

Point Values for Professional Development Activities - CID

ACTIVITY	EVIDENCE OF COMPLETION	POINT VALUE
<p>COLLABORATION AND PARTNERSHIP ACTIVITIES RELATED TO IMPROVING THE TEACHER'S KNOWLEDGE AND SKILLS AS A TEACHER, INCLUDING THE FOLLOWING:</p> <p><u>1. Participation on collaborative planning and professional improvement teams and committees</u></p> <p>DEFINITION: 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"> • Written description of the purpose and intended product of the team or committee. • A record of the team's meetings demonstrating the member's attendance; and the plan, activity description or other product that results from the group's work. 	<p><u>CPDUs per semester</u></p> <p>2-4 meetings attended: 5</p> <p>5 or more meetings attended: 8</p>
<p><u>2. Peer review and (peer) coaching</u></p> <p>DEFINITIONS: Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school and its teachers 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 school or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.</p>	<p>For peer review:</p> <ul style="list-style-type: none"> • The school's written program description or policy; • a record of the teacher's assignment and observation schedule; <p>and</p> <ul style="list-style-type: none"> • a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion. <p>For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.</p>	<p><u>CPDUs per semester</u></p> <p>For peer review:</p> <p>3-5 observations: 9</p> <p>6 or more observations: 11</p> <p>For peer coaching:</p> <p>3-5 observations: 5</p> <p>6 or more observations: 8</p>

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<p><u>3. Mentoring in a formal program, including service as a consulting teacher participating in a remediation process. The process is to be decided upon by the school administrator and/or board of education. An example of such a remediation process can be found in the LCMS Schools Ministry publication: <i>Guidelines for Dealing with Problem Teachers or Administrators.</i></u></p> <p>DEFINITIONS: For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving</p> <ul style="list-style-type: none"> ● 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. <p>For a consulting teacher: Participation in the remediation process, involving</p> <ol style="list-style-type: none"> 1. assistance in the development of a remediation plan and provision of advice to teacher under remediation; and 2. <ol style="list-style-type: none"> a. meetings lasting at least 20 minutes each with the remediating teacher to <ul style="list-style-type: none"> ● 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 b. meetings of the same length with administrator or other personnel to <ul style="list-style-type: none"> ● discuss the remediating teacher’s progress of 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. <p>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.</p>	<p>For a mentor, recipient, or remediating teacher:</p> <ul style="list-style-type: none"> ● the school’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. <p>For a consulting teacher:</p> <ul style="list-style-type: none"> ● the school’s written description of its remediation process, ● a record of assignment as the consulting teacher, ● a log of the observation sessions and other meetings, indicating those present, the time spent, dates, and topics of discussion. 	<p style="text-align: center;"><u>CPDUs per semester</u></p> <p>For a mentor, recipient, or remediating teacher:</p> <p>2-4 observations: 9</p> <p>5 or more observations: 11</p> <p>For a consulting teacher:</p> <p>2-4 meetings: 6</p> <p>2-4 meetings and one or more observations: 9</p> <p>5 or more meetings: 8</p> <p>5 or more meetings and one or more observations: 11</p> <p><i>(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.)</i></p>

