



SUMMER 2022



ELN COURSE CATALOG

ELN's mission is to provide educators with the professional development and capacity building professional network needed to do what's best for students and for the learning community.

ELN courses are developed by and with content experts and partners who support rigorous online learning. A dynamic professional networking community has also been created so participants can learn and interact with peers and leadership experts from across the country.

Cost

Subscriptions to the Ed Leaders Network platform are **free to all Illinois public and public charter school employees**. Individuals, schools and organizations not eligible for free access may review subscription pricing at <https://edleadersnetwork.org/subscribe/>. Subscriptions include access to hundreds of hours of **free** professional development. On-demand administrator academies and micro-credentials carry a fee as noted in the catalog.

Professional Development Credit

Individuals completing courses eligible for PD credit via ELN are responsible for entering the course information, including hours earned, in their Educator Licensure Information System (ELIS) account. The Illinois Principals Association is the ISBE-approved professional development provider for ELN credit-worthy courses.

Administrator Academy Credit

Administrator academy credit earned by individuals who successfully complete on-demand academies or micro-credentials will be reported to ISBE by the Illinois Principals Association.

For full details about the platform, content partners, and state associations across the country who are members of the Ed Leaders Network, visit:

WWW.EDLEADERSNETWORK.ORG

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For more information about Ed Leaders Network,

Contact:

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MANDATED TRAININGS			
Category	Title	Description	PD Hours
Mandated Training (within 3 months of employment and every three years)	Mandated Reporter Training	The purpose of this online course is to help all Illinois Mandated Reporters understand their critical role in protecting children by recognizing and reporting child abuse. 325 ILCS 5/4	Not eligible for PD credit
Mandated Training (Every year)	Asthma Management for School Staff	This course will provide an overview of asthma, asthma emergency response, and a review of general policies that apply to asthma management in schools. 105 ILCS 5/22-30	Not eligible for PD credit
Mandated Training (Every year)	Bias and Microaggressions in the Classroom (Implicit Racial Bias)	This course is a conversation about bias and microaggressions, their impact, and how to circumvent that. It examines the power of words and discusses the impact of things not said vs. things that are said. The way we word things can make all the difference in the world. 105 ILCS 5/10-20.61	2
Mandated Training (Every year)	Bloodborne Pathogens	This training will cover the universal precautions for protection from exposure to bloodborne pathogens such as Hepatitis B, Hepatitis C, HIV and AIDS. OSHA Requirement	Not eligible for PD credit
Mandated Training (Every year)	Care for Students with Diabetes	This course has been designed to recognize signs and symptoms of a diabetic reaction and how to respond when a student needs emergency medical attention. 105 ILCS 145/25	Not eligible for PD credit
Mandated Training (Every year)	Chronic Health Conditions of Students	This course will cover common chronic health conditions of students. It will cover signs and symptoms of special medical conditions including the need for staff to be familiar with every student's individual emergency health care plan. 105 ILCS 5/3-11	Not eligible for PD credit
Mandated Training (Every year)	HIV and AIDS	This course covers four sections: 1) HIV Definition and Transmission, 2) HIV Signs and Symptoms, 3) Risk Factors and Education, 4) Parent and Student Rights. It will give insight into policies and procedures for staff and student safety. 105 ILCS 5/10-22.39	Not eligible for PD credit
Mandated Training (Unit of instruction required for K-12 students every year)	Internet Safety - Teaching Digital Citizenship	This self-paced, online professional development course guides educators through the risks children face online, key lessons to teach, and which NetSmartz resources can be used to best teach digital citizenship at any grade. This training will cover the following issues: 1) Digital Literacy & Ethics, 2) Inappropriate	Not eligible for PD credit

MANDATED TRAININGS

Category	Title	Description	PD Hours
		Content, 3) Online Sexual Solicitation, 4) Online Privacy, 5) Sexting, and 6) Cyber-bullying. 105 ILCS 5/27-13.3	
Mandated Training (Every year)	Establishing a Peer Support Program in Your School (Peer Counseling & Anti-Violence)	This course will define Peer Support and outline the steps to develop a Peer Support Program. It will also provide advice explaining how to build and maintain a successful Peer Support Program. 105 ILCS 5/3-11	2
Mandated Training (Every year)	Non-certified Staff Working with IEP Students	This course covers the laws and regulations concerning the policies and guidelines districts must follow concerning supervising and training non-certified personnel and volunteers who will be working with students with IEPs. 23 Illinois Administrative Code 226.800(K)	Not eligible for PD credit
Mandated Training (Every year)	Opioid Overdose Management in the School Environment	This course covers the Illinois Public Act 99-0480 that allows trained school personnel to administer an opioid-blocking medication to a person having an opioid overdose while in school or at a school-sponsored activity. 105 ILCS 5/22-30	Not eligible for PD credit
Mandated Training (Every year)	Title IX Sexual Harassment Mandated Training	This course will cover 4 sections: 1) Understand the Federal definitions of sexual harassment and be able to identify sexual harassment, 2) Understand and identify reporting duties and other responsibilities an employee may have during the process, 3) Understand and apply the guidelines set forth in your district's Anti-Sexual Harassment Policy and 4) Recognize inappropriate teacher-student interactions and model proper teacher-student interactions.	Not eligible for PD credit
Mandated Training (Every year)	Seizure Action Plan	In this mandated course, participants will be introduced to types of seizures, seizure triggers, seizure medications, and treatment options. Participants will demonstrate knowledge of the Seizure Action Plan under Section 504 as outlined in Illinois Public Act 101-0050. 105 ILCS 150	Not eligible for PD credit
Mandated Training (Every year)	Teen Dating Violence	This course will include two sections: 1) Teen Dating Violence and Abusive Relationships, and 2) Responding to Teen Dating Violence and Abusive Relationships. 105 ILCS 110/3.10	Not eligible for PD credit
Mandated Training (Every two years)	Americans with Disabilities Act in the School Environment	This course covers Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination based on disability in participating in federally funded programs. 105 ILCS 5/3-11	Not eligible for PD credit
Mandated Training (Every two years)	Anaphylactic Reactions Management and Food Allergies	This training will cover the common causes of severe allergic reactions (anaphylaxis) and train educators to recognize the signs and symptoms of anaphylaxis as well as emergency treatment. 105 ILCS 5/10-22.39	Not eligible for PD credit
Mandated Training (Every two years)	Domestic and Family Violence	This two-part course examines the educator's role concerning the effects of domestic violence on physical	3

MANDATED TRAININGS

Category	Title	Description	PD Hours
		health, mental well-being, and educational performance. It also looks at the impact of domestic violence on children at home and school. 105 ILCS 5/10-22.39	
Mandated Training (Every two years)	Ethical Considerations for School Employees	This course fulfills the statutory requirement found in Article 10, Section 22 mandating that every 2 years all school employees complete a workshop on educator ethics and school employee and student relationships. 105 ILCS 5/10-22.35	Not eligible for PD credit
Mandated Training (Every two years)	Focusing on ADD and ADHD	This course will differentiate between issues common to ADD and ADHD, issues not considered ADD and ADHD, and provide educators with practical strategies, tools, and ideas for a successful student learning. 105 ILCS 5/10-20.36	2
Mandated Training (Every two years)	Mental Health and Suicide Prevention	One of the major causes of suicide is mental illness. This course will define mental illness and explain its relationship to suicide and how to assist suicidal students. 105 ILCS 5/10-22.39	Not eligible for PD credit
Mandated Training (Every two years)	Sports Concussion and Mild Traumatic Brain Injury	This presentation by IHSA, IESA, and the Brain Injury Association of Illinois will address four areas of concussion management as required by the Youth Sports Concussion Safety Act: mandatory education, concussion oversight teams, Return to Play, and Return to Learn. 105 ILCS 5/22-80	Not eligible for PD credit
Recommended Training	Anti-Bias Education	Presenters Dr. Tim Dohrer and Dr. Tom Golebiewski define the characteristics and behaviors of an anti-bias stance in an educational environment and outline the skills and steps to develop a strong, collaborative anti-bias education program. 105 ILCS 5/27-23.6	1
Recommended Training	Attendance and Student Engagement	This mandated course is designed to help educators understand the implications of the 2018 amendments to Illinois Senate Bill 3466 or Public Act 100-0810 related to student attendance, engagement, and discipline. This course will also discuss strategies to encourage student attendance and engagement. 105 ILCS 5/10-22.6	2
Recommended Training	Bullying and Harassment: Helping Students and Parents	Participants are provided information related to the ever-changing legal parameters as well as when and how school personnel may intervene. 105 ILCS 5/27-23.7	Not eligible for PD credit
Recommended Training	Gang Awareness and Education	This course provides information on gang awareness, gaining knowledge about gangs, the risk factors associated with gangs, and interventions that help students achieve. 105 ILCS 5/27-23.10	1
Recommended Training	Role of the School Nurse in the IEP Process	This course outlines the school nurse's role in the Individualized Education Plans (IEP) process using video scenarios and reflective activities. 23 Illinois Administrative Code 226.160	Not eligible for PD credit

MANDATED TRAININGS

Category	Title	Description	PD Hours
Recommended Training	Understanding Child Sexual Abuse (Erin's Law)	This course will assist staff in understanding the importance of sexual abuse education. It will help staff recognize the characteristics of sexually abusive relationships and explain ways of relating to victims and disclosing their experiences to the proper authorities. 105 ILCS 5/10-23.13	Not eligible for PD credit
Recommended Training	Understanding SB100 and Student Discipline	This is an introductory course designed to help educators understand the implications of Illinois Senate Bill 100 (Public Act 099-0456) on local discipline policy and practices. Dr. Diana Zaleski will describe non-exclusionary alternatives to out-of-school suspension and expulsion. 105 ILCS 5/10-22.6	2

TEACHER EVALUATION CALIBRATION VIDEOS

The Teacher Evaluation Calibration Videos are a collection of professionally created videos of classroom instruction that allows educators locally to collaborate, practice, and calibrate teacher evaluation. Training time will vary.

