

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 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"/>

<u>Culture of Collaborative Inquiry</u>	
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"/>
<u>Leadership</u>	
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"/>
<u>Resources</u>	
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

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DIRECTIONS: Please complete and return this form to the presenters of the professional development activity. Providers must retain this form for a minimum of six years for ISBE auditing purposes.

TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE
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LOCATION (Facility, City, State) _____

NAME OF PROVIDER _____

1. Indicate the outcome(s) of this professional development. **(Check all that apply)**
- Increased the knowledge and skills of school and district leaders who guide continuous professional development.
 - Will lead to improved learning for students.
 - Addressed the organization of adults into learning communities whose goals are aligned with those of their schools and districts.
 - Deepened participants' content knowledge in one or more content (subject) areas.
 - Provided participants with research-based instructional strategies to assist students in meeting rigorous academic standards.
 - Prepared participants to appropriately use various types of classroom assessments.
 - Used learning strategies appropriate to the intended goals.
 - Provided participants with the knowledge and skills to collaborate.
 - Prepared participants to apply research to decision-making.
 - Provided educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting.
 - Provided 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.
 - None of the above describe the effects of this professional development.

2. Identify those statements that directly apply to this professional development. **(Check all that apply)**
- Activities were of a type that engaged participants over a sustained period of time, which allowed for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
 - This professional development aligned to my performance as an educator.
 - The outcomes for the activities relate to student growth or district improvement.
 - The activities offered for this event aligned to state-approved standards.
 - [Standards for Professional Learning](#)
 - [Illinois Learning Standards](#)
 - [Illinois Professional Teaching Standards \(Through June 30, 2026\)](#)
 - [Illinois Professional Educator Standards \(Begin July 1, 2026\)](#)
 - [Illinois Performance Standards for School Leaders](#)
 - This activity was higher education coursework.
 - None of these statements apply to this professional development.

3. Write the number (4 to 1) for each statement below that best describes how you feel about your experience in this professional development.

4 – Strongly Agree 3 – Agree 2 – Somewhat Agree 1 – Disagree

- _____ A. The outcomes of this professional development were clearly identified as the knowledge and/or skills that I should gain as a result of my participation.
- _____ B. This professional development will impact my professional growth or student growth in regards to content knowledge or skills, or both.
- _____ C. This professional development will impact my social and emotional growth or student social and emotional growth.
- _____ D. Overall, the presenter appeared to be knowledgeable of the content provided.
- _____ E. The materials and presentation techniques utilized were well-organized and engaging.
- _____ F. The professional development aligned to my district, school, or organizations improvement plans.

**EVIDENCE OF COMPLETION FOR
PROFESSIONAL DEVELOPMENT**

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This is to certify that the undersigned has completed the professional development activity described herein and that the provider is approved by the state superintendent of education at the time of completion. This form serves as evidence to verify participation in this professional development activity and must be maintained for a period of six years by the licensee and produced if requested as part of an audit.

IMPORTANT: THE LICENSEE MUST ENTER THE ACTIVITY INTO THE EDUCATOR LICENSURE INFORMATION SYSTEM (ELIS) BY AUGUST 31 OF THE LICENSE RENEWAL YEAR. LICENSEES RETAIN THIS FORM FOR SIX YEARS FOR AUDITING PURPOSES. DO NOT SUBMIT THE FORM TO ISBE UNLESS THE AGENCY REQUESTS YOU TO DO SO.

LEGAL NAME OF PARTICIPANT (Last, First, Middle Initial)	AFFIRMED NAME OF PARTICIPANT (if applicable) (Last, First, Middle Initial)
TITLE OF PROFESSIONAL DEVELOPMENT	IEIN
DATE(S) OF ACTIVITY	
NAME OF APPROVED PROVIDER (Enter in ELIS)	REGION, COUNTY, DISTRICT, TYPE (RCDT) CODE (Form is invalid without a state-approved provider RCDT code)
NAME OF THIRD-PARTY PRESENTER/ORGANIZATION AUTHORIZED BY A STATE-APPROVED PROVIDER ABOVE (If used)	
NAME OF PRESENTER(S) (Do not enter into ELIS)	
NUMBER OF PROFESSIONAL DEVELOPMENT HOURS AWARDED	

IS THIS ACTIVITY A STATE-MANDATED TRAINING? YES NO

Signature of Approved Provider's Representative

Date

Signature of Participant's Legal Name

Date

Signature of Participant's Affirmed Name (if applicable)

Date