

CPDU APPLICATION GUIDELINES



What is Professional Development?

“Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career.”

– Why Professional Development Matters, Learning Forward

What Are CPDUs?

CPDU stands for Continuing Professional Development Units. In order to keep a teaching license active, educators must complete professional development hours and submit them to ISBE.

The Role of Arts Orgs & CPDUs

As you likely know, the majority of PD available for teachers is not in the arts. Arts organizations can, and do, play an important role in contributing the strengthening teacher practice.

Application Components

Component
1. Basic information about the organization
2. Basic information about the PD session
3. Organizational capacity for maintaining documentation
4. PD program description
5. Qualification of presenters/and/or facilitators
6. Alignment of PD to the Standards for Professional Learning (<i>Learning Forward</i>), the CPS Framework for Teaching (<i>CPS</i>), and the Arts Partner Standards of Practice (<i>Ingenuity</i>)
7. Educator and Student Growth Impact
8. ISBE Activity Matrix

Basic Information About the Organization

You will be asked to provide the following:

- Name
- Address
- Contact person
- Phone
- Email



Basic Information About the Session

You will be asked to provide the following:

- PD type
 - (observation, residency, workshop, virtual, in-person)
- Intended audience
 - CPS teachers, arts liaisons, etc.
- Location
- Proposed dates
- PD duration



Organizational Capacity

You will be asked to provide the following:

A description of the procedure the organization will use to ensure original documentation is maintained and shared with Ingenuity and ISBE promptly. (ie. digital documentation, designated administrator, etc.)



PD Program Details

You will be asked to provide the following:

- Concise description of your PD program
 - What is the overarching purpose of this PD?, What will participants learn/take away, and generally speaking how will this be achieved?
- Specific session goals
- Specific strategies and methods utilized to achieve goals
- Educator learning outcome for each goal



Qualifications of Presenter(s)

- **Demonstrated credentials** in the fields of arts education, educational pedagogy, leadership and advocacy, and/or culture, inclusion, and equity. Credentials may include: professional license, certificate, degree in the area of study, or at least 5 years of experience in the area of study.
- **Resume/CV** for up to 2 Presenter(s) and/or facilitator(s) must have demonstrated credentials in the fields of arts education, educational pedagogy, leadership and advocacy, and/or culture, inclusion, and equity.
- **Description of PROCESS facilitator(s) will use** to develop, implement, and evaluate this adult learning experience (*Please do not re-state presenter credentials for this answer; focus on HOW and WHAT the facilitator(s) does in order to design, implement, and evaluate PD.)
- Description of the process the organization uses to ensure that facilitator(s) understand and **align the PD session(s) goals to the organization's goals**, mission, and values? (i.e. scheduled meetings to review and map mission/values to PD goals and outcomes)

Standards Alignment

Alignment can be broadly defined as the degree to which the components of an education system—such as standards, curricula, assessments, and instruction—**work together to achieve desired goals.**



Standards Alignment

You will be asked to provide the following:

How does your PD align to

- A) the Standards for Professional Learning
- B) the CPS Framework for Teaching
- C) the Arts Partner Standards of Practice



Learning Forward Standards

<https://learningforward.org/standards-for-professional-learning>



Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.



Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.



Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.



Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.



Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.



Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

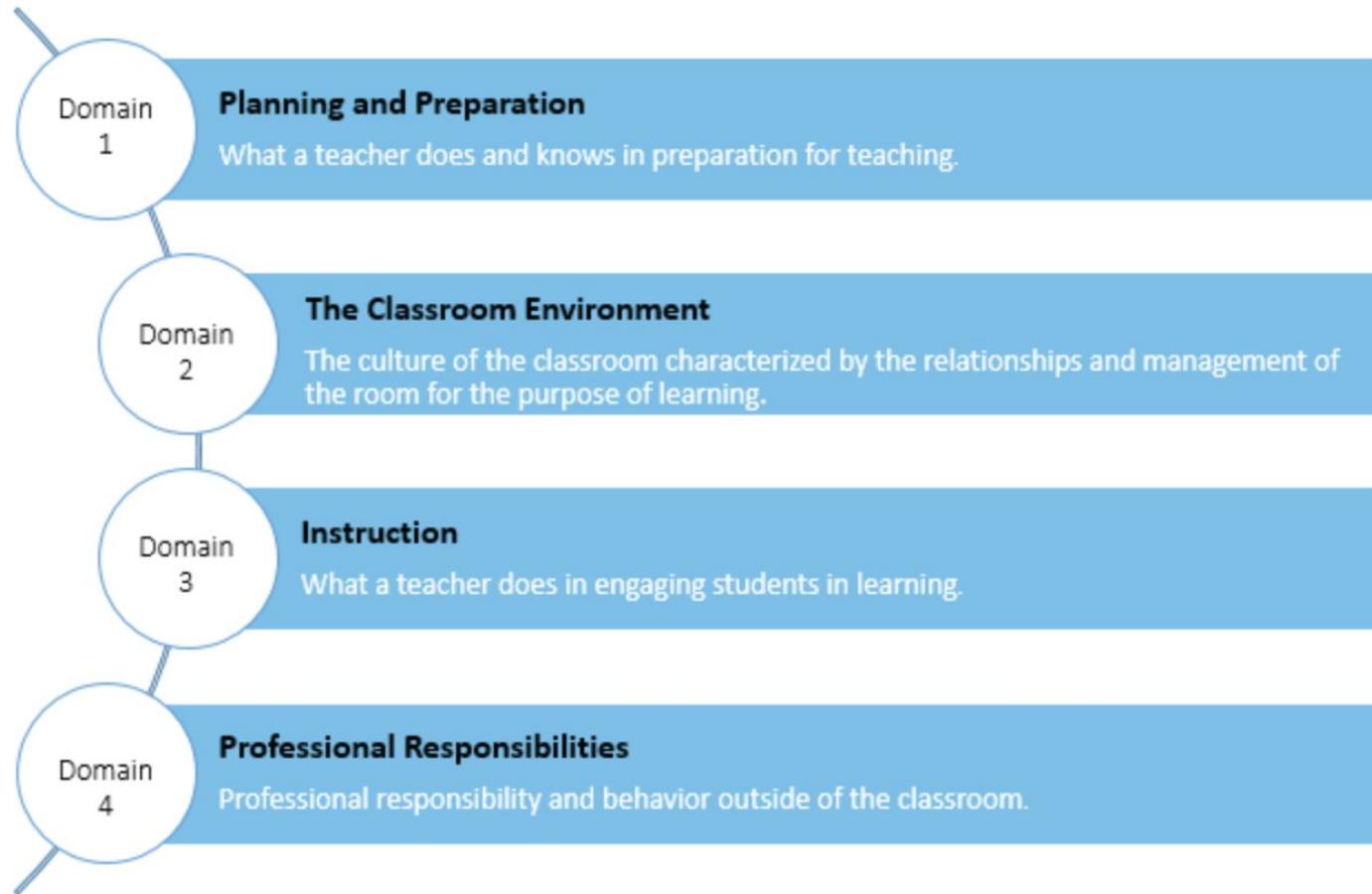


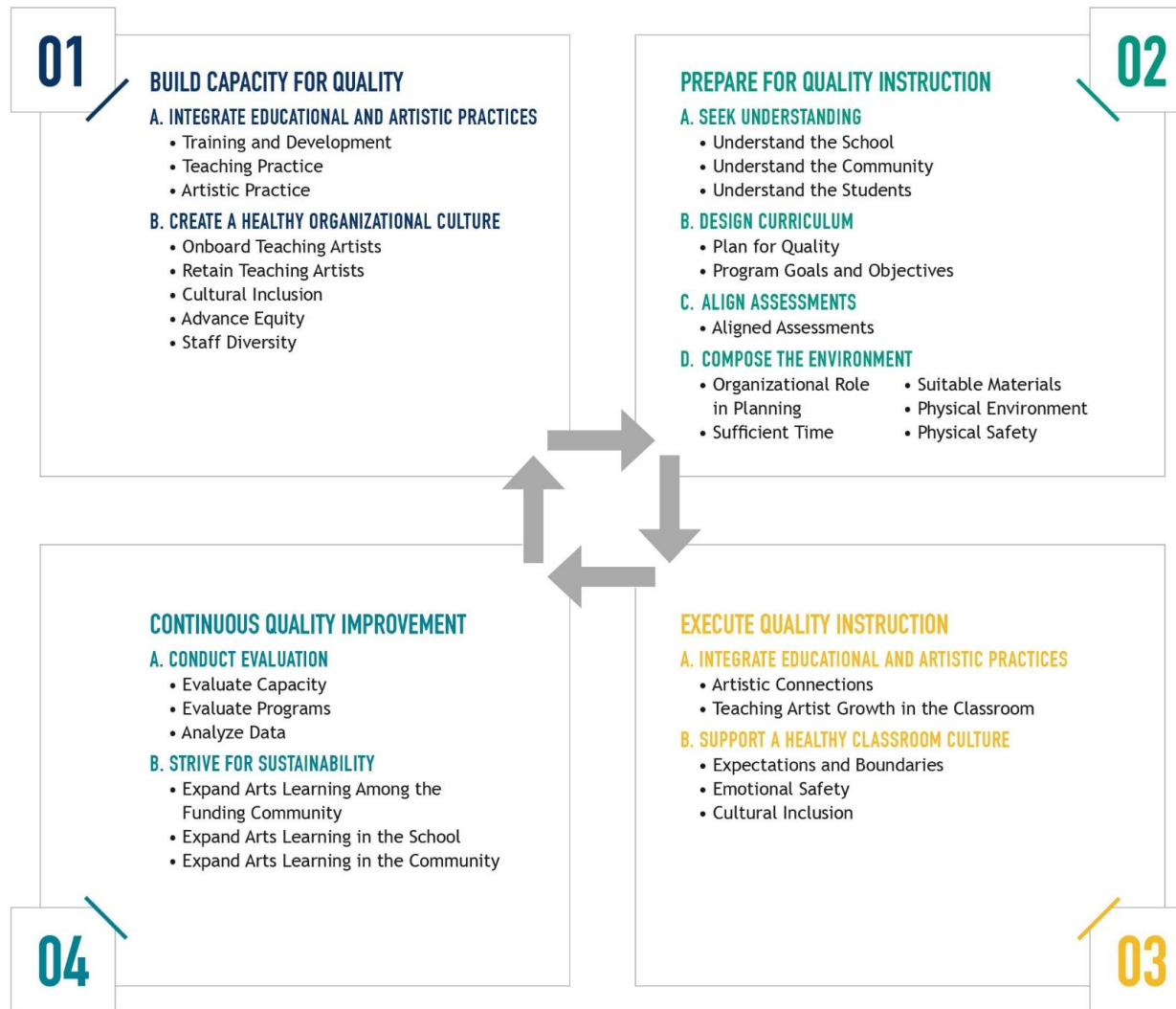
Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

CPS FRAMEWORK FOR TEACHING

<https://cps.edu/ReachStudents/Documents/FrameworkForTeaching.pdf>





Alignment Tips

Red Flag 1: Too Many Standards

More standards \neq necessarily mean better

Red Flag 2: Far-fetched Standards

Choose standards that your PD directly support standards, curricula, assessments, and instruction (Are you honestly delivering a PD that uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning?)



Educator & Student Growth Impact




You will be asked to provide the following:

Narrative response of how you will determine the impact of the PD on both educator and student growth in regard to **one or more** of the following:

- A) content knowledge or skills, or both
- B) educator and student social emotional growth
- C) alignment to CPS or specific school improvement plans



Impact Tips

-  **Content Knowledge or Skills**
 - Relevant Illinois Learning Standards (ELA, Math, Arts, etc.)
-  **Educator and Student Social Emotional Growth**
 - Social Emotional Learning Standards
 - <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>
- Illinois Professional Teaching Standards https://www.isbe.net/Documents/IL_prof_teaching_std.pdf
-  **CPS/Specific School Improvement Growth Plans**
 - CPS Five Year Vision: 2019-2024
 - https://cps.edu/About_CPS/vision/Pages/success-starts-here.aspx

ISBE Activity Matrix

If the proposal narrative is set, completing the ISBE Activity Matrix should be a snap. It asks you to articulate the following:

- Event name
- Target audience
- Learning Forward Standards
- Relevant IL Learning Standards **and/or** Teaching Standards addressed
- Expected impact on student or educator growth or school improvement
- Activity purposes (from ISBE)



Approval Process & Timeline

Approval Process & Timeline

- Ingenuity will now be accepting applications for CPDUs on a rolling basis and will be working with potential subcontractors to determine a timeline for application submission and review.
- WE WILL DO OUR BEST TO REVIEW APPLICATIONS IN A TIMELY MANNER. Please email **Partnership@ingenuity-inc.org** if you plan to submit an application.
- **Once your application has been approved, Ingenuity will reach out to:**
 - Discuss your next steps
- **What if your application does NOT get approved?**
 - Schedule a call or working/learning session with Ingenuity to strengthen your application materials.
 - Resubmit with edits/changes



For any CPDU related questions and inquiries, please contact partnership@ingenuity-inc.org