Each calibration video will be accompanied by the following support materials:

- Facilitator's Guide
- Video
- Online Observation Calibration Survey
- Online Observation Calibration Results Observation Tool (Download)
- Ratings by the Facilitator Guide Developers (Trained by ISBE State Evaluators)

Category	Title	Description	PD Hours
Calibration	Teacher Evaluation Calibration Videos Grade K	There are two (2) observation videos for Grade K : <ul style="list-style-type: none"> • Mathematics (53:12) • ELA/Science (21:24) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 1	There is one (1) observation video for Grade 1 : <ul style="list-style-type: none"> • ELA (38:18) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 2	There are two (2) observation videos for Grade 2 : <ul style="list-style-type: none"> • Retelling and Comparing Two Stories (13:06) • Reading (1:01:56) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 3	There is one (1) observation video for Grade 3 : <ul style="list-style-type: none"> • Main Idea (14:17) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 4 ELA/Reading	There are three (3) observation videos for Grade 4 ELA/Reading : <ul style="list-style-type: none"> • Poetry (12:59) • Main Idea (17:47) • Reading (50:22) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 4 Mathematics	There are three (3) observation videos for Grade 4 Mathematics : <ul style="list-style-type: none"> • Spatial Reasoning with Polygons (15:28) • Math (35:54) • Visualizing with Fractions (14:48) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 4 Science	There are two (2) observation videos for Grade 4 Science : <ul style="list-style-type: none"> • Science (31:44) • Motion Science (31:50) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 6	There are three (3) observation videos for Grade 6 : <ul style="list-style-type: none"> • Writing Using Adjectives (13:02) • Informational Text (15:21) • Math (18:50) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos Grade 7	There is one (1) observation video for Grade 7 : <ul style="list-style-type: none"> • ELA (20:53) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos HS ELA/Reading	There are four (4) observation videos for Grade HS ELA/Reading : <ul style="list-style-type: none"> • Grade 9 ELA (14:27) 	Awarded locally

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Category	Title	Description	PD Hours
		<ul style="list-style-type: none"> • Grade 11 Reading (20:18) • Grade 12 ELA (22:35) • HS Literature Analysis (17:56) 	
Calibration	Teacher Evaluation Calibration Videos HS Mathematics	There are six (6) observation videos for Grade HS Mathematics : <ul style="list-style-type: none"> • HS Polynomial Functions (11:36) • 10th Grade Modeling with Systems of Equations (32:04) • HS Math (24:12) • HS Math Algebra (24:20) • HS Math Story Problems (30:33) 	Awarded locally
Calibration	Teacher Evaluation and Calibration Videos HS Science	There are two (2) observation videos for Grade HS Science : <ul style="list-style-type: none"> • Grade 9 Biology (13:01) • Grade 10 Science (15:40) 	Awarded locally
Calibration	Teacher Evaluation Calibration Videos HS Social Studies	There are two (2) observation videos for Grade HS Social Studies : <ul style="list-style-type: none"> • HS Social Studies (36:41) • 10th Grade ELA/Social Studies (38:50) 	Awarded locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	6 Steps to Effective Teacher Evaluation	This course supports school leaders' development of stronger evaluation skills and offers practical activities and strategies to apply before, during, and after the teacher evaluation process.	4
Course	An Introduction to School Accountability Under Illinois' ESSA Plan	This course provides baseline knowledge about the Illinois ESSA plan. Participants will understand the research-based Quality Framework standards, the school accountability academic and quality indicators, and the summative school tier designations.	3
Course	Applying Learning Science in the Remote Classroom	This course introduces practical applications of learning science for the remote classroom. In other words, teaching practices that will help you and your students find success in a non-traditional learning environment.	3
Course	Authentic Assessment in Early Childhood Part 1	Understanding the purposes, characteristics, benefits and processes of authentic assessment are necessary competencies for all early childhood professionals. During this course, participants will be introduced to the authentic assessment cycle and will examine and explore how to implement the cycle in developmentally appropriate ways.	4
Course	Black Girl Blues	Black Girl Blues exposes participants to the historical, cultural, and social factors behind girl bullying in the African American culture. This course will define the economic status, identity development, topics, and physical characteristics.	6
Course	Brain Science for Principals	This course will address principals' current leadership needs to understand the implications of educational neuroscience for learning and leading.	2
Course	Building a Community of Writers in Grades K-6 Classroom	In this course, the presenter shares the "Elements of Effective Instruction Tool" and an overview of the "Writing Workshop". Section One will discuss 1) the importance of daily writing, 2) student motivation, 3) teaching with published works, 4) the writing process, and 5) teaching grammar in context.	3
Course	Building a Foundation for Leadership Success	This course outlines four fundamental attributes for successful school leaders: making ethical decisions, being visible at the building level, creating positive relationships, and invoking positive attitudes.	4
Course	Building A+ Relationships for Leadership Success	Building positive workplace relationships and strong people skills are vital for success. This course will review four of the six chapters from Dale Carnegie's <i>How to Win Friends and Influence People</i> .	4
Course	Building Relationships	Presented by Dr. Herschel Hannah. This course provides participants with structures and strategies to implement protocols and practices in building relationships with students and stakeholders.	3
Course	Bullying Litigation Protection:	This course will provide participants with information related to the ever-changing legal parameters when	2

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
	Prevention and Response	bullying, harassment, and intimidation become problems for students.	
Course	Childhood Resilience	Resilience describes the ability to bounce back from adversity in life. A more comprehensive and complex definition identifies resilience as a protective or positive process employed to reduce the negative outcomes possible when risk factors are present. In this course Mick will guide participants to explore resilience and the individual factors of temperament, relationship, and environment.	2
Course	Chronic Absenteeism	This course is designed to help educators understand the accountability requirements concerning Public Act 100-0156 (Chronic Absence). Participants will become familiar on how to access available resources and implement common sense strategies to improve student attendance.	3
Course	Classroom Control and Discipline	This course will cover six sections: 1) Rules, 2) Procedures, 3) Consequences, 4) Room Arrangements, 5) Building Relationships, and 6) Engaging Instruction.	6
Course	Close Reading in the K-5 Classroom	This course will define close reading, identify its components, and provide practice and resources for classroom implementation with both literature and informational texts. Close Reading is a portion of the Text Complexity Model found in the Common Core State Standards.	2
Course	Coaching	In this course, participants will recognize the different coaching approaches that engage collegial, trusting, reflective relationships to address, communicate and analyze leadership issues or initiatives.	5
Course	Collaborating with Families During Remote Instruction	In this course participants will review opportunities for educators to collaborate with and support students and their families during times of remote instruction. Dr. Zaleski will review classroom organization, activities, and strategies during remote education, grading, assessment, and parental cooperation.	3
Course	Conflict Resolution @Work	In this course, you will identify and understand the different types of conflict: intra-personal, interpersonal, personal-role, and personal-group. Participants will analyze, develop, and apply conflict and negotiating strategies by adapting to needs of the different personalities in the conflict.	2
Course	Creating a Learning Focused Curriculum	In this course, participants will learn how to facilitate teacher analysis of the curriculum selection and development process, provide curriculum-related feedback, and review how to implement processes and procedures that support effective curricular practices to promote student learning.	2

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Category	Title	Description	PD Hours
Course	Creating a Valid and Reliable Assessment	This course covers best practice in classroom assessment design, creation, and modification of assessments while exploring three phases: planning for the assessment, designing the assessment, and post-assessment.	2
Course	Creating Developmentally Appropriate Lesson Plans in Pre-School Setting	This introductory course will provide teachers with the foundational information needed to create developmentally appropriate lesson plans for preschool children. Participants will be introduced to a framework that includes the following components: curriculum content, systematic observation and analysis and reflection.	3
Course	Creating Mentally Healthy Schools	This course will define mental health and explore ways of supporting mental health in schools among students, staff, and parents. It will also present ways to determine the current state of mental health in your school.	2
Course	Crisis and Emergency Management Planning	Safety expert, Paul Timm, explains how to develop and implement a planning process for a safe learning environment.	3
Course	Cyberbullying: 21st Century Problems and Solutions	Electronic harassment is a problem for students of all ages, and educators often need guidance related to when and how an appropriate intervention should occur.	2
Course	Cybersecurity for Administrators	This course is designed as an overview to guide administrators on cybersecurity threats and the appropriate responses. Participants will be guided through foundational best practices to secure student data; increase their knowledge of possible threats; and gain insight into the importance of cybersecurity.	3
Course	Cybersecurity for Educators	Teaching cybersecurity in schools is an important way to help students stay safe while using technology. In this course, educators will learn the different attacks that individuals and devices are vulnerable to and how to prevent them. Participants will explore malware, malicious bots, and physical threats to data as well as build their knowledge of protection tools.	2
Course	Diverse Learners and Differentiating Instruction	This course gives tips on the following topics: 1) Differentiation, 2) Culture and Linguistics, 3) Special Education, 4) Gifted Learners, and 5) Collaboration with Educational Professionals.	6
Course	Dyslexia 101 for Educators Grades K-4	This online course will guide participants to recognize and identify signs of dyslexia, interpret and analyze research as well as tips and tricks for best practices.	5
Course	Effective Conversations	The participants in this course will interpret how conversations, emotions, motivations, and perceptions will create an environment that can either raise staff to higher levels of achievement or push them down.	3

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	ELN Manager Training	This training is designed for team managers and will explore each area of the admin panel.	Not Eligible for PD Credit
Course	Empowering Collaborative Leadership	Presenter, Chad Dumas, shares insights on what it means to build a collaborative leadership culture.	4
Course	Ensuring Curriculum Alignment	In this course, participants will review structures and processes that ensure congruency between curriculum and instruction and effective communication to all stakeholders of the curriculum alignment.	2
Course	E-rate 470 Overview and Updates	This non-credit course has been created to aid districts as they apply and complete the E-rate Form 470.	Awarded Locally
Course	E-rate 471	This non-credit course has been created to aid districts as they apply and complete the E-rate Form 471.	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	Evidenced-Based Funding: Getting to Equity and Adequacy for Illinois Schools	This course provides an overview of Public Act 100-0465 which significantly redefines equitable and adequate funding for Illinois public schools. Participants will gain a working knowledge of the new funding formula.	3
Course	Exemplifying Collaborative Leadership	Presenter, Chad Dumas, shares insights on what it means to be a collaborative leader.	4
Course	Feeling Isolated	This course will cover four sections: 1) Developing a Relationship with a Mentor, 2) Teamwork, 3) Professional Renewal, and 4) Coping with Stress.	2
Course	FERPA and ISSRA – Maintenance of Student Records	This course outlines school districts' obligations concerning the Family Educational Rights and Privacy Act and the Illinois School Student Records Act which gives parents certain protections concerning student records.	2
Course	Fostering a Data Literacy Culture	Presented by Dr. Lynda Andre. This Fostering Data Literacy course will provide participants research-based information focused on developing a commitment to continuous improvement at all organizational levels based on data.	3
Course	Giving Effective, High-Quality Feedback	Feedback is an objective and targeted description of a student or teacher's work intended to guide future work. The presenter will describe effective, high-quality feedback and will summarize the purpose of giving feedback and its impact on student or teacher learning and practice.	2
Course	How to Save a Life: Preparing for a Heart	While it is required for high school students to be trained in CPR/AED, there is no requirement for	3

