

ACT 48 APPROVED PROVIDER GUIDELINES

September 2013



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us



Commonwealth of Pennsylvania
Tom Corbett, Governor

Department of Education
Carolyn C. Dumaresq, Ed.D., Acting Secretary

Office of Elementary and Secondary Education
Rita D. Perez, Acting Deputy Secretary

Bureau of Teaching and Learning Support
Rita D. Perez, Director

Division of Planning
Robert F. Staver, Chief

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

| | |
|--------------------------------------|--|
| Pennsylvania Department of Education | Voice: (717) 783-3750 |
| Bureau of Teaching and Learning | Fax: (717) 783-6802 |
| 333 Market Street, 5th Floor | TTY: (717) 783-8445 |
| Harrisburg, PA 17126-0333 | www.education.state.pa.us |

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

Table of Contents

| | |
|--|----|
| Introduction..... | 1 |
| General Eligibility Information..... | 2 |
| Approved Offering Information..... | 4 |
| Additional Information and Requirements..... | 5 |
| Approved Provider Application Standards..... | 8 |
| Professional Development Provider Application | 9 |
| General Application Information | 9 |
| Standard 1 Clear Objectives for Increasing Student Achievement and School Success..... | 12 |
| Standard 2 Principles of Adult Learning Theory..... | 13 |
| Standard 3 Alignment with the Danielson Framework for Teaching..... | 14 |
| Standard 4 Alignment with Current and Applicable Pennsylvania Academic and Content Area Standards..... | 16 |
| Standard 5 Curriculum Based on Research or Best Practice and Delivery Model Emphasizing Sustained, Job-Embedded Professional Development..... | 18 |
| Standard 6 Assessment of Participant Proficiency or Mastery of Content..... | 20 |
| Standard 7 Assessment of Participation Satisfaction..... | 21 |
| Standard 8 Evaluation of Offering Effectiveness through Multiple Measures to Determine Impact on Student Learning, Educator Effectiveness and/or School Performance..... | 22 |

Introduction

Ensuring that all Pennsylvania children receive the high-quality education that they deserve requires an effective educator in every classroom, and school and district leadership that is focused on raising achievement. Pennsylvania's educators – from classroom teacher to district superintendent – are the most important components of educational success.

As professionals in an ever-changing society, the state's educators are required to continuously upgrade their knowledge and skills, as just lawyers, doctors, accountants and other licensed professions are expected to do. Pennsylvania's educator professional development law, known as Act 48 of 1999, describes the requirements that apply to certified educational professionals.

In order to further Pennsylvania's educational goals and comply with the law, all Act 48 continuing education shall be designed to improve the effectiveness of teachers in meeting the specific needs of the students they serve. Professional development must be based on sound research and promising practices of educator effectiveness, consistent with 24 P.S. §11-1123, and must be part of an approved plan for building educators' skills over the long term.

All certified educators must complete 180 hours of professional development every five years. The 180-hour requirement can be met with: six college credits; six credits of continuing professional education courses; 180 hours of continuing professional education programs; activities or learning experiences; or any combination of collegiate studies, continuing professional education courses, or other programs, activities or learning experiences equivalent to 180 hours. For the purposes of calculating hours and credits, one semester credit of collegiate study or continuing professional education course is equivalent to 30 hours of professional development or one quarter semester credit of collegiate study is equivalent to 20 hours of professional development.

These guidelines are intended to guide independent providers of noncredit professional education courses, programs and activities through the process necessary to obtain approval from the Pennsylvania Department of Education (PDE), as required by the Pennsylvania School Code (24 P.S. §12-1205.2(d)). Prospective providers must make a total representation of content in their application as part of the approval process. Approvals are granted for a period of three years.

General Eligibility Information

Eligible Prospective Providers

All entities/individuals that intend to serve as Act 48 professional development providers must seek approval through the application process contained in these guidelines. Eligible providers include:

- Institutions of higher education for their noncredit continuing education offerings;
- Professional associations;
- Non-governmental organizations;
- Nonprofit organizations;
- Corporations, partnerships and limited liability companies; and
- Sole proprietors (individuals).

Eligible Provider Verification Process

Apply using the exact proper name of the institution, company or organization that matches the identity of the organization or firm as it is identified in its articles of incorporation.

