



DuPage Regional Office of
EDUCATION
Excellence in Education

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DuPage County Regional Office of Education
License Renewal Professional Development Provider Application
SUBMIT THIS FORM, A NARRATIVE RESPONSE AND TWO LETTERS OF RECOMMENDATION
TO THE ADDRESS ABOVE

Beginning July 1, 2014, new statutory requirements became effective for the renewal of Professional Educator Licenses (105 ILCS 51218-45) (9). Those entities specified in statute as "approved professional development providers" include 1) the Illinois State Board of Education; 2) Regional Offices of Education and Intermediate Service Centers; 3) regionally accredited institutions of higher education that offer Illinois-approved educator preparation programs; and 4) Illinois public school districts, charter schools, and joint educational programs that provide career and technical education or special education services.

Other organizations that wish to become State-approved professional development providers in Illinois must represent A) school administrators, B) principals, C) school business officials, D) teachers, E) school boards, F) school districts, G) parents, or H) school service personnel.

All other entities that do not meet the criteria to become a State-approved provider and wish to provide professional development services may do so in collaboration with any of the approved providers, under that entity's approval. The DuPage Regional Office Education is one of those entities.

Provider Information			
Date	2/29/2016		
Provider/Organization Name	Wheaton Park District - Lincoln Marsh Natural Area		
Address	1001 W Lincoln Ave		
City	Wheaton		
State	IL		
Zip	60187		
Phone	(630) 871- 2810		
Fax	(630) 871- 9213		
E-mail Address	dditchman@wheatonparks.org		
Description of Agency	Individual	Company	Organization
Web Site Address	www.lincolnmarch.org		
Contact Person Information (If provider is not an individual.)			
Name	Deb Ditchman		

As an approved professional development provider, I confirm that this organization will do all of the following:

- (1) Align professional development activities to the State-approved national standards for professional learning promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm;
- (2) Meet the professional development criteria for Illinois licensure renewal;
- (3) Produce a rationale for each activity that explains how it aligns to State standards (Illinois Administrative Code, Section 1. Appendix D State Goals for Learning) <http://www.isbe.net/rules/archive/pdfs/oneark.pdf> and identify the assessment for determining the expected impact on student learning or school improvement;
- (4) Maintain original documentation for completion of activities (participants' lists, sign-in sheets, a completed copy of the Evidence of Completion form) for a period not less than seven (7) years;
- (5) Provide license holders with Evidence of Completion forms for all activities.
- (6) Annually submit to the DuPage Regional Office of Education a list of subcontractors used for delivery of professional development activities for which renewal credit was issued and other information as required.

I understand that the DuPage Regional Superintendent of Education will review the annual data collected to determine if my organization has met the criteria and should continue to be an approved provider or if further action should be taken.

St. Hilda Environmental Education Supervisor
Signature and Title of Person Responsible for Professional Development

2/29/16
Date

[Signature]
Signature and Title of Head of Organization

Executive Director
Michael J. Berno

2/29/16
Date

PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN NARRATIVE FORMAT WITH DETAILS DEMONSTRATING THAT YOUR ORGANIZATION HAS THE EXPERTISE AND RESOURCES TO FUNCTION AS A STATE APPROVED PROFESSIONAL DEVELOPMENT PROVIDER.

- 1) What minimum qualifications and experience are required for your organization's presenters?
- 2) For each PD activity, your organization must a) identify the specific State learning standards to be addressed, b) provide a rationale that clearly explains how the activity aligns to those standards, and c) identify the process for determining the expected effect on student learning or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity. Explain the policies and procedures you will implement in order to ensure the aforementioned.
- 3) How will your organization develop PD activities that align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm?
- 4) What procedures will your organization use to ensure original documentation is maintained for a period of at least seven years?
- 5) Describe the process your organization will implement for maintaining a list of all subcontractors used for delivery of professional development activities for which renewal credit was issued by your organization, include in your description the person who will be responsible for this process.
- 6) Describe the expected effect the professional development activities offered will have on educators and student growth in regards to one or more of the following: a) content knowledge or skills, or both; b) educator and student social and emotional growth; c) alignment to district or school improvement plans.
- 7) List the professional development activities that will be offered by your organization within the two calendar years beginning January 1, 2015 and ending December 31, 2016. For each activity identify a) the name of the event; b) target audience; c) a rationale explaining how the activity aligns to the Standards for Professional Learning; d) the expected effect on student learning or school improvement; e) the expected impact on student growth in regards to content knowledge or skills, educator and student social and emotional growth, or alignment to district or school improvement plans.