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
	Emergency at Your School	teachers or staff to receive training. This course is designed for administrators after a life-altering experience in an Illinois school district.	
Course	Illinois Accountability Plan	The purpose of this course is to provide educators with an overview of Illinois's accountability plan under the Every Student Succeeds Act. This course will be updated as changes are made to the state accountability plan.	3
Course	Introduction to Assessment Literacy	The National Council on Measurement in Education, American Federation of Teachers, and National Education Association collaboratively developed the Standards for Teacher Competence in Educational Assessment of Students. This course will present strategies that will help you and your colleagues to meet these standards.	3
Course	Introduction to Cultural Competency	This course is designed as an introduction to cultural competency. Cultural competency involves learning, communicating, and connecting respectfully with others regardless of differences. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status, or age. All of these factors strongly influence people's lives and experiences. Educators, regardless of background or identity, must bring both cultural understanding and self-awareness to their work.	2
Course	Journey Toward Anti-Racist Education	No one is born racist or anti-racist; these result from the choices we make. Being anti-racist results from a conscious decision to make frequent, consistent, equitable choices daily. Participants in this course will experience self-analysis on types of racism, biases, empathy and tenets of racism.	5
Course	Leadership@Work Part 1 – Becoming a Dynamic and Effective Leader	Improve your personal intelligence! It has been said, "Before you can lead others, you must first lead yourself." This course offers vital insights toward becoming a more effective leader.	3
Course	Leadership@Work Part 2: Understanding Needs and Drives to Become a More Effective Leader	In this course, the participants will develop an understanding of and distinguish the difference between internal needs and external drives necessary to become a more effective leader.	3

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	Leading Data-Driven Decision Making	Data-driven decision-making involves the collection, analysis, and use of data to guide decisions that drive	2

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		continuous improvement. Data-driven decision-making is used to shape instructional practices in the classroom as well as broader schoolwide practices. This course presents the skills educators must develop to maintain a school environment that embraces data-driven decision-making.	
Course	Leading Data Literacy	This Leading Data Literacy course will provide participants research-based information focused on developing a commitment to continuous improvement at all organizational levels based on data.	3
Course	Leading Teaching and Learning: Effective Classroom Discussions	This course strengthens a school leader’s ability to analyze and evaluate effective classroom discussions and discussion techniques used to facilitate a collaborative classroom culture. Participants will develop the knowledge and skills to lead and support high-quality discourse necessary in teaching and learning excellence.	3
Course	Leading Teaching and Learning: Facilitating Outcome-Based Conversations	This course will strengthen a school leader’s ability to facilitate conversations with staff in order to nurture professional growth. Participants will analyze the impact and influence such conversations have on instruction as well as investigate the skills necessary to lead outcome-based discussions effectively.	3
Course	Leading Teaching and Learning: Highly Effective Instruction	This course supports school leaders’ understanding and recognition of the instructional shifts present in highly effective classrooms.	3
Course	Leading Teaching and Learning: High-Quality Questioning	This course strengthens a school leader’s ability to analyze and evaluate effective questions and questioning techniques designed to deepen student thinking and learning.	4
Course	Leading Teaching and Learning: Student Engagement	This course supports school leaders' development of stronger evaluation skills in recognizing intellectual student engagement in the classroom.	2
Course	Learning Standards in Action – ELA	<p>ELA Videos Series</p> <p>Listed below are seven classroom videos where teachers demonstrate ELA standards in grades 1st to 8th.</p> <ul style="list-style-type: none"> • Reading and Understanding Informal Text - Kelly Wright, 1st Grade, Roosevelt Elementary - Belleville (13:48) • Using Informational Text - Ashley Crompton, 2nd Grade, Smithton Elementary School - Smithton (12:18) • Closing Reading with an Intervention Group - Jennifer Banks, 3rd Grade, Washington Elementary School - Sterling (8:17) 	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		<ul style="list-style-type: none"> • Differentiated Guided Reading Centers - Amberly Ward, 5th Grade, W.A. Johnson Elementary School - Bensenville (7:13) • Where Do Rocks Come From? - Todd Walter, 5th Grade, Marine Elementary School - Marine (9:48) • Argumentative Writing and Text-Based Evidence - Theresa Bartsch, 6th Grade, Kennedy Middle School - Rockford (7:52) <p>Using Literacy Criticisms to Judge the Horror Genres - Anjanette White, 8th Grade, Lincoln Middle School - East St. Louis (7:04)</p>	
Course	Learning Standards in Action – Math	<p>Math Video Series Listed below are seven classroom videos where teachers demonstrate Math standards in grades K to 11th.</p> <ul style="list-style-type: none"> • Adding with Manipulatives, Number Line, and Equation - Lora Blackwell, Kindergarten, Marie Schaefer Elementary School - O'Fallon (12:31) • Adding and Subtracting with Result or Change Unknown - Becky Gabrys, 2nd Grade, Brady Elementary School - East Aurora (12:04) • Relating Fractions to Division - Reggie Duncan, 5th Grade, Scott Elementary School - Mascoutah (12:54) • Flooring the New House - Martha Reilly, 7th Grade, Byron Middle School - Byron (12:38) • Improving a Two-Dimensional Motion in Sports - Julie Breden, High School, Jersey Community High School - Jerseyville (10:10) • Reasoning in Context, Systems of Linear Equations - Brandon Thornton, 9th Grade, Bloomington High School - Bloomington (10:43) <p>Compare and Contrast Key Features of Functions - Kara Leaman, 11th Grade, Unity High School - Tolono (12:08)</p>	Awarded Locally
Course	Learning Standards in Action – Science	<p>Science Videos Series Listed below are three classrooms where teachers demonstrate ELA standards in grades K to 12th.</p> <ul style="list-style-type: none"> • How Do Animals Adapt? - Erica Hicks, Kindergarten, McClellan Grade School - Mt. Vernon (13:41) • How Does Light Scatter? - Aimee Park, 6th Grade, Lisle Junior High School - Lisle (19:04) <p>Understanding Soil Composition - Kristin Rademaker and Natalie Bader, 11th and 12th Grade, Harlem High School - Machesney Park (13:22)</p>	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	Learning Standards in Action – Social Studies	<p>Social Studies Videos Series</p> <p>Listed below are two classroom videos where teachers demonstrate Social Studies standards in grades 3rd to 12th.</p> <ul style="list-style-type: none"> • Ruth and the Green Book - Sandy Wyatt, 3rd Grade, Prairie Hill Elementary - South Beloit (8:19) <p>Harlem Veterans Project - Nick Stange, 11th-12th Grade, Harlem High School - Machesney Park (17:09)</p>	Awarded Locally
Course	Lights in the Mirror – How to Conduct Yourself During a Traffic Stop	This course will provide detailed information about how to conduct yourself during a traffic stop.	Awarded Locally
Course	Managing Data Literacy Systems	In the Managing Data Literacy Systems course, the participant will learn skills to provide tools and processes for the ongoing monitoring, analysis, and ease of use of data; ensure system capacity meets identified and future needs for effective flow and ease of data use.	3
Course	Meeting All Academic Needs	In this course, the participant will examine the structures and processes that ensure congruency between curriculum content, instructional methods, and assessment to meet all academic needs.	2
Course	Mental Health and School Violence	This Illinois Terrorism Task Force video discusses how various school districts in Illinois are providing mental health services to students, and the role this plays in a school violence prevention plan.	Awarded Locally
Course	Official SAT Practice on Khan Academy – Coaching Tools	This course describes the Official SAT Practice on Khan Academy Coach Tools, how to access them, and how to use them to support students.	2
Course	Official SAT Practice on Khan Academy – Introduction	This course explains how educators can use Official SAT Practice on Khan Academy to support students as they build their college and career readiness skills.	2
Course	Opioid Elementary Curriculum K-4	Discovery Education and Department of Drug Enforcement Administration have joined forces in creating Operation Prevention's classroom resources. These curriculum resources provide educators with engaging tools that align with national health and science standards and are integrated seamlessly into classroom instruction.	3
Course	Opioid High School Curriculum	Discovery Education and Department of Drug Enforcement Administration have joined forces in creating Operation Prevention's classroom resources. These curriculum resources provide educators with engaging tools that align with national health and science standards and are integrated seamlessly into classroom instruction.	TBA – Spring 2020

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	Opioid Middle School Curriculum 5-8	Discovery Education and Department of Drug Enforcement Administration have joined forces in creating Operation Prevention's classroom resources. These curriculum resources provide educators with engaging tools that align with national health and science standards and are integrated seamlessly into classroom instruction.	TBA – Spring 2020
Course	Paraprofessional Training and Resources	This informational service has been created for paraprofessionals. The intent of this ELN service is to be used as a resource, not as a strict set of “rules” that must be followed. These videos, websites and documents allow districts locally to collaborate, practice and build paraprofessional skills and provide resources for face to face and online support.	Awarded Locally
Course	Proactive Paraprofessional	Participants in this course will examine, identify, and analyze the roles and responsibilities of an effective paraprofessional and will utilize instructional strategies and assess behavioral strategies and/or activities that provide support to paraprofessionals in the classroom setting.	2
Course	Parent Communication	This course will cover four sections: 1) Academic Achievement, 2) Positive Parental Engagement, 3) Teacher Preparation, and 4) Teacher to Parent Communication. The course provides educators with strategies to promote home and community support.	2
Course	Personalized Professional Development	This course guides the participant in creating a personalized professional development planning model driven by an analysis of available data and the interests/needs of the professional staff. It is difficult to change a paradigm, but if you never start, you will never make it happen. OR (It is difficult to change a paradigm, but a strong start can make it happen.)	5
Course	PLC's Part I – Laying the Foundation for Student Achievement	This course provides an overview of the foundations of Professional Learning Communities. Participants can examine the current realities of their school/district in order to assess their readiness to implement or improve PLC practices.	4
Course	PLC's Part II – Building the Structure to Support Student Achievement	This course is designed with the principal in mind. It is intended to help the principal or other school leaders to assess the current culture and work of teams and provide tools and procedures to move forward with PLC implementation.	4
Course	PSAT 10: Checking College and Career Readiness	This course will review the knowledge and skills assessed on the PSAT 10, and compare them to content assessed on the SAT. Upon completion participants will be able to review the data with students and colleagues and connect PSAT 10 to college and career resources.	3

