

# Professional Development Requirements for Renewal of Provisional Vocational Teaching Certificates

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# Professional Development Requirements for Renewal of Provisional Vocational Teaching Certificates

## Who Must Meet Requirements for Renewal

The requirements for continuing professional development apply to individuals who are employed on Provisional Vocational Teaching Certificates in Illinois public schools during the five-year validity cycle of those certificates.

Provisional Vocational Certificates are registered in five-year increments. The five-year validity cycle that has professional development renewal requirements begins the first time you register on or after July 1, 2009, which is the date the renewal requirements were implemented. At the end of the five-year cycle, in order to reregister, you must submit a Statement of Assurance listing the professional development option you completed. When the Statement is approved, you may reregister for the next five-year validity cycle.

Examples:

<b>Current Registration Ends</b>	<b>Five-year cycle begins</b>	<b>Prof. Dev. Completed By</b>
June 30, 2009	July 1, 2009	June 30, 2014
June 30, 2011	July 1, 2011	June 30, 2016

For this purpose, “employment” in a public school is defined as performing services in an Illinois public or state-operated elementary or secondary school, in a joint agreement or cooperative, or in a charter school. (You are required to complete professional development activities if you are hired on a certificate even if you are considered “retired” or are not a classroom teacher.) You are considered “employed” for this purpose and must maintain your certificate as valid and active and must complete continuing professional development in order to “renew.”

## Professional Development Options

You may use one of the following professional development options to qualify for renewal of your Provisional Vocational certificate:

- Eight semester hours of education-related coursework,
- 120 Continuing Professional Development Units (CPDUs),
- Advanced, education-related degree from a regionally accredited institution,
- National Board for Professional Teaching Standards (NBPTS) certification or recertification process, or
- Four semester hours of approved graduate-level coursework in either:
  - Self-assessment or
  - NBPTS certification preparation.

## Reductions in Requirements

Because you may be eligible for reductions when you are not employed or employed part-time on your certificate during your validity cycle, the number of CPDUs or semester hour options may be reduced. Please read the section on Special Circumstances for more information.

## Statement of Assurance

To report your professional development activities, you submit to your Regional Superintendent a Statement of Assurance listing the professional development option you are using to renew your certificate, the provider, if applicable, and other details about the activity or activities. The Statement of Assurance must be submitted after September 1 of the last year of your certificate's validity period.

You must keep the evidence of completion for activities in your own files for at least one renewal cycle. If you are selected for audit, you must provide the evidence upon request.

## Electronic Systems for Submittals

The ECS (Educator Certification System), accessed at the top of [www.isbe.net](http://www.isbe.net), allows you to access to your certification files. You can use ECS to pay registration, make name changes, order duplicate certificates, enter professional development activities for renewal, submit activities for review through a Statement of Assurance, and receive renewal recommendations electronically.

ECS is programmed to submit your Statement to your Regional Office of Education based on what you enter in your profile (i.e., the county and/or district you select.) The State Teacher Certification Board (STCB) makes the final recommendation.

You may record your activities on ECS as you complete them.

## Registration

Regional Superintendents are locally elected officials who register certificates through Regional Offices of Education. The Regional Offices of Education, grouped by county or counties, are local government agencies authorized to register certificates.

Your certificate(s) can be registered once your Statement of Assurance has been approved by the Regional Superintendent and the State Teacher Certification Board (STCB). (The State Board serves as the Regional Superintendent for City of Chicago, and therefore makes a recommendation as Regional Superintendent for educators from the City of Chicago.)

You can register online through ECS using the link "Register Certificates" once your Statement of Assurance has been approved by the STCB. If you prefer to use paper, submit ISBE Form 73-10, Certificate Registration Form to the Regional Office of Education after you have been recommended for renewal.

You can find contact information for Regional Offices of Education in your local Illinois phone directory under county or local government or on the State Board's website [www.isbe.net](http://www.isbe.net) by clicking on "Certification" and then the appropriate link under "Quick Links."

