Professional Development Activity Planning Sheet

1. Your Email Address *

    _____

2. Title of Activity *

    _____

3. Location of Activity (name of the facility, location address, and place) For Webinar   *
    fill with "Website", ILAEA.org if Zoom or EdPuzzle or other similar platform utilized.

    _____

4. Is this event being conducted and recorded through an IAEA digital platform and   *
    you would like it to be available to attendees to view for PDH? Please note the
    extended viewing time is limited to 2 weeks immediately following the live event.

    Mark only one oval.

    ( ) Yes

    ( ) No

5. Date(s) of Activity *

    _____

6. Name of IAEA Vice-President or board member requesting the PDH. (For Webinar *
    use IAEA Webinar Coordinator - no region).

    _____

7. Name of Presenter *

    _____

8. Email Address of Presenter *

    _____

9. Name of person responsible for attendance sign-in/out at event. (will be contacted *
    by Prodev@ilaea.org with appropriate forms prior to the event)

    _____

10. Email address of person responsible for attendance sign-in/out at event. *

    _____

11. Number of License Hours (subject to approval) (keynote addresses and meal *
    breaks are not eligible for PDH)

    _____

12. Timeline of event (ex. 9:00-2:00, includes a 1/2 meal break and 1/2 keynote address) You may link an agenda in your response. *

_____

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_____

_____

_____

13. PDH opportunity for this event. *

Mark only one oval.

◯ Live Only for PDH

◯ Live plus 2 Week Extended viewing via EdPuzzle for PDH

◯ EdPuzzle only for PDH

◯ Other: _____

14. EdPuzzle or other in and out date/time/IEIN/name tracked option viewing timeline. *
(Must be within the same ISBE audit year, July 1 - June 30.)
If not using EdPuzzle or other trackable platform put NA in answer box.

_____

15. Description of Activity - What participants will do and learn during the event. *
Example: During this webinar presentation .... will ....
https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx

_____

_____

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16. Describe the relationship between the content of the PD activity, {must include -   *
    Specific Relevant Visual/Media Arts Learning Standard(s)}, 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 •
    Aligns to the licensee's performance (evaluation); or • Includes outcomes that
    relate to student growth or district improvement; or • Aligns to State-approved
    standards; or • Are college courses.
    Example: This webinar will engage participants over an extended period of time
    allowing for analysis, discovery, and application as they relate to student learning.
    Participants will learn about ...... participants will ..... This webinar meets the
    following IL Visual Art Standards ...
    Find specific related standards: http://illinoisartslearning.org/

17. Description of impact on student learning or well-being. Example: This activity will   *
    enhance student growth and development as they meet the ISBE visual arts
    learning objectives by ...

18. Professional Development Purposes. (A-J) Learning Forward Professional Development Standards Addressed (LFPS). Must have at least one A-J and one LFPS to qualify for PDH. *

Select All That Apply.

Check all that apply.

- [ ] A. Increases the knowledge and skills of school and district leaders who guide continuous professional development.
- [ ] B. Improves the learning of students.
- [ ] C. Organizes adults into learning communities.
- [ ] D. Deepens educator's content knowledge.
- [ ] E. Provides educators with research-based instructional strategies to assist student in meeting rigorous academic standards.
- [ ] F. Prepares educators to appropriately use various types of classroom assessments.
- [ ] G. Uses learning strategies appropriate to the intended goals.
- [ ] H. Provides educators with the knowledge and skills to collaborate.
- [ ] I. Prepares educators to apply research to decision-making.
- [ ] J. 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.
- [ ] K. Provide 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 students and improve the academic and social-emotional outcomes of students.
- [ ] LFPS Learning Communities - committed to continuous improvement, collective responsibility, and goal alignment.
- [ ] LFPS Leadership- skillful leaders who develop capacity, advocate, and create support for professional learning.
- [ ] LFPS Resources- requires prioritizing, monitoring, and coordinating resources for educator learning.
- [ ] LFPS Data - uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- [ ] LFPS Learning Designs - integrates theories, research, and models of human learning to achieve its intended outcomes.
- [ ] LFPS - applies research on change and sustains support for implementation of professional learning for long-term change.
- [ ] LFPS Outcomes - aligns its outcomes with educator performance and student curriculum standards.

19. Will there be a fee? *

Mark only one oval.

◯ Yes

◯ No

20. Fee amount: *
Member=
Non-member =
If no fee, = $0.

_____

Google Forms