<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>
<p>10. Teaching college or university courses 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"> 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><u>CPDUs:</u> 20</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>

Conferences, workshops, institutes, seminars and symposiums related to improving the teacher's knowledge and skills as a teacher, including the following:		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>11. 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.</p> <p>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>For attendance and participation: 1 per hour</p>
<p>12. 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:</p> <p>First presentation of a given topic: 8</p> <p>Subsequent presentation of the same topic: 3</p>
<p>13. Training as external reviewers for Quality Assurance.</p> <p>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</p> <p>Subsequent training sequences (limit one per five-year cycle): 5</p>
<p>14. Training as reviewers of university teacher preparation programs.</p> <p>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</p> <p>Subsequent training sequence (limit one per five-year cycle): 5</p>

Other educational experiences related to improving the teacher's knowledge and skills as a teacher, including the following:

ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p>15. Participating in action research and inquiry projects.</p> <p>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></p> <p>For a project involving the certificate-holder's own class(es): 8</p> <p>For a project involving or affecting classes other than or in addition to the certificate-holder's own class(es): 11</p>
<p>16. Observing programs or teaching in schools, related businesses, or industry 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"> • 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): 5</u></p> <p>(or 2.5 per quarter)</p>
<p>17. 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.</p> <p>DEFINITION: Travel lasting no less than three consecutive, full days that the 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.</p> <p>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.</p> <p>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>18. Participating in study groups related to student achievement or school improvement plans.</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 	<p><u>CPDUs per semester:</u></p> <p>3-5 meetings attended: 6</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 education in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.</p>	<p>attendance by the individual who claims CPDUs for the activity.</p>	<p>6 or more meetings attended: 8</p>
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>19. 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.</p> <p>DEFINITION: Attendance at and participation in no fewer 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. 	<p>CPDUs per year of qualifying service (divisible by semester): 15 (or 7.5 per semester)</p>
<p>20. Participating in work/learn programs or internships.</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"> 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. 	<p><u>CPDUs per semester (divisible by quarter):</u></p> <p>1-10 contact hours: 5</p> <p>11-20 contact hours: 8</p> <p>21 or more contact hours: 11</p>
<p>21. Portfolio of student and teacher work.</p> <p>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>

Professional Leadership--Experiences related to improving the teacher's knowledge and skills as a teacher, including the following:		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>22. Participating in curriculum development or assessment activities 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"> 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. 	<p><u>CPDUs per semester (divisible by quarter):</u></p> <p>3 -5 meetings attended: 8 (or 4 CPDUs per quarter for 3 meetings)</p> <p>6 or more meetings attended: 11 (or 5.5 CPDUs per quarter for more than 3 meetings)</p>
<p>23. Participating in team or department leadership 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"> 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. 	<p><u>CPDUs per semester of service: 5</u></p>
<p>24. Participating on external or internal school or school district review teams.</p> <p>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).</p> <p>Participating on a curriculum review panel convened pursuant to Section 25.125 (c) with respect to approval of a teacher preparation program.</p> <p>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 convenor 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)</p> <p>For service on an internal quality review team: 8 per semester of service; 4 per quarter.</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>25. Publishing educational articles, columns, or books 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"> • 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</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>26. Participating in non-strike related professional association or labor organization service or activities 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"> • 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></p> <p>3-5 meetings attended: 8</p> <p>6 or more meetings attended: 11</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p>27. “Other” Activities.</p> <p>The category “other” may be used to claim credit for activities not specifically described in this document. For example, a teacher auditing a college course who can provide evidence of attendance could align the activity with attending a workshop.</p> <p>Partially completed activities specifically described in this document may not be credited; for example, attending one meeting. The definitions of each activity describe the minimum intensity required for those activities to count for credit.</p>	<ul style="list-style-type: none"> • Describe the activity and its purpose, intensity, duration, and outcomes; • discuss how the activity is related to the improvement of the teacher’s knowledge and skills; • identify which activity enumerated in this document most closely resembles the claimed activity; and • propose a number of CPDUs commensurate with the value assigned to the similar activity identified. 	<p>CPDUs are awarded based on the number credited for the activity to which the proposed activity has been aligned.</p>