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
Course	PSAT 8/9: Checking College and Career Readiness	This course will review the knowledge and skills assessed on the PSAT 8/9 and compare them to content assessed on the SAT. Upon completion participants will be able to review the data with students and colleagues and connect PSAT 8/9 to college and career resources.	3
Course	Building Relationships	Presented by Dr. Herschel Hannah. This course provides participants with structures and strategies to implement protocols and practices in building relationships with students and stakeholders.	3
Course	Reporting Guidance Overview: Site-Based Expenditure Reporting	This video will explore Site-Based Expenditure Reporting as defined within the <i>Every Student Succeeds Act (ESSA)</i> .	Awarded Locally
Course	Restorative Practices - Academic Circles	This course will demonstrate elementary, middle, and high school students and teachers implementing academic circles. These circles (meetings) may be used for content delivery and problem-solving with feedback for the students and the teacher.	4
Course	Restorative Practices – Extracurricular Circles	This course will demonstrate the use of restorative circles with a student government organization and a cheerleading team as both groups set goals and work through problems and conflict resolution. The use of the circles will enable students to work together and take responsibility for addressing issues.	4
Course	Restorative Practices: Academic Circles	This course will demonstrate elementary, middle, and high school students and teachers implementing academic circles. These circles (meetings) may be used for content delivery and problem-solving with feedback for the students and the teacher, as well as for teachers to share classroom expectations and procedures.	2
Course	Results-Oriented Teaching and Learning	A results-oriented culture is an environment in which everyone is accountable for the personal and collective growth of all members of the learning community. This course covers the skills necessary to: create trusting and collaborative relationships; develop and communicate expectations for students and stakeholders attainment of goals for personal and collective growth; develop and implement practices that motivate and empower learners to actively participate in their learning and personal growth.	2
Course	Roadblocks	This course will help identify roadblocks in the work environment and discuss methods to deal with challenging colleagues and administrators.	2
Course	SAT Suite of Assessments – Evidence-Based	This is a deep-dive into the Evidence-Based Reading and Writing Section of the SAT Suite of Assessments. Review test specifications and sample questions and explore instructional strategies to build student skills.	2

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
	Reading and Writing (ERW)		
Course	SAT Suite of Assessments – History/Social Studies	This course explores the Analysis in History/Social Studies cross-test score on the SAT Suite of Assessments. It will identify the knowledge and skills related to history/social studies, review sample questions, and consider instructional strategies to build student skills.	2
Course	SAT Suite of Assessments – Math	This is a deep dive into the Math Section of the SAT Suite of Assessments. Participants will review test specifications and sample questions and explore instructional strategies to build student skills.	3
Course	SAT Suite of Assessments – Overview	This is an introduction to the SAT Suite of Assessments. Learn about the knowledge and skills assessed, the scores, and benefits of the Suite.	2
Course	SAT Suite of Assessments – Science	This course explores the Analysis in Science cross-test score on the SAT Suite of Assessments. The course will identify the knowledge and skills related to science, review sample questions, and consider instructional strategies to build student skills.	3
Course	SAT Suite of Assessments – Using Scores and Reports to Inform Instruction	This course describes the scores and reports available in the K-12 Score Reporting Portal and suggests how to use the reports to improve student outcomes.	2
Course	SLO Process for Measuring Student Learning	This course provides a definition, benefits, and an overview of the SLO process, and the role SLO can play as part of a teacher evaluation framework.	3
Course	Strategic Planning: Building a District Improvement Plan	Strategic planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions. In this course participants will outline the strategic planning process for their school districts/buildings.	2
Course	Study Skills Integrated and Aligned to Learning Styles	Participants in this course will compare and contrast study skills for the three common learning styles (visual, auditory, and kinesthetic learners); produce and integrate these strategies/activities that are best for each type of learner.	2
Course	Teaching Strategies and Practices	This course will cover four sections: 1) Engagement, 2) Questioning, 3) Learning Formats, and 4) Feedback. It will provide educators with practical classroom instructional strategies, tools, and ideas.	6
Course	The Art and Science of Communication for School Leaders	Presented by Dr. P.J. Caposey, Superintendent at MCUSD 223, this course is designed to build knowledge and skills in effective communication. Participants will assess present skills and develop a plan for improvement. Processes, structures, and mechanisms to engage all stakeholders will be reviewed. Finally, participants will examine current organizational	4

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		behaviors and communication standards for effectiveness.	
Course	Time Management for Teachers	This course introduces techniques that help with personal organization of schedules, setting of priorities, and carrying out goals related to teaching.	4
Course	Traditions and Celebrations	Promoting and building a culture of tolerance in schools can be a daunting task; however, it begins with the educational leader facilitating and modeling openness, respect, and freedom of thought. Participants in this course will create strategies, timelines, evaluation, and progress monitoring to establish, promote, and sustain effective practices related to traditions and celebrations.	2
Course	Transforming Lessons and Learning Through Technology Integration	This course will guide classroom educators as they journey along a pathway toward implementing SAMR levels and 21st Century Skills into an instructional technology integrated lesson.	3
Course	Understanding Adverse Childhood Experiences	This course introduces educators to Adverse Childhood Experiences (ACEs) and explains the impact these traumatic experiences have on health and behavioral outcomes for children. The course also identifies appropriate health and behavioral interventions educators might advocate for within their schools and community.	2
Course	Understanding Mindset	This course is designed to help educators understand the concept of mindset and how it relates to student achievement. In addition, this course will discuss strategies to support students' adoption of a growth mindset.	2
Course	Unmotivated Students	This course will cover three sections: 1) Motivating from the Inside Out, 2) Overcoming the Myths of Motivation, and 3) Motivating Classroom. It will provide educators with practical classroom instructional strategies, tools, and ideas.	2
Course	Using SAT Data to Inform Improvement	This course provides an overview of the types and uses of data from the SAT K-12 Reporting Portal. Processes for examining that data and making reliable, informed decisions to guide school improvement and accountability, curriculum and instruction, and learner outcomes are presented in the form of two simple data analysis protocols.	3
Course	Vaping	This course provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and nicotine addiction. Participants will review emerging trends in adolescents who use these devices and can expand discussions associated with the negative health consequences of vapes.	2

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
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RECORDED LIVE EVENTS AND WEBINARS

ELN develops and delivers timely live events and webinars which are recorded for those unable to attend at the scheduled time.

Access the recordings here:

