

**Workshops**

<p><b><u>Participating in or presenting at workshops, seminars, conferences, institutes, and symposiums</u></b></p> <p><b>DEFINITION:</b> Attending and participating in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.865 and addresses educational concerns.</p> <p>Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.</p>	<p><b>For attendance:</b></p> <ul style="list-style-type: none"> <li>Standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.855(b)(3); program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.</li> </ul> <p><b>For presentation:</b></p> <ul style="list-style-type: none"> <li>The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as a presenter in a topic area relevant to his or her certification or teaching assignment.</li> </ul>	<p><u>CPDUs:</u></p> <p><b>For attendance and participation:</b></p> <p><b>1 per hour of attendance and participation</b></p> <p><b>For making presentations:</b></p> <p>First presentation of a given topic: <b>8</b></p> <p>Subsequent presentation of the same topic: <b>3</b></p>
<p>Attending a Workshop: Orientation and/or Mentoring Workshops.</p> <p>✓ Participants will need to complete the required evaluation form and obtain the verification form from the STAR-Online Workshop presenters at the end of the session.</p> <p>Presenting a Workshop: Presenting STAR-Online to others.</p> <p>✓ Participants will need to provide a description of their workshop/presentation with an agenda, name of presenter and area being presented (STAR-Online). If you were an approved provider, you would collect an ISBE evaluation form from each participant.</p>		

Alignment of the STAR-Online **Orientation/Mentor Workshops** with ISBE Certificate Renewal Activities

**Mentor Teams**

<p><b><u>Participation on collaborative planning and professional improvement teams and committees</u></b></p> <p><b>DEFINITION:</b> Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.</p>	<ul style="list-style-type: none"> <li>• Written description of the purpose and intended product of the team or committee;</li> <li>• a record of the team’s meetings demonstrating the member’s attendance; and</li> <li>• the plan, activity description or other product that results from the group’s work.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>3 - 5 meetings attended: <b>5</b></p> <p>6 or more meetings attended: <b>8</b></p>
<p>Mentoring Team: For trained STAR-Online Mentors in their school district.</p> <p>✓ Participants will need to create a written purpose and intended product for their committee.</p> <p>✓ Participants will need to keep a record of meetings and attendance.</p> <p>✓ Participants will need to include a copy of the team Mentor Action Plan with progress reports and updates.</p>		

**Peer Coaching**

<p><b><u>Peer review and (peer) coaching</u></b></p> <p><b>DEFINITIONS:</b> Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher’s performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.</p> <p>Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other’s teaching and discuss the observations made.</p>	<p><b>For peer review:</b></p> <ul style="list-style-type: none"> <li>• The school’s, district’s, or exclusive representative’s written program description or policy;</li> <li>• a record of the certificate-holder’s assignment and observation schedule; and</li> <li>• a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</li> </ul> <p><b>For peer coaching:</b></p> <ul style="list-style-type: none"> <li>• A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p><b>For peer review:</b></p> <p>3 - 5 observations: <b>9</b></p> <p>6 or more observations: <b>11</b></p> <p><b>For peer coaching:</b></p> <p>3 - 5 observations: <b>5</b></p> <p>6 or more observations: <b>8</b></p>
<p>Peer Coaching: For trained STAR-Online Mentors who are acting as informal mentors in their school district.</p> <p>✓ Participants will need to provide a log of observation sessions/meetings, indicating time spent, dates, and topics discussed.</p>		

**Formal Mentoring**

**Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code**

**DEFINITION:**

**For a mentor:** A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

**For a consulting teacher:** Participation in the remediation process, involving assistance in the development of a remediation plan and provision of advice to teacher under remediation; and meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or meetings of the same length with administrator or other personnel to discuss the remediating teacher’s progress or classroom observation; or classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation, and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.

**For the recipient or remediating teacher:** A formally established sequence of sessions lasting no less than one quarter of the school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher’s future work.

**For a mentor, recipient or remediating teacher:**

- the school’s, district’s, or institution’s written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and
- a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

**For a consulting teacher:**

- the district’s written description of its remediation process,
- a record of assignment as consulting teacher,
- a log of the observation sessions and other meetings, indicating those present, the time spent, dates, and topics of discussion.

CPDUs per semester :

**For a mentor, recipient or remediating teacher:**

3 - 5 observations: **9**

6 or more observations: **11**

**For a consulting teacher:**

3 - 5 meetings: **6**

3 - 5 meetings and one or more observations: **9**

6 or more meetings: **8**

6 or more meetings and one or more observations: **11**

(“Meetings” refer only to those meetings not connected to observations by the consulting teacher; “observations” refer only to those observations conducted by the consulting teacher.)

Mentoring: For trained STAR-Online Mentors who have a formal mentoring program in their district.

- ✓ The participant will need to provide a formal mentoring program description from their district.
- ✓ Participants will need to provide a log of observation sessions/meetings, indicating time spent, dates, and topics discussed.

### Study Groups

<p><b><u>Participating in study groups related to student achievement or school improvement plans</u></b></p> <p><b>DEFINITION:</b> Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members’ practice or related outcomes among their students.</p>	<ul style="list-style-type: none"> <li>• A written statement of purpose for the group;</li> <li>• a list of the group’s members; and</li> <li>• summaries of the meetings showing attendance by the individual who claims CPDUs for the activity.</li> </ul>	<p><u>CPDUs per semester:</u></p> <p>3 - 5 meetings attended: <b>6</b></p> <p>6 or more meetings attended: <b>8</b></p>
<p>Case Study Groups: For schools chosen to be involved in the formal evaluation process.</p> <ul style="list-style-type: none"> <li>✓ Participants will need to provide the document entitled “About the Case Study Group” as a statement of the purpose for the group.</li> <li>✓ Participants will need to provide a list of the Case Study Coordinator, mentors and mentees participants.</li> <li>✓ Participants will need to provide a summary of the group’s meetings with attendance.</li> </ul>		

### Leadership

<p><b><u>Participating in team or department leadership in a school or school district</u></b></p> <p><b>DEFINITION:</b> Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.</p>	<ul style="list-style-type: none"> <li>• Job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.</li> </ul>	<p><u>CPDUs per semester of service: 5</u></p>
<p>Mentoring Team Leader: For those who will be acting as the team leader.</p> <ul style="list-style-type: none"> <li>✓ Participants will need to provide a job description from their school district.</li> </ul>		