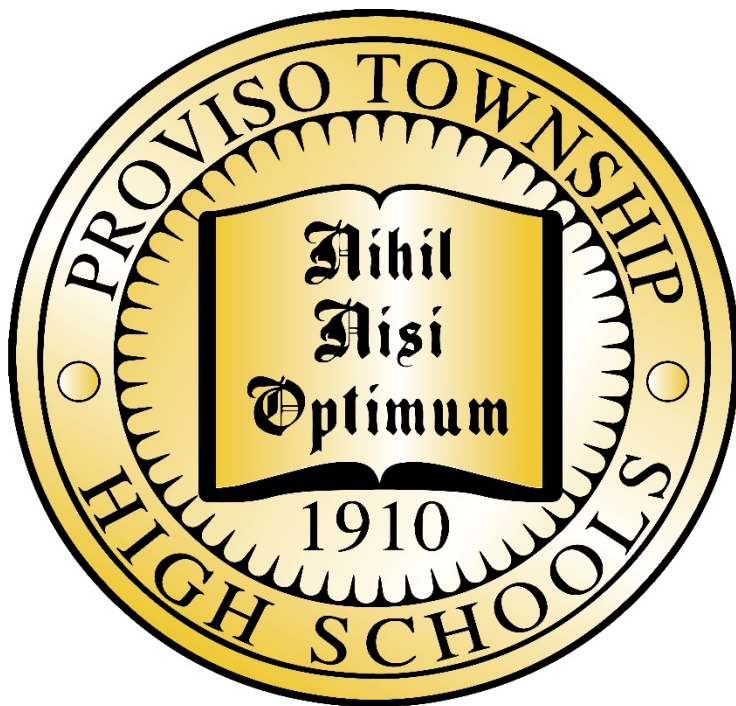


# Professional Development Handbook



*"Nothing But The Best"*

2019-2020



# PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

*NIHIL NISI OPTIMUM, Nothing but the Best*

Welcome to the Proviso Township High Schools Professional Development Program

Proviso Township High School (PTHS) District 209 is committed to providing effective professional development opportunities for administrators, teachers, and staff members to increase their ability to impact student growth and achievement. Furthermore, we believe that the kind of professional learning that leads to increased knowledge and skills of educators is:

- ✓ Goals oriented: PD aims to impact student learning and is aligned to district/school priorities.
- ✓ Focused: PD focuses on specific strategy and/or content.
- ✓ Sustained: PD occurs over an extended period of time, allowing for practice, reflection, and follow-up.
- ✓ Applied: New knowledge and/or skills gained from PD is applied to practice.

This handbook is a guide to the professional development available to you and the procedures necessary for successful engagement. We hope that you will take full advantage of the opportunities designed to improve your practice, stretch your thinking, and enhance student achievement.

Sincerely,

A handwritten signature in black ink that reads "Jesse J. Rodriguez".

Jesse J. Rodriguez, Ph.D.  
**Superintendent**



A handwritten signature in black ink that reads "Nicole N. Howard".

Nicole N. Howard, Ed.D.  
**Assistant Superintendent  
Academics & Family Services**



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# Mission, Vision, and Goals

## Mission

To provide the highest quality education, where learning, leadership, service, and research-based practices ensure equitable and meaningful opportunities for all students.

## Vision

Through expectations of excellence and by providing equitable educational opportunities to empower each student, our graduates are prepared for college, careers and to serve as contributing members of a dynamic global society.

## Goals

 **ENHANCE ACADEMIC ACHIEVEMENT**

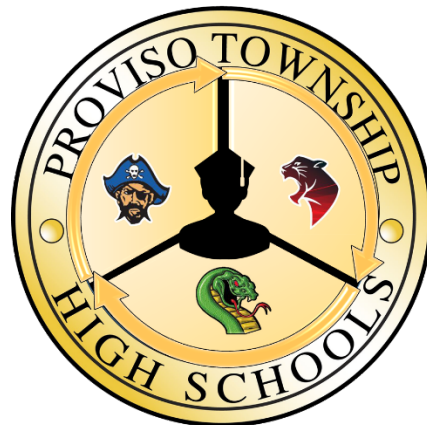
 **EMPOWER STUDENTS, FAMILIES, AND COMMUNITIES**

 **ENSURE EFFECTIVE AND EFFICIENT OPERATIONS**



## Core Beliefs

- High expectations for all students, faculty, and staff yield positive self-worth, responsible behavior, and superior performance.
- All learning environments are positive places to learn, grow, and work.
- Collaboration with students, families, and community partners adds value.
- Leadership, accountability, and transparency are keys to our success.



## Guiding Principles

### **Empowerment**

To create sustainable partnerships in supporting academic achievement for all learners. Distributive and transformational leadership behaviors from all stakeholders stems “from the Board Room to the Classroom.”

### **Equity**

To remove the predictability of success or failure that currently correlates with any academic or social factor.


Interrupt inequitable practices, examine biases, and create inclusive school environments for all.

### **Excellence**

All learners have access to rigorous content and are held to mastery supported by opportunities for interventions and/or enrichment. All programs demonstrate a return of investment.

## Professional Development Overview

PTHS has adopted the Standards for Professional Learning promulgated by Learning Forward and will ensure all PD supported by the District is aligned to these standards.

<p><b>Learning Communities</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p style="text-align: center;"><b>Standards for Professional Learning</b> Source <a href="http://learningforward.org">http://learningforward.org</a></p> 	<p><b>Leadership</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>
<p><b>Learning Designs</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>		<p><b>Implementation</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.</p>
<p><b>Data</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p><b>Resources</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p><b>Outcomes</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

# Priority Areas for Professional Development

## Priority Areas for Professional Development

### District-wide PD Priorities

1. Effective, data-informed professional learning communities: Main delivery system for on-going development of instructional practices and monitoring student growth
2. Multi-tiered System of Intervention & Supports (MTSS)
3. ConnectedClassroom@Proviso: Technology Integration

#### Proviso East

- Problem Solving
- Personalized Competency-Based Education
- Argumentative Literacy

#### Proviso West

- Gradual Release of Responsibility
- Behavioral Health
- Mastery Based Learning
- Argumentative Literacy

#### PMSA

- Use of data to inform instruction
- Reading & Writing across the Curriculum
- Argumentative Literacy

## Professional Development Opportunities

Type of Delivery	When/Frequency	Content
<p><b>District Institute</b> Full day, District run institute designed to orientate all staff to the goals and expectations for the coming school year and provide professional development that builds capacity to achieve those goals.</p>	August 14, 2019	District Improvement Plan, PLC: Building Collaborative Teams
<p><b>Building Institutes</b> Full day institutes designed to meet professional development needs of school leaders, teachers, and staff.</p>	August 15, 2019 November 1, 2019 February 18, 2020	PLC, Connected Classroom, school priorities
<p><b>On-site workshops</b> Interactive workshops, that promote new learning, acquisition of improved or new skills, discussion, data analysis, and/or problem solving.</p>	<p>District August 27, 2019 4:00 -5:00 pm August 28, 2019 8:00 – 9:00 am October 1, 2019 4:00 – 5:00 pm December 3, 2019 4:00 – 5:00 pm February 4, 2020 4:00 – 5:00 pm</p> <p>Building Dates and times will vary by building</p>	PLC implementation, Connected Classroom, targeted instruction & supports, school priorities
<p><b>Professional Learning Communities</b> Dedicated time for teams to work collaboratively in recurring cycles of inquiry to improve practice and produce increasingly better outcomes for students.</p>	Weekly, through-out year	Aligned to district/school priorities, PLC objectives
<p><b>Study Groups &amp; Lunch-n- Learn</b> Less formal gathering in which teams or small groups of educators</p>	On-going, through-out year	Aligned to district and/or school priorities and/or personal PD plans



engage in study and discussion regarding a topic of interest related to their specific practice or school/district priorities.		
<b>New Teacher Induction</b> Formal mentoring program for educators new to PTHS.	On-going, through-out year	Aligned to district and/or school priorities
<b>Instructional Coaching</b> <b>Individualized coaching</b>	On-going, through-out year	Based upon school transformation plan and individual teacher needs
<b>Off-site Conferences/workshops/institutes</b> Professional development opportunities provided off-site by external providers.	On-going, through-out year	Aligned to district/school priorities or personal PD plan.  *Conference request form must be completed.  (Maximum of two out of state conferences per person, per school year)
<b>Mandated Trainings</b> Trainings mandated by statute or policy.	First week of school year	These trainings are required per state or federal mandates. These trainings can be completed during school hours when not responsible for the supervision of students.
<b>Graduate Courses</b> Courses provided by accredited colleges or universities.	Faculty/staff discretion	Educator choice but must be related to certificated area.

## Guidelines for Participation in Professional Development

### Institutes

All staff are required to attend District and Building Institutes. Agendas will be available at least two weeks prior to the event. Pre-registration for specific workshops may be required.

### On-Site Workshops

On-Site workshop offerings will be posted on the District website and included in the Thursday Update. Participation in on-site workshops is voluntary, unless otherwise directed by an administrator. Please follow the instructions for registration included in the communication.

## Professional Learning Communities

All instructional staff members are a part of the professional learning community. They are expected to attend collaborative team meetings on a weekly basis. Assignments to teams are made by building administration. See Appendix A for a full description of PLCs and related forms.

## Study Groups & Lunch-n- Learn

Participation in study groups or lunch-n-learns is voluntary. Facilitators will send invitations with agendas at least two weeks in advance of each event. Please follow the registration instructions provided by the facilitator.

## Teacher Induction Program

All teachers new to the district will engage in the Teacher Induction Program. For specific details, please see the Teacher Induction Handbook.

## Instructional Coaching

Proviso Township High School District 209 believes that for students to be college-ready, their classroom teachers must be immersed in a culture of support, professional development and timely, meaningful feedback. The needs of the school identified by the Transformation Plan are considered in tandem with the needs of each individual teacher; this combination establishes a focus for support provided to teachers in their classrooms. To request a coaching cycle, see your school's Instructional Coach.

## Request the Content for an On-site Professional Development or Training

To request specific content for a District-provided onsite workshop, please complete the Content Suggestion Form (Appendix C) and submit it to the Office of Academics. You will be issued a response with the date of the offering, or, if the District is unable to provide the PD on-site, off-site offerings will be recommended.

## Off-site Conferences/workshops/institutes

Off-site professional development provides an opportunity to collaborate outside of the district and pursue new learning and skills that may not be offered on-site. In order for the District to cover the cost of the professional development and travel expenses. You must adhere to the following guidelines. Detailed procedures and all the required forms are contained in Appendix B.