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<p><u>4. Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans.</u></p> <p>DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in a school's improvement plan. Such school improvement plans could be directly or indirectly related to <i>National Lutheran School Accreditation</i>, Illinois State Nonpublic School Recognition, or similar processes.</p>	<ul style="list-style-type: none"> ● Written description of the purpose and intended product of the team or committee; ● Record of the team's meetings; and ● A copy of the product or recommendation developed by the team or committee. 	<p><u>CPDUs per semester</u></p> <p>2-4 meetings attended: 8</p> <p>5 or more meetings attended: 11</p>
<p><u>5. Coordinating community resources in schools, if the project is a specific goal of the school's improvement plan.</u></p> <p>DEFINITION: Working with representatives of community agencies to structure or facilitate their interaction with the school's staff or students for the purpose of meeting one or more needs identified in the school's improvement plan; must include more than the class(es) directly taught by the teacher seeking to apply these point values.</p>	<ul style="list-style-type: none"> ● Excerpt from school's improvement plan highlighting the need(s) being met; ● Written statement prepared by the educator indicating the purpose or desired outcome of the external entities' involvement; ● Statement signed by the school administrator or designee responsible for corroborating the individual's assignment to or performance of this function. 	<p><u>CPDUs per semester: 4</u></p>
<p><u>6. Facilitating parent education programs for a school or congregation directly related to student achievement or the school's improvement plan.</u></p> <p>DEFINITION: Arranging for or coordinating presentations in the context of a formally established program designed, of no less than a total of one hour in length, to serve parents of the students in a particular school or congregation by informing or training them in one or more areas related to but not limited to</p> <ul style="list-style-type: none"> ● the academic achievement of children, ● parenting skills, or ● faith development of children or adults <p>[to the extent that such presentations are not part of the instruction routinely delivered as a function of the teacher's assignment]. Clarification: one example of a facilitator of a presentation would be leading discussion and reaction to a video study program. Other examples could include arranging for chapel programs or presentations and obtaining appropriate speakers or presenters.</p>	<p>For coordinating or facilitating:</p> <ul style="list-style-type: none"> ● The sponsoring entity's written description of the parent education program and ● A statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties. 	<p><u>CPDUs per semester:</u></p> <p><u>For Facilitating: 4</u></p>

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<p><u>7. Presenting parent education programs for a school or congregation directly related to student achievement or the school's improvement plan.</u></p> <p>Delivering presentations in the context of a formally established program designed, of no less than a total of one hour in length, to serve parents of the students in a particular school or congregation by informing or training them in one or more areas related to but not limited to</p> <ul style="list-style-type: none"> • the academic achievement of children, • parenting skills, or • faith development of children or adults [to the extent that such presentations are not part of the instruction routinely delivered as a function of the educator's assignment]. 	<p>For making presentations:</p> <ul style="list-style-type: none"> • The written program description indicating that the educator served as a presenter in the program, or • A statement signed by the administrator or pastor responsible for corroborating the educator as presenter in the program. 	<p><u>CPDUs per year</u></p> <p>For presenting: 8</p>
<p><u>8. Teaching in any of the following: Sunday School, Vacation Bible School, adult Bible classes, or after-school confirmation or mid-week classes.</u></p> <p>[to the extent that such presentations are not part of the instruction routinely delivered as a function of the teacher's assignment].</p>	<p>A statement signed by the administrator or pastor responsible for corroborating the educator as presenter in the program.</p>	<p><u>CPDUs per quarter</u></p> <p>1 per quarter</p>
<p><u>9. Participating in business, school, or community partnerships directly related to student achievement or school improvement plans.</u></p> <p>DEFINITION: Formal or informal exchange of information and resources between an educator and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school's improvement plan. Such school improvement plans could be directly or indirectly related to <i>National Lutheran School Accreditation</i>, Illinois State Nonpublic School Recognition, or similar processes.</p>	<ul style="list-style-type: none"> • A written description of the partnership that state its goal(s), identifies the need(s) it is designed to meet, and describes the activities conducted by the educator; and • A copy of the relevant portion of the school's improvement plan that includes the specific need(s) identified. 	<p><u>CPDUs per semester</u></p> <p>2-4 meetings attended: 5</p> <p>5 or more meetings attended: 8</p>