If you move to a different county served by another Regional Office of Education, you can register with the Regional Office of Education on ECS at [www.isbe.net](http://www.isbe.net). Registration fees already paid cover the registration in the "new" region. (Teachers must register in the regions that serve the areas where they are employed.)

## Stamping

Certificates are no longer stamped with registration expiration dates. You can enter ECS and print proof of registration by clicking on “My Credentials” and then “Current Credentials.” Administrators have access to the public portion of ECS (your name, the certificates/approvals you hold, registration, etc.) to verify that teachers have valid, registered certificates.

## Rolling Credits into the Next Cycle

Any creditable activities completed on or after April 1 of the last year of your certificate’s validity period can be “rolled over” into the subsequent renewal cycle. (The rollover does not apply in your first five-year validity cycle for renewal since you did not have a certificate with renewal requirements prior to July 1, 2009.) Activities cannot be counted twice, i.e., not in the current cycle and the next cycle.

## Renewing Your Certificate

Between September 1 and March 1 of the final school year for which your certificate is valid, you must submit your Statement of Assurance on ECS.

You should submit your Statement by March 1 so that there is time to resolve any issues if any entries you have made are questioned or denied approval. Submitting by March is a recommendation only—legally you can submit after March 1 and count any activities completed by June 30, the end of the fiscal year of registration.

When you submit your assurance statement on ECS, be sure that your profile lists the district and region where you taught for the **last year** of your certificate’s validity. (If you did not teach the last year of your certificate’s validity, choose “N/A” or “Other” for the district and school.) This ensures that your statement goes to the correct Regional Superintendent for recommendation. On ECS, the date and time you submitted the statement will be noted automatically.

### Regional Superintendent Recommendation

The Regional Superintendent forwards his or her recommendation for certificate renewal to the State Teacher Certification Board, which makes the final decision. The Regional Superintendent may also return your statement for corrections. If your Statement is revised, you must resubmit your Statement to the Regional Superintendent.

## Reasons for Recommending Nonrenewal

You can be recommended for nonrenewal only if you have not completed the professional development required to renew your certificates within the validity cycle of your certificate. The decision will be based on the following:

- the activity does not conform to the to the definition of the activity;
- the activity was not conducted by an approved provider, if approval of the provider is required; or
- the number of CPDUs is different from requirements.

## **State Teacher Certification Board**

In addition to making the final recommendation for renewal for all teachers, the State Teacher Certification Board (STCB) hears appeals. If a Regional Superintendent recommends nonrenewal, you can appeal to the STCB, a 19-member committee that includes five faculty or administrative members of public or private colleges or universities; 10 classroom teachers, including three from Chicago Public Schools; three school administrators, with at least one representing the Chicago Public Schools; and one Regional Superintendent of Education.

### **Procedures for Appeals**

If the Regional Superintendent recommends renewal, your name is added to a list as recommended for renewal for presentation to the STCB for its approval.

If the Regional Superintendent does not recommend renewal, the following procedures may be used for appeals.

1. The Regional Superintendent sends the applicant a copy of the recommendation and the registration form and fee, if applicable, by certified mail, return receipt requested.
2. The Regional Superintendent forwards to the STCB:
  - the materials received from the teacher,
  - the Regional Superintendent's rationale for his or her recommendation.
3. Within 14 days of receiving the notice of a Regional Superintendent's recommendation for nonrenewal, the teacher may appeal the decision to the State Teacher Certification Board (STCB) using ISBE 77-18 "Appeal to the State Teacher Certification Board." The appeal must state the reasons why the Regional Superintendent's decision should be reversed and include any evidence that he or she has satisfactorily completed activities to meet the requirements. Grounds for a recommendation of nonrenewal are limited to the certificate holder's failure to satisfactorily complete activities sufficient to meet the requirements.
4. Within 60 days after receipt of an appeal, the STCB will hold a hearing.