1. Ensure the PD aligns to one or more of the priority areas and complete the **Conference Approval Form (Appendix B2)**. Please complete all fields as incomplete forms will result in a delay of processing. Attach registration information and any flight or hotel information. This form, along with the necessary attachments must be submitted to the Department Chair or direct supervisor for approval. It then must be approved by the school Principal and submitted to the Office of Academics for final approval. If approval is granted, you must place a school business request in Frontline for the date(s) of the conference.
  - a. **In-state conference requests** must reach the Office of Academics at least 4 weeks prior to the PD. Late submissions may result in a denial of the request. Confirmation of approval will be given by the Office of Family Services.
  - b. **Out of state travel requires pre-approval** in the year prior to the conference date. For example, out of state travel in school year 2019-2020, requires pre-approval in school year 2018-2019. To request out of state travel for 2020-2021, submit a Conference Request Form

- with the tentative dates to your building principal. Please note, out of state travel for principals and district administrators also requires the approval of the Superintendent.
- c. **Adhere to the Travel Policy's** reimbursement amounts and retain all receipts. **Submit the Reimbursement Form (Appendix B3)** with receipts to the Director of Family Services in the District Office.
  - d. Following the PD, share what was learned with colleagues. You can determine the best forum for that sharing with building administration. Documentation of that sharing may be requested for grant compliance purposes.

## Professional Development Hours

All teachers and school support services personnel must complete 120 hours of professional development every five years in order to renew a Professional Educator License (PEL). Most of the on-site professional learning activities outlined in this guide count toward the required hours. Off-site professional learning will not count toward renewal hours unless the provider is approved by ISBE. For a list of approved providers, see Appendix G.

Educators who wish to complete professional development offered by an unapproved provider should seek approval from the Office of Academics prior to registering for, paying for, or attending an activity. See Appendix D for Request for PDH from Nonapproved Provider.

When PD hours are given for a specific activity, you will be issued an Evidence of Completion form after completing an evaluation of the workshop or activity. Use this form to record the hours in your ELIS account. You can log in to your ELIS account via this [link](#). The procedure for recording hours in ELIS is listed in Appendix F.

## Guidelines to Present or Facilitate a Professional Development Activity

All staff are encouraged to share their expertise and support the development of their colleagues. When interested in providing a workshop or facilitating a Study Group or Lunch-n-Learn, please complete the Professional Development Provider Request Form (Appendix D). Submit the form to the Office of Academics or email to [nhoward@pths209.org](mailto:nhoward@pths209.org).

For an activity to qualify for PD hours, it must adhere to the guidelines below, which are based on the policies set by the Illinois State Board of Education (See Appendix D1).

### Professional Development Provider Guidelines to Issue PD Hours

1. Ensure PD aligns to at least one of the Professional Learning Standards and ISBE guidelines (See Appendix D1)
2. Submit an Approved Professional Development Provider Activity Summary form ISBE 73-58 (Appendix D2) no later than three weeks before the PD activity to the Office of Academics or via email to [nhoward@pths209.org](mailto:nhoward@pths209.org) along with the PD agenda.
3. School or district leaders will generate the appropriate forms and provide them to the presenter or provider within one week of receipt of ISBE Form 73-58. The required forms are as follows:

- **PD Sign in Sheet** – All participants must sign in. Sign –in sheet must state name “Professional Development” at top of page along with date, name of PD, and name of presenter. Copy of the sign-in sheet must be returned to the principal, or designee.
  - **ISBE Form 77-21A Evaluation** – Participants should complete this form following the PD activity. Copies of the form must be given to the school principal or designee.
  - **ISBE Form 77-21B Evidence of Completion** – All participants must be given an Evidence of Completion Form. They retain this form for their records. Certificated staff should record their PD hours in ELIS following the PD activity. See Appendix D1 for more information.
4. Presenter or provider must collect all sign-in sheets and evaluation forms following the PD and submit them to the Office of Academics. Administration must keep all forms on file for a period of six years. (District offered PD must be kept on file in the Office of Academics or Human Resources). Administrators must also provide an annual report to ISBE by June 30<sup>th</sup> (Appendix D3).
  5. Presenters/providers Tally evaluation responses and use feedback to inform future PD offerings.

## Compensation and Reimbursement for Approved Activities

### Approval and Tuition Reimbursement for Courses

Partial tuition reimbursement is available for full-time employees. Courses must be job related, approved by the building leader or appropriate administrator in advance of class start date AND approved by the Human Resources Office.

Per the Agreement between the Board of Education and the Proviso Teachers Union, the terms and conditions for this partial tuition reimbursement program are as follows:

1. All graduate and/or post-graduate course work for which teachers may seek reimbursement must be pre-approved by the Office of Human Resources following that Office’s establishment of pre-approval procedures. The teacher must submit the pre-approval form no later than fifteen (15) business days before the course begins. The Office of Human Resources shall issue its decision regarding the approval/denial of the course for partial tuition reimbursement within ten (10) business days following the submission of the pre-approval form.
2. Only course work in which teachers have received a grade of A or B shall be eligible for reimbursement.
3. Teachers are responsible for maintaining copies of tuition bills or invoices from the college or university where they are completing their course work and for submitting these records to the Office of Human Resources. Only originals or copies of college or university bills shall be used to determine the level of teachers’ tuition reimbursement. Personal teacher records shall not be accepted.
4. Teachers who possess a master’s degree shall be eligible for a maximum annual reimbursement of \$2,000.00 for the tuition cost of eligible post-graduate course work in:
  - a. The same area in which the teacher obtained an undergraduate degree (if the

- undergraduate degree is relevant to the teacher’s current teaching assignment); OR
- b. An area supporting licensure renewal in the teacher’s current teaching assignment;
- c. In an area supporting the teacher’s existing endorsements (which are eligible for use in and beneficial to the District); OR
- d. In an area resulting in a new license or endorsement which is relevant to the teacher’s current teaching assignment OR is beneficial to the District.

This annual reimbursement maximum for course work successfully completed shall be determined according to the following calendar year:

Course Work Completed During	Shall serve as basis for Reimbursement During
7/1/19 to 6/30/20	19-20 school year
7/1/20 to 6/30/21	20-21 school year

- 5. Partial tuition reimbursement for teachers who complete a master’s degree during the term of this Agreement shall occur after the degree has been awarded. So long as the teacher remains employed by the District after completion of the master’s degree, he or she shall be reimbursed for all eligible course work in accordance with the schedule below. Total reimbursement for the tuition cost of the master’s degree shall not exceed seventy percent (70%) of the total tuition cost.

1 <sup>st</sup> year after MA completion	-	15% of tuition cost for Masters
2 <sup>nd</sup> year after MA completion	-	15% of tuition cost for Masters
3 <sup>rd</sup> year after MA completion	-	15% of tuition cost for Masters
4 <sup>th</sup> year after MA completion	-	15% of tuition cost for Masters
5 <sup>th</sup> year after MA completion	-	10% of tuition cost for Masters

- 6. The Office of Human Resources shall administer all the data and record keeping requirements of this program and shall recommend to the Business Office appropriate teacher reimbursement.

Teachers are responsible for the submission of all tuition reimbursement-related records to the Office of Human Resources so that the Business Office shall provide appropriate reimbursement within sixty (60) calendar days.

**Pre-approval and tuition reimbursement forms are in Appendix E and on the District’s website. Forms must be completed and approved prior to the start of class.**

## Workshops and Conferences

Presenters: Approved presenters employed by PTHS 209 will be compensated at the hourly rate for time spent outside of the regular school day preparing materials for a Workshop, Study Group, or Lunch-n-Learn according to the table below.

Workshop	Study Group	Lunch-n-Learn
2 hours of preparation time for each hour of actual workshop time. Applies to initial preparation only. If the same workshop is offered multiple times, only the initial preparation is compensated. Variations of the same workshop are not compensable.	1 hour of preparation time for each hour of study group.	1 hour of preparation time for each hour of Lunch-n-Learn.

Participants: Participants will only be compensated for attending required or mandated professional development and trainings that occur outside of the regular school day. A PD or training is considered required when the District requires it as a condition for continued employment, necessary to perform an assigned duty or engage in a required activity or teaching an assigned course that requires specific training or credentials. A pre-populated timesheet with the participant's name and PD Title will be given prior to the event by a district or building administrator. If unsure if an event qualifies for compensation, ask your respective administrator.

*The District will not provide compensation for participation in voluntary professional development.*

## Appendix A: Professional Learning Communities

### What is a Professional Learning Community?

We define a professional learning community as educators committed to working collaboratively in ongoing process of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for all students is continuous, job-embedded learning for educators (Dufour, DuFour, Eaker, and Many, 2006).

#### The six characteristics of PLCs

1. Shared mission (purpose), vision, (clear direction), values (collective commitments), and goals (indicators, timelines, and targets)—all focused-on student learning.
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practice and current reality
4. Action orientation: Learning by doing
5. A commitment to continuous improvement
6. Results orientation

#### Which means...

We have a clearly articulated common direction. Based on this common direction, we each contribute according to our roles, responsibilities and expertise.

Together we examine what students are learning and what adaptations we need to make to instruction. Similarly, building teams examine the needs of teams and teachers and the district examines the needs of buildings and administrators making adaptations to resource allocations accordingly.

Not only do we examine the strengths and needs of students and staff, we also collectively examine research-based innovations to address the needs.

We do not just admire our challenges; we take action to resolve them. Despite our best efforts and intentions, our actions may not always result in the desired outcomes. When this happens, we examine again and try again.

Good enough will never be good enough. We will always strive for better.

We will not rely on our good intentions to be enough evidence of success. We will be driven by high expectations and we will know we are successful when we achieve our desired results.