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<p>10. <u>Supervising a student teacher or education candidate in clinical supervision.</u></p> <p>DEFINITION: Student teacher or teacher education candidate in clinical supervision: Service as a supervising teacher for a student teacher or teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.</p> <p>Teacher education candidate in pre-service teaching clinical experience: Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved teacher preparation program.</p>	<ul style="list-style-type: none"> • The written agreement between the school and the teacher preparation institution naming the educator as the supervising teacher for candidates of that institution. • For supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved. 	<p><u>CPDUs per 5-year cycle:</u></p> <p>30 for first-time supervision of a student teacher or a teacher in clinical supervision. 5 for each additional supervision during the 5-year cycle.</p> <p>5 for first-time supervision of one or more candidates in pre-student-teaching clinical experience. 1 for each additional supervision during the 5-year cycle.</p> <p>Limitation: In the case of a student whose receipt of supervision is split between two or more supervising teachers, each such teacher may count CPDUs prorated to the split of the supervision... Examples:</p> <ol style="list-style-type: none"> a. If two supervising teachers splitting time equally, then each counts 50% of eligible CPDUs. b. If three teachers split supervision at 50% for 1st teacher and 25% each for other two teachers, then first teacher counts 50% of eligible CPDUs while other two teacher each count 25% of eligible CPDUs.

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<p>COLLEGE OR UNIVERSITY COURSEWORK RELATED TO IMPROVING THE TEACHER'S KNOWLEDGE AND SKILLS AS A TEACHER AS FOLLOWS:</p> <p><u>11. Completing undergraduate or graduate credit (regionally accredited institution; meets professional teaching standards).</u></p> <p>DEFINITION: Successful completion of college or university coursework that is related to the individual's role as an educator or LCMS roster eligibility (LCMS Teacher Colloquy)</p>	<ul style="list-style-type: none"> • Grade report or official transcript showing that the educator has passed the course and indicating the credit received. 	<p>CPDUs: 15 per semester hour of credit earned</p>
<p><u>12. Teaching college or university courses.</u></p> <p>DEFINITION: Teaching a college-level course that results in the granting of college credit to those enrolled.</p>	<ul style="list-style-type: none"> • A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the educator as the teacher of a particular course. 	<p>CPDUs: 20</p> <p>Limitation: The same course may be counted only once in any five-year professional development cycle. A course shall be considered <i>the same</i> if its description is the same in different course catalogues issued by the same institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the teacher wishing to claim CPDUs for both shall be required to demonstrate how the two differ.</p>

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<p>CONFERENCES, WORKSHOPS, INSTITUTES, SEMINARS, AND SYMPOSIUMS RELATED TO IMPROVING THE TEACHER'S KNOWLEDGE AND SKILLS AS A TEACHER, INCLUDING THE FOLLOWING:</p> <p><u>13. Completing non-university credit directly related to student achievement, faith development, a school's improvement plan, or State or school priorities.</u></p> <p>DEFINITION: Attending and participating in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized</p> <ul style="list-style-type: none"> • by an entity approved by the Central Illinois District, LCMS or the Lutheran school's board of education and • addresses education and/or faith development concerns. 	<ul style="list-style-type: none"> • Completion of a form issued by the provider; the Central Illinois District, LCMS; or the Lutheran school's board of education <p>or</p> <ul style="list-style-type: none"> • Program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each. 	<p>CPDUs:</p> <p>1 CPDU per hour of attendance and participation.</p>
<p><u>14. Participating in workshops, seminars, conferences, institutes, and symposiums.</u></p> <p>DEFINITION: Attending and participating in a conference, workshop, institute, seminar, symposium, make-it/take-it workshops, special education presentation, or other similar training event that is organized</p> <ul style="list-style-type: none"> • by an entity approved by the Central Illinois District, LCMS or the Lutheran school's board of education and • addresses education and/or faith development concerns. 	<ul style="list-style-type: none"> • Completion of a form issued by the provider; the Central Illinois District, LCMS; or the Lutheran school's board of education <p>or</p> <ul style="list-style-type: none"> • Program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each. 	<p>CPDUs:</p> <p>1 CPDU per hour of attendance and participation.</p> <p>Note: For District conferences and workshops, the Central Illinois District, LCMS will announce the number of hours for full attendance. For less than full attendance, participant must prorate the number of CPDUs per the hours not in attendance.</p>
<p><u>15. Making a presentation at a conference, workshop, institute, seminar, symposium, make-it/take-it workshops, special education presentation, or other similar training event whose goal is the improvement of teaching skills and knowledge.</u></p>	<ul style="list-style-type: none"> • The program prepared by the entity sponsoring or conducting the event, identifying the teacher as a presenter in a topic area relevant to education and/or faith development concerns. 	<p>CPDUs:</p> <p>First presentation of a given topic: 8 Subsequent presentations of the same topic: 3</p>