### **Application for Reinstatement of Certificate**

If you are legally required to complete requirements but have not completed one of the professional development options, you are eligible for a one-time, one fiscal-year reinstatement. The reinstatement gives you one fiscal year (July 1 to June 30) of registration. Please note that the reinstatement year ends June 30 regardless at what time of the year you apply for the reinstatement. (For example, if you apply for a reinstatement in December, your reinstatement "year" still ends June 30.) To register past the reinstatement year, you must complete the professional development "missing" from your previous renewal cycle PLUS five semester hours of education-related coursework. You can count any activities completed during the previous five years plus the reinstatement year.

Neither the coursework nor any activities completed for the previous plan count towards the next renewal cycle that follows the reinstatement. You can request the reinstatement through your Regional Office of Education using ISBE Form 73-93, Application for One-Year Reinstatement.

After this one-year reinstatement, your certificate is renewable 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.

The reinstated year will count as the first year of your renewal cycle. You will be responsible for professional development for that year as well. For example, if you are a full-time teacher for the reinstated year and the remaining four years of the five-year certificate, you must complete 120 CPDUs or equivalent.

## Special Circumstances

A number of circumstances may involve an exemption or proportionate reduction of the amount of CPDUs or semester hours needed to renew your certificate(s). The remaining professional development options (advanced degree, NBPTS certification/recertification process, four semester hours of NBPTS or self-assessment coursework, etc.) fulfill the requirement for five years of full-time teaching and are not affected by exemptions or proportionate reductions.

## Part-Time Teachers

For any period during which you teach 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 CPDU or coursework options (for example, there is no way to “reduce” other options such as earning an advanced degree).

## 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 are subject to 100 percent of the requirement for continuing professional development because you are using your certificate for 100 percent of the services you perform. (In other words, no other certificate authorizes your work.)

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 CPDU or coursework options; otherwise, there is no way to “reduce” the remaining options. If you take a leave or are not employed in a certificated position during your certificate’s period of validity, you will need fewer 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 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. As a special note for those using CPDUs, your CPDUs must meet one of five “purposes.” The law requires that 20% of your requirement meet Purpose E (least restrictive environment), and the 20% is calculated after the reduction has been taken. (You can read about the Purposes in the section on CPDUs.)

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, you will be required to have 72 CPDUs (6 semesters x 12 CPDUs per semester) to renew your certificate. You will need 20% of 72 CPDUs (14 CPDUs) applicable to Purpose E.

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.

## **Changing Your Certificate’s Status**

If you have been maintaining your certificate as valid and exempt and you

- accept a teaching position that requires a valid and active certificate, or
- choose to change your certificate’s status from valid and exempt to valid and active,

you must notify your Regional Office by submitting an exemption request in ECS.

To change your status from active to exempt or vice versa once logged into ECS, click on

- “Professional Development and Renewal,”
- “Exemptions,”
- “Enter/Review Exemptions,” and
- “Modify Exemption Status” and mark the appropriate semesters as active or exempt.

Once you submit the request, it is approved or denied by your Regional Office of Education.

You can request exemption for up to the current year but not future years since it is not known at this time what your status will be.

## **Nonpublic School Teachers**

The law does not require teachers in nonpublic schools to participate in professional development activities to renew their certificates. If you teach at a nonpublic school, you may renew your certificate and maintain it as valid and exempt simply by paying the registration fee.

Some nonpublic schools require their teachers to maintain their certificates as valid and active as a condition of employment. If your school requires it or if you choose to maintain your

certificate as valid and active, you must submit your Statement of Assurance to the Regional Superintendent of the region in which you teach.

## **Substitute Teachers**

### **Type 39**

If you hold a Type 39 Substitute Certificate, you *are not* required to participate in professional development activities. Substitute Certificates are valid for four years and are not renewable.

### **Part-Time or Day-to-Day Subs**

If you hold a Provisional Vocational Certificate and are employed as a substitute either on a part-time or day-to-day basis, you *are not* subject to the continuing professional development requirements. Your certificate will be maintained as valid and active simply by paying the registration fee.