- PDE must be able to verify the identity of the applicant in the Pennsylvania Department of State's online searchable business entity database.
- If the applicant is a foreign company (i.e., out of state), indicate the name and web address (URL) of the state agency that regulates business entities in that state so that PDE can verify the applicant's identity and incorporated/organizational status. If the applicant is a foreign corporation/limited liability company/limited partnership/limited liability partnership, and employees would be entering Pennsylvania to promote its programs or to offer training, the organization may not do business in Pennsylvania without filing a Foreign Registration Statement with the Secretary of the Commonwealth. To file a Foreign Registration Statement, a foreign company must file form DSCB:15-412 and attach a docketing statement DSCB:15-134A, which can be obtained from the Department of State, Bureau of Corporations and Charitable Organizations, North Office Building, Room 206, Harrisburg, PA 17120 – phone (717) 783-9210. The website is www.dos.state.pa.us.

The forms are found at:

<http://www.dos.pa.gov/BusinessCharities/Business/RegistrationForms/Documents/RegForms/15-412%20Foreign%20Registration%20Statement.pdf>

<http://www.dos.pa.gov/BusinessCharities/Business/RegistrationForms/Documents/RegForms/15-134A%20Docketing%20statement%20creation.pdf>

If all of the training to be provided by the applicant will be provided online, a Foreign Registration Statement is not necessary. Once the Foreign Registration Statement has been obtained, or once it has been determined that one is not necessary, PDE will be able to begin consideration of the application.

Higher Education Institutions Applying for Approval of Noncredit Continuing Education Programs

PDE no longer grants multiple noncredit approvals of entities offering noncredit continuing education within colleges or universities. All noncredit continuing education offerings at individual campuses must be consolidated or bundled within a single application under a Single Point of Contact. The institution bears overall responsibility for assuring that all of its Act 48 professional development noncredit offerings in different component colleges, departments or centers of study are rigorous, current, and aligned with the Danielson Framework for Teaching, consistent with Act 82 of 2012 (24 P.S. §11-1123). In each subsequent approval cycle, the Single Point of Contact is responsible for submitting a single consolidated application proposing renewal of any offerings previously approved that the institution desires to continue offering, along with any new proposed offerings. The designated Single Point of Contact is responsible for coordinating the uploading of participant Act 48 professional development hours directly into PDE's Professional Education Record Management System (PERMS) for all component colleges, departments or centers of study within the college or university.

This responsibility is typically housed in one of three places under the institution's umbrella:

- College of education or academic department of education responsible for teacher preparation;
- Office of continuing education or the office charged with overall responsibility for the institution's noncredit continuing education programs; or
- Registrar's office, especially if the institution offers any form of transcript for noncredit continuing education activities.

The Single Point of Contact must be designated on the application, along with his/her contact information. PDE requires that the institution's president concur with the Single Point of Contact designation.

Approved Offering Information

Types of Offerings

The continuing professional development education program in Pennsylvania is a competency-based program whereby professional educators may earn credits to maintain active certification. The three typical offerings include a course, program and/or activity which are defined as follows:

- A course is series of lessons offered for credit or non-credit by a college/university or intermediate unit where each one semester credit is equivalent to 15 contact (direct instructor led) hours of study (i.e. in-class, online and blended learning) and 30 hours of related assignments (i.e. supplemental readings, culminating project) resulting in an evaluated final product. If the course exceeds 45 hours in value, the 15/30 relationship must be maintained in the overall course design. A collegiate one quarter credit must maintain at least a 10/20 relationship.
- A program is a series of related continuing professional education activities with a common theme that are offered for the specific number of hours, but must be at least three hours per activity with a minimum of five component activities, resulting in a minimum of 15 professional development hours.
- Activities are the components of programs such as training sessions, specific and relevant conference sessions, walk-throughs, and the alignment of curriculum and standards. An activity must be a minimum of three hours.

Participants can only receive credit for the actual time involved in the offering. No credit can be given when direct instruction is not taking place (i.e., breaks, lunch, dinner, etc.).

Relationship of Offerings to the Educator's Area of Certification

Act 48 (24 P.S. §12-1205.2(c)) requires that continuing professional education programs, activities or learning experiences be “related to an area of the professional educator’s assignment or certification.” Therefore, applicants must designate which teaching certifications would be supported by the proposed offerings. [PDE provides a listing of the various certifications on its website.](#)

Additional Information and Requirements

Act 48 hours for collegiate faculty involvement in school improvement.

Accredited Pennsylvania institutions of higher education with PDE-approved teacher preparation programs have the option of electing to upload Act 48 professional development hours for members of their teacher preparation faculty to enable them to maintain active certification in conjunction with, or as a condition of, their academic teaching assignments. If the institution desires to pursue this option in its *Act 48 Approved Provider Application*, the dean or department head must submit to PDE, on letterhead, a list of faculty member participants (full name, professional personnel identification number and the academic department in which each is employed), along with a description of public school improvement activities in which individual faculty members are or will be participating, and identify the school district(s) involved.