<https://youtube.com/playlist?list=PLJo32aBjODOHBd4yIUZav5BinCPuwcmSo>

Category	Title	Description	PD Hours
E-Recording	Educating with Intention: Integrating Social Emotional Learning (Length: 1:00:13) Broadcast: 6-11-20	More than ever, a focus on Social Emotional Learning is important in our work as educators. Join the team from Illinois Digital Educators Alliance as they share important ways for educators to embrace and model SEL practices into their routines. The session will be interactive and focused on what SEL is, how to engage in SEL practices and they will share resources that can be used to assess SEL as well as resources to share with staff to support SEL integration into their classes.	Awarded Locally
E-Recording	Building Resiliency in our Youth: Especially During Times of Uncertainty (Length: 59:36) Broadcast: 6-10-20	Jacqueline will provide essential social and emotional tools to parents, educators, coaches, and anyone who works with children, teens and young adults. Attendees will learn how to develop specific strategies to assist young people to be more resilient, manage their stress and anxiety, develop healthy coping strategies and understand effective communication and language that promotes independence and self-advocacy.	Awarded Locally
E-Recording	Why Self Care? (Length: 59:36) Broadcast: 6-4-20	Self-Care is taking care of your physical, emotional, mental, social and spiritual health through intentions, actions, and behaviors which will increase your overall well-being. How often does self-care take a back seat when you are too busy or stressed? We will explore this topic with goals of creating awareness of what gets in the way of making yourself a priority, and looking at activities that are meaningful for you outside of work, and how engaging in these activities contribute to better work performance.	Awarded Locally
E-Recording	Part 2: Determined to Unlock Distance Learning While Creating Closer Connections? Unique Strategies for Special Education (Length: 1:07:36) Broadcast: 6-3-20	Join us as we advance from last week's Unique Strategies for Special Education to Unique Tactical Instruction for Special Education! See video clips of academic lessons and therapeutic task analyses in real and recorded time narrated by the administrators, teachers and therapists who created them. Study with us as we advance from E-Learning strategies to E-Learning tactical instruction!	Awarded Locally
E-Recording	Partnering with Parents to Support Online Learning (Length: 1:00:17) Broadcast: 5-27-20	As educators, we count on parents to support our educational vision for their children. We depend on their encouragement of their children's efforts and rely on them to help us set their children on a pathway to academic success. The move to online learning, though,	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		may have disrupted parents' understanding of the wider educational mission, left them apprehensive of the delivery platform and fearful of their children losing ground and, because of this, they may not be partnering with you to the fullest extent. Join Beth Dirkes, CTD's Family Education Specialist and Rhoda Rosen, CTD Associate Director, for a webinar in which we discuss strategies and tips for helping parents understand and support their students' online learning.	
E-Recording	Part 1: Determined to Unlock Distance Learning While Creating Closer Connections? Unique Strategies for Special Education (Length: 1:17:30) Broadcast: 5-21-20	Learn about the process of enhancing the individualization of lessons, whether you are using paper, people or technology, to deliver a continuity of quality academic and therapeutic plans. Including the use of live and pre-recorded lessons to engage and motivate students with autism, intellectual and developmental disabilities. As well as cataloging what works in an e-learning and professional development library for continued use by both students and staff far beyond this pandemic.	Awarded Locally
E-Recording	Unlearning Leadership (Length: 58:46) Broadcast: 5-20-20	In this webinar, participants will learn how to model and share new ways of leading through experience, observation, trial, and error. Unlearning leaders put forth the power and positive impact of leadership when they unlearn old truths to lead in new ways. The book will provide a backdrop/foundation for the session. There will be opportunities for reflection on how unlearning can apply in your own setting. The idea of unlearning traditional systems and practices is not a new one and is regularly commented on by educational thought leaders such as Sir Ken Robinson and Dr. John Hattie, yet, throughout the world, our schools still resemble, in many ways, the nineteenth-century industrial factory model. During this session, participants will explore the theory that many of our ingrained notions about leadership must be unlearned in order to prepare us appropriately for the schools and workplaces of the future.	Awarded Locally
E-Recording	Slavery in the Land of the Free (Length: 57:06) Broadcast: 5-13-20	An in-depth look into modern day slavery in the US and how it affects students and their mental health. Learn the signs of someone one being groomed, trafficked and how to help.	Awarded Locally
E-Recording	Maintaining a Caring and Connected School (Length: 58:40) Broadcast: 5-7-20	As many leaders grapple with not returning to school buildings this year, our typical ways of maintaining a strong and connected school community are strained. Join us for a discussion where our panelists will discuss ways of attending to the students, attending to the staff, and attending to our own well-being in service of a robust and lasting school community.	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
E-Recording	Impact the Narrative (Length: 59:49) Broadcast: 4-27-20	Presented by Joe Sanfelippo, Phd. When people don't know what you do, they make up what you do. Those stories are often based on what happened to them 25 years ago when they were in school. Part of our job is to help impact the narrative that is told about our students, teachers, and schools. Allowing the community to be on the journey with us creates an opportunity for them to invest in schools. Finding your AUDIENCE, building your BRAND, and CONNECTING with people outside of our space allows us to impact the way schools are discussed when we are not there. Your school is being talked about. The only question is...how?	Awarded Locally
E-Recording	Preparing Students for College, Careers and Civic Responsibilities in the 21st Century (Length: 1:00:54) Broadcast: 4-22-20	Our Virtual Learning Systems 13 units under the Government Strands of History, Geography, Economics, and Government is your solution to a successful inquiry-based classroom. Our units are designed to: - Encourage reading, writing, and research -Advocate working in teams -Develop student's thinking and evaluation skills -Teach our students how to ask questions, conduct interviews -Encourage logistical and critical thinking -Teach how to uncover information and evidence -Help students reach conclusions and advocate a position, taking informed action -Help students understand the financial and economic outcomes based on their conclusion. And so much more!	Awarded Locally
E-Recording	Practices that Increase Rigor and Engagement in Distance Learning Environments (Length: 1:11:53) Broadcast: 4-21-20	In online environments, experienced teachers still need to design instruction based on students' content area knowledge, interests, and characteristics; performance data; curriculum goals; and the community context. This webinar will help educators more effectively plan for ongoing student growth and achievement, including growth for advanced learners. Presenters share approaches to pre-assessment and strategies and tools for adjusting instruction to increase rigor and engagement in the online space.	Awarded Locally
E-Recording	ELN Virtual Tour (Length: 57:45) Broadcast: 4-16-20	Are you new to Ed Leaders Network? Has it been a while since you've logged in? Join Ed Leaders Network Director, Arlin Peebles, on a guided virtual tour into the learner and manager roles. Learn how to maximize your use of ELN to access high-quality, on-demand professional learning on a variety of educational topics. Educators will learn how to search and filter the learning library, while administrators will learn how to manage their team by creating courses, assigning content to staff, and running usage reports on the ELN	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		learning management system. There will also be time for your questions.	
E-Recording	Strategies for Leading Through COVID (Length: 52:04) Broadcast 4-16-20)	During this session, your members will learn things such as: - Effective communication strategies during online learning - Tools and tips for leading online Learning - How to build unity and support during this time - Building school culture during online learning - Skills to make zoom meetings productive - Keys for social/emotional learning and mental health - How to support students, parents, faculty, and staff during this time - Getting Creative - How to inspire and model creativity during this time - How this experience will transform learning in the future - when we are back to normal!	Awarded Locally
E-Recording	Choosing and Using Online Tools to Enhance Instruction (Length: 1:07) Broadcast 4-14-20	As more “brick and mortar” schools pivot to online instruction to help students continue to learn, many educators are exploring new online tools and resources to engage and support their students. And, many organizations have created and shared lists of free educational resources for teachers to explore. However, the sheer number of possibilities can feel overwhelming as educators scramble to put online programming in place as soon as possible. This session, presented by Northwestern University, Center for Talent Development Associate Director Dr. Eric Calvert will provide a framework for evaluating and choosing tools and resources and making choices that are developmentally appropriate and support opportunities for differentiation, critical and creative thinking.	Awarded Locally
E-Recording	E-Learning Days in Place of School Cancellations (Length: 1:06) Recorded 3-17-20	Three school districts in Illinois have been part of a pilot program since 2015 to run E-Learning Days rather than canceling school for inclement weather or other school closure issues. During this webinar, you will be able to hear about their rationale, plans, and strategies for leveraging technology to keep their curricula moving forward, even in the face of bad weather. There will also be time for questions as you consider how to adapt their ideas to create your district’s E-Learning Day plan.	Awarded Locally
E-Recording	Advanced Learners: Assessing Achievement, Programming, and Growth (Length: 0:47) Recorded 2-4-20	The achievement and growth of advanced learners can be challenging to measure accurately with traditional measures, as can evaluating the effect of programs and services for these learners. As accountability models shift toward an emphasis on growth, educators need to know how to accurately assess academic readiness, provide appropriate instruction, and measure growth for the highest achievers. This webinar provides educators with an overview of effective assessment	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		practices, tools, and data indicators that will demonstrate student growth and the effect of programs and services for advanced students.	
E-Recording	Supporting the Shift to Inquiry (Length: 0:48) Recorded 1-21-20	How can administrators, curriculum coordinators, and instructional coaches support a school or district-wide shift to inquiry-based learning or other deeper learning pedagogies? In this informative webinar, we will explore the challenges of shifting to inquiry. Participants will consider their entry point and goals, then begin to develop a personalized approach to making the shift.	Awarded Locally
E-Recording	Census 2020: Why it Matters (Length: 0:51) Recorded 11-5-19)	Come hear why the Census is important for schools, educators and community members, alike. The Census denotes federal funding for social service programs for the next decade ahead. The Census provides information on a variety of educational topics from educational attainment and school enrollment to school costs and financing. As part of Forefront's Democracy Initiative, Forefront is mobilizing nonprofit and foundation members alike to encourage all Illinoisans, and especially members of traditionally hard-to-count populations, to participate in the upcoming 2020 Census. Through our Census outreach work, we are advocating for a fair, accurate and coordinated Census outreach across the State, working in partnership with elected officials, Grantmakers, nonprofits and community leaders on the importance and impact of the 2020 census for all Illinois residents.	Awarded Locally
E-Recording	Children's Advocacy Centers 101 (Length: 0:58) Recorded 10-15-19	This presentation will provide an overview of the CAC model, which provides a multidisciplinary approach to the investigation, treatment, and prosecution of child abuse cases. We'll discuss who makes up the MDT, what cases are eligible to be referred to the CAC, what happens step by step through the investigation process and what role the CAC plays in ensuring that cases of child sexual abuse, severe physical abuse and other forms of maltreatment.	Awarded Locally
E-Recording	C's the Day: Planning a Standards-Based World Language Curriculum (Length: 0:58) Recorded 9-24-19	This session will introduce participants to Illinois's newly adopted World-Readiness Standards for Learning Languages using these 5 C's: Seize student attention by connecting to their interests. Seize each day by maximizing lesson planning based on the new Illinois Standards. Seize strategies that integrate culture with other curricular areas. Seize commitment to language learning with scaffolded activities that grow student motivation and support the proficiency levels needed to achieve a Seal of Biliteracy.	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
E-Recording	Equity & Access: Setting the Stage for Successful (Length: 0:52) Recorded 8-6-19	Take the fear out of difficult conversations by setting the stage for success! When we identify and suspend our own biases, we can have more productive exchanges with others who hold different beliefs. Furthermore, there are some simple skills that are necessary for courageous conversations about "hot topics" to be impactful. Learn how to have an intentional dialogue and "live to fight another day" with a resistant person or audience. Small disturbances, like a meaningful conversation, can change large and complicated systems! Your voice can change the world!	Awarded Locally
E-Recording	Increasing Student Engagement through Project-Based Learning (Length: 0:51) Recorded 4-9-19	Developed and delivered by Amy Jo Clemens from the Center for the Advancement of Transformative Education. The webinar will provide participants with an understanding of why project-based learning can increase student engagement, allow them to reflect on their current practices and explore the process for building a project-based learning environment.	Awarded Locally
E-Recording	PWR Transitional Math: Administrative Issues (Length: 1:08) Recorded 1-31-19	In this webinar, a short overview of the Postsecondary and Workforce Readiness Act's transitional math will be provided. The majority of the webinar will focus on issues specific to high school administrators including working in partnership with a community college, advising issues, parental concerns, how transitional math affects ESSA, and portability. Time will be provided to answer questions.	Awarded Locally
E-Recording	Restorative Practices that Support Student, Teachers and Academic Endeavors (Length: 1:03) Recorded 1-24-19	Developed and delivered by Judy Brunner, founder of Instructional Solutions Group.	Awarded Locally
E-Recording	Practices that Promote Career and College Readiness in K-8 Schools (Length: 0:59) Recorded 1-8-19	The learning goals will include: Understanding the Importance of College and Career Readiness for All Students; how Schools can Adopt College- and Career-Ready Standards daily in ELA and Mathematics practices; and learning School-wide Practices that Promote College and Career Readiness. (Length 0:59)	Awarded Locally
E-Recording	Why Every School Needs a Disability Awareness Program (Length: 0:59) Recorded 12-11-18	Today's schools are inclusive of students with every kind of disability, and every child will have a classmate or peer with a disability in their educational career. Research shows that inclusion and acceptance come from truly understanding other people's differences. Comprehensive Disability Awareness programs are sources of tremendous value to students, parents, and schools on every level. This webinar will examine how this type of programming can be instituted in an	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
		effective and interactive way into the school and become a lesson in understanding that students will take into adulthood. Discussion of budgets, volunteer organization, curriculum, time commitments and messaging will be examined. Program suggestions for students from kindergarten through high school and all enrichment classrooms will be discussed as well.	
E-Recording	Strategic Planning: Building a District Improvement Plan (Length: 0:56) Recorded 11-6-18	This workshop will outline the strategic planning process for districts to align their efforts to ESSA, the Illinois Balanced Accountability Model, and Multiple Tiers of Support. Administrators from within the school system will share their story and practical strategies to build an effective strategic plan. By the end of the workshop, you will have the skills and strategies to develop a strategic plan led by students, teachers and community stakeholders to help align the values of the community to the mandates of the educational community. (Length 0:56)	Awarded Locally
E-Recording	3 Big Ways to be a Game Changer in Education (Length: 0:51) Recorded 10-1-18	Every single person who walks into a school deserves to LOVE that experience. I really believe that teachers, students, leaders, parents, and every other school stakeholder really can love being a part of education when we focus on being game changers for kids! Come explore my 3 big pillars on transforming education from average to awesome with these simple, effective, and innovative ideas that you can try tomorrow! Get ready for an engaging webinar that will make you laugh, reflect, and love the field of education!	Awarded Locally
E-Recording	IPA Spotlight on Contemporary Antisemitism (Length: 1:03) Recorded 9-3-18	Developed and delivered by Esther Hurth, Echoes & Reflections	Awarded Locally
E-Recording	The School Counselor and Administrator Partnership (Length: 1:13) Recorded 5-2-18	Would you like to increase your graduation rates, test scores and attendance? Would a decrease in behavior referrals to your office and student support for all students be useful to you? This webinar will describe how school counselors can be systemic change agents and support these goals. Using effective, measured interventions aligned with your district improvement plan and school's unique needs, school counselors provide support for ALL students significantly impacting student success. This one-hour webinar on the critical role of the School Counselor will demonstrate how to positively shift your school's metrics and create heavy hitting change in your schools.	Awarded Locally