## **Retired Teachers/Teachers Who Plan to Retire**

You are required to participate in professional development for the timeframe you are employed in public schools within your validity cycles. Once you retire, you may hold your certificates as valid and exempt for the remaining semesters on the validity cycle, if applicable, and the number of credits is reduced. If you plan to retire, you must participate in professional development activities for the time you work on that certificate within the five-year validity cycle.

Once retired, you may substitute on an exempt certificate, and you are not required to participate in professional development activities for the timeframe substituting unless you exceed 90 school days in a single district in a single year, in which case you no longer meet the definition of a day-to-day substitute.

Teachers employed in a public school after retirement, even part time, are considered active.

## **Teachers Who Leave Illinois**

If you move out of Illinois during the validity of your certificate, you may claim exemption t for the registration remaining on your certificate. However, if you wish to renew your certificate at the end of its validity period, you must have completed the portion of professional development required for the time you taught on that certificate in Illinois. You can accrue credit while exempt and may use professional development activities completed outside of Illinois.

If you have not completed the necessary professional development, you may earn credit after you become exempt, even if that credit is accrued outside of Illinois. You should submit your Statement of Assurance to the Regional Office of Education serving the area where you taught. Any credit you have already earned will count toward requirements for certificate renewal. Remember to keep the evidence of completion for your activities in the event of a random audit.

# **APPENDICES**

## **PROFESSIONAL DEVELOPMENT OPTIONS FOR PROVISIONAL VOCATIONAL CERTIFICATE RENEWAL**

## **Eight Semester Hours of Education-Related Coursework**

Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, of which no fewer than two semester hours must address advancing the certificate-holder's knowledge and skills as a teacher in relation to the Illinois Professional Teaching Standards and the content-area standards in his or her area of certification, endorsement, or assignment.

For purposes of renewal, coursework is considered "related to education" if it leads to teaching, administrative, or school service personnel certification or endorsement or if it relates to the field of your current teaching assignment or any other field of teaching assignment.

### **Reductions**

Those who have had periods of exemption, have worked part-time, or are otherwise eligible for a reduction in the number of credits needed for renewal may find it easier to calculate the number of semester hours needed by converting semester hours to CPDUs. Each semester hour is equivalent to 15 CPDUs, and eight semester hours is equivalent to 120 CPDUs. Round fractions.

**Part-Time Teachers**--For any period during which you teach 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.

### **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 teaching 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.)

# Continuing Professional Development Unit (CPDUs)

## Professional Development Activities

There are several activities for which you can earn Continuing Professional Development Units (CPDUs). 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*. These “other” activities may be acceptable if you complete 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.

**Other Activities in ECS:** To enter “other” activities in ECS, you must choose an existing activity and be able to support why the activity is equal in duration and scope, etc., as listed above.

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

**3. Timeline** - To ensure that you have time for any necessary appeals, you should complete your activities and submit the statement of assurance on ECS or ISBE 73-98 to 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.

## Purposes for CPDUs/Coursework

If you use CPDUs or coursework to meet renewal requirements, each activity must address one or more of the purposes below. In addition, at least 20% of the units must address Purpose E (meeting the needs of students with disabilities in the least restrictive environment.)

- A. Advance the certificate-holder's knowledge and skills as a teacher consistent with the Illinois Professional Teaching Standards and the Illinois Content Area Standards in the certificate holder's area(s) of certification, endorsement, or teaching assignment;
- B. Develop the certificate-holder's knowledge and skills in areas determined to be critical for all Illinois teachers, known as state priorities (special education, mathematics, technology, standards and assessment, reading);
- C. Address the knowledge, skills, and goals of the certificate-holder's local school improvement plan if the teacher is 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; and
- D. Expand the certificate holder's knowledge and skills in an additional teaching field or toward the acquisition of another teaching certificate, endorsement, or relevant education degree;
- E. 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% of their continuing professional development activities to this purpose. Teachers holding other certificates must devote at least 20% of their activities to this purpose.

