

**ILLINOIS STATE BOARD OF EDUCATION
Educator Preparation and Recertification Division
100 North First Street, E-310
Springfield, Illinois 62777-0001**

**DOCUMENTATION OF 2007–2008 PROFESSIONAL DEVELOPMENT and/or MENTORING for NEW OR EXPERIENCED TEACHERS
(This form should be used by master teachers requesting compensation at the rate of \$1000 for 60 hours of service.)**

INSTRUCTIONS: Please print legibly or type. All Master Teachers must submit this form by June 30, 2008.	MAIL OR FAX TO: I-KAN Regional Office of Education Attn: Vicki Hensley/Michelle ZumMallen 189 East Court Street, Suite 600 Kankakee, Illinois 60901 Fax: 815-937-3901
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NAME OF MASTER TEACHER PROVIDING SERVICES	SOCIAL SECURITY NUMBER OR ILLINOIS EDUCATOR IDENTIFICATION NUMBER (IEIN) X X X - X X - _____	ILLINOIS MASTER CERTIFICATE NUMBER
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ROE/ISC Regional Support Site Number: The Regional Support Site Number can be found at www.ilnbpts.org (Click on Regional Support Sites)

IMPORTANT – PLEASE READ CAREFULLY BEFORE COMPLETING THIS FORM.

PART I – WRITTEN LOG INCLUDES:

- a) Date of service
- b) Signature of each recipient or group representative as verification of the dates and hours of service indicated
- c) Whether the activity involves mentoring or professional development service
- d) Whether the service was provided to an individual or group
- e) Number of hours service was provided
- f) The **Standards for All Illinois Teachers** (Illinois Professional Teaching Standards, Core Language Arts and/or Core Technology Standards) addressed by the activity provided
- g) List of activities and how they relate to the academic needs of the recipient teacher’s students

PART II – ESTABLISHED MENTORING PROGRAMS - As part of a Mentoring program formally established by a school district.

PART III – WRITTEN AGREEMENTS - Under a written agreement among the mentor teacher, the principal, and the mentor coordinator, or other responsible official of the school district employing one or more teachers and those recipients.

PART IV – VERIFICATION OF DISTRICT NOTIFICATION - Any master teacher who provides professional development or mentoring shall notify his or her employing district (if different from that of the recipient teacher or teachers).

PART V – EMPLOYMENT - Any master teacher providing professional development or mentoring must be employed by a school district or other entity providing early childhood, elementary, or secondary education including special education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students and must have worked for no less than the equivalent of half the school year as verified by the employer.

PART I – WRITTEN LOG (ALL DOCUMENTATION SUBJECT TO STATE AUDITS)

(a) Date of Service	(b,c,d) Signature of Recipient or Group Representative	(e) Hours (30 min. intervals only)	(f) One of more of the Standards for all Illinois Teachers Addressed	(g) Describe activity and how it relates to the academic needs of the recipient teacher’s students (Attach additional pages as needed)
//_	1. Name (please print) NBPTS Candidate Signature <input type="checkbox"/> Mentoring <input type="checkbox"/> Professional Development <input type="checkbox"/> Individual <input type="checkbox"/> Group		<input checked="" type="checkbox"/> One of more of the Standards for all Illinois Teachers Addressed <input type="checkbox"/> Illinois Professional Teaching Standards <input type="checkbox"/> Core Language Arts Standards <input type="checkbox"/> Core Technology Standards	
//_	2. Name (please print) NBPTS Candidate Signature <input type="checkbox"/> Mentoring <input type="checkbox"/> Professional Development <input type="checkbox"/> Individual <input type="checkbox"/> Group		<input type="checkbox"/> Illinois Professional Teaching Standards <input type="checkbox"/> Core Language Arts Standards <input type="checkbox"/> Core Technology Standards	

