**2023-2024**

**Chapter Application for Approved Professional Development through DKG Illinois State**

**(Kindly submit 30 days in advance)**

Activities offered for PD credit must have a robust, thorough alignment to at least one of the Professional Development Purposes *and* one of the Learning Forward Standards. All PD activities are subject to audit by ISBE to ensure alignment with requirements outlined in the Illinois State Code.

Chapter Name (for chapter sessions): Click or tap here to enter text.

Name of Chapter Contact Person: Click or tap here to enter text. Email: Click or tap here to enter text.

Name of Presenter(s): Click or tap here to enter text.

Brief Bio of Presenter that explains expertise in the area of activity: Click or tap here to enter text.

Date of Presentation: Click or tap here to enter text.

Location (Building Name; City): Click or tap here to enter text.

Is this session in-person or digital?  In-person  Digital

(If digital, please provide the platform used and the owner’s name.)

Platform: Click or tap here to enter text.

Owner: Click or tap here to enter text.

Time of Presentation: Begin: Click or tap here to enter text. End: Click or tap here to enter text.

Title of Presentation: Click or tap here to enter text.

Specific description of the presentation:

Click or tap here to enter text.

**Write a statement** **– not merely a list of standards -** showing the relationship between the content of the activity, specific relevant standards, and at least one of the following criteria established for PD activities:

* Engages participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being; **or**
* Includes outcomes that relate to student growth or district improvement; **or**
* Aligns to State-approved standards. Subject content/skills: <https://www.isbe.net/Pages/Standards-Courses.aspx>

For Illinois Professional Teaching Standards: <https://www.isbe.net/Documents_PEAC/IL_prof_teaching_stds.pdf>

Standard #(s) Click or tap here to enter text.

Relationship of content to the standard(s) Click or tap here to enter text.

How will this activity impact student learning or well-being? Click or tap here to enter text.

Check at least one of the following *Professional Development Purposes*:

Increases the knowledge and skills of school and district leaders who guide continuous professional development.

Improves the learning of students.

Organizes adults into learning communities whose goals re aligned with those of the school and district.

Deepens educator’s content knowledge.

Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards.

Prepares educators to appropriately use various types of classroom assessments.

Uses learning strategies appropriate to the intended goals.

Provides educators with the knowledge and skills to collaborate.

Prepares educators to apply research to decision-making.

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.

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 student and improve the academic and social-emotional outcomes of students.

Check at least one of the following *Learning Forward Standards*:

**Rigorous Content for Each Learner**

*Equity Practices*

Builds educators’ understanding of the lived experiences and needs of students, families, and communities they serve

Contributes to improving students’ access to learning by understanding how students’ identities affect their lives and contexts for learning

*Curriculum, Assessment, and Instruction*

Builds educators’ capacity to select high-quality curriculum and instructional materials using established criteria

*Professional Expertise*

Builds educators’ capacity to apply relevant standards and research to daily work

**Transformational Processes**

*Equity Drivers*

Builds educators’ capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity

Supports educators’ in implement a process to foster inclusive professional learning experiences

*Evidence*

Builds educators’ capacity to use data to plan, monitor, and assess professional learning

*Learning Designs*

Contributes to establishing educators’ professional learning goals aligned with strategic priorities and identified needs

*Implementation*

Develops educators’ capacity to understand research on change to support implementation of clients’ professional learning

Applies research on change to plan and lead the initiation and implementation of educators’ professional learning

**Conditions for Success**

*Equity Foundations*

Enacts educators’ professional learning system to dismantle barriers to student and professional learning

Builds educators’ capacity to leverage professional learning to dismantle barriers to students and professional learning

*Culture of Collaborative Inquiry*

Supports practices that foster continuous improvement

*Leadership*

Adopts Standards for Professional Learning to plan, implement, and evaluate systemwide or school-based professional learning

*Resources*

Contributes to designing educators’ guidelines for allocating resources to support a comprehensive professional learning system

Contributes to prioritizing human, fiscal, material, technology and time resources for systematic professional learning

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| **Questions?** Contact Cheryl Cox [cherylacox1979@gmail.com](mailto:cherylacox1979@gmail.com) or (224)627-8856  **After completing this form, send it to Mary Jane Sterling:** [**sterling.dkgilso@gmail.com**](mailto:sterling.dkgilso@gmail.com) |