**Purpose E** - - 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.

**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.*

## 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 attend a workshop or symposium or similar training in Illinois, the provider must be approved by the Illinois State Board of Education and the State Teacher Certification Board. To search for approved providers, use the Professional Development Provider (PDP) System. To get to the PDP system, from [www.isbe.net](http://www.isbe.net) click on "Teacher A-Z Index" and then the "P" for Professional Providers. If you wish to view the list of approved providers, click on the link to the "Professional Development Provider System" and "Enter as a Guest."

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. One problem that has surfaced is that providers are putting their names differently on the evidence form than they did on the application, which is where the provider name on the system comes from. If you cannot find a provider, you can search for variations of the name or contact the provider.

If you know that an entity or person that offers professional development is not approved, direct them to the website (directions above), where they are welcome to apply for approval.

### **Out of State Conferences, Workshops, etc.**

If you attend an out-of-state training activity that does not target Illinois teachers or a national-level conference that just happens to be held in Illinois, you may count one CPDU for each hour of participation, the provider does not have to be approved. Keep a program or agenda marked with the sessions you attended as evidence of completion.

### **Online Activities**

Online activities do not require an approved provider. Evidence of Completion for online activities consist of the following:

- a syllabus, program, or summary prepared by the provider or a summary written by the certificate-holder,
- any documents or other products developed during the activity and any verification of completion supplied by the provider, and
- a statement issued by the provider indicating the average or expected amount of time required for completion of the activity

You 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.

# CONTINUING PROFESSIONAL DEVELOPMENT UNIT (CPDU) VALUES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

## Provisional Vocational Certificate Renewal

**NOTE:** The CPDU Value Chart that follows is identical to the Standard/Master teaching certificate renewal CPDU Value Chart with the exception of “supervising a student teacher or teacher education candidate,” Activity 8, which was omitted. Also, there are no reductions for holding advanced degrees.

<b><i>Collaboration and partnership activities related to the improving the teacher’s knowledge and skills as a teacher, including the following:</i></b>		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>1. Participation on collaborative planning and professional improvement teams and committees.</b></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"> <li>• Written description of the purpose and intended product of the team or committee;</li> <li>• a record of the team’s meetings demonstrating the member’s attendance;</li> <li>• and the plan, activity description or other product that results from the group’s work.</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>2. 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></p> <p>3-5 observations: <b>9</b></p> <p>6 or more observations: <b>11</b></p> <p><b>For peer coaching:</b></p> <p>3-5 observations: <b>5</b></p> <p>6 or more observations: <b>8</b></p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>3. 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.  <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.  <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 teacher 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 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><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, and</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><u>CPDUs per semester :</u></p> <p><b>For a mentor, recipient or remediating teacher:</b></p> <p>3-5 observations: <b>9</b></p> <p>6 or more observations: <b>11</b></p> <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>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>4. Participating in site-based management or decision-making teams, relevant committees, boards, or task forces</b> 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"> <li>• Written description of the purpose and intended product of the team or committee;</li> <li>• record of the team’s meetings; and</li> <li>• a copy of the product or recommendation developed by the team or committee.</li> </ul>	<p><u>CPDUs per semester:</u> 3-5 meetings attended: <b>8</b> 6 or more meetings attended: <b>11</b></p>
<p><b>5. Coordinating community resources</b> 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"> <li>• Excerpt from school improvement plan highlighting the need(s) being met;</li> <li>• written statement prepared by the certificate-holder indicating the purpose or desired outcome of the external entities’ involvement; and</li> <li>• statement signed by the district administrator or designee responsible for corroborating the individual’s assignment to or performance of this function.</li> </ul>	<p><u>CPDUs per semester: 4</u> (or 2 CPDUs per quarter)</p>
<p><b>6. 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>DEFINITION: <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>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><u>CPDUs per semester (divisible per quarter):</u> <b>For facilitating: 4</b> (or 2 per quarter)</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<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 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:</u></p> <p><b>For presenting: 8</b> (or 4 per quarter)</p>
<p><b>7. Participating in 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><i>College or university coursework related to improving the teacher’s knowledge and skills as a teacher as follows:</i></b></p>		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>9. Completing undergraduate or graduate credit</b> (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"> <li>Grade report or official transcript showing that the certificate-holder has passed the course and indicating the credit received.</li> </ul>	<p><u>CPDUs:</u> <b>15</b> per semester hour of credit earned</p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>10. 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>