Underlying these characteristics are 3 big ideas

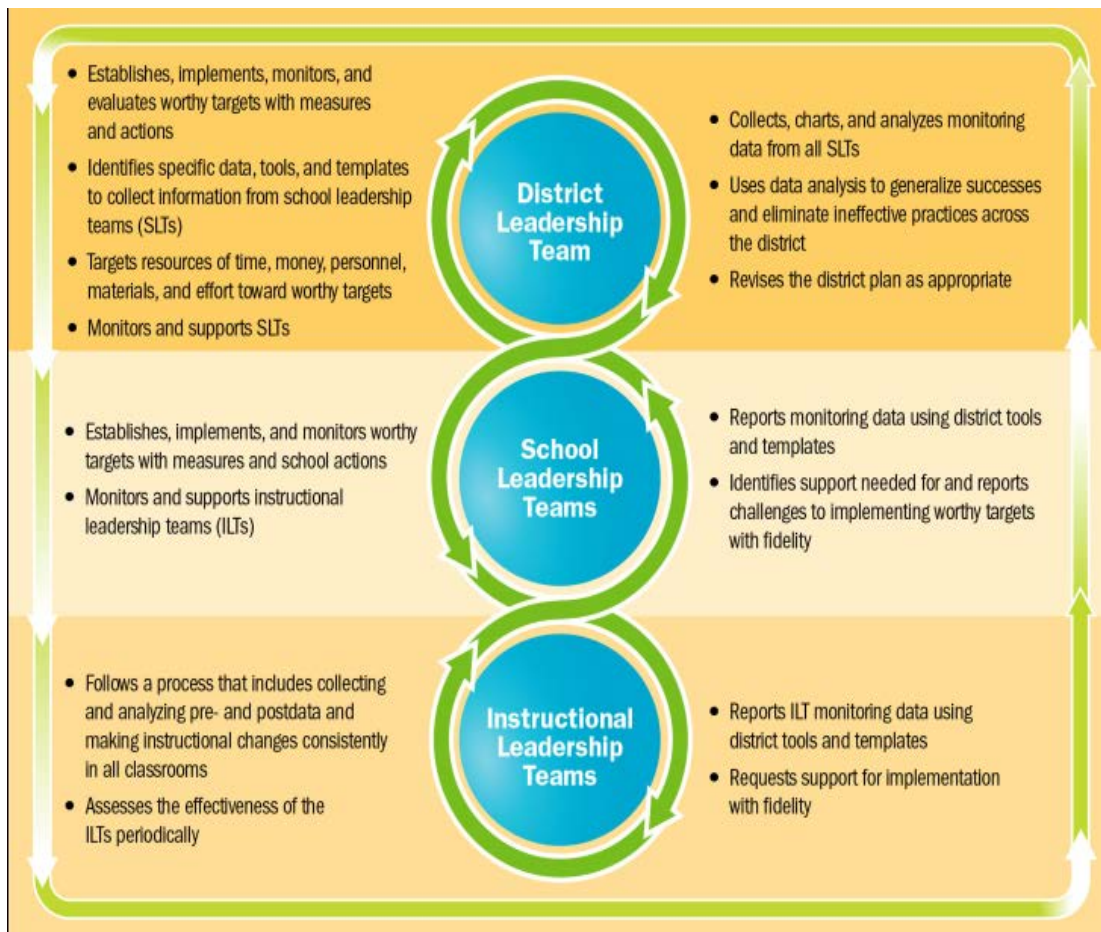
1. Focus on learning and not on teaching.
2. In order to meet the needs of all students we must **focus on collaboration**.
3. We must **focus on results**.

Equally important is to articulate briefly what PLCs are not.

- **It is not a program.** PLCs are about people, practices, and processes that fundamentally change the way we engage in our work (Cultures p 16).
- **It is not a meeting.** Meetings represent a specific time that teams must work together, but the PLC represents the culture of the school and all 6 characteristics should be present in all professional interactions.
- **It is not just “my team”.** The entire organization is a professional learning community with the six characteristics embedded in each professional conversation. The community is made up of interdependent teams at the instructional level, the building level, and at the district level.
- **It is not a book club.** While a team may decide to engage in a book study, the merely reflects a possible application of the six characteristics of PLCs (School Leaders Guide p. 4).

The purpose of a PLC is to **learn together** and to convert this learning to **innovative strategies** that allow us to **meet the needs of all students and adults**.

**As previously mentioned, the entire district is a professional learning community.** To this end, we are establishing interdependent learning teams at the instructional, building and district levels.





## **Expectations and Monitoring PLC Implementation**

In order to become a successful professional learning community, it is necessary for all members of the community to clearly understand their roles and responsibilities and to assess their level of efficacy as a contributing member of the community. The data from self-assessments as well as team results will be used to celebrate success and to differentiate professional development to meet the unique needs of each team. Just as instructional teams meet to identify and meet the needs of their students, building and district leadership teams meet to identify and meet the needs of their staff. In this way, all students and staff will be given the support they need to be successful.

This section will outline these expectations and the strategies that will be used to monitor the development, function and results of instructional teams, building leadership teams, and district leadership teams.

### **Instructional Teams**

#### **Membership**

The IT shifts the focus from an individual teacher to a team of teachers that can function as a purposeful community. Instructional teams provide structured time for teachers to come together and review/revise the impact of teaching practice and student learning. They are forums for job-embedded professional learning.

Membership of ITs should include teachers who may be representative of the following:

- Teachers in the same grade or same content area
- Intervention specialists supporting the needs of students with disabilities;
- ITs may also be arranged vertically across grade levels or disciplines to provide continuity of focus in instruction, curriculum, and assessment

#### **Roles and Responsibilities**

A summary of the responsibilities of the IT is identified below.

- Generate standards-based common formative assessments by selecting the specific priority standards and grade level indicators that students must master;
- Create a pre-assessment to be given prior to the unit of study (also used as the post-assessment to be administered at the end of the unit of instruction);
- Collect and chart data relative to student learning indicators and student performance data relative to plan indicators;
- Analyze their students' results concentrating on specific students who are proficient, approaching proficiency, and falling far below proficiency on the identified standards-based concepts and skills;
- Determine and implement effective differentiated and engaging research-based instructional strategies based on students' learning needs in their classrooms while continually assessing progress, both formally and informally, to monitor and adjust their selected strategies based on their analysis of student learning results;
- Post-assess their students to determine mastery of the identified skills and concepts. If students have not reached mastery, interventions are implemented ensuring student success;

- Discuss successes and challenges, learning from colleagues about how to implement classroom changes;
- Report results to the SLT; and
- Share work and celebrate successes.

## **School Leadership Teams**

### **Membership**

The SLT shifts the focus from an individual to a team that can function as a purposeful community. The SLT needs to understand that this work continues after the plan is developed and that the work of continuous improvement is ongoing and involves the SLT in all stages of the continuous improvement process.

Membership of the SLT should include individuals with key positions at the various levels of the organization who may be representative of the following:

- Principal/building level administrator(s);
- Teachers who represent all grade-levels or grade-spans, early childhood, general education, special education and English Language Learners (ELL) including all subgroups;
- Non-administrative staff who serve in a leadership position, e.g., literacy coach, math coach, after school coordinator, parent liaison;
- Non-certified staff, e.g., secretaries, custodial and maintenance staff, food services staff;
- Stakeholders representing parents, local businesses and/or community organizations, such as a program that serves children and families who will transition into the elementary building;
- Teacher union representation; and
- Central office/DLT liaison or ad hoc members.

### **Roles and Responsibilities**

A summary of the responsibilities of the SLT is identified below.

- Promote commitment to continuous improvement;
- Maintain school-wide focus on high achievement for all students;
- Facilitate the establishment and ongoing efforts of Instructional Teams (Its) that use data to inform and improve instructional practice;
- Develop a single SIP that focuses on a limited number of actions aligned to district goals and strategies;
- Monitor the progress of the SIP, specifically adult implementation and student performance measures and actions and make necessary adjustments based on data;
- Communicate to ensure coherence and continuity;
- Provide opportunities for meaningful input and feedback from internal and external stakeholders;
- Make decisions regarding financial and capital management aligned to district goals and strategies; and
- Evaluate the SIP for impact and process.

## **District Leadership Team**

### **Membership**

Individuals with key positions at the various levels of the organization, for example:

- Superintendent
- Assistant Superintendents
- Building Principals and Assistant Principals
- Family Services Director
- Community Representative
- Representatives from unions
- Learning Support Directors/Supervisors, e.g., Student Health and Nutrition, Discipline, Dropout Prevention, Character Education, Alternative Programming, Multiculturalism and Affirmative Action, Safe and Drug Free, School Psychology, Counseling
- Technology, Data or Information Management Director/Supervisor
- Curriculum/Instruction/Assessment directors/supervisors
- Special education director/supervisor
- Local school board member
- Teacher leaders from various content areas, grade levels, buildings, and specialized instructional areas, (e.g., special education, gifted, limited English proficient)
- Business Manager, federal programs director
- Other program directors/supervisors (e.g., preschool, health and nutrition, safety)

### **Roles and Responsibilities**

A summary of the responsibilities of the DLT is identified below.

- Implement planning policy;
- Promote commitment to continuous improvement;
- Maintain district-wide focus on high achievement for all students including all subgroups;
- Facilitate the efforts of workgroup(s);
- Develop a single district improvement plan that focuses on a limited number of district indicators/goals/objectives for instruction and achievement;
- Convey to schools and the community the district's mission for guiding the development of the focused plan;
- Ensure that schools have focused building plans that are aligned to the district's goals;
- Monitor the progress of the district plan, performance and measures and make necessary adjustments based on data;
- Communicate to ensure coherence and continuity;
- Provide opportunities for meaningful input and feedback from internal and external stakeholders;
- Make decisions regarding financial and capital management aligned to district goals and strategies; and
- Evaluate the plan and process.

## **Team Facilitation**

An effective team facilitator is a person who:

- doesn't have all the answers and isn't afraid to admit it;
- someone who is confident enough in his/her ability to accept challenges in a non-defensive manner;
- someone who is secure enough to make his/her thinking public and therefore subject to discussion
- someone who likes people and trusts them to make the right decisions if given the opportunity
- some experience desirable but not as important as the ability to learn from mistakes. (Osterman & Kottkamp, 2004)

## **Roles and Responsibilities**

- Prepare for each meeting
- Lead meeting procedure and protocol
- Follow-up with team members after each meeting
- Support staff practice and inquiry between meetings
- Maintain record or "history" of team

## **Monitoring Function and Results**

Monitoring and feedback is a crucial element in helping school districts and schools use quantitative and qualitative data to (a) identify critical needs, (b) implement evidence-based instructional practices consistently across the system, (c) monitor measurable indicators for student performance/success and adult implementation/professional practice, and (d) determine whether the plan and process has the desired impact (IL CSI Theory of Action Research Base).

### **Function**

The ability of a team to function effectively will directly impact the results they are able to achieve. Therefore, teams will be asked to self-evaluate their efficacy with indicators of successful team performance at least twice a year in November and March. A baseline survey will be administered in September of each year. This data will be gathered and reviewed by SLT and DLT in order to determine the supports and resources needed in each building and within each department.

### **Team Results**

Each team will be responsible for setting and making progress toward SMART goals. In addition to these specific goals, IT/SLT/DLT will also monitor overall student performance (including achievement, attendance and discipline) in order to monitor the impact of practice, celebrate success and adjust meet identified needs as soon as possible.

The data from SMART goal results and overall student performance will be *gathered by PLC* facilitators and examined during It, SLT, and DLT meetings at least quarterly.

**Our Goal for 2019-2020:** 100% of collaborative teams will score at developing or higher on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams.