Act 48 professional development hours can be granted for:

- Active involvement in working with public schools to improve student achievement
- Alignment of curricula with the Pennsylvania Academic Standards
- Alignment of instruction with the Danielson Framework for Teaching, providing professional development or induction activities for certified educators
- Improving the scope and quality of formative assessment
- Use of interventions and safety nets for struggling students or similar activities.

Act 48 professional development hours cannot be granted for:

- Paid consulting or activities for which faculty are otherwise compensated in the course of their normal academic assignments, unless such activities are considered in-service training
- Supervising student teachers or pre-teachers

Is PDE's approval always required?

Local education agencies (LEA) (i.e., school districts, charter schools, intermediate units and area vocational technical schools) often engage the services of external consultants and organizations to provide professional development activities. Similarly, LEAs frequently send educators to outside training activities and recognize those activities for Act 48 professional development hours if they are consistent with the goals and objectives of their own professional education programs. An educator participating in noncredit continuing education offerings given by a provider that has not been approved by PDE can receive Act 48 professional development hours through his/her employing LEA only if the LEA agrees to upload the hours on the rationale that the offering is consistent with the LEA's professional education plan as it extends to the educator. However, many LEAs will only upload Act 48 professional development hours for their own professional development in-service programs, and PDE does not dissuade LEAs from taking a rigorous approach to managing and controlling their own professional development programs and in-service offerings.

Instructor Credentials

All approved providers have the authority to employ educators, consultants, agencies, trainers or others qualified to provide continuing professional education activities for educators in local school entities or other settings. Approved providers, as part of their approved provider application, must include a representation of their instructors' credentials and professional experience.

How is Act 48 of 1999 related to Act 45 of 2007?

Act 48 of 1999 established the requirement that all certificate holders must earn 180 hours of professional development every five years from an Act 48 Approved Provider. Act 45 of 2007 (24 P.S. §12-1205.5) defines requirements for continuing professional education taken by Pennsylvania school or system leaders in specific covered positions (i.e., principals, assistant principals, superintendents, assistant superintendents, intermediate unit executive directors, assistant intermediate unit executive directors, or directors of area vocational-technical schools). To provide professional development activities that are creditable to school and system leaders under Act 45, an organization must first obtain Act 45 Pennsylvania Inspired Leaders approval. This separate application and approval process, distinct from the Act 48 approval process, is explained in the [PA Inspired Leadership Legislation FAQs](#).

Application Review and Approval Process

Incoming applications are reviewed by PDE. Applicants may receive a critique from PDE via email explaining revisions that are necessary to make the application approvable. Once PDE responds, the applicant has 30 days in which to make the necessary revisions and submit them to PDE. If subsequent revisions are necessary, the applicant must submit them within 30 days of receiving PDE's response to the last submission. If a response is not received within 30 days, the application is closed out and the provider must initiate the application process over again from the starting point of initial submission. Once an application is deemed approvable, approval will be granted for a three-year period, although PDE reserves the right to revoke a provider's approval if the provider fails to comply with the requirements contained in these guidelines. If a renewal application is submitted at least one month prior to the applicant's expiration date, PDE may grant additional time beyond the expiration date in order to issue a critique and allow the applicant to submit necessary revisions to facilitate approval.

Completed applications should be mailed to:

Pennsylvania Department of Education
Division of Planning
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333

Applications will not be accepted by email or fax. Each application received is date-stamped, cataloged, and placed in a review queue, after which it is assigned to a staff reviewer.

Provider requirements once approved

- Providers must upload continuing professional education hours/credits into PDE's PERMS system within 30 days of an educator's completion of a course, program or activity.
- Providers must maintain completion records for each course, program or activity for a period of seven years. Records should consist of, at minimum, the course, program and activity description, participant rosters with individual professional personal identification number and evaluations.
- Providers must provide individual participants with a record of the course, program, and activity completed and the number of Act 48 professional development hours earned.
- Providers must conduct an internal quality review to ensure that courses, programs and activities are updated based on participant feedback and advances in professional knowledge.

Approved Provider Application Standards

In order to receive approval as an Act 48 professional development provider, applicants must satisfactorily provide general information and complete the application standards.

General Application Information: Includes contact information; applicant type; list of all courses, programs and/or activities; eligible participants by area of certification; and estimated number of participants per year.