***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><b>12. Completing 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.</li> </ul> <p>Activity attended outside of Illinois or a national-level conference held in Illinois:</p> <ul style="list-style-type: none"> <li>the program and/or agenda with sessions attended circled.</li> </ul> <p>Online activity:</p> <ul style="list-style-type: none"> <li>a syllabus, program, or summary prepared by the provider or a summary written by the certificate-holder,</li> <li>any documents or other products developed during the activity and any verification of completion supplied by the provider, and</li> <li>a statement issued by the provider indicating the average or expected amount of time required for completion of the activity</li> </ul>	<p><b>For attendance and participation: 1 per hour</b></p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>13. 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 assignment.</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 same topic: <b>3</b></p>
<p><b>14. Training as external reviewers</b> 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"> <li>Certificate of completion issued by ISBE.</li> </ul>	<p>First training sequence: <b>10</b></p> <p>Subsequent training sequences (limit one per five-year cycle): <b>5</b></p>
<p><b>15. Training as reviewers of university teacher preparation programs.</b></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"> <li>Certificate supplied by ISBE.</li> </ul>	<p>First training sequence: <b>10</b></p> <p>Subsequent training sequence (limit one per five-year cycle): <b>5</b></p>
<p><b><i>Other educational experiences related to improving the teacher's knowledge and skills as a teacher, including the following:</i></b></p>		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>16. Participating in action research and inquiry projects.</b></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"> <li>The written protocol and</li> <li>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.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>For a project involving the certificate-holder's own class(es): <b>8</b></p> <p>For a project involving or affecting classes other than or in addition to the certificate-holder's own class(es): <b>11</b></p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>17. 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): 5</u> (or 2.5 per quarter)</p>
<p><b>18. Traveling</b> 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"> <li>• The travel itinerary and</li> <li>• 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.</li> </ul>	<p><b>12</b> per year in which the teacher engages in an episode of qualifying travel.</p> <p><b>15</b> 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><b>19. Participating in study groups</b> related to student achievement or school improvement plans.</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>	<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> 3-5 meetings attended: <b>6</b> 6 or more meetings attended: <b>8</b></p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>20. Serving on a statewide education-related committee</b>, 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"> <li>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.</li> </ul>	<p>CPDUs per year of qualifying service (divisible by semester): <b>15</b> (or 7.5 per semester)</p>
<p><b>21. Participating in 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><i>Professional Leadership--Experiences related to improving the teacher’s knowledge and skills as a teacher, including the following:</i></b></p>		
ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>22. Participating in 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>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUS
<p><b>23. 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>24. Participating on external or internal school or school district review teams.</b></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"> <li>• 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</li> <li>• a statement signed by the team's chair or convenor verifying the certificate-holder's participation for the duration of the review process.</li> </ul>	<p>For an external quality review visit, for service on a curriculum review panel, or for service on an institutional review team: <b>15</b> (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><b>25. 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: <b>40</b></p> <p>For a book of any other type: <b>20</b></p> <p>For one or more chapters of a book or for an article published in a refereed journal: <b>15</b></p> <p>For a column published at the statewide level: <b>8</b></p> <p>For a column published at the local level: <b>5</b></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>26. 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: <b>8</b></p> <p>6 or more meetings attended: <b>11</b></p>