**2019-2020 PLC Collective Timeline**

Date	Action
9/9/2019	PD East/West: EL PMSA: TBD
By 9/16/2019	All teams take the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams to establish baseline data.
Each Week	Team leader posts agenda and notes in team folder.
By 9/16/2019	All teams establish norms and one or more SMART goals for the school year.
By 10/14/2019	Teams collaboratively identify at least one essential standard per semester for the team to track, assess, and monitor.  Team leaders submit request for PD hours for quarter one.
By 11/04/2019	Teams develop and administer at least one common formative assessment. Teams will collaboratively analyze results and develop a plan of action that addresses the following questions: <ul style="list-style-type: none"> <li>• What do we do for the students who didn't learn it?</li> <li>• What do we do next for students who did master the learning?</li> </ul> Team leaders post CFA analysis results and plan in team folder.
11/18/2019	PD: Assessment of English Language Learners at Proviso East and Proviso West PMSA: TBD
By 12/18/2019	Team leaders submit request for PD hours for quarter two.
1/13/2020	PD: EL Strategies and Methods – Online Module
By 3/10/2020	Teams develop and administer at least one common formative assessment. Teams will collaboratively analyze results and develop a plan of action that addresses the following questions: <ul style="list-style-type: none"> <li>• What do we do for the students who didn't learn it?</li> <li>• What do we do next for students who did master the learning?</li> </ul> Team leaders post CFA analysis results and plan in team folder.
By 3/17/2020	Team leaders submit request for PD hours for quarter three.
4/14/2020	PD: Foundations of Language at Proviso east and Proviso West PMSA: TBD

By 5/5/2020	All teams take the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams to establish end of year data.
By 5/12/2020	Team leaders submit request for PD hours for quarter four.
By 5/19/2020	All teams celebrate successes and identify areas for improvement.

## Appendix B: Conference/Travel Procedures and Forms

### Conference Request Procedures

1. Any employee that would like to attend a conference will need to complete the Conference Registration Form and attach the following:

- A. A completed registration form with all the necessary details to register.
- B. A detailed description of the Conference/Workshop.
- C. The conference agenda that clearly identifies start/end dates and times and if any meals are provided by the conference organizers.
- D. All supporting travel arrangements must be attached to the request as well.
  - Expected mileage will need to be completed. Use home or school to destination round trip as an estimated calculation.
  - Conference hotel is the first option for all attendees. Take note of deadlines when submitting requests. **DO NOT USE ANY PERSONAL CREDIT CARD TO BOOK A HOTEL.** You will be liable for any expenses incurred if you fail to remove your reservation.
  - Airfare will be arranged by the District staff member processing the request. Airline selection will be based on reasonable flight departures for the staff member and the best economic choice for the district. The District does not cover early boarding and preferred seating.

2. All conference requests require multiple signatures prior to registration. Please take note of the timeline needed for completion. Note early registration deadlines. Department Chair/Supervisor and Principal must authorize request prior to submission to the District office.

- A. Principal Secretaries will forward all conference requests to the District Office for final approval. The Assistant Superintendent for Academics & Family Services will provide final approval for all in-state travel. A minimum of 4 weeks' notice is required.
- B. All out of state travel will requires preapproval in the year prior to travel. In addition, out of state travel for building and district level administrators require the Superintendent's signature. All else will be approved by the Assistant Superintendent. Please allow a minimum of two months for all out of state travel.

3. Once the Academics or the Superintendent's Office has approved the request, the corresponding grant coordinator's office will begin the process of completing the request.

4. A requisition is created and delivered to the District Purchasing Agent.

- A. The Agent will generate a Purchase Order. Registration will depend on how the vendor accepts registrants:
- On-Line Registration: Participant will register themselves after notification of a PO number.
  - Faxed Registration: Participant will be registered by the Purchasing Agent and will send the PO to the vendor.
  - Emailed Registration: Participant will be registered by the Purchasing Agent and will send the PO to the vendor.
- B. Once a PO is generated, the District staff member processing the request will be notified and will communicate conference approval or denial status to the attendee via email.
- C. After a PO is generated an email will be sent to the attendee who will have 24 hours from receipt of the approval notice to register for the conference, with the following exceptions:
- Any conference forms that will need to be faxed to the conference organizers will be completed by the Purchasing Agent in the Business Office.
  - Any conference that needs to be paid up front with a credit card will need to be completed by the District staff member processing the request.
- D. If the attendee is completing the registration, they will send any invoices or confirmation emails to the District staff person processing the request.
- E. It is the responsibility of the attendee to request School Business for the day off to attend a conference. The request must be made in Frontline and approved by the school administrator.
- F. Lastly, it is the responsibility of the teacher attendees to arrange for a substitute. This must be requested in Frontline and discussed with immediate supervisor.

## **Administrative Guidelines on Travel**

### Overall philosophy on travel, meeting and conference attendance:

The District understands that travel has benefits and challenges for staff members. It is an opportunity to work with and learn with colleagues outside of the District. To meet our mission as the best high school district in the State of Illinois, our staff needs to learn and participate in a greater conversation regarding education and policies that impact our students, parents, and community. To that end, it is our attempt to allow staff the opportunity to participate in such conversations and to bring back such knowledge to share with the Proviso community.

The District expects and requires a high level of accountability, transparency, and effective use of its resources regarding travel. When traveling, employees should consider their usage of resources as limited and are to be used effectively and efficiently. Staff, when traveling in a group, may be required to use District vehicles or travel as a group instead of separately. Staff may be required to take hotel shuttles or shared rides to and from the airports at the beginning or end of conference instead of taxis to reduce costs.

The District also understands that travel can take people away from their families, classrooms, and offices where they still have responsibilities regardless of their travel. Therefore, some flexibility in the administration of the reimbursement procedures will be attempted.

It is both a responsibility and a privilege to travel and represent our District at conferences outside of the District. The District has adopted a policy that allows flexibility and expects staff members to treat both, the time they are traveling, and the funds used, as an important resource and should be considered as such when they make their choices.

When possible, the District will work to either advance pay through issuing a purchase order or the District credit card to cover travel expenses for staff. It is our goal to minimize the need for employees to be reimbursed for travel expenses incurred while traveling for work purposes.

### New administrative guidelines for travel and reimbursement:

Effective January 1, 2017, a new law, The Local Government Travel Expense Control Act, went into effect for all local governments in Illinois. The Board, at its February meeting, approved maximum reimbursement amounts for employee and Board travel and established the legally required policies for all travel for all staff and Board members. The following are the new maximum amounts for travel:

1. Air Travel – Round Trip Ticket – \$1,000
2. Rail or Long-Distance Bus Travel – Round Trip Ticket – \$1,000
3. Automobile Rental – Daily Amount – \$90
4. Taxis/Limousines/Ride Sharing/Bus – Daily Amount \$50
5. Lodging – Daily Amount – \$250 unless a higher rate is established by conference.
6. Meals – Daily Amount – Maximum amount is \$74 a day depending on location. The United State Governmental rates based on meals will apply.
7. Parking – Daily Amount – \$60
8. Reimbursement for Use of Personal Automobile, including tolls – \$300. This reimbursement shall be set forth at the standard mileage rate approved by the Internal Revenue Service for income tax purposes.



These amounts are the maximum rates, **however, staff are expected, when traveling on District business, to refrain from frivolous or extravagant expenditures for public funded travel and to find the most economical mode to travel.**

To assist employees of the District with this policy, the following administrative procedures are below. If it is determined that an employee routinely disregards the procedures outlined below, the employee may be limited in their ability to travel on behalf of the District.

Air-travel: It is important that reservations for District travel be done far enough in advance to get the best airfare possible. If a conference is approved, airfare should be booked as soon as travel is approved. If a fare cannot be found under the approved amount, travel cannot be booked until the Board of Education has approved an exception to the adopted amount. The District will not pay for first class or seat placement upgrades unless the price is the same as standard coach. Such upgrade costs, if used, will be at the expense of the individual traveling. ***If appropriate airfare cannot be found or time does not allow for compliance with The Local Government Travel Expense Control Act and Board approval prior to encumbrance of expense, the employee may not attend the conference unless they choose to not seek reimbursement for the travel.*** An employee may choose to receive reimbursement up to the cost covered by the District and pay the remainder themselves. For example, if the cost of airfare is \$1,100, the maximum amount covered by the Board is \$1,000, so the employee can choose to pay the \$100 themselves without receiving any reimbursement from any funds within the control of the District. This would include any student activity or special use funds.

Rental car: The maximum rate for rental cars is \$90 a day, this amount is for when teams travel, and a larger vehicle is rented to accommodate the entire team. Rental cars, only if needed, should be within reason and should reflect economical restraint when ordering. It should only be as large as needed for the number of staff traveling. If a single employee is traveling and requires a rental car, the car should be the size of an economy or mid-sized vehicle. Again, if an employee chooses to upgrade, they do so at their own expense and may not receive reimbursement for the upgrade.

Taxis, black cars, Uber, Lyft: Such services can reduce the cost of travel if used to and from the airport away from the conference. Their use to and from a Chicago airport will only be reimbursed if those costs are below that of mileage and economy parking rates at a Chicago airport. If such services are used when traveling for the District, receipts are required. It should not be the expectation of staff to be shuttled to and from the airport by District staff unless there are special circumstances, such as a large group is going, and the departure and arrival times are during normal work periods.

If travel is required away from a conference hotel, reimbursement will require nature of travel on the receipt submitted. Staff may be required to give a detailed explanation as to the nature of the travel and why it is necessary for reimbursement.

Lodging: The maximum rate is \$250 a night, unless the conference rate is higher, this happens often and there is little control over conference rate hotels. If a staff member has a choice of hotels and the travel is not directly related to a conference, then the lodging should be as close as reasonable to the final destination and should be at a comfortable, reasonable hotel. If for some reason there is no hotel at or below the \$250 rate in the area, there must be enough time for the Board of Education to approve an exception to the policy at a regular scheduled Board meeting prior to travel or booking a non-refundable room. The District will not be able to book a room above the rate without prior Board approval. It should also be noted that the rate the District is using is higher than the State or Federal government rate which were considered for this policy.

Meals & Incidental Expenses: It is important for staff to remember that when seeking reimbursement for food, when traveling, they should keep in mind that they are traveling on public educational dollars. As noted in all policies, public funds are never to be used for alcoholic beverages, if such items cannot be put on a separate receipt, please be clear as to what is asked for reimbursement.

The District is using the federal reimbursement rates for meals. Given the flexibility and the fact that the Federal Government has developed an independent system to evaluate costs per diem, using the federal system would also allow the District to manage the District’s resources. The federal rates are dependent on the location of the meeting. There are 6 different rates. There is a website that can be used to determine the per diem rate. For example, Chicago has a per diem rate of \$74, however other areas of the State have a rate of \$51 a day. The website to determine what rate to be used can be found here:

<https://www.gsa.gov/portal/category/100120>. The Meals and Incidental rate are in the last column.

The table below lists the six M&IE tiers in the lower 48 continental United States. Determine your Meal and Incidental expenditure (M&IE) rate and find the corresponding row to see the breakdown for each meal. The rates are by meal and will be reimbursed as such.

