

From: Katie O'Dell [<mailto:kodell@roe11.org>]
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Subject: PD Hours for GCN & Mandatory Trainings

Dennis Williams, Division Supervisor of the Licensure Division at the Illinois State Board of Education, has recently put out some information related to awarding professional development clock hours for Global Compliance Network (GCN) tutorials and other mandatory trainings (ADHD, AIDS/HIV Awareness, Anaphylaxis and Anaphylactic Shock, Blood borne Pathogens, Bullying, Cyberbullying, Child Abuse, Diabetes I and II, Domestic and Sexual Violence, mental Illness, Psycho-Tropic/Stimulant Medications, Sexual Harassment, Suicide Prevention, and Teen Dating).

In light of the fact that there is no list of acceptable PD activities, providers must determine if each activity meets the criteria. The following is a checklist of requirements for professional development and Mr. Williams response to whether the GCN and other mandated trainings fit within those guidelines.

1. Does the PD activity align to the *Learning Forward* State-approved national standards for professional learning and meet the professional development criteria for Illinois Licensure renewal?

- **ANSWER:** Dennis does not think the trainings align to the *Learning Forward* standards, but there may be a connection he missed.

2. Could you create a rationale that explains how the activity aligns to the State standards and identify the expected impact on student learning or school improvement?

- **ANSWER:** No. While the argument could be made that the activities may contribute to the well-being of students, they really do not impact student learning or school improvement.

3. Could the provider explain how these trainings most likely impact 1) educator and student growth in regards to content knowledge or skills, or both; 2) educator and student social and emotional growth; or 3) alignment to district or school improvement?

- **ANSWER:** Again, as important as these trainings are, I do not think the provider could stretch the explanation to address the intent of the law, which is "student growth".

In addition, to count for renewal PD credit, PD activities must link to at least one of the following purposes:

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

- **ANSWER:** No, these have nothing to do with PD development.

2. improves the learning of students;

- **ANSWER:** No, these trainings do not improve student learning or growth.

3. organizes adults into learning communities whose goals are aligned with those of the school and district;

- **ANSWER**: No, the purpose is not to create learning communities within schools or districts.

4. deepens educators' content knowledge;

- **ANSWER**: No, content knowledge is specific to coursework taught to students, not training for other situations.

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

- **ANSWER**: No, these do not refer to instructional strategies.

6. prepares educators to appropriately use various types of classroom assessments;

- **ANSWER**: No, these trainings have no relationship to assessment.

7. uses learning strategies appropriate to the intended goals;

- **ANSWER**: No, there are no learning strategies addressed in the trainings.

8. provides educators with the knowledge and skills to collaborate; and

- **ANSWER**: No, these do not teach collaboration.

9. prepares educators to apply research to decision-making.

- **ANSWER**: This purpose refers to conducting or applying certified research in the process of making decisions in regards to curriculum, instruction, assessment, etc., but these trainings do not link to that.

Based on these criteria, Mr. Williams does not believe these trainings could count toward renewal and he does not believe districts could either. He understands that state-mandates training is important to the well-being of students, but it is still training and not professional development as was intended to count for renewal.

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