- Standard 1: Professional development activities have **clear objectives** for increasing student achievement and school success.
- Standard 2: Professional development activities are based on principles of **adult learning theory** to engage educators in professional growth.
- Standard 3: Professional development activities are aligned to at least one component of one domain within the **Danielson Framework for Teaching**.
- Standard 4: Professional development activities are aligned with the current and applicable **Pennsylvania Core Standards or Pennsylvania Academic Standards**.
- Standard 5: Professional development activities utilize a curriculum that is **based on research or best practice** and a delivery model that emphasizes **sustained, job-embedded professional development**.
- Standard 6: The provider assesses participant proficiency through an **end-of-course assessment**.
- Standard 7: The provider assesses participant satisfaction and impact on professional practice through **surveys of all enrollees** that are used by the provider for **continuous improvement**.
- Standard 8: Effectiveness of the offerings is evaluated through **multiple measures of student achievement within the context of educator effectiveness** to determine impact on student learning, educator effectiveness and/or school performance.

Professional Development Provider Application

General Application Information:

Provide the proper name of the applicant, its address and contact information, including the name of the contact person, email address and telephone number.

Indicate the type of applicant:

- | | | | |
|--------------------------|---|--------------------------|---------------------------------|
| <input type="checkbox"/> | Professional association | <input type="checkbox"/> | Institution of higher education |
| <input type="checkbox"/> | Nonprofit organization | <input type="checkbox"/> | Individual proprietor |
| <input type="checkbox"/> | Corporation, partnership or limited liability company | | |

Provide the name of each Act 48 professional development offering (i.e., course, program or activity) in the box below as part of the total representation of content, and indicate the number of Act 48 professional development hours each is worth. The Act 48 professional development hour value for each offering should not include time provided for breaks or lunch, or if early dismissal takes place from a scheduled activity. (See also Standard 1 below, which calls for syllabus, outline, objectives and instructor credentials for each proposed offering).

- A course is series of lessons offered for credit by a college/university or intermediate unit where each one semester credit is equivalent to 15 contact (direct instructor led) hours of study (i.e., in-class, online and blended learning) and 30 hours of related assignments (i.e., supplemental readings, culminating project) resulting in an evaluated final product. If the course exceeds 45 hours in value, the 15/30 relationship must be maintained in the overall course design. A collegiate one quarter credit must maintain at least a 10/20 relationship.

- A program is a series of related continuing professional education activities with a common theme that are offered for the specific number of hours, but should be at least three hours per activity with a minimum of five component activities, resulting in a minimum of 15 Act 48 professional development hours.
- Activities are the components of programs such as training sessions, specific and relevant conference sessions, walk-throughs, and the alignment of curriculum and standards. An activity should be a minimum of three Act 48 professional development hours.

List the individual proposed offerings, the number of Act 48 professional development hours each offering is worth, and the estimated number of participants per year in each offering.

| |
|--|
| |
|--|

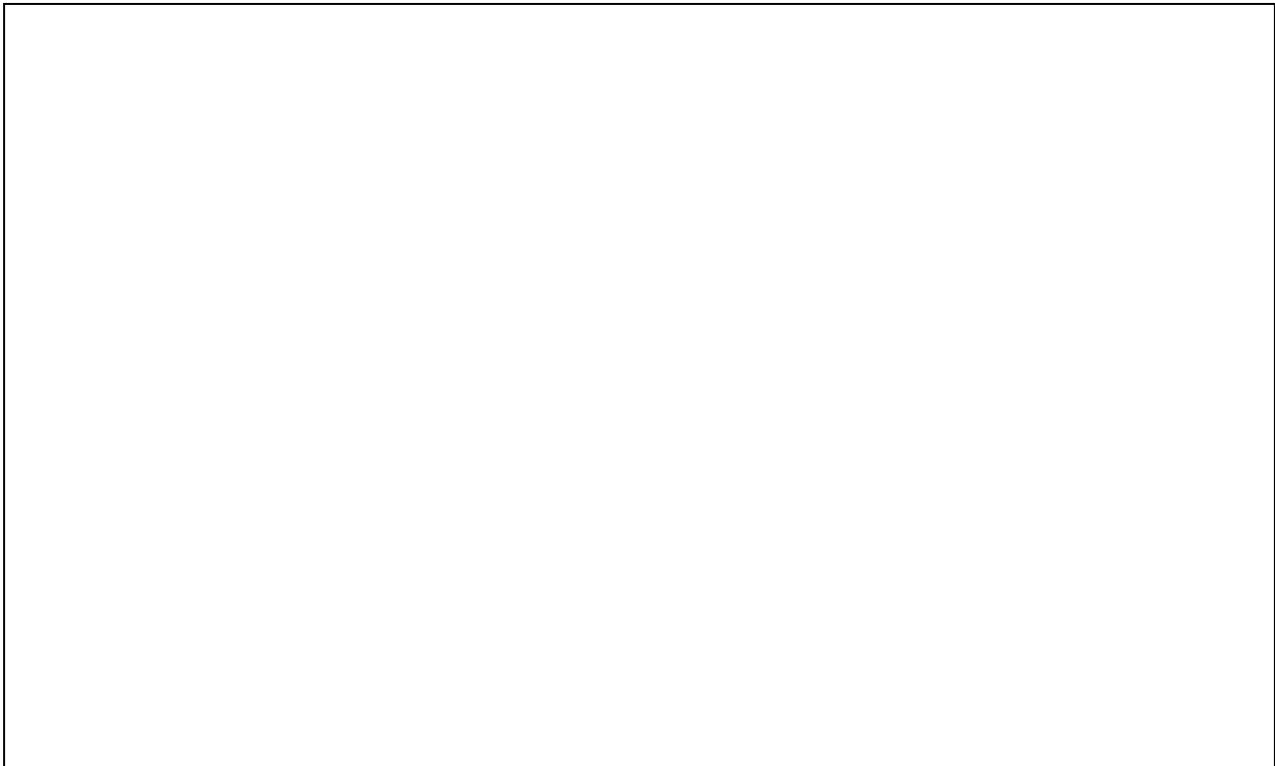
Act 48 (24 PS 12-1205.2(c)) requires that continuing professional education programs, activities or learning experiences be “related to an area of the professional educator’s assignment or certification.” Therefore, applicants must designate which teaching certifications would be supported by the proposed offerings. [PDE provides a listing of the various certifications.](#)