Per Diem Total	Breakfast	Lunch	Dinner	IE
\$51	\$11	\$12	\$23	\$5
\$54	\$12	\$13	\$24	\$5
\$59	\$13	\$15	\$26	\$5
\$64	\$15	\$16	\$28	\$5
\$69	\$16	\$17	\$31	\$5
\$74	\$17	\$18	\$34	\$5

The District will only reimburse for detailed receipts; it will reimburse for tax and tip if it is noted on the receipt. The District will not reimburse for candy, chips, or soda while traveling, beyond the \$5 IE reimbursement as noted in the chart above. It is expected that the reimbursement is for meals eaten while out on District business. Employees should refrain from the following examples of abuse of this policy:

- buying two meals for themselves,
- spending the entire amount on other meals because portions of the day are covered by conference fees or other sources,
- buying meals on their way to and from the Airport on the first and last day of the trip,
- buying groceries at a grocery store at the end of their trip,
- buying multiple pizzas for one meal,
- claiming one meal’s reimbursement on candy and soda,

- buying non-employee's meals

The purpose of the reimbursement for food is so that the employee can eat a reasonable meal while traveling. At times, this reimbursement may not cover the entire cost of food and employees may need to contribute their own funds. This is not any different from other organizations that reimburse meals while traveling. When food is provided as part of a conference registration fee, there is no reimbursement for that meal. For example, if an event includes a breakfast or lunch, those meals would be subtracted from amount of money eligible for reimbursement for that day. If breakfast and lunch are paid for by the conference through the conference fees already paid, the employee will only have as their maximum reimbursement for the dinner and the \$5 individual expense for that day. Meals in Chicago area airports will not be reimbursed.

Parking: The maximum rate for daily parking is \$60, however, if a staff member is flying and they park their car at the airport, the District will only reimburse at the economy parking rate for that airport. For example, the current rate at Midway is \$15 a day, if the staff member parks in valet parking at \$40 a day, they will only be reimbursed at \$15. The maximum rate of \$60 is in the event a person is at a conference at a hotel and must pay the daily rate of parking, as it is in Chicago.

Mileage reimbursement: The District will reimburse at the rate established by the Internal Revenue Service for travel to and from a conference for District travel. By submitting for reimbursement for vehicle travel expenses, an employee is also acknowledging that they have a valid driver's license, and current appropriate insurance under State of Illinois laws. If for any reason the employee does not have one of those things, they should review with their supervisor.

Depending on circumstances and the type of travel, the District may provide the use of a District vehicle for transportation. The District may also, at that time, supply a District credit card for fuel usage only. If a District credit card is used, a detailed receipt must be submitted for any use. Staff will need to provide a valid current driver's license to the business office prior to usage of any District vehicle.

## Conference Reimbursement Request Procedures

1. Requests for reimbursement should be submitted within 7 business day after the completion of a conference. All original detailed receipts are required and must be organized by day. Tape to an 8 ½ x 11" paper with each day clearly written in the upper right-hand corner. Attendees will submit proof of attendance in order to process the reimbursement.
  - a. Daily meal reimbursement allowances will be based on the location of the conference. Refer to the Administrative Guidelines for Travel section, above for information regarding daily limits.
  - b. Mileage will be calculated based on the distance from home or school address to the conference venue. A printed copy of the map using MapQuest or Google Maps is required.
  - c. The following need to be included for any travel reimbursements:
    - Parking/transportation receipts.
    - Print-out of tolls paid.
    - The district will only reimburse for economy parking at airports.
2. Attendee will forward the Request for Reimbursement to the attention of the District staff member who processed the initial conference request.
3. Once the request for reimbursement is reviewed for compliance with Board policy regarding travel, the process of creating a requisition will be completed by the District staff member processing the request.
  - a. New employees will need to submit their home address for reimbursement.
  - b. Once the PO is generated, the appropriate administrator will authorize the disbursement. Payment of reimbursements will take place after the FOP meeting on the month that the reimbursement was placed on the bill list. Refer to the Board Book on the website.
4. Complete and correct requests for reimbursement that are received in the office of the Grant Administrator or appropriate administrator on or after the third Monday of a given month and on or before the second Friday of the next month will be processed for payment on the bill list for the following month. (Example: A complete and correct request received on January 12, 2018 would be processed for payment in February 2018. A complete and correct request received on January 16, 2018 would be processed for payment in March 2018.)



# PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

*NIHIL NISI OPTIMUM, Nothing but the Best*

## B2. Request to Attend Conference/Workshop

All supporting documentation must be attached to this form, including: agenda, registration form, payment option highlighted, sessions with descriptions, hotel information (if applicable), flight/train information (if applicable). Must submit at least 4 weeks prior to registration deadline for in-state travel and 8 weeks prior to registration deadline for out-of-state travel.

Select School:            East            West            PMSA            District

Request Date: \_\_\_\_\_ Conference Date(s) \_\_\_\_\_ Time: \_\_\_\_\_

Registration Deadline: \_\_\_\_\_ Conference Title: \_\_\_\_\_

Conference Location: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Sub Needed?            Yes            No    If yes, which periods? \_\_\_\_\_

### Anticipated Expenses

\$ \_\_\_\_\_ Registration Fee    Payment Options:

\$ \_\_\_\_\_ Mileage/parking/Tolls ( \$ 0.58 per mile)

\$ \_\_\_\_\_ Meals (*refer to Conference and Travel Procedures*)

\$ \_\_\_\_\_ Hotel

\$ \_\_\_\_\_ Airfare Flight Preference            Morning            Afternoon            Evening

Only required if flight is needed: Date of Birth            Cell Number

\$ \_\_\_\_\_ Other Expenses: Please explain

\$ \_\_\_\_\_ Total Anticipated Itemized Expenses

### Approved by:

Chair/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal/Administrator \_\_\_\_\_ Date \_\_\_\_\_

Director of Specialized Services \_\_\_\_\_ Date \_\_\_\_\_

*(required for all special education topics)*

Assistant Superintendent for Academics \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

*(required for ALL out of state travel for principals and district administrators)*

### Office use Only

Funding Source:            Title I            Title II            CTEI            Perkins            Local            IDEA            LIP/LEPS



*"Nothing But The Best"*

**B4. Request for PD Hours from a Non-approved ISBE Provider**

Only Illinois State Board of Education (ISBE) approved professional development providers can provide PD hours to educators for the purpose of license renewal. Educators who wish to complete professional development offered by an unapproved provider, must complete this form in its entirety prior to registering for, paying for, or attending the activity. The Office of Academics will contact you regarding the approval status of your request. Please note, incomplete forms will not be considered.

Name

Location

Title of Conference/workshop

Activity date(s)

Summary of Activity

Describe how this activity will impact educator and student growth in regard to content knowledge and/or skills, educator and student social and emotional growth, and/or alignment to district or school improvement plans.

---

For Office of Academics use only

Request approved

Request denied for the following reason(s)

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Proviso Township High Schools District 209**

**Request for Reimbursement**

**B4. (All original itemized receipts must be attached to this form)**

Date of Request: \_\_\_\_\_ Conference Date(s): \_\_\_\_\_ School (Please select) East West PMSA District

Name: \_\_\_\_\_ Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State, Zip: \_\_\_\_\_

Conference Title: \_\_\_\_\_

Location: \_\_\_\_\_ Meals Included? \_\_\_\_\_

***Incurred Daily Expenses:***

Month/Day/Year					Totals
Mileage/Parking/Tolls (58¢ per mile)					
Meals (refer to <a href="https://www.gsa.gov/portal/content/104877">https://www.gsa.gov/portal/content/104877</a> for daily rates)					
Materials/Equipment					
<b>Total Itemized Expenses</b>					

In order to expedite your request for reimbursement, please follow the procedures below:

1. Circle amount requesting on itemized receipt.
2. Underline date of receipt.
3. Complete daily totals in the corresponding cell.
4. Tape each daily set of reimbursements neatly to a separate sheet of paper.
5. Backup documentation is required for mileage requests. Provide a GoogleMaps/Mapquest printout of start and end points with total mileage circled.

Date: \_\_\_\_\_

\_\_\_\_\_  
**Employee Signature**



PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209  
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Appendix C. Professional Development Content Suggestion Form

Date:

Name:

School:

Please give a brief description of the desired content of PD.

Please select the desired delivery

On-site Workshop

Study Group

Lunch n Learn

Other

Please Describe

*Submit this form to Office of Academics in the District Office*





**PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209**  
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**Appendix D. Professional Development Provider Request Form**

Name

Date

Email

Title/position

Site

**Please select the type of PD you would like to provide or facilitate**

On-site Workshop

Study Group

Lunch -n-Learn

**Please select target audience (You may select more than one)**

District/School Leaders

Teacher Leaders

Teachers

Support Staff

**Please select your desired location.**

District Office

Proviso East

PMSA

Proviso West

Requested Date

Alternate Date

**Title of PD**

**Description**

**Intended impact on student**

Do you wish to provide PD hours for this workshop?

Yes. How many?                      You must also complete ISBE Form 73-58 and submit with this document.

No

Other Notes

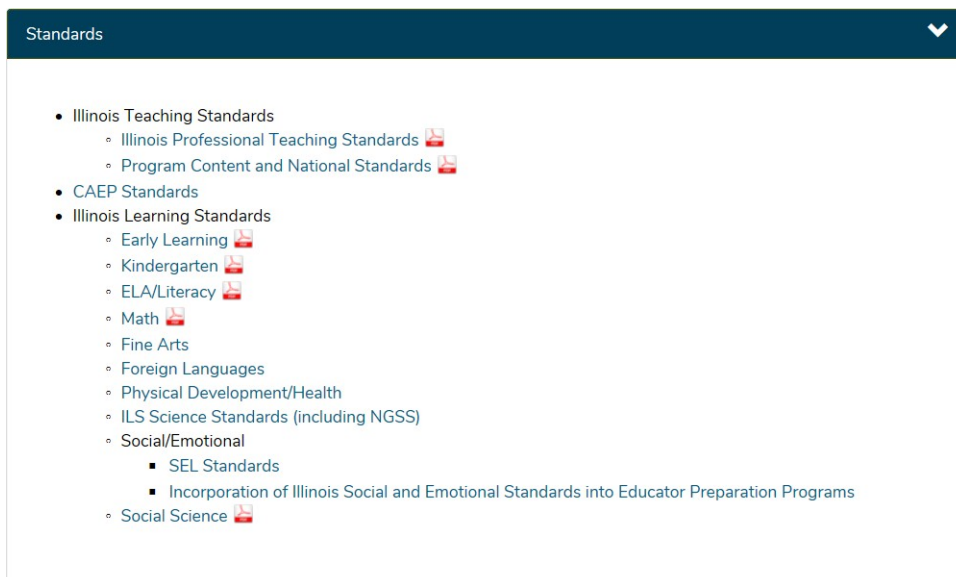
*Submit this form to the Office of Academics or email to [nhoward@pths209.org](mailto:nhoward@pths209.org)*