PROFESSIONAL DEVELOPMENT COURSES

Category	Title	Description	PD Hours
E-Recording	Bringing Out Your Best...Each Day (Length: 1:01) Recorded 10-24-17	Developed and delivered by Rachel Fisher of Lively Motivational Leadership and Management (www.gotlively.com).	Awarded Locally
E-Recording	Fit to Learn - Boosting Student Learning (Length: 3:34) Recorded 10-24-17	Developed and delivered by Allison Slade, Founder and Principal, Namaste Charter.	Awarded Locally
E-Recording	Changing Lanes to Excellent, Effective Literacy Instruction (Length: 0:52) Recorded 11-12-15	Developed and delivered by Gail Huizinga.	Awarded Locally
E-Recording	SLOs - Improving the Quality of Growth Targets (Length: 0:57) Recorded 10-26-17	Developed and delivered by Anne Weerda, founder of Kids at the Core, specializing in developing assessment and data literacy in schools around student growth measurements.	Awarded Locally
E-Recording	Lessons Learned from a School Lockdown (Length: 1:15) Recorded 10-26-17	Developed and delivered by Jeff Sefcik and Jeremy Schmidt, school leaders in Illinois, based on their personal experiences during a school lockdown situation.	Awarded Locally
E-Recording	LGBTQ Students and Staff- What All School Personnel (Length: 0:59) Recorded 10-26-17	Developed and delivered by Brian Vega. Topics covered include understanding the differences among sexual orientation, gender identify, gender expression, and biological sex; correct terminology to communicate about LGBT individuals; simple ways and resources to support LGBT students and staff.	Awarded Locally
E-Recording	Best Practices for Holocaust Education (Length: 1:02) Recorded 10-13-17	Developed and delivered by Echoes and Reflections which supports middle and high school educators to teacher students about the Holocaust with accuracy, confidence, and impact.	Awarded Locally
E-Recording	The Art of Influence: Getting People to Do What You Want Them to Do (Length: 0:59) Recorded 1-9-18	Developed and delivered by Dr. Bruce Miles, former administrator and university instructor. Dr. Miles explores how to challenge the status quo, how to inspire a clear, mutual vision for the organization, how to empower members through cooperative teamwork, how to lead by example, and how to encourage others to strive and persist.	Awarded Locally

On-Demand Administrator Academies

On-demand administrator academies allow participants to complete the course online at a time, location, and pace that is most convenient for them. Participants register online (or via fax) and are assigned the course through the Ed Leaders Network platform. The ELN platform saves the progress of the participant, allowing him/her the ability to stop the course and pick it back up again at another time without losing progress that has already been made. Individuals desiring to complete their annual administrator academy credit via an on-demand course must complete all course requirements by June 15 of the year in which they desire to receive credit.

Review and register for on-demand academies here:

<https://ilprincipals.org/grow/administrator-academies/on-demand-academies/>

IPA Member Cost: \$175; Non-Member Cost: \$275

Category	Title	Description	PD Hours
Administrator Academy #1551	Classroom Management Strategies: Supporting Restorative Practices: A Four-Part Series	In this 4-Part on-demand course, participants will explore how to incorporate restorative discipline practices vs traditional discipline in the classroom.	1 AA Credit or 6 PD Hours
Administrator Academy #3762	Journey to Anti-Racist Education	This academy examines how to recognize and analyze bias and behaviors of microaggression and how reduce those bias and behaviors in the classroom. The course will address different types of racism, empathy, privilege, bias and systems vs. symbols. Throughout the course participants will develop an application dissemination implementation plan that will analyze and identify personal and professional practices to reduce anti-racism in the classroom.	1 AA Credit or 6 PD Hours
Administrator Academy #1031	Leadership@Work	This 3-Part on-demand administrator academy series will examine how to become a dynamic and effective leader by understanding personality styles, behaviors, and leadership styles.	1 AA Credit or 6 PD Hours
Administrator Academy #1806	Mindset: A Book Study: A Five Part Series	In this 5-part, on-demand book study, participants will identify and evaluate areas of strengths and opportunities for growth in becoming more accountable in the development of an effective teaching and learning culture.	1 AA Credit or 6 PD Hours
Administrator Academy #1668	Pursuing Instructional Excellence: A Three-Part Series	In this 3-part, on demand course, participants will strengthen a school leader's ability to analyze and evaluate: 1) High-Quality Questioning, 2) Effective Classroom Discussions, and 3) Student Engagement during a classroom observation and develop a teaching and learning practices.	1 AA Credit or 6 PD Hours
Administrator Academy #1560	Responding to Crisis: Attending to Mental Health and Wellness Today: A Four-Part Series	In this 4-part on-demand course, participants will explore mental health issues in schools today and create a Mental Health Action Plan.	1 AA Credit or 6 PD Hours
Administrator Academy #1806	Speed of Trust: A Book Study – A Five-Part Series	In this 5-part on-demand book study, participants will identify and evaluate the notion of Trust through the work of Stephen M.R. Covey. The Speed of Trust Framework will equip you with a mindset, skillset, and	1 AA Credit or 6 PD Hours

On-Demand Administrator Academies

On-demand administrator academies allow participants to complete the course online at a time, location, and pace that is most convenient for them. Participants register online (or via fax) and are assigned the course through the Ed Leaders Network platform. The ELN platform saves the progress of the participant, allowing him/her the ability to stop the course and pick it back up again at another time without losing progress that has already been made. Individuals desiring to complete their annual administrator academy credit via an on-demand course must complete all course requirements by June 15 of the year in which they desire to receive credit.

Review and register for on-demand academies here:

<https://ilprincipals.org/grow/administrator-academies/on-demand-academies/>

IPA Member Cost: \$175; Non-Member Cost: \$275

Category	Title	Description	PD Hours
		toolset that will measurably increase your ability as a leader to deliver results in a way that inspires trust.	
Administrator Academy #3805	The Art and Science of Communication	This course is designed to build knowledge and skills in effective communication. Participants will assess present skills and develop a plan for improvement. Processes, structures, and mechanisms to engage all stakeholders will be reviewed. Finally participants will examine current organizational behaviors and communication standards for effectiveness.	1 AA Credit or 6 PD Hours





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Cost: \$180 (includes one-year ELN subscription)

Category	Title	Description	PD Hours
 Traditions and Celebrations STACK	Leading and Promoting Mutual Respect Register	In Leading and Promoting Mutual Respect, the practitioner demonstrates the ability to: model and build a culture of mutual respect; facilitate a collaborative process with stakeholders that promotes and values individual differences; and provide a plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture of mutual respect that values individual differences.	1 AA Credit or 20 PD Hours
 Traditions and Celebrations STACK	Valuing and Celebrating Traditions Register	The practitioner will demonstrate their ability to facilitate, model and implement best-practices for creating inclusive and meaningful celebrations for all stakeholders. The practitioner will provide evidence of the implementation of strategic, evidence-based outcomes; the collection and analysis of stakeholders’ feedback; the monitoring of progress; and the identification of next steps based on data.	1 AA Credit or 20 PD Hours
 Traditions and Celebrations STACK	Driving a Culture of Service Register	The practitioner can demonstrate their ability to facilitate, model and implement best-practices for creating a culture of service which includes high quality service-related experiences that meet identified stakeholder needs and develops an on-going commitment to service. The practitioner can provide evidence of the implementation of strategic, evidence-based outcomes; the collection and analysis of stakeholders’ feedback; the monitoring of progress; and the identification of next steps based on data.	1 AA Credit or 20 PD Hours
 Equity STACK	Leading an Equitable Learning Culture Register	The Leading an Equitable Learning Culture micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to cultivate the importance of equity to support a strong positive learning opportunity; create a system that ensures each student is known and valued: inspire staff members, students, and parents to recognize and resolve issues of inequities establish a continuous self-improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure the practitioner is leading an equitable learning culture	1 AA Credit or 20 PD Hours

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		which enhances learning and organizational improvement.	
EQUITY STACK 	Exemplifying Equitable Behavior Register	The Exemplifying Equitable Behavior micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to engage in a critical analysis of personal beliefs and professional behaviors that raise equity self-awareness; analyze and evaluate effectiveness of communication protocols and tools to address all stakeholder groups in an equitable manner; and establish a continuous self-improvement plan with strategies, implementation timelines, self- evaluation, and monitoring process to ensure the practitioner is exemplifying equitable behavior which enhance learning and organizational improvement.	1 AA Credit or 20 PD Hours
EQUITY STACK 	Constructing and Growing Equity Register	The Constructing and Growing Equity micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to engage in the implementation process for collaboratively developing a clear vision of equity for all stakeholders; leading stakeholders in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning; diagnosing practices and structures of inequities; and providing a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in constructing and growing equity for organizational improvement.	1 AA Credit or 20 PD Hours
ETHICS STACK 	Exemplifying Ethical Behavior Register	The Exemplifying a Global-Minded Culture micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate ethical behavior and lead by example; exemplify respect for all stakeholders; utilize professional and ethical communication; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and a	1 AA Credit or 20 PD Hours

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		monitoring process based on the cycle of inquiry and continuous improvement of ethical skills and behaviors.	
Ethics STACK 	Embedding an Ethical Work Culture Register	The Embedding an Ethical Work Culture micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish norms and expectations for ethical behavior; establish routines and processes for the ethical and responsible use of data, materials, research, and assessment; ensure ethical treatment for all stakeholders; and provide a plan with goals, strategies, implementation timelines, evaluation, and a monitoring process to establish best practices to institutionalize an ethical work culture for students, staff, and organizational improvement.	1 AA Credit or 20 PD Hours
Global Mindedness STACK 	Exemplifying a Global-Minded Culture Register	The Exemplifying a Global-Minded Culture micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to model practices and attitudes that support global mindedness; build and promote a global-minded awareness for students and staff; promote culture diversity; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and monitoring process based on cycle of inquiry and continuous improvement of global mindedness skills and behaviors.	1 AA Credit or 20 PD Hours
Global Mindedness STACK 	Embedding a Global-Minded Culture Register	The Exemplifying a Global-Minded Culture micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to support a global perspective in learning; pursue partnerships and community connections that promote a global-minded perspective; analyze current stakeholder attitudes, knowledge, and awareness of global perspectives among stakeholders; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in establishing global curricular	1 AA Credit or 20 PD Hours

