

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

EDUCATION EFFECTIVENESS DEPARTMENT

Directions: Complete this form for each professional development activity for which renewal PD hours are awarded. All required forms must be maintained for at least six years in the event the provider is chosen for a provider audit.

Provider Requirements for Each Professional Development Activity

1. Each educator must complete a [77-21A Evaluation form](#). Keep a copy for your records.
2. Maintain a master [77-21B Evidence of Completion form](#) and provide educators a copy of the [77-21B Evidence of Completion form](#).
3. Maintain this form, along with an attendance roster (Illinois Educator Identification Numbers, sign/in and sign/out timesheets, and number of hours awarded) for your records.
4. Complete a [73-59 Annual Approved Provider Report](#) if a subcontractor/third-party presenter was used.

All professional development activities are subject to audit to ensure alignment to requirements specified in Article 21B-45 of Illinois School Code.

NAME OF APPROVED PROVIDER		REGION, COUNTY, DISTRICT, TYPE CODE	
NAME OF PRESENTER(S)			
NAME OF ACTIVITY		DATE OF ACTIVITY	
LOCATION OF ACTIVITY		NUMBER OF PROFESSIONAL DEVELOPMENT HOURS AWARDED	

PD Hour Considerations for Mandated Trainings

1. Is this activity a state-mandated training? Yes No
2. Provide a brief description of the PD activity.

3. Provide a statement indicating how this professional development activity impacted one or more of the three items listed below (105 ILCS 5/21B-45 (j)(2)).

** An activity that does not meet at least one of the statements listed below does not qualify as professional development.*

A. Educator and student growth in regard to content knowledge or skills, or both; OR

B. Educator and student social and emotional growth; OR

C. Align to district, school, or organization improvement plans.

4. Write a statement showing how the content of the PD activity aligns to at least one [Illinois Learning Standard](#) **OR** [Standard for All Illinois Educators](#) (105 ILCS 5/21B-45 (i)).

**An activity that does not align to one or more of the state standards does not qualify for professional development hours.*

5. The professional development activity must align to at least one of the following criteria (105 ILCS 5/21B-45 (d)). Please mark at least one.

**An activity that does not satisfy at least one of the criteria listed below does not qualify as professional development.*

- Engages participants over a sustained period of time to allow for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
- Aligns to the licensee's performance (evaluation).
- Includes outcomes that relate to student growth or district improvement.
- Aligns to state-approved standards.
- Are college courses.

6. Write a statement explaining the expected effect on student achievement or school improvement (105 ILCS 5/21B-45 (i)).

A large, empty rectangular box with a thin black border, intended for writing a statement explaining the expected effect on student achievement or school improvement.

7. The professional development activity must satisfy at least one of the following purposes (105 ILCS 5/21B-45 (h)). Please mark “yes” for at least one.

** An activity that does not meet at least one of the purposes listed below does not qualify as professional development.*

	Professional Development Purposes	Yes
A.	Increases the knowledge and skills of school and district leaders who guide continuous professional development.	<input type="checkbox"/>
B.	Improves the learning of students.	<input type="checkbox"/>
C.	Organizes adults into learning communities whose goals are aligned with those of the school and district.	<input type="checkbox"/>
D.	Deepens educator’s content knowledge.	<input type="checkbox"/>
E.	Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards.	<input type="checkbox"/>
F.	Prepares educators to appropriately use various types of classroom assessments.	<input type="checkbox"/>
G.	Uses learning strategies appropriate to the intended goals.	<input type="checkbox"/>
H.	Provides educators with the knowledge and skills to collaborate.	<input type="checkbox"/>
I.	Prepares educators to apply research to decision-making.	<input type="checkbox"/>
J.	Provides educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional growth outcomes for all students, with or without disabilities, in a general education setting.	<input type="checkbox"/>
K.	Provides educators with training on the physical and mental health needs of students, student safety, educator ethics, professional conduct, and other topics that address the well-being of students and improve the academic and social-emotional outcomes of students.	<input type="checkbox"/>

8. Professional development activities must be aligned to one or more of the national Standards for Professional Learning promulgated by [Learning Forward International](#) and approved by Illinois (105 ILCS 5/21B-45 (i)). Indicate alignment by selecting “yes” for at least one standard.