## Appendix D1

### SECTION IV – RESPONSIBILITIES OF ILLINOIS STATE-APPROVED PROFESSIONAL DEVELOPMENT PROVIDERS

All Illinois State-approved professional development providers, including those approved in statute and those approved by application, must do all of the following:

- Award credit on a 1:1 basis – 1 clock hour of attendance = 1 professional development hour. (23 IAC 25.855(h)).
- Provide evidence to ISBE that professional development activities align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <http://learningforward.org/>. (23 IAC 25.855(d)(1))
- Produce a written rationale for each professional activity explaining how the activity aligns to the Illinois State Teaching and/or Learning Standards (<https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx>). (23 IAC 25.855(d)(2))



- Produce a written rationale for each professional activity explaining how the activity aligns to one or more of the following purposes:
  - A) *Increase the knowledge and skills of school and district leaders who guide continuous professional development*
  - B) *Improve the learning of students*
  - C) *Organize adults into learning communities, the goals of which are aligned to those of the school and district*
  - D) *Deepen educators' content knowledge*

- E) *Provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards*
  - F) *Prepare educators to appropriately use various types of classroom assessments;*
  - G) *Use learning strategies appropriate to the intended goals*
  - H) *Provide educators with the knowledge and skills to collaborate*
  - I) *Prepare educators to apply research to decision-making*
- (23 IAC 25.855(d)(3))

- Providers must “maintain original documentation for completion of professional development activities” (105 ILCS 21B-45(i)(4)), “verify attendance at its professional development activities” (23 IAC §25.855(e)(1)), and “maintain attendance records for each event or activity it conducts for a period of not less than six years.” (23 IAC §25.855(e)(3)).

Daily attendance is required. Daily attendance must include the following data in a format of the provider’s choosing, i.e. paper or electronic:

- A) the name, date, and time of the activity, event, workshop, conference, etc.
- B) Educator names and IEINs (Illinois Educator Identification Numbers)\*
- C) Educator arrival and departure times (in order to determine how many PD hours to grant the educator\*\*)

\* Providers are not responsible for confirming the IEIN numbers.

\*\* Professional development credit is awarded in clock hours to the nearest quarter of an hour (23 IAC §25.855(h)). Providers are responsible for practicing due diligence in issuing the correct amount of professional development credit based on educator attendance.

- For online, webinar, or other individualized activities, providers must create a way to track the number of hours educators actually spend working on an activity.
- Disseminate and collect an ISBE 77-21A Evaluation from each participant ([https://www.isbe.net/Documents/77-21A\\_evaluation.pdf](https://www.isbe.net/Documents/77-21A_evaluation.pdf)). Retain completed evaluations, for auditing purposes, for a period of not less than six years. (23 IAC 25.865)
- Complete and disseminate to each participant the required ISBE 77-21B Evidence of Completion form ([https://www.isbe.net/Documents/77-21B\\_evidence\\_completion.pdf](https://www.isbe.net/Documents/77-21B_evidence_completion.pdf)). (23 IAC 25.865(a))
- Submit the ISBE 73-59 Annual Approved Provider Report to ISBE no later than June 30 annually (<https://www.isbe.net/Documents/73-59-annual-approved-provider-rpt.pdf>). (23 IAC 25.860(a))
- Comply with an ISBE professional development provider audit at least once every five years. If the audit results indicate the provider did not meet statutory and administrative rule requirements, ISBE may withdraw provider approval or notify the provider that professional development hours can no longer be issued for specific activities. (23 IAC 25.860(c))

- Illinois State-approved professional development providers may not issue professional development credit for activities that do not address the criteria outlined above. Activities designed for promotional or commercial purposes, for entertainment, or for inspiration or motivation do not count as professional development.  
(23 IAC 25.860(c)(2))

***Please direct questions to ISBE Educator Effectiveness at [PDAudits@isbe.net](mailto:PDAudits@isbe.net).***





## Appendix F

Cut and paste this link into your browser: <https://sec3.isbe.net/IWASNET/login.aspx>

Type in your login name and password click **LOG IN**

 **Illinois State Board of Education**  
Gery J. Chico, Chairman   Christopher A. Koch, State Superintendent

*for EDUCATORS   IWAS for EDUCATORS   IWAS for EDUCATORS   IWAS for EDUCATORS*

ome

Now

password

ROE

Guide   
ning Video

**Already have an account? Login Here:**

**Login Name**

**Password**

Remember Login Name

**LOG IN**

**[FORMER ECS USERS CLICK HERE FOR FIRST TIME ACCESS TO THE ELIS SYSTEM](#)**

ELIS (Educator Licensure Information System) is now replacing ECS (Educator Certification System).

You will be directed to create an IWAS for Educators account to instantly access ELIS and view your credentials. After successfully creating your account, you will be able to log in on the left side of this page anytime to access your information.

**Need Help?**

If you need help with logging in, the sign up procedure or your password, please click on the link below.

**[Find Login/Password](#)**

**[Help](#)**

This web site has been optimized for Internet Explorer 9.0 or above / Firefox 18.0 or above. You can download the latest version of these browsers by clicking on the following icons.



Click [Continue >>](#)



# Illinois State Board of Education

Gery J. Chico, Chairman   Christopher A. Koch, State Superintendent

*IWAS for EDUCATORS*   *IWAS for EDUCATORS*   *IWAS for EDUCATORS*   *IWAS for EDUCATORS*

Login: TESTELIZ   Hello Elizabeth, you last logged in 10/23/2014 12:59:37 PM.

- Home
- Edit Profile
- Change Password
- Contact ROE
- Help
- Logout

**Welcome to your personal IWAS for Educators account.**

From this page you can click on the "Continue" button to access all of your credentials online.

[Continue >>](#)

ELIS is redirecting you to your homepage/dashboard.



# Illinois State Board of Education

Please wait while we transfer you to the selected application

This is the homepage/dashboard. Click on [Enter Professional Development](#)

 Welcome, Elizabeth Test!

**Primary Information**  
Full Name: Elizabeth Test  
IEIN: 951316  
DOB: 11/5/1978  
Gender: Female

**Contact Information**  
Address: 1234 Main Street  
City, State Zip: Springfield, IL 62702  
Email: [dheckenk@isbe.net](mailto:dheckenk@isbe.net)  
Primary Phone: (555) 555-5555  
Secondary Phone: (217) 555-1212  
[Click Here to Edit Your Contact Information](#)

**Profile**  
PD Status: Active  
[Click Here to Update Your PD/Employment Status](#)

CREDENTIAL CENTER					
License / Approval Type	Applied	Expires	Registered Thru	PD Hours	Status
Professional Educator License (PEL)	09/11/2013	06/30/2015	2015	1	Issued
Endorsements			Applied	Issue Date	Status
Elementary Education			09/11/2013	09/05/2007	Lapsed
Elementary Education (Self Contained General Education)			09/11/2013	09/05/2007	Lapsed
English Language Arts			09/11/2013	09/05/2007	Lapsed

**ACTION CENTER**

New Documents on File	0
Deficiencies	0
Registrations	0
Renewals	0
Reinstatements	0

**What do you want to do?**

- [Enter Professional Development](#)
- [Apply for Educator License with Stipulations](#)
- [Apply for Substitute License](#)
- [Apply for an Approval](#)
- [Apply for an Endorsement](#)
- [Apply for a Paraprofessional Endorsement](#)

This is the Educator Development Screen.

Professional development must be completed between the start & end dates reflected at the top of the table.

ELIS reflects the total number of professional development hours (PDH) required below the table.

To add professional development activities/hours click on [Click Here to Add Professional Development Hours](#)

**Illinois State Board of Education**  
James T. Meeks, Chairman  
Christopher A. Koch, Ed.D., State Superintendent of Education

**Educator Li**  
Welcom

Home | My Credentials | Educator | Help

### Educator Development

**Primary Information**  
Full Name: **Elizabeth Test**  
IEIN: **951316**  
DOB: **11/5/1978**  
Gender: **Female**

**Contact Information**  
Address: **1234 Main Street**  
City, State Zip: **Springfield, IL 62702**  
Email: **dheckenk@isbe.net**  
Primary Phone: **(555) 555-5555**  
Secondary Phone: **(217) 555-1212**

**Profile**  
PD Status: **Active**

[Click Here to Edit Your Contact Information](#)      [Click Here to Update](#)

### Educator Professional Development Education

License: Professional Educator License (Issued) ▼

Start Date: 07/01/2010      End Date: 06/30/2015      Refresh

Edit	Name	Description	Provider	Hours	Begin Date	End Date	Create Info	U
No Records Found								


\* Does not count towards Professional Development hour requirement.

Hours Required: 120.00      Total Hours: 0.00      Hours Remaining: 120.00

[Click Here to Add Professional Development Hours](#)

An ISBE 77-21B Evidence of Completion form signed by an ISBE approved provider is required for each activity.  
Enter the required information reflected on the 77-21B as illustrated below.

Click **Finish** or the 

**Professional Educator Development Hours** 

Educator: **Elizabeth Test.**  
Please enter the Professional Development information below.

Activity Name:  \*

Provider:  \*

Hours:  \* - Use quarter hour increments

Description:  \*

Begin Date:  MM/DD/YYYY \*

End Date:  MM/DD/YYYY \*

.....

**Once you have entered the required data, click on the "Next" button.**

Save - I want to save this professional development information

Cancel - Please cancel the wizard



ELIS returns to the Educator Development screen. The table reflects the newly recorded activity. ELIS reflects the total hours recorded and the hours remaining under the table.

To make corrections to the entry, click on [Edit](#) in the column on the right. To add more activities, click on [Click Here to Add Professional Development Hours](#)

**Primary Information**  
 Full Name: **Elizabeth Test**  
 IEIN: **951316**  
 DOB: **11/5/1978**  
 Gender: **Female**

**Contact Information**  
 Address: **1234 Main Street**  
 City, State Zip: **Springfield, IL 62702**  
 Email: **dheckenk@isbe.net**  
 Primary Phone: **(555) 555-5555**  
 Secondary Phone: **(217) 555-1212**

**Profile**  
 PD Status:

[Click Here to Edit Your Contact Information](#)

[Click Here to](#)

### Educator Professional Development Education

License: Professional Educator License (Issued) ▼

Start Date: 07/01/2010

End Date: 06/30/2015

Refresh

Edit	Name	Description	Provider	Hours	Begin Date	End Date	Create Info
<a href="#">Edit</a>	Workshop	Unpacking Common Core Standards	Chicago Public Schools	5.25	08/25/2014	08/25/2014	TestEliz - 02/24/2015

\* Does not count towards Professional Development hour requirement.