List all certifications to be supported by the proposed Act 48 professional development offering(s). If the certifications to be supported are different for various offerings, then itemize the certifications to be supported by individual offerings.

| |
|--|
| |
|--|

Standard 1: Professional development activities have clear objectives for increasing student achievement and school success.

The application must make a complete representation of the content of all offerings/activities for which Act 48 professional development hours would be granted. A thorough description of the content of each of the proposed offerings must be included, along with syllabi and/or content outlines of the various offerings proposed. In addition to the representation of content, the application must include behaviorally stated, measurable learning objectives for each activity or program, or basic grouping of programs/activities. Vaguely written learning objectives or instructional competencies are not acceptable. A good example of the method and format for writing behaviorally stated, measurable learning objectives is contained in a slide show based on the work of Robert Mager: ([Writing Learning Objectives: Beginning With The End In Mind](#)). Please consult this reference, or other credible reference source(s) for writing clear and concise instructional objectives, so that the application contains a complete set of learning objectives for each of the proposed offerings. The application must also include a detailed representation of the credentials of the various trainers, presenters, or faculty members by their areas of expertise as a way of demonstrating their qualifications to deliver the proposed offerings.

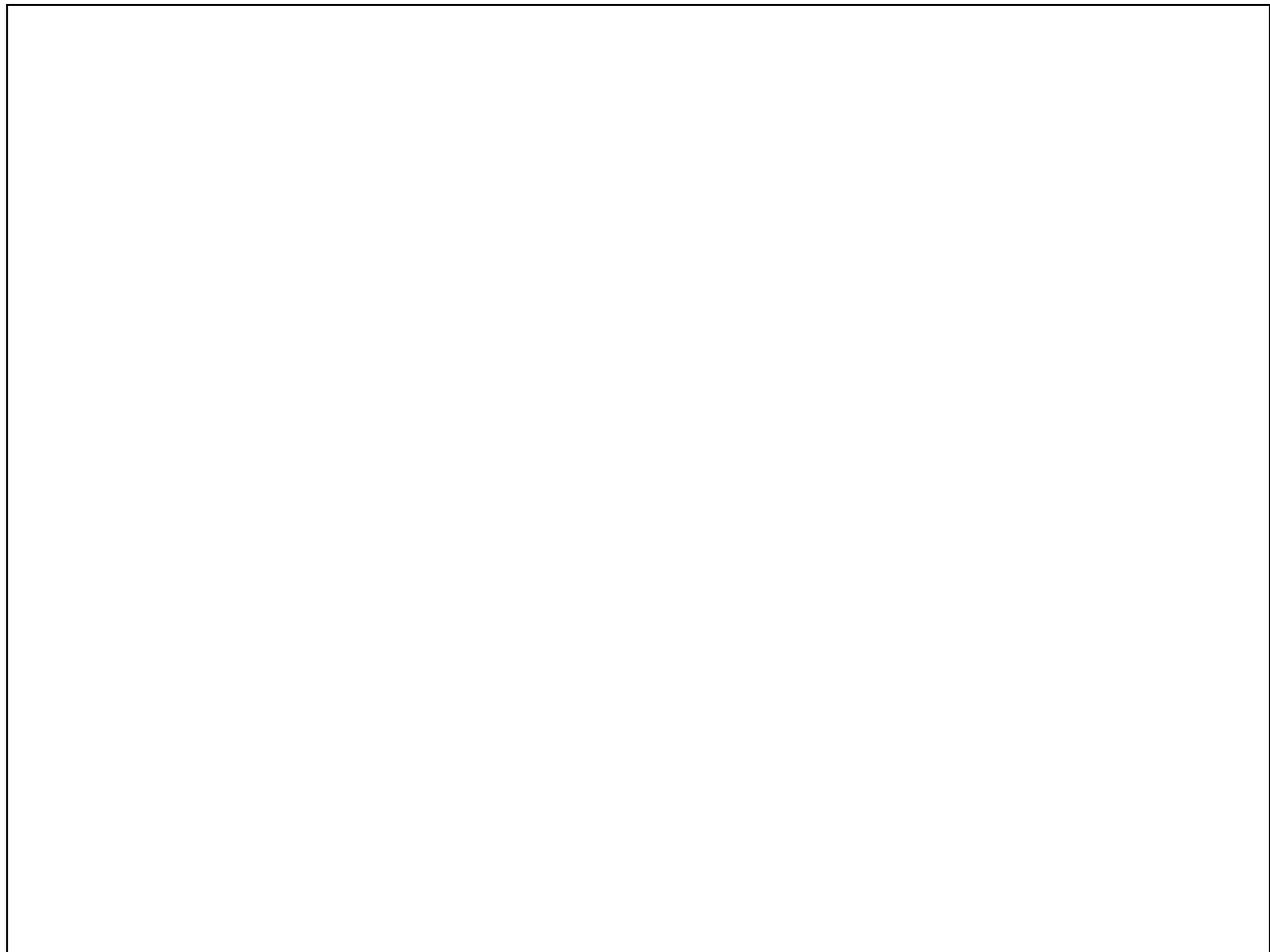


Standard 2: Professional development activities are based on principles of **adult learning theory** to engage educators in professional growth.

The application must cite research-proven principles of adult learning theory as a basis for instructional design and delivery of the proposed offerings. The application should include amplifying information about how these principles were applied in the design and delivery of the proposed offerings. Examples include knowledge acquired through life experience, goal and relevancy orientation, self-direction, motivational factors, and practical application of content.

Explanatory references include:

- [Principles of Adult Learning & Instructional Systems Design](#)
- [Principles of Adult Learning Theory](#)
- [The Eight Principles of Adult Education](#)



Standard 3: Professional development activities are aligned to at least one component of one domain within the **Danielson Framework for Teaching**.