ACTIVITY	EVIDENCE OF COMPLETION	CPDUs
<p><b>27. Portfolio of student and teacher work.</b></p> <p><b>DEFINITION:</b> Preparation of at least five portfolio “artifacts” or “entries,” each of which relates to a different assignment</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>
<p><b>“Other” Activities.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Describe the activity and its purpose, intensity, duration, and outcomes;</li> <li>• discuss how the activity is related to the improvement of the teacher’s knowledge and skills;</li> <li>• identify which activity enumerated in this document most closely resembles the claimed activity; and</li> <li>• propose a number of CPDUs commensurate with the value assigned to the similar activity identified.</li> </ul>	<p>CPDUs are awarded based on the number credited for the activity to which the proposed activity has been aligned.</p>

## **Advanced Degree**

A professional development option for meeting renewal requirements is to complete an advanced degree (master's degree, a doctoral degree, a certificate of advanced study, or an educational specialist) in an education-related field from a regionally accredited institution.

The degree must be earned within the validity period of your certificate.

### **Evidence of Completion for Completing an Advanced Degree**

Teachers must produce an official transcript.

## **National Board for Professional Teaching Standards (NBPTS) Process/Certification/Recertification**

National Board Certification® measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.

National Board Certification is voluntary and open to all people who have a baccalaureate degree and three years of classroom experience in either a public or private school. It is valid for 10 years, after which a teacher must seek renewal.

Teachers who complete the process **and** pass the examinations for National Board certification are eligible to apply for Illinois Master teaching certificates.

### **Evidence of Completion**

Teachers who complete the process must maintain evidence that their names were included on the National Board's composite list of those who have completed the certification process (as distinct from having received certification) during the five-year period of the Standard certificate.

## **Coursework on the Assessment of One's Own Performance**

A professional development option for completing renewal requirements is to take four semester hours of graduate-level self-assessment course(s) approved by the Illinois State Board of Education and the State Teacher Certification Board.

Out-of-state coursework found to be equivalent through a review of the course syllabus or description will be accepted.

### **Certificate Holders—Self Assessment Coursework**

New teachers can expect an observation by the course instructor, which may be recorded for later viewing, for the purpose of identifying and describing

- how the new teacher made content meaningful for students;
- how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation;
- what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance;
- how the teacher communicated using written, verbal, nonverbal, and visual communication techniques; and
- how the teacher maintained standards of professional conduct and provided leadership to improve students' learning.

For at least two separate lessons (one of which must be an observed lesson), the new teachers must assemble the following documentation for the instructor's or designee's review and analysis:

- written lesson plans,
- assignments to students,
- samples of students' work\* responding to the assignments, and
- assessment instruments.

The documentation must provide evidence of classroom performance related to the Illinois Professional Teaching Standards 1-9 with an emphasis on

- how the teacher used his or her understanding of students, assessment data, and subject matter to decide on learning goals;
- how the teacher designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards;
- how the teacher adapted or modified curriculum to meet individual students' needs; and
- how the teacher sequenced instruction and designed or selected student assessment strategies.

For each of the two lessons, teachers will write an analysis of the strengths and weaknesses revealed by the documentation and the implications of that analysis for improving their own teaching in relation to the Illinois Professional Teaching Standards.

\*When using student work used for this purpose, the students must not be identifiable or the teachers must get consent for the release of the students' work following the Illinois School Student Records Act [105 ILCS 10] and the rules for student records (23 Ill. Adm. Code 375).

### **Evidence of Completion for Self-Assessment Coursework**

A grade or official transcript issued by the institution or other entity offering the coursework showing that the course was passed.

### **Provider Requirements for the Self-Assessment Coursework**

Applicants seeking approval to offer the course must be an accredited institution of higher education or such an institution in partnership with a teachers' association or union or with a regional office of education, or another entity authorized to issue college credit.

Applicants must submit a syllabus, course description, or other materials demonstrating that successful completion of the course will involve observation, review, and an analysis of each participant's teaching practice and the participants will reflect on their teaching practice.