Hours Required: 120.00

Total Hours: 5.25

Hours Remaining: 114.75

[Click Here to Add Professional Development Hours](#)



Educators can submit their PD and register their credentials (licenses, endorsements, approvals) simultaneously between 4/1 and 8/31 of the renewal year.

To renew and register a license, click on “Renewals” in the “Action Center” on the ELIS homepage. Follow the online instructions to answer the background questions and, if applicable, pay registration/handling fees.

<b>Primary Information</b> Full Name: <b>Elizabeth Test</b> IEIN: <b>951316</b> DOB: <b>11/5/1978</b> Gender: <b>Female</b>	<b>Contact Information</b> Address: <b>1234 Main Street</b> City, State Zip: <b>Springfield, IL 62702</b> Email: <b>dheckenk@isbe.net</b> Primary Phone: <b>(555) 555-5555</b> Secondary Phone: <b>(217) 555-1212</b>	<b>Profile</b>  PD Status: <b>Active</b>
<a href="#">Click Here to Edit Your Contact Information</a>		<a href="#">Click Here to Update Your PD/E</a>

CREDENTIAL CENTER					
License / Approval Type	Applied	Expires	Registered Thru	PD Hours	Status
Professional Educator License (PEL)	09/11/2013	06/30/2015	2015	1	Issued
Endorsements			Applied	Issue Date	Status
Elementary Education			09/11/2013	09/05/2007	Lapsed
Elementary Education (Self Contained General Education)			09/11/2013	09/05/2007	Lapsed
English Language Arts			09/11/2013	09/05/2007	Lapsed

ACTION CENTER	
New Documents on File	0
Deficiencies	0
Registrations	0
<b>Renewals</b>	<b>0</b>
Reinstatements	0

## Appendix G

The organizations below are Illinois state-approved professional development providers authorized to issue professional development credit to Illinois licensed educators for license renewal purposes.

**WARNING:** Entities that do not appear on this list are not Illinois state-approved professional development providers. Illinois educators cannot count professional development from unapproved providers toward professional development requirements for license renewal.

While Illinois state-approved professional development providers have authorization to collaborate with unapproved third-party professional development providers, they do so at their sole discretion. Educators who wish to complete professional development offered by an unapproved provider should seek approval from an Illinois state-approved professional development provider *prior* to registering for, paying for, or attending an activity.