//_	3. Name (please print) NBPTS Candidate Signature		<input type="checkbox"/> Illinois Professional Teaching Standards <input type="checkbox"/> Core Language Arts Standards <input type="checkbox"/> Core Technology Standards
	<input type="checkbox"/> Mentoring <input type="checkbox"/> Professional Development <input type="checkbox"/> Individual <input type="checkbox"/> Group		
//_	4. Name (please print) NBPTS Candidate Signature		<input type="checkbox"/> Illinois Professional Teaching Standards <input type="checkbox"/> Core Language Arts Standards <input type="checkbox"/> Core Technology Standards
	<input type="checkbox"/> Mentoring <input type="checkbox"/> Professional Development <input type="checkbox"/> Individual <input type="checkbox"/> Group		
		←	TOTAL HOURS (last page only) Page _____ of _____ pages

DUPLICATE THIS PAGE AS NEEDED

PART II – ESTABLISHED MENTORING PROGRAMS - For each established mentoring program within which you provided services, please provide the following information.

DISTRICT/ORGANIZATION RESPONSIBLE FOR MENTORING PROGRAM	CONTACT NAME	PHONE (include area code)
1.		
2.		
3.		
4.		

PART III – WRITTEN AGREEMENT(S) - For all services provided under a written agreement, please provide the following information and attach the agreements. The written agreement must describe A) the goals of the mentoring; B) the duration of the mentor teacher's involvement, and C) the amount of time expected to be devoted to each recipient teacher.

SCHOOL DISTRICT	RCDT CODE	ADMINISTRATOR(S)	PHONE (include area code)
1.			
2.			
3.			
4.			

PART IV – VERIFICATION OF DISTRICT NOTIFICATION - If you provide professional development or mentoring of a district other than your employing district, you must notify your employing district and complete the following verification.

_____ has notified me that he or she has provided professional development or mentoring in a district other than this employing district.
Master Teacher's Name

SCHOOL DISTRICT	RCDT CODE http://www.isbe.net/research/htmls/directories.htm	DISTRICT ADMINISTRATOR NAME (PLEASE PRINT)

_____ District Administrator Signature

_____ Date

PART V – EMPLOYMENT- Any master teacher providing professional development or mentoring must be employed by a school district or other entity providing early childhood, elementary, or secondary education including special education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students and must have worked for no less than the equivalent of half the school year as verified by the employer.

I verify that _____ has been employed by a school district or other public entity for no less than the equivalent of half the school year.
Master Teacher's Name

SCHOOL DISTRICT	RCDT CODE http://www.isbe.net/research/htmls/directories.htm	DISTRICT ADMINISTRATOR NAME (PLEASE PRINT)

District Administrator Signature

Date

Only one signature needed per 30 hours of service.

IMPORTANT NOTE: Master teachers are required to complete a total of 60 hours of service to be eligible for the applicable Illinois Teaching Excellence Program (ITEP) incentive. The school district shall distribute 50% of each annual incentive payment upon completion of 30 hours of the required mentoring and the remaining 50% of the incentive upon completion of the required 60 hours of mentoring.

ALL master teachers should submit ISBE 77-27 twice: once after completion of the first 30 hours of service and again after completion of the second 30 hours of service.

FINAL SUBMISSION June 30, 2008

The activities and times listed on Part I of this form accurately reflect mentoring and/or professional development services provided to Illinois Teachers. I understand that I must complete a total of 60 hours of service or I will forfeit the entire \$1000 incentive which includes completion of the initial 30 hours of services.

Signature of Master Teacher Providing Services

Date

Illinois Professional Teaching Standards [24.100] *2nd Edition 2002*

#1 Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

#7 Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Language Arts Standards for All Illinois Teachers [24.110]

#1 All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

#2 All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

#3 All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Technology Standards for All Illinois Teachers [24.120]

#1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

#2 - Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

#3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

#4 - Social, Ethical, and Human Issues

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

#5 - Productivity Tools

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

#6 - Telecommunications and Information Access

The competent teacher will use telecommunications and information-access resources to support instruction.

#7 - Research, Problem Solving, and Product Development

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

#8 - Information Literacy Skills

The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.