### **Course Instructor or Designee**

Either the course instructor or a designee must observe the teacher participants' teaching practices at least once, either in person or through videoconferencing or videotapes. Observers must satisfy at least one of the following:

- Hold or have held Standard or Master teaching certificate(s), or
- Completed training covering
  - content knowledge and pedagogy,
  - adult learning theory,
  - verbal and non-verbal communication skills,
  - attributes and styles of positive critiques,
  - classroom observation skills related to assessment of performance,
  - strategies for providing constructive feedback and social support,
  - problem-solving skills, and
  - formative assessment and self-assessment, or
- Have equivalent experience as determined by the instructor.

Course instructors or designees will review the new teacher's documentation and provide written feedback regarding the strengths and weaknesses, factors to consider, and techniques with potential for improving the teacher's practice.

### **Grading**

Grades must reflect the instructor's assessment of the participant's ability to reflect on his or her own practice rather than the instructor's assessment of the participant's performance as a teacher.

## **National Board for Professional Teaching Standards (NBPTS) Preparation Coursework**

A professional development option for completing renewal requirements is to complete at least four semester hours of graduate-level coursework that prepares the teacher for the NBPTS certification. The course must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board.

Out-of-state coursework found to be equivalent by the State Board through a review of the course syllabus or description will be accepted. In addition, an eligible Illinois entity that offered coursework prior to July 1, 2003, may apply for approval by submitting materials for review.

### **Certificate Holders—NBPTS Prep Course**

The course must address the five NBPTS core propositions and relevant standards through such means as an observation by the course instructor, which may be recorded for later viewing, for the purpose of identifying and describing

- how the new teacher made content meaningful for students;
- how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation;
- what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance;
- how the teacher communicated using written, verbal, nonverbal, and visual communication techniques; and
- how the teacher maintained standards of professional conduct and provided leadership to improve students' learning.

For at least two separate lessons, one of which must be an observed lesson, the new teachers must assemble

- written lesson plans,
- samples of students' work\*, and
- a written analysis of the strengths and weaknesses of the lessons and implications for teaching improvement.

The documentation must provide evidence of classroom performance, including how the teacher

- used his or her understanding of students, assessment data and subject matter to decide on learning goals;
- designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards;
- adapted or modified curriculum to meet individual students' needs; and
- sequenced instruction and designed or selected student assessment strategies.

\*When using student work used for this purpose, the students must not be identifiable or the teachers must get consent for the release of the students' work following the Illinois School Student Records Act [105 ILCS 10] and the rules for student records (23 Ill. Adm. Code 375).

### **Evidence of Completion for NBPTS Prep Course**

Evidence of completion is a grade or official transcript issued by the institution or other entity offering the coursework showing that the course was passed.

## **Requirements for NBPTS Prep Course**

Applicants seeking approval must be an accredited institution of higher education or such an institution in partnership with a teachers' association or union or with a regional office of education, or another entity authorized to issue college credit.

Applicants must submit a syllabus, course description, or other materials demonstrating that the coursework addresses five "core propositions" identified by NBPTS:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

## **Required Components**

- Observation, review and analysis of each participant's teaching against the National Board's Standards; and
- Demonstration of the participant's ability to reflect on his or her own teaching practice;
- Presentation of at least two lessons by the participant that provides evidence of his or her performance in respect to the National Board's Standards.

## **Instructors**

Either the course instructor or a designee must observe the teacher participants' teaching practices at least once, either in person or through videoconferencing or videotapes. Observers must satisfy at least one of the following:

- Hold or have held Standard or Master teaching certificate(s), or
- Completed training covering
  - content knowledge and pedagogy,
  - adult learning theory,
  - verbal and non-verbal communication skills,
  - attributes and styles of positive critiques,
  - classroom observation skills related to assessment of performance,
  - strategies for providing constructive feedback and social support,
  - problem-solving skills, and
  - formative assessment and self-assessment, or
- Have equivalent experience as determined by the instructor.

## **Grading**

Criteria for grading participants are based on the participant's ability to analyze and reflect on his or her own practice rather than the instructor's assessment of the participant's performance as a teacher.