Under Pennsylvania’s teacher evaluation system, in accordance with Act 82 of 2012 (24 P.S. §11-1123), 50 percent of an educator’s evaluation is comprised of multiple measures of student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for Pennsylvania’s new teacher evaluation system, is comprised of four domains, each with its own set of essential professional practice components, and is described in detail at <http://pdesas.org/instruction/frameworks>. All Act 48 professional development offerings must be aligned to at least one component of one of the four professional practice domains within the Danielson Framework for Teaching. Below is a listing of the four domains and their components. Check the applicable components under each domain that each of the proposed offerings are aligned with, then for each offering, provide an amplifying explanation of how the offering promotes or increases the educator’s understanding of the professional practice component.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Describe how the offerings meet a selected component or components of least one of the four Danielson Framework for Teaching domain(s) indicated. Any component checked under one of the four domains must be supported in the applicant's representation of content and each should be supported by an amplifying explanation.

Standard 4: Professional development activities are aligned with the current and applicable **Pennsylvania Core Standards or Pennsylvania Academic Standards.**

The application must indicate detailed alignment of the proposed offerings to the applicable learning standards. The Pennsylvania Academic Standards for core instruction have legal status as appendices to 22 Pa. Code Chapter 4 (Academic Standards and Assessment), and can be accessed on [PDE's Standards Aligned System \(SAS\)](#).

If the proposed offerings cover topical content related to the core academic content areas, they must be aligned by grade level to the standards. If the proposed offerings focus on social-emotional wellness, they should be aligned to the Pennsylvania Interpersonal Skills standards, also accessible via SAS.

If the proposed offerings are designed for early childhood educators, they must be aligned to the Pennsylvania Early Learning Standards. The Early Learning Standards are meant to guide the development of pre-kindergarten programs, and were developed by a task force consisting of early childhood practitioners and administrators, policy analysts and researchers, and university faculty. If the offerings target early childhood educators primarily, the application will be referred to PDE's Office of Child Development and Early Learning for review and approval.