---

### ***PROFESSIONAL DEVELOPMENT PROVIDERS AUTHORIZED IN STATUTE***

---

**Illinois Charter Schools**

---

**Illinois Community/City Colleges**

---

**Illinois Joint Public Education Programs Providing Career and Technical Education**

---

**Illinois Joint Public Education Programs Providing Special Education Services**

---

**Illinois Museums as defined in Section 10 of the Museum Disposition of Property Act**

---

**Illinois Public Schools/School Districts**

---

**Illinois Regional Offices of Education and Intermediate Service Centers**

---

**Illinois Resource Center**

---

**Illinois State Agencies, Boards, and Commissions**

---

**Illinois Universities and Colleges with Approved Educator-Degree Programs**

---

**Illinois Virtual School**

---

---

### ***ILLINOIS PROFESSIONAL DEVELOPMENT PROVIDERS APPROVED BY THE ILLINOIS STATE SUPERINTENDENT OF EDUCATION***

---

**826CHI**

1276 NORTH MILWAUKEE  
CHICAGO, IL 60622

---

**ACADEMY OF CREATIVE MOVEMENT YOGA, INC**

15960 SOUTH 75<sup>TH</sup> COURT  
TINLEY PARK, IL 60462

---

**ACCOUNTTAX SCHOOL OF BUSINESS**

5726 STONY ISLAND AV  
CHICAGO IL 60637

---

---

**ADVANCED ILLINOIS**

510 DEVONSHIRE SUITE E  
CHAMPAIGN IL 61820

---

**AFRICA RESURRECTION AND RESTORATION MINISTRIES**

9300 S ASHLAND AV  
CHICAGO IL 60620

---

**AFTER SCHOOL MATTERS, INC.**

66 E RANDOLPH ST  
CHICAGO IL 60601

---

**ALLENDALE ASSOCIATION**

600 W GRAND AVENUE  
LAKE VILLA, IL 60046

---

**AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE OF DOWNSTATE ILLINOIS**

808 HESTER AVENUE  
NORMAL, IL 61761

---

**ARCHDIOCESE OF CHICAGO**

835 NORTH RUSH STREET  
CHICAGO, IL 60611

---

**ASPIRE OF ILLINOIS**

1815 S WOLF RD  
HILLSIDE IL 60162

---

**ASSOCIATION HOUSE OF CHICAGO**

1116 NORTH KEDZIE AVENUE  
CHICAGO, IL 60651

---

**ASSOCIATION OF ILLINOIS MIDDLE-GRADE SCHOOLS**

3712 NORTH BROADWAY SUITE 180  
CHICAGO, IL 60613

---

**ASSOCIATION OF ILLINOIS SCHOOL LIBRARY EDUCATORS**

PO BOX 1326  
GALESBURG, IL 61402

---

**THE AWESOME CLASSROOM, INC. NFP**

6859 N OLCOTT  
CHICAGO IL 60631

---

**BIG SHOULDERS FUND**

212 W VAN BUREN ST #900  
CHICAGO IL 60607

---

**BULLYING PREVENTION AND AWARENESS 365, INC**

9300 SOUTH ASHLAND AVE  
CHICAGO IL 60620

---

**CATHERINE COOK SCHOOL**

226 W. SCHILLER STREET  
CHICAGO, IL 60613

---



---

**CENTER FOR URBAN TEACHER DEVELOPMENT**

5316 SOUTH DORCHESTER AVENUE APT 217  
CHICAGO, IL 60615

---

**CENTER ON DEAFNESS**

3444 DUNDEE ROAD  
NORTHBROOK IL 60062

---

**CHESS ACADEMY FOUNDATION**

6714 N KNOX AVE  
LINCOLNWOOD IL 60712

---

**CHICAGO ARTS PARTNERSHIPS IN EDUCATION**

228 SOUTH WABASH AVENUE  
CHICAGO, IL 60604

---

**CHICAGO FOUNDATION FOR EDUCATION**

1 N LASALLE ST SUITE 1675  
CHICAGO IL 60602

---

**CHICAGO LIGHTHOUSE CHILDREN'S DEVELOPMENT CENTER**

1850 W ROOSEVELT RD  
CHICAGO IL 60608

---

**CHICAGO SECTION OF THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS (CSAAPT)**

2659 HILLSIDE LANE  
EVANTON, IL 60201

---

**CHICAGO TEACHERS UNION QUEST CENTER**

222 MERCHANDISE MART PLAZA SUITE 400  
CHICAGO IL 60654

---

**CHILDREN'S HOME ASSOCIATION OF ILLINOIS**

2130 NORTH KNOXVILLE AVENUE  
PEORIA, IL 61603

---

**CONSORTIUM FOR EDUCATIONAL CHANGE**

530 E 22ND ST  
LOMBARD IL 60148

---

**CONTINUING EDUCATION INSTITUTE OF ILLINOIS**

8770 WEST BRYN MAWR AVENUE, SUITE 1300  
CHICAGO, IL 60631

---

**DELTA KAPPA GAMMA SOCIETY INTERNATIONAL - LAMBDA STATE**

1679 COUNTY HIGHWAY 18  
SHELBYVILLE IL 62565

---

**DOUGLAS-HART NATURE CENTER**

2204 DEWITT AVE E  
MATTOON IL 61938

---

**EASTER SEALS METROPOLITAN CHICAGO**

1939 W 13TH ST  
CHICAGO IL 60608

---

---

**ELIM CHRISTIAN SERVICES**

13020 S CENTRAL AVE  
PALOS HEIGHTS IL 60463

---

**ENVIROMENTAL EDUCATION ASSOCIATION OF ILLINOIS**

1505 NORTH BROADWAY  
URBANA, IL 61801

---

**EPILEPSY FOUNDATION OF GREATER CHICAGO**

17 N STATE ST SUITE 650  
CHICAGO IL 60602

---

**EVERYONE READING ILLINOIS**

ILLINOIS DYSLEXIA ASSOCIATION  
799 ROOSEVELT RD BLDG 4 STE 314  
GLEN ELLYN ILLINOIS 60137

---

**FACING HISTORY & OURSELVES, INC.**

2 N LASALLE ST SUITE 2300  
CHICAGO IL 60602

---

**FERMI RESEARCH ALLIANCE LLC**

KIRK ROAD AND PINE ST  
BATAVIA IL 60510-5011

---

**GOLDEN APPLE FOUNDATION**

8 S MICHIGAN AV SUITE 700  
CHICAGO IL 60603

---

**GRACE HOLISTIC CENTER FOR EDUCATION**

21 BEAVER STREET  
YORKVILLE, IL 60560

---

**GUS GIORDANO DANCE SCHOOL**

5230 N CLARK STREET  
CHICAGO IL 60640

---

**HEALTHY SCHOOLS CAMPAIGN**

175 N FRANKLIN ST STE 300  
CHICAGO IL 60606

---

**HEART OF ILLINOIS DOWNS SYNDROME ASSOCIATION**

425 N MISSORUI AVE  
MORTON IL 61550

---

**IACHIEVE LEARNING, LLC**

654 SOUTH 5<sup>TH</sup> AVENUE  
DES PLAINES IL 60016

---

**ILLINOIS ACTION FOR CHILDREN**

17926 SOUTH HALSTED, SUITE 2  
HOMewood, IL 60430

---

**ILLINOIS ALLIANCE OF ADMINISTRATORS OF SPECIAL EDUCATION**

1324 LANTERN LIGHTS CIRCLE  
LEBANON IL 62254

---

---

**ILLINOIS ART EDUCATION ASSOCIATION**

10S486 CURTIS LANE  
NAPERVILLE IL 60564

---

**ILLINOIS ASSOCIATION FOR COLLEGE ADMISSION COUNSELING**

PO BOX 279  
MT PROSPECT IL 60056

---

**ILLINOIS ASSOCIATION FOR GIFTED CHILDREN**

800 E NORTHWEST HGWY SUITE 610  
PALATINE IL 60074

---

**ILLINOIS ASSOCIATION FOR HEALTH PHYSICAL EDUCATION RECREATION AND DANCE**

PO BOX 1326  
JACKSONVILLE IL 62651

---

**ILLINOIS ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT**

370 W LEE  
MCHENRY, IL

---

**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS**

2648 BEECHER CT  
SPRINGFIELD IL 52703

---

**ILLINOIS ASSOCIATION OF SCHOOL BOARDS**

2921 BAKER DR  
SPRINGFIELD IL 62703

---

**ILLINOIS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS**

NIU 1A-103 108 CARROLL AV  
DEKALB IL 60115

---

**ILLINOIS ASSOCIATION OF SCHOOL SOCIAL WORKERS**

PO BOX 634  
ALGONQUIN IL 60102

---

**ILLINOIS ASSOCIATION OF SUPERVISION AND CURRICULUM DEVELOPMENT**

3709 W LEE ST  
MCHENRY IL 60050-5611

---

**ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH**

ILLINOIS STATE UNIVERSITY CAMPUS BOX 4240-ENGLISH  
NORMAL IL 61790-4240

---

**ILLINOIS ASSOCIATION OF VOCATIONAL AGRICULTURAL TEACHERS**

3221 NORTHFIELD DR  
SPRINGFIELD IL 62702

---

**ILLINOIS ATHLETIC DIRECTOR'S ASSOCIATION**

999 S KEDZIE  
FLOSSMORE IL 60422

---

**ILLINOIS BUSINESS EDUCATION ASSOCIATION**

536 E JACKSON ST RD  
DU QUOIN IL 62832

---

**ILLINOIS COMMUNICATION AND THEATER ASSOCIATION**

ILLINOIS STATE UNIVERSITY  
CAMPUS BOX 4480  
NORMAL IL 61790-4480

---

**ILLINOIS COMPUTING EDUCATORS**

777 ARMY TRAIL BLVD  
ADDISON IL 60601

---

**ILLINOIS CONSUMER EDUCATION ASSOCIATION**

% JEAN WIDOK  
259 WOOD ST  
INVERNESS IL 60010

---

**ILLINOIS COUNCIL FOR CHILDREN WITH BEHAVIOR DISORDERS**

4343 N CLARENDON AV UNIT 403  
CHICAGO IL 60613

---

**ILLINOIS COUNCIL FOR EXCEPTIONAL CHILDREN**

PO BOX 340  
JACKSONVILLE IL 62651-0340

---

**ILLINOIS COUNCIL FOR HISTORY EDUCATION**

309 FERNDALE RD  
GLENVIEW IL 60025

---

**ILLINOIS COUNCIL OF TEACHERS OF MATHEMATICS**

1531 BOLSON DR  
DOWNERS GROVE IL

---

**ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**

2003 MAIN STREET  
PERU, IL 61354

---

**ILLINOIS COUNCILING ASSOCIATION**

PO BOX 367  
DEKALB, IL 60115

---

**ILLINOIS EDUCATION ASSOCIATION**

100 W EDWARDS ST  
SPRINGFIELD IL 62704

---

**ILLINOIS FEDERATION OF TEACHERS**

500 OAKMONT LN PO BOX 390  
WESTMONT IL 60559

---

**ILLINOIS HIGH SCHOOL AND COLLEGE DRIVER EDUCATION ASSOCIATION**

721 PENN BLVD  
LINDENHURST IL 60046

---

**ILLINOIS HIGH SCHOOL ASSOCIATION**

2715 MCGRAW DRIVE  
BLOOMINGTON, IL 61704

---

**ILLINOIS MUSIC EDUCATORS ASSOCIATION**

7270 W COLLEGE DR SUITE 201  
PALOS HEIGHTS IL 60463

---

**ILLINOIS NETWORK OF CHARTER SCHOOLS**

150 N MICHIGAN AV SUITE 430

CHICAGO IL 60601

---

**ILLINOIS NETWORK OF CHILD CARE RESOURCE AND REFERRAL AGENCIES (INCCRRA)**

1226 TOWANDA AV

BLOOMINGTON IL 61701

---

**ILLINOIS PRINCIPALS ASSOCIATION**

2940 BAKER DR

SPRINGFIELD IL 62703

---

**ILLINOIS PUBLIC HEALTH INSTITUTE**

954 WEST WASHINGTON BLVD

CHICAGO IL 60607

---

**ILLINOIS READING COUNCIL**

203 LANDMARK DR SUITE B

NORMAL IL 61761

---

**ILLINOIS SCHOOL COUNSELORS ASSOCIATION**

PO BOX 144

DEKALB IL 60115

---

**ILLINOIS SCHOOL HEALTH ASSOCIATION**

PO BOX 208

BRISTOL IL 60512

---

**ILLINOIS SCIENCE TEACHERS ASSOCIATION**

C/O HARRY HENDRICKSON

218 CUMBERLAND DR

ROCHESTER IL 62563

---

**ILLINOIS SPEECH-LANGUAGE-HEARING ASSOCIATION**

35 E WACKER DR SUITE 850

CHICAGO IL 60601

---

**ILLINOIS TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES AND BILINGUAL EDUCATION**

112 W. BOUGHTON ROAD, SUITE 202

BOLINGBROOK, IL 60440

---

**ILLINOIS THEATRE ASSOCIATION**

123 MILL POND DR

GLENDALE HEIGHTS IL 60139

---

**INGENUITY**

440 N WELLS STREET, SUITE 505

CHICAGO, IL 60654

---

**INNOVARE-SOCIAL INNOVATION PARTNERS**

641 WEST LAKE STREET SUITE 200

CHICAGO, IL 60661

---

**INSTITUTO CERVANTES CHICAGO**

31 W OHIO ST  
CHICAGO IL 60654

---

**JOSEPH ACADEMY**

1101 GREGORY STREET  
DES PLAINES IL 60016

---

**JOURNEY'S COMMUNITY CENTER, INC.**

4425 WEST MONTROSE AVE, SUITE 8  
CHICAGO, IL 60641

---

**JUVENILE PROTECTIVE ASSOCIATION**

1707 N HALSTEAD ST  
CHICAGO IL 60614

---

**KESHET**

600 ACADEMY DRIVE SUITE 130  
NORTHBROOK , IL 60062

---

**LAW AND CIVICS READING AND WRITING INSTITUTE**

10208 SOUTH WOODS STREET  
CHICAGO IL 60643

---

**LEAP INNOVATIONS**

222 W MERCHANDISE MART PLAZA SUITE 1212  
CHICAGO IL 60654

---

**LEARNING DISABILITIES ASSOCIATION OF ILLINOIS**

10101 S ROBERTS RD SUITE 205  
PALOS HILLS IL 60465

---

**LOVE, UNITY & VALUES INSTITUTE**

4659 S. COTTAGE GROVE, SUITE 203  
CHICAGO, IL 60653

---

**MAMIE D. HAYES EDUCATIONAL FOUNDATION, INC.**

1210 S JASPER ST  
DECATUR IL 62521

---

**MAS EDUCATION CENTER**

7249 WHEELER DRIVE  
ORLAND PARK, IL 60462

---

**MENTAL HEALTH ASSOCIATION N OF GREATER CHICAGO**

310 S PEORIA ST SUITE 404  
CHICAGO IL 60607

---

**METROPOLITIAN MATH CLUB OF CHICAGO**

3817 S LOMBARD AVE  
CICERO IL 60804-4132

---

**MIDWEST EDUCATION GROUP**

4633 N WESTERN AVE #207  
CHICAGO IL 60625

---

---

**MIDWEST PRINCIPALS' CENTER**

421 N COUNTY FARM RD  
WHEATON IL 60187

---

**MISSION OF OUR LADY OF MERCY**

1140 WEST JACKSON BLVD  
CHICAGO IL 60607

---

**NATIONAL ASSOCIATION FOR DOWN SYNDROME**

1460 RENAISSANCE DRIVE SUITE 405  
PARK RIDGE, IL 60068

---

**NATIONAL ASSOCIATION OF SOCIAL WORKERS - ILLINOIS CHAPTER**

404 S WELLS ST 4TH FLR  
CHICAGO IL 60607

---

**NATIONAL SORORITY OF PHI DELTA KAPPA, INC. MU CHAPTER**

5239 S MICHIGAN AV  
CHICAGO IL 60615-3326

---

**NORTHERN ILLINOIS SCIENCE EDUCATORS (NISE)**

808 LUCAS ST  
DEKALB IL 60115

---

**ONEGOAL**

215 W SUPERIOR ST SUITE 700  
CHICAGO IL 60654

---

**PARK RIDGE PUBLIC LIBRARY**

20 SOUTH PROSPECT AVENUE  
PARK RIDGE, IL 60068

---

**PILOT LIGHT**

1516 WEST CARROLL AV  
CHICAGO IL 60607

---

**PRIME PHYSICAL EDUCATION**

1310 ORELANS DRIVE  
MUNDELEIN IL 60060

---

**PROFESSIONAL DEVELOPMENT ALLIANCE**

2705 MCDONOUGH ST  
JOLIET IL 6N0436

---

**RAVINA FESTIVAL ASSOCIATION**

418 SHERIDAN ROAD  
HIGHLAND PARK, IL 60035

---

**R.E.A.D. AMERICA**

PO BOX 1109  
CHICAGO, IL 60690

---

**READ NOW INC**

1016 GREENBRIER LANE  
WASHINGTON IL

---

---

**READING IN MOTION**

65 E WACKER DR SUITE 305  
CHICAGO IL 60601

---

**READING SPECIALISTS OF ILLINOIS, INC**

7430 S. CONSTANCE AVENUE  
CHICAGO, IL 60649

---

**ROSECRANCE, INC**

1021 NORTH MULFORD ROAD  
ROCKFORD IL 61107

---

**RUSH DAY SCHOOL**

2150 W HARRISON ST  
CHICAGO IL 60612

---

**STRATEGIC EDUC ATIONAL ANALYSIS LLC**

526 HIGH RIDGE ROAD  
HILLSIDE IL 60162

---

**STRATEGIC LEARNING INITIATIVES**

954 W WASHINGTON BLVD 6TH FLR  
CHICAGO IL 60607

---

**TEACH PLUS ILLINOIS**

77 W WASHINGTON SUITE 1215  
CHICAGO IL 60602

---

**TEACH AND TAKE TIME FOR YOU**

9326 SOUTH CLAREMONT AVENUE  
CHICAGO IL 60643

---

**TEACHERS SUPPORTING TEACHERS**

641 W. LAKE STREET #200  
CHICAGO, IL 60661

---

**TURNING POINTE AUTISM FOUNDATION**

1500 W OGDEN  
NAPERVILLE IL 60540

---

**UMOJA STUDENT DEVELOPMENT CORPORATION**

954 W WASHINGTON BLVD SUITE 225  
CHICAGO IL 60607

---

**UNCHARTED LEARNING, NFP**

234 JAMES STREET  
BARRINGTON, IL 60010

---

**UNITED CEREBRAL PALSY SEGUIN OF GREATER CHICAGO – INFINITEC**

7550 W 183<sup>RD</sup> STREET  
TINLEY PARK IL 60477

---

**WORKING IN THE SCHOOLS**

641 WEST LAKE STREET SUITE 200  
CHICAGO, IL 60661

---