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<p>16. <u>Teaching an academic-oriented Bible class.</u></p> <p>DEFINITION: Teaching a Bible class that has an academic orientation, similar to those provided through the Teacher Colloquy Program. Possible topics include: Old Testament history, New Testament history, Church History, Faith and the Christian Church. Participants will engage in completion of assignments.</p>	<ul style="list-style-type: none"> • A course syllabus or other documentation prepared by the educator that describes the course and the requirements of the course’s participants. and • A statement signed by the administrator or pastor responsible for corroborating the educator as instructor of the Bible study. 	<p>CPDUs per year:</p> <p style="text-align: center;">4</p> <p>Note: Academic-oriented Bible class must be approved by the Central Illinois District, LCMS Education Executive.</p>
<p>17. <u>Training as external reviewers.</u></p> <p>DEFINITION: Participation in a complete training sequence regarding a quality assurance process such as training to be a Site Visit Team Captain or Consultant for National Lutheran School Accreditation.</p>	<ul style="list-style-type: none"> • Certificate of completion issued by the trainer. 	<p>CPDUs: First training sequence completed: 5</p> <p>Retraining/refresher course completed: 1 per hour – maximum of 5 in a 5-year cycle.</p>
<p>18. <u>Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to the teacher’s role.</u></p> <p>DEFINITION: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the teaching responsibilities and subjects of the Lutheran educator.</p>	<ul style="list-style-type: none"> • A description of the observations prepared by the educator, including <ol style="list-style-type: none"> a. work to be observed, b. purpose for which the observations were to be conducted, c. frequency and length of the periods of observation, d. what was learned, and e. how the information will be used in the educator’s future teaching. 	<p>CPDUs:</p> <p>2 per day of observations</p> <p>Maximum of 4 per year</p>

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<p><u>19. Traveling related to one’s teaching assignment, directly related to students achievement or a school’s improvement plan, and approved at least 30 days prior to the travel experience. Traveling shall not include time spent commuting to destinations where the learning experience will occur.</u></p> <p>DEFINITION: Travel lasting no less than three consecutive, full days, which the Lutheran school’s board of education has approved. The educator shall provide to the Lutheran school board of education a plan explaining the education setting of the proposed travel, how the activities or aspects of the travel will contribute to or benefit the educator’s professional development, and describe what is to be accomplished through the travel experience.</p>	<ul style="list-style-type: none"> • The travel itinerary <p>and</p> <ul style="list-style-type: none"> • A written journal prepared by the educator that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching. 	<p>CPDUs per year:</p> <p>12 per year in which the teacher engages in an episode of qualifying travel.</p> <p>15 per year in which a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public.</p> <p>Additional episodes of qualifying travel in a year in which the maximum number of CPDUs has been awarded may be carried over and claimed in a subsequent year if the maximum number of CPDUs per year is not exceeded.</p>
<p><u>20. Participating in study groups related to student achievement or a school’s improvement plan.</u></p> <p>DEFINITION: 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 the students or within the school and congregation setting. An example would be participation on a National Lutheran School Accreditation self-study committee.</p>	<ul style="list-style-type: none"> • A written statement of purpose for the group; • A list of the group’s members; and • Summaries of the meetings showing attendance by the educator seeking the CPDUs for the activity. 	<p>CPDUs per semester:</p> <p>2-4 meetings attended: 6</p> <p>5 or more meetings attended: 8</p>
<p><u>21. Serving on a Central Illinois District committee, board, or commission or a statewide education-related committee, board, or team.</u></p> <p>DEFINITION: Attendance at and participation in no fewer than two-thirds of the meetings of any such body.</p>	<ul style="list-style-type: none"> • Minutes of the group demonstrating the educator’s attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient. 	<p>CPDUs per year of qualifying service:</p> <p>5 per year</p>