If the proposed offerings aim to develop teachers' professional capabilities to use learning technologies or software, they should be aligned to:

- [Partnership for 21st Century Skills Frameworks for Information, Media and Technology Skills](#); or
- [International Society for Technology Education's National Educational Technology Standards for Students, Teachers, and Administrators](#)

Professional development activities that target educators working with special needs learners or students with Individualized Education Programs (IEPs) can reference the provisions and requirements of 22 Pa. Code Chapter 14 (Special Education Services and Programs), the Individuals with Disabilities Education Act, or 34 CFR Part 300. They provide educators with information on dealing with special conditions that impact student achievement (ADHD, autism, visual, auditory and speech limitations, disabilities that limit physical mobility, and intellectual disabilities). Furthermore, they are the type that classroom teachers would benefit by knowing more about in order to encourage and assist students to excel and achieve at higher levels.

Indicate the specific set of standards with which the professional development program or course is aligned and explain how the content provided in the professional development course, program or activity is aligned with the standards.

A large, empty rectangular box with a thin black border, intended for the user to provide the specific set of standards and explain the alignment of the professional development program or course content with those standards.

Standard 5: Professional development activities utilize a curriculum that is **based on research or best practice** and a delivery model that emphasizes **sustained, job-embedded professional development**.

The application must contain documentation, based on research studies, showing the impact of the proposed professional development offerings on increasing student achievement, school performance, or student engagement outcomes. A *study* is an evaluation that examines whether a program, product, practice, or policy is effective, and which has been reviewed using rigorous research standards to provide evidence of effectiveness. Acceptable forms of research are documented studies published in nationally recognized juried journals, relating directly to subjects covered in the academic standards. Examples are available on [SAS](#) under the Instruction, Materials and Resources tabs, or through the [What Works Clearinghouse](#).

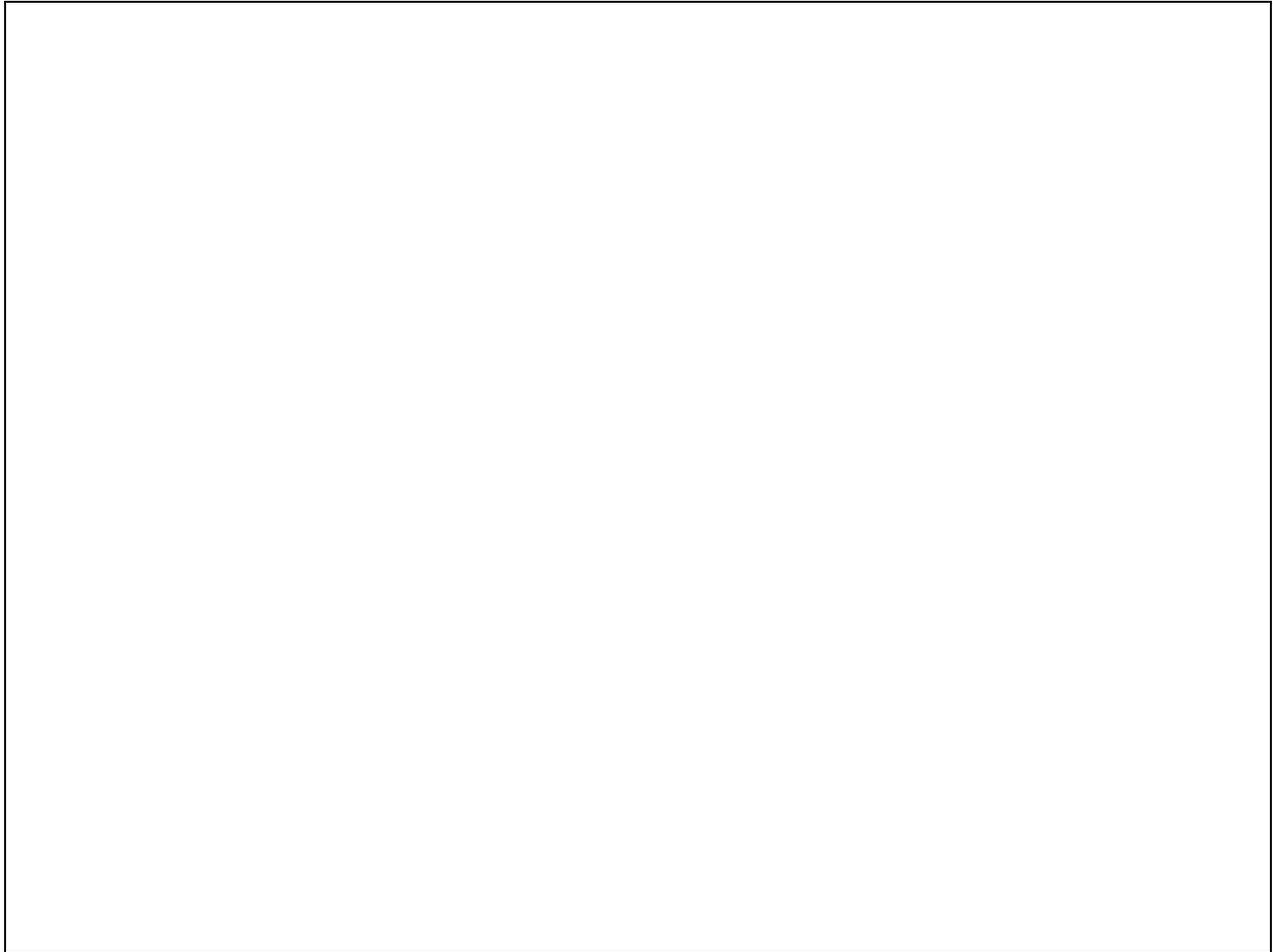
The application must also identify opportunities for sustained job-embedded application of the material learned in, or as a result of, the proposed offerings, that will be available to participants. In other words, how will the lessons learned be applied once teachers armed with the benefit of the training return to the classroom and apply it in ongoing educational practice?