**An activity that does not meet one of the following standards does not qualify for professional development hours.*

<u>Learning Forward Standards</u>	Yes
<u>Rigorous Content for Each Learner</u>	
<u>Learning Practices</u>	
Builds educators’ understanding of students’ historical and societal contexts.	<input type="checkbox"/>
Supports educators to embrace student assets through instruction.	<input type="checkbox"/>
Fosters educators’ relationships with students, families, and communities.	<input type="checkbox"/>
<u>Curriculum, Assessment, and Instruction</u>	
Encourages educators to prioritize high-quality curriculum and instructional materials.	<input type="checkbox"/>
Prepares educators to assess student learning to advance progress.	<input type="checkbox"/>
Builds educators’ understanding of curriculum and how to implement through instruction.	<input type="checkbox"/>
<u>Professional Expertise</u>	
Supports educators to apply relevant standards and research.	<input type="checkbox"/>
Strengthens educators’ discipline-specific expertise.	<input type="checkbox"/>
Builds educators’ understanding of the importance of sustaining coherence and alignment.	<input type="checkbox"/>
<u>Transformational Processes</u>	
<u>Learning Drivers</u>	
Supports educators to identify and address their own perspectives and beliefs.	<input type="checkbox"/>
Facilitates educators in collaborating with colleagues who hold various perspectives.	<input type="checkbox"/>
Encourages educators to prioritize the learning needs of all students and educators.	<input type="checkbox"/>
<u>Evidence</u>	
Prepares educators to create expectations and build capacity to prioritize evidence use.	<input type="checkbox"/>
Encourages educators to use multiple sources of evidence to plan professional learning.	<input type="checkbox"/>
Encourages educators to measure and report the impact of professional learning.	<input type="checkbox"/>
<u>Learning Designs</u>	
Supports educators to set relevant and contextualized learning goals.	<input type="checkbox"/>
Encourages educators to ground their work in research and theories about learning.	<input type="checkbox"/>
Builds educators’ ability to implement evidence-based learning designs.	<input type="checkbox"/>
<u>Implementation</u>	
Builds educators’ understanding and application of research on change management.	<input type="checkbox"/>
Supports educators to engage in feedback processes.	<input type="checkbox"/>
Encourages educators to implement and sustain professional learning.	<input type="checkbox"/>
<u>Conditions for Success</u>	
<u>Learning Foundations</u>	
Supports educators to establish expectations that everyone will learn.	<input type="checkbox"/>
Encourages educators to create structures to ensure equitable access to learning.	<input type="checkbox"/>
Builds educators’ capacity to sustain a culture of support for all staff.	<input type="checkbox"/>

Culture of Collaborative Inquiry	
Supports educators to engage in continuous improvement.	<input type="checkbox"/>
Supports educators to build collaboration skills and capacity.	<input type="checkbox"/>
Encourages educators to share responsibility for improving learning for all students.	<input type="checkbox"/>
Leadership	
Supports educators to establish a compelling and inclusive vision for professional learning.	<input type="checkbox"/>
Encourages educators to sustain coherent support to build educator capacity.	<input type="checkbox"/>
Supports educators to advocate for professional learning with impact.	<input type="checkbox"/>
Resources	
Encourages educators to allocate resources for professional learning.	<input type="checkbox"/>
Encourages educators to prioritize all learners in their resource decisions.	<input type="checkbox"/>
Supports educators to monitor the use and impact of resource investments.	<input type="checkbox"/>

ICLP Alignment Quick-Check for Literacy-Related PL

Is this professional development activity related to literacy instruction? YES NO

Please use the checklist to ensure PD activities align to evidence-based strategies as defined in the [Illinois Comprehensive Literacy Plan](#). If you can confidently check “Yes” for all or most items, the PD is aligned.

Evidence-Based Practices

- PD content is grounded in *evidence-based instructional methods* (not just a program or product).
- Instructional approaches are explicit, systematic, and cumulative.
- Practices reflect the ESSA Tiers of Evidence (Strong, Moderate, or Promising).
- PD emphasizes explicit and structured literacy practices supported by current evidence.

Core Components of Literacy

- PD addresses one or more essential literacy components: Phonological awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Oral language

Professional Learning Design

- PD is ongoing (not one-and-done) and includes reflection or follow-up support.
- PD promotes application of learning (modeling, practice, feedback, or coaching).
- Content is inclusive and equitable, considering multilingual and neurodiverse learners.
- Facilitators demonstrate understanding of evidence-based literacy instruction.

Data and Assessment

- PD includes or references use of data to guide instruction and monitor progress.
- References or examples align with Universal Early Literacy Screening Guidance and MTSS.

Seven Domains of Literacy Learning Connection

- PD aligns with at least one of the *Seven Domains of Literacy Learning*: Language and Literacy Curriculum, Foundational Knowledge, Research-Based Instructional Approaches, Use of Materials, Texts, and Technology, Monitoring Student Learning, Meeting Diverse Learner Needs, Constructing a Supportive Literacy Environment