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<p><u>22. Participating in work/learn programs or internships.</u></p> <p>DEFINITION: Participation in a structured program that pairs the educator with an employer or other entity under whose auspices the educator can acquire knowledge of skills for use in his or her future teaching or position.</p>	<ul style="list-style-type: none"> Signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the educator’s direct contact with other individuals from whose knowledge or experience he or she was to benefit. 	<p>CPDUs per semester:</p> <p>1-10 contact hours: 5</p> <p>11-20 contact hours: 8</p> <p>21 or more contact hours: 11</p>
<p><u>PROFESSIONAL LEADERSHIP EXPERIENCES RELATED TO IMPROVING THE EDUCATOR’S KNOWLEDGE AND SKILLS AS AN EDUCATOR, INCLUDING THE FOLLOWING:</u></p> <p><u>23. Participating in curriculum development or assessment activities at the school; the Central Illinois District, LCMS; public school district; regional office of education; State, Synodical, or national level.</u></p> <p>Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards; the activity must be one sanctioned or structured either by the employing school, the Central Illinois District, LCMS, or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the working sessions of any group for which CPDUs are claimed.</p>	<ul style="list-style-type: none"> Membership list and meeting summaries showing the educator’s presence and participation; and The product of the group’s work such as a curriculum guide or new assessment tool or process. 	<p>CPDUs per semester:</p> <p>2-4 meetings attended: 8</p> <p>5 or more meetings: 11</p>
<p><u>24. Participating in team or department leadership in a school or school district.</u></p> <p>DEFINITION: Service in a position of leadership established by a school, congregation, or public school 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, competence, or faith development. Examples: superintendent of Sunday School, VBS, midweek school.</p>	<ul style="list-style-type: none"> Job description or other document created by the school, congregation, public school district, or administrator responsible for assigning a leadership role to the educator 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, congregation, or public school district. 	<p>CPDUs per year:</p> <p>5 per year of service</p>

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<p>25. <u>Participating on external or internal school or school district review teams.</u></p> <p>DEFINITION: Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by</p> <ul style="list-style-type: none"> • the State Board of Education pursuant to the Board’s rules for Public and Nonpublic Schools Evaluation, Recognition, and Supervision; • National Lutheran School Accreditation; • North Central Accreditation, or • Similar processes. <p>Participating on a review team with respect to the accreditation of an institution of higher education and its approval to provide teacher preparation programs.</p>	<ul style="list-style-type: none"> • Documentation of the educator’s assignment by the NLSA Director, the State Board staff (for an external review team, curriculum review panel, or institution review team), or by a school or district administrator (for an internal review team); <p>and</p> <ul style="list-style-type: none"> • A statement signed by the team’s chair or convener verifying the educator’s participation for the duration of the review process. 	<p>CPDUs</p> <p>5 per day for an external quality review team.</p> <p>For service on an internal quality review team: 8 per semester.</p>
<p>26. <u>Publishing education articles, columns, or books relevant to but not limited to</u></p> <ul style="list-style-type: none"> • <u>the academic achievement of children,</u> • <u>parenting skills, or</u> • <u>faith development of children or adults.</u> <p>DEFINITION: Writing about research, experiences, issues, approaches, systems, or other topics related to the effective practice of teaching, academic achievement of children, parenting skills, or faith development of children or adults.</p>	<ul style="list-style-type: none"> • Copy of each item published, showing the date, publication, and publisher. • In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of publication. 	<p>CPDUs:</p> <p>For a book that is technical or research-based: 40</p> <p>For a book of any other type: 20</p> <p>For one or more chapters of a book or for an article published in a journal: 15</p> <p>For a column published at the statewide level: 8</p> <p>For a column published at the local level: 5</p> <p>In cases of multiple authorship, the CPDUs earned will be divided among the authors as they agree, provided that no more than 100% of the available CPDUs will be awarded for any publication.</p>