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Category	Title	Description	PD Hours
		connections and partnerships for students, staff, and organizational improvement.	
	Relationships STACK Building External Relationships Register	The Building External Relationships micro-credential requires that the participant demonstrate the following: ability to institute structures and strategies that initiate connection, relationships and partnerships with external stakeholders; utilization of procedures and implement practices that ensure positive relationships are being developed and strengthen externally; ensuring procedures and practices are being implemented that strengthen positive relationships with learning partners; and providing a comprehensive plan that implements, evaluates, and monitors progress to establish best practice in building external relationships.	1 AA Credit or 20 PD Hours
	Relationships STACK Building Personal Relationships Register	The Building Personal Relationships micro-credential requires the practitioner to demonstrate the following: ability to implement protocols and practices that ensure educational leader is approachable, accessible, and welcoming; exhibit social awareness when building relationships through interpersonal activities that connect and build rapport; practice self-awareness and personal management when making connections and building rapport with all stakeholders; and provide a comprehensive plan that implements, evaluates, and monitors process to establish best practice in building personal relationships.	1 AA Credit or 20 PD Hours
	Relationships STACK Building Internal Relationships Register	The Building Internal Relationships micro-credential involves the school participant’s ability to: institute structures and strategies for building rapport and establishing high expectations for behavior and learning with students; institute structures and strategies for being visible, accessible and approachable to ensure positive and professional interactions with staff; create and foster an environment where a diversity of ideas and opinions can be shared, appreciated, and respected; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in internal relationship building.	1 AA Credit or 20 PD Hours




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	Student Centeredness STACK Embedding a Culture of Student Centeredness Register	The Embedding a Culture of Student Centeredness micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: ensure targeted support for each student academically, socially, emotionally, and physically; commit and ensure that all staff members understand their responsibilities and are entrusted in meeting each student’s needs; celebrate and recognize students’ achievement and emphasize positive behavior; and provide a collaborative plan with strategies, timelines, evaluation, and a monitoring process for embedding an exemplary student-centered culture that conveys high expectations, support, and mutual respect among all stakeholders.	1 AA Credit or 20 PD Hours
	Student Centeredness STACK Exemplifying Student Centeredness Register	The Exemplifying Student Centeredness micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: demonstrate best practices, behaviors, and abilities to guide and implement effective student-centeredness approaches and policies; engage in self-assessment to identify personal leadership strengths and growth areas essential to facilitate, support, and sustain student centeredness; exemplify and support self-reflection, self-assessment, and professional growth among stakeholders to improve student centeredness behaviors and best practices; and provide a personal, professional growth plan that utilizes self-assessment, self-reflection feedback and data to develop strategies, implement timelines, evaluate and monitor processes, and modify procedures focused on achieving an exemplary student centeredness environment.	1 AA Credit or 20 PD Hours
	Wellness STACK Nurturing a Culture of Wellness Register	The Nurturing a Culture of Wellness micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include proficiency in the following: the ability to develop a	1 AA Credit or 20 PD Hours

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Category	Title	Description	PD Hours
		collaborative framework to create, nurture, and support a culture of wellness; foster a culture of wellness through school vision, mission, and values conversations and activities; embed a culture that supports overall wellness for all stakeholders (social emotional, physical, safety); and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to drive best practices for nurturing a culture of wellness.	
Wellness STACK 	Implementing Social Emotional Wellness Register	The Implementing Social Emotional Wellness micro-credential requires the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include proficiency in the following: the ability to cultivate a commitment and support to social and emotional wellness; establish systems for self-assessment and data collection on student, staff, and community wellness to identify needs and wellness resources; establish classroom, school-wide and community social and emotional (SEL) programs; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in implementing social and emotional wellness.	1 AA Credit or 20 PD Hours
Wellness STACK 	Advocating Personal Wellness Register	The Advocating Personal Wellness micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate an understanding of fitness concepts, principles, strategies, and individual differences needed to maintain a health-enhancing level of fitness; implement a dynamic process of change and growth that leads to a balanced state overall well-being; establish self-assessment and data collection concerning personal wellness behaviors; and provide a plan with strategies, implementation timelines, and a monitoring process to advocating personal wellness.	1 AA Credit or 20 PD Hours

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Cost: \$0 (includes one-year ELN subscription)





Category	Title	Description	PD Hours
 Collaborative Leadership STACK	Exemplifying Collaborative Leadership Register	The Exemplifying Collaborative Leadership Culture micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: demonstrate collaborative leadership skills in interactions and decision-making with stakeholders; model conflict resolution and problem-solving skills; empower others as leaders; monitor and assess personal growth in the scope of collaborative leadership skills; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process focused on best practices for improving collaborative leadership skills.	1 AA Credit or 20 PD Hours
 Collaborative Leadership STACK	Empowering a Collaborative Leadership Culture Register	The Empowering a Collaborative Leadership Culture micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: provide support and resources for establishment and maintenance of a collaborative leadership culture focused on improvement; successfully facilitate and deploy a dynamic process of change and growth that embeds a shared, collaborative leadership culture where all stakeholders are committed to collaborative leadership practices; monitor and assess stakeholder growth within the scope of collaborative leadership skills; and provide a plan with strategies, timelines, evaluation, and a monitoring process aimed at embedding, expanding, and sustaining best practices for a collaborative leadership culture.	1 AA Credit or 20 PD Hours
 Communications STACK	Personal Communication Skills Register	Personal Skills engage the practitioner in self-development to enhance communication abilities in conducting self-evaluations of oral (NASSP, 2014, p. 81) and written communication skills, soliciting feedback, reflecting on enhancing and exemplifying communication for school, district staff and stakeholder	1 AA Credit or 20 PD Hours

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		groups (p. 97). Strong personal skills are clear, direct, constructive and compelling.	
Communications STACK 	Communication Structures Register	“Communication Structures focuses on structures that allow parents, staff members, and students to communicate with each other” (NASSP, 2018, p. 98). The communication is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collecting stakeholder feedback, monitoring, and next steps.	1 AA Credit or 20 PD Hours
Communications STACK 	Communication Advocacy Register	Communication Advocacy initiates communications with stakeholders that “ensure everyone in the school community is aware of all the positive work happening in the school so each stakeholder can advocate and build support” for current and future needs (NASSP, 2018, p. 96). The communication advocacy is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collecting stakeholder feedback, monitoring, and next steps.	1 AA Credit or 20 PD Hours
Communications STACK 	Communication Standards Register	Communication Standards initiates very specific, collaborative conversations with stakeholders for “participants to establish ideals that help institute a communicative school culture” (NASSP, 2019, p. 94). The communication is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collection of stakeholder feedback, monitoring stakeholders’ communications, and next steps.	1 AA Credit or 20 PD Hours
Data Literacy STACK 	Fostering a Data Literacy Culture Register	The Fostering a Data Literacy Culture Micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include creating and supporting a culture of data use for continuous improvement, building a safe, trusting environment for stakeholder review, analysis, and use of data, establishing a culture of tolerance for data-driven change, supporting a cultural shift from specialized to system-level thinking, and providing a plan with	1 AA Credit or 20 PD Hours

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		strategies, implementation timelines, evaluation, and monitoring process to establish and facilitate best practice in fostering a data literacy culture.	
Data Literacy STACK 	Managing Data Literacy Systems Register	The Managing Data Literacy Systems micro-credential requires that the practitioner demonstrates the skills necessary to provide tools and processes for the ongoing monitoring, analysis, and ease of use of data; ensure system capacity meets identified and future needs for effective flow and ease of data use; facilitate needs assessment for current and future system requirement; implement a risk analysis process to identify, prioritize, and manage potential data security threats; and provide strategies, implementation timelines, evaluation, and monitoring process to establish best practice in managing data systems for organizational improvement and continuous growth.	1 AA Credit or 20 PD Hours
Data Literacy STACK 	Leading Data Literacy Register	The Leading Data Literacy micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include a collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful data use; and provide for a collaborative, detailed for ongoing monitoring, analysis, and use of data for continuous organizational improvement.	1 AA Credit or 20 PD Hours
Leadership Coaching STACK 	Collaborative Coaching Register	Collaborative Leadership Coaching involves collegial, partnership coaching in which the coach and educational leader are focused on jointly working together to raise and improve the level of educational leadership skills.	1 AA Credit or 20 PD Hours

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Leadership Coaching STACK 	Reflective Coaching Register	Reflective Leadership Coaching involves collegial, coaching conversations in which the practitioner leads the educational leader through a process cycle of reflecting and analyzing his or her leadership practices, decision-making, problem-solving, and planning skills.	1 AA Credit or 20 PD Hours
Leadership Coaching STACK 	Directive Coaching Register	Directive Leadership Coaching initiates very specific and directive conversations with the educational leader to develop necessary or critical actions or behaviors.	1 AA Credit or 20 PD Hours
Operations STACK 	Managing Systems Logistics Register	The Managing Systems Logistics micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to provide structures and processes that support and ensure the facilitation of efficient and effective oversight of the physical plant operations; collaboratively establish routines, procedures, and schedules for operational staff that aligns and leverages system processes to drive organizational excellence; allocate and manage fiscal and non-fiscal resources to support school and district goals and priorities; monitor and ensure compliance with operational requirements at the federal, state, and local level; and provide a plan with strategies, timelines, evaluation, and monitoring processes to establish efficient use of resources and systems to maintain operations and ensure a safe, operational learning environment	1 AA Credit or 20 PD Hours
Operations STACK 	Evaluating Operational Systems Effectiveness Register	The Evaluating Operational Systems Effectiveness micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to: assess and monitor physical plant/ building/ school operations;	1 AA Credit or 20 PD Hours