Describe the research upon which the proposed offerings are based and include the applicable citations.

Explain how participants will integrate the content of the course, program or activity into their school-based professional practice.

Standard 6: The provider assesses participant proficiency through an **end-of-course assessment**.

The application must explain what form of assessment (i.e., end-of-activity assessment—whether hard copy, web-administered, correspondence mail-in, or other means of summative assessment) will be administered to assure that participants fulfilled the learning objectives and retained essential content. Include a copy of the assessment instrument(s) and associated rubric(s) that will be used to assess participant mastery of the proposed offering content. Indicate the attachment number or name given to this document and locate it at the end of the application.



Standard 7: The provider assesses participant satisfaction and impact on professional practice through surveys of all enrollees that are used by the provider for continuous improvement.

The application must explain what steps will be taken to enable participants to provide feedback about how well the training addressed their needs, and to enable the provider to ascertain what changes or improvements should be made to its offerings based on participant feedback. Please indicate if the provider intends to use the PDE-provided professional education survey form located on [PDE's website](#), Act 48 – Continuing Professional Education. If not, enclose a copy of the participant feedback or survey tool. Indicate the attachment number or name given to this document and locate it at the end of the application.

Standard 8: Effectiveness of the offerings is evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness and/or school performance.

The application must explain steps to be taken to evaluate how the proposed offerings translate into increased student achievement or school performance on multiple measures of student achievement, consistent with PDE’s Educator Effectiveness System in accordance with Act 82 of 2012 (24 P.S. §11-1123). In other words, when educators take the proposed offerings, what steps will be undertaken by the applicant to research the connection between the increased knowledge and skills acquired by the educators who took the offerings and the level of student achievement or school performance where they teach? If efforts in this regard have not been undertaken and evidence cannot be presented, the application must include a specific plan or strategy, consistent with educator effectiveness, for how the applicant will acquire and analyze data to assess the impact of its professional development offerings on student achievement and/or school performance. Pennsylvania’s Educator Effectiveness System is described in detail at <http://pdesas.org/instruction/frameworks>.

The applicant should identify the performance measures from which samples of student achievement data will be collected to determine the effectiveness of the professional development offerings and provide an explanation of the strategy that will be used to track the effect of the provider’s offerings during the three year period of anticipated approval. In subsequent applications for approval, PDE will examine evidence provided as part of the subsequent application and renewal process.

Select all that apply:

Building-Level Data (School Performance Profile)

- Academic Achievement (Grade three Reading, PSAT, SAT/ACT, Advanced Placement Exams)
- Cohort Graduation or Promotion Rate
- Attendance
- Advance Placement course or International Baccalaureate College Credit is offered
- PSAT Plan Participation

Correlation Data Based on Teacher-Level Measures

- Student PSSA Data
- Student Keystone Data

Elective Data/Student Learning Objectives – student learning objectives are a process used to document measures of educator effectiveness based on student achievement of content standards.

- District Designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations (e.g., NOCTI, NIMS)
- Student Projects Pursuant to Local Requirements
- Student Portfolios Pursuant to Local Requirements

Provide a detailed explanation of the applicant's data collection and evaluation strategy, consistent with educator effectiveness.

A large, empty rectangular box with a thin black border, intended for the applicant to provide a detailed explanation of their data collection and evaluation strategy. The box occupies most of the page's vertical space below the instruction.