For each activity planned one or more of the following purposes must be addressed:

- A. Increase the knowledge and skills of school and district leaders who guide continuous professional development;
- B. Improve the learning of students;
- C. Organize adults into learning communities whose goals are aligned with those of the school and district;
- D. Deepen educator's content knowledge;
- E. Provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
- F. Prepare educators to appropriately use various types of classroom assessments;
- G. Use learning strategies appropriate to the intended goals;
- H. Provide educators with the knowledge and skills to collaborate; or
- I. Prepare educators to apply research to decision-making.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN NARRATIVE FORMAT WITH DETAILS DEMONSTRATING THAT YOUR ORGANIZATION HAS THE EXPERTISE AND RESOURCES TO FUNCTION AS A STATE APPROVED PROFESSIONAL DEVELOPMENT PROVIDER.

1) What minimum qualifications and experience are required for your organization's presenters?

All of our educators require a Bachelor's degree in environmental education or interpretation or equivalent combination of training, certification, and experience in environmental interpretation. They should also be familiar with principles and techniques of interpretation and environmental education curricula.

The workshops offered will be led by facilitators specifically trained in the nationally recognized Project Learning Tree (PLT) curriculum. These facilitators have undergone certification in both the Early Childhood and PreK-8th grade programs. Following certification they attended a full day facilitator training workshop.

2) For each PD activity, your organization must a) identify the specific State learning standards to be addressed, b) provide a rationale that clearly explains how the activity aligns to those standards, and c) identify the process for determining the expected effect on student learning or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity. Explain the policies and procedures you will implement in order to ensure the aforementioned.

These workshops will provide educator and outreach professional training to formal, non-formal and preservice educators in the use of the National Project Learning Tree (PLT) curriculum. Educators will be instructed how to use and adapt the curriculum and activity guide for a variety of learning styles and how to meet national and state learning standards using the guide.

3) How will your organization develop PD activities that align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm?

Professional development that is aligned with NGSS is critical to the success of adopting and implementing the new standards. Brian Reiser from Learning Sciences at Northwestern University noted in his recent paper that a strong focus on professional development is a key to implementing NGSS.¹

PLT has always had a strong emphasis on professional development. Since its beginning, PLT has provided professional development opportunities to educators across the country through its state network of coordinators. Each year, approximately 25,000 educators receive PLT training through onsite workshops, and to date, more than half a million educators have been trained. PLT training and workshop opportunities for educators throughout the U.S. can be found online at PLT Professional Development Calendar.

4) What procedures will your organization use to ensure original documentation is maintained for a period of at least seven years? All documentation will be dated, filed and stored on site at Lincoln Marsh Natural Area Office.

¹ What Professional Development Strategies Are Needed for Successful Implementation of the Next Generation Science Standards? By Brian J. Reiser <http://www.k12center.org/rsc/pdf/reiser.pdf> Accessed on 07/29/2014.

5) Describe the process your organization will implement for maintaining a list of all subcontractors used for delivery of professional development activities for which renewal credit was issued by your organization, Include in your description the person who will be responsible for this process. N/A

6) Describe the expected effect the professional development activities offered will have on educators and student growth in regards to one or more of the following: a) content knowledge or skills, or both; b) educator and student social and emotional growth; c) alignment to district or school improvement plans.

PLT's PreK-8 Activity Guide is organized by the Conceptual Framework themes. This organizes the Guide's 96 activities into five sections, making it easy for educators to connect a series of activities into an instructional unit. This allows for a deeper exploration of each theme, which increases students' understanding of the concepts being taught. To view PLT's complete Conceptual Framework, visit the PLT website.

PLT's Environmental Experiences for Early Childhood Guide is organized into themes. Within each theme, activities include an overview, objectives, assessment, a word bank and related PLT PreK-8 activities. These themes provide students and educators with an appreciation and awareness of the natural world around them while encouraging creativity and developing the skills they need to make sound choices about the environment.

7) List the professional development activities that will be offered by your organization within the two calendar years beginning January 1, 2015 and ending December 31, 2016. For each activity identify a) the name of the event; b) target audience; c) a rationale explaining how the activity aligns to the Standards for Professional Learning; d) the expected effect on student learning or school improvement; e) the expected impact on student growth in regards to content knowledge or skills, educator and student social and emotional growth, or alignment to district or school improvement plans.

See attached program grid.

Name of Activity	Intended Audience	Learning Forward Standards Aligned	State Learning Standards Addressed	The expected effect on student learning or school improvement
PLT – Environmental Experiences for Early Childhood	Preschool Teachers & Caregivers	1 – Learning Communities	The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.	The curriculum guides teachers to incorporate content, concepts, and activities that integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
PLT – Environmental Education for Pre K - 8	Teachers	1 – Learning Communities 5 – Learning Designs 7 - Outcomes	Project Learning Tree (PLT) activities address many of the Common Core State Standards and Next Generation Science Standards (NGSS).	PLT's activities are designed to be infused into existing curriculum so they can reinforce language arts, math, science, and social studies concepts; can provide hands-on lessons; can engage students to think critically; and can carry out observations and experiments.

Standards for Professional Learning (Learning Forward)

1. 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.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning.

3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. 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.
5. 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.
6. 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.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.