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		assess and monitor non-fiscal resources; assess and audit fiscal resource allocation; audit and evaluate compliance federal, state, local reporting systems; and provide a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish best practices in operational systems.	
Operations STACK 	Allocating and Assigning Personnel Register	The Allocating and Assigning Personnel micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to ensure appropriate assignment of personnel; ensure effective allocation of personnel; implement evaluation processes, procedures and systems that ensure accountability for teachers and staff members; efficiently maintain personnel records and reports that comply with state rules and regulations and local policy; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in personnel management and assignments.	1 AA Credit or 20 PD Hours
Safety STACK 	Managing Crisis and Emergency Planning Register	The Managing Crises and Emergency Planning micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set.	1 AA Credit or 20 PD Hours
Safety STACK 	Leading a Culture of Safety Register	Leading a Culture of Safety micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set.	1 AA Credit or 20 PD Hours
Safety STACK 	Assessing Threats Register	The Assessing Threats micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set.	1 AA Credit or 20 PD Hours

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	Leading Strategic Management Register	The Leading Strategic Management micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate moral, ethical, and confident strategic leadership; delegate and capitalize on the leadership strengths of personnel; ensure effective communication and implementation of strategic management processes and results; and provide a personal growth plan with strategies, timelines, evaluation, and a monitoring process to improve strategic management skills.	1 AA Credit or 20 PD Hours
	Structuring Systems for Strategic Management Register	The Structuring Systems for Strategic Management micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish and validate a collaborative strategic management approach and system process; ensure and implement system components that support the strategic management approach; ensure accountability to achieve strategic management alignment; monitor current strategic management trends and issues in ever-evolving local contexts; and implement a plan with strategies, timelines, evaluation, and a monitoring process to embed, expand, and sustain effective systems to support strategic management.	1 AA Credit or 20 PD Hours
	Driving Vision and Mission Register	The practitioner clearly conveys the mission, vision, and direction of the organization to all stakeholders, communicating priorities, intentions, and roles and responsibilities. By strategically communicating the vision at every opportunity and to every stakeholder group, the leader brands the vision and builds the organization’s reputation of academic success for all students.	1 AA Credit or 20 PD Hours

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Category	Title	Description	PD Hours
Vision, Mission & Strategic Planning STACK 	Leading Vision and Mission Register	The practitioner displays the ability to support, articulate, and foster the organization’s mission and vision while strategically and collaboratively determining and leading the procedural path to intentionally achieve the vision. In addition, the practitioner will have the ability to depict and share stakeholders’ vision of how the organization will appear at its peak performance if the vision is achieved.	1 AA Credit or 20 PD Hours
Assessment STACK 	Assessing Student Learning and Growth Register	The Assessing Student Learning and Growth micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: facilitate teacher analysis of student data appropriately within technical limitations to monitor student progress, improve the instructional process, and ensure student growth; collaboratively develop and implement a research-based, effective assessment framework aligned to curriculum and instruction to ensure learning and provide evidence of student progress; provide an understandable vision of the learning targets for assessment literacy; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing student achievement for organizational improvement.	1 AA Credit or 20 PD Hours
Assessment STACK 	Assessing the Learning Environment Register	The Assessing the Learning Environment micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to implement an ongoing process for assessing the use and management of space and physical resources to achieve maximum output in terms of student and teacher outcomes; assess and monitor the effect of leadership’s practices and policies on teaching and learning; monitor, assess, and adjust the elements of the school culture that affect learning; and provide a plan with strategies, implementation	1 AA Credit or 20 PD Hours

Micro-Credentials

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Category	Title	Description	PD Hours
		timelines, evaluation, and a monitoring process to establish best practice in assessing the learning environment for organizational improvement.	
 Assessment STACK	Evaluating Assessment Alignment Register	The Evaluating Assessment Alignment micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to provide structures and processes that ensure congruency between assessment, curricular content, and instructional methods; utilize multiple means to effectively communicate to stakeholders a clear understanding of the assessment alignment process, and effect on student learning; create a school environment that is supportive and encouraging to the process of teaching and learning; and provide a plan with strategies, implementation timelines, evaluation and a monitoring process to establish best practices in assessment alignment for organizational improvement.	1 AA Credit or 20 PD Hours
 Curriculum STACK	Creating a Learning Focused Curriculum Register	The Creating a Learning-Focused Curriculum micro-credential requires the following from the practitioner: ability to facilitate teacher analysis of the curriculum selection and development process, provide curriculum related feedback and drive professional development to meet identified needs of teachers and students, implement processes and procedures that support effective curricular practices to promote student learning, and provide a plan with strategies, implementation timelines, a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum.	1 AA Credit or 20 PD Hours
 Curriculum STACK	Ensuring Curriculum Alignment Register	The Ensuring Curriculum Alignment micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: provide structures and processes that ensure congruency between curriculum content, instructional methods, and assessment, utilize multiple means to	1 AA Credit or 20 PD Hours

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		effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning, create a school environment that is supportive and encouraging to the process of teaching and learning, develop a plan that ensures alignment of assessment and instruction with the curriculum, and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in curriculum alignment for organizational improvement.	
 Curriculum STACK	Meeting All Academic Needs Register	The Meeting All Academic Needs micro-credential involves the following from the practitioner: ability to collaboratively facilitate and provide structures and processes which ensure implementation of a comprehensive, rigorous, and aligned curriculum; the practitioner demonstrates the ability to establish a collaborative, trusting environment and high-quality, rigorous curriculum focused on individual student growth, achievement, and continuous improvement; and the practitioner demonstrates the ability to facilitate and collaboratively implement a plan that aligns assessment and instruction with the curriculum, while also monitoring continuous student improvement.	1 AA Credit or 20 PD Hours
 Human Capital Management STACK	Retaining and Developing Staff Register	The Retaining and Developing Staff micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to foster a professional culture that creates trust and promotes adult learning, risk taking, and collaboration; engage teachers to collaboratively design and implement a program of professional learning; ensure teachers and staff continually develop and deepen the knowledge and skills needed to address the continually changing needs of the school community; and provide a plan with	1 AA Credit or 20 PD Hours

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Category	Title	Description	PD Hours
		strategies, implementation timelines, evaluation, and monitoring process to establish best practice in retaining and developing staff for organizational improvement.	
	Human Capital Management STACK Recruiting High-Quality Staff Register	The Recruiting High-Quality Staff micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to establish effective local partnerships; identify and recruit high quality staff; utilize a collaborative, research-based process for selecting, interviewing and evaluating candidates; develop and implement a collaborative process to monitor, evaluate, and improve macro conditions that impact staff recruitment; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in recruiting high quality staff for organizational improvement.	1 AA Credit or 20 PD Hours
	Human Capital Management STACK Ensuring Accountability Register	The Ensuring Accountability micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to collaboratively establish clear organizational performance expectations; facilitate development of specific, measurable professional goals; ensure and articulate accountability for achieving performance goals; create a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in ensuring accountability for organizational improvement.	1 AA Credit or 20 PD Hours
	Innovation STACK Creating and Sustaining Innovation Register	The Creating and Sustaining Innovation micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish and support participation to implement a new vision to promote	1 AA Credit or 20 PD Hours

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Category	Title	Description	PD Hours
		organizational excellence and transformation; develop deep mindfulness of others’ viewpoints and perspectives; provide organizational structures to create and support an innovative culture; generate knowledge and insight through nontraditional ways; and provide a plan with strategies, implementation, and a monitoring process to create and sustain innovation for organizational improvement.	
Innovation STACK 	Managing Change and Uncertainty Register	The Managing Change and Uncertainty micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to generate a vision that begins the process of change in a sustainable, meaningful, and human-centered way; develop stakeholder acceptance of change; identify priorities to begin building organizational change capacity; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in creating and sustaining innovation for organizational improvement.	1 AA Credit or 20 PD Hours
Instruction STACK 	Promoting Collaborative Instruction Register	The Promoting Collaborative Instruction micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include a collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful instruction; and provide for a collaborative, detailed plan for ongoing monitoring, analysis, and use of data for continuous organizational improvement.	1 AA Credit or 20 PD Hours
Instruction STACK 	Ensuring Instructional Alignment Register	The Ensuring Instructional Alignment micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include: a	1 AA Credit or 20 PD Hours

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		collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful instruction; and provide for a collaborative, detailed for ongoing monitoring, analysis, and use of data for continuous organizational improvement.	
Instruction STACK 	Providing Effective Instruction Register	Providing Effective Instruction micro-credential enables the educational leader’s ability to demonstrate research-based instructional practices, resources and support that enable teachers’ implementation of effective, excellent instructional strategies which establish an exemplar classroom instructional and cultural environment for students to learn. Further the participant will demonstrate a collaborative classroom observation process that provides a data-informed, timely feedback which supports teacher strengths and identifies areas for growth; develop a plan that ensures alignment of instruction, assessments and curriculum; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practices in providing and monitoring effective instruction.	1 AA Credit or 20 PD Hours
Reflection and Growth STACK 	Growing Through Personal Reflection Register	The Growing Through Personal Reflection micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: demonstrate best practices, behaviors, and abilities to implement significant, meaningful self-reflection; engage in formal self-reflection assessment identifying strengths and areas for improvement to promote personal and professional growth; exemplify self-reflection and professional growth best practices for all stakeholders; and provide a personal, professional growth plan which	1 AA Credit or 20 PD Hours

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		utilizes self-reflection focused on achieving peak performance.	
Reflection and Growth STACK 	Creating a Culture of Self-Reflection Register	The Creating a Culture of Self-Reflection micro-credential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to facilitate, support, and sustain processes which increases stakeholders’ capacity to self-reflect, recognize, and reflect on strengths and areas of improvement vital for personal and professional growth.	1 AA Credit or 20 PD Hours
Results Oriented STACK 	Creating a Results-Oriented Learning Culture Register	The participants will demonstrate the skills necessary to engage all stakeholders in setting student learning and development goals that are data-driven, clear, actionable, and reflective of high expectations for developing students, educators, and staff members. The participant will also demonstrate the ability to cultivate a result-oriented culture by collaboratively developing expectations, clearly communicating those expectations, and facilitating processes for all adults and students to create and own their own goals and expectations.	1 AA Credit or 20 PD Hours
Results Oriented STACK 	Implementing Data Driven Decision-Making Register	The participant will demonstrate the skills necessary for the educational leader to engage all stakeholders in Implementing Data-Driven Decision Making (DDDM) as a process involving the collection, analysis, and use of data to guide decisions that drive improvement. The participant will also demonstrate the ability to cultivate a DDDM culture by collaboratively developing expectations, clearly communicating those expectations, and facilitating processes for each adult and student to use data to monitor progress toward improvement.	1 AA Credit or 20 PD Hours