Guide to Obtaining Lehigh University Endorsement for Act 48 Continuing Education Activities

Beginning July 1, 2000, Act 48 of 1999 required individuals holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. Providers approved by the Pennsylvania Department of Education (PDE) are required to document that an activity endorsed for Act 48 hours meets PDE standards for continuing education.

In order to comply with this PDE mandate, Lehigh University has established a process to ensure the quality of professional development activities endorsed for Act 48 hours. This process entails following a clear set of procedures with a strict timeline. Following these procedures and adhering to the timeline makes sure that all PDE requirements are met and that the process does not place undue time pressures on either the Offering Group (OG) that wishes to offer Act 48 hours for its activities or the Office of Teacher Certification (OTC) which represents Lehigh in its capacity as an authorized Act 48 provider. The OTC confirms compliance of all proposed Act 48 activities with state requirements and handles the mechanics of the submissions to PDE. Further, it assures that participants' completion of approved Act 48 activities is posted in a timely fashion.

This guide details PDE's requirements for Act 48 credits and describes Lehigh's process for endorsing such professional development activities. While it describes processes and briefly describes how to complete Act 48 forms, those forms are available separately for download from:

https://coe.lehigh.edu/otc/act-4548

Departments/groups wishing to offer Act 48 hours through Lehigh University should contact one of two individuals in the OTC:

- Lisa Collins, Director
  teachercertification@lehigh.edu or 610-758-2805
- Carla Kologie, Coordinator
  teachercertification@lehigh.edu or 610-758-5648

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Approval and PERMS Posting Process

This section of the guide first provides an overview of the application and crediting process and then describes in detail what an Offering Group (OG) needs to provide and do in order for the Office of Teacher Certification (OTC) to assure that the OG's activities are approved for Act 48 hours and participants' hours in those activities are properly posted to PDE's Professional Education Record Management System (PERMS).

Process Overview (with Timeline)

The process for offering Act 48 activities and posting participants' hours is outlined in the timeline below. Detailed descriptions of the various steps in this process are discussed on the next page.

BEFORE EVENT	-9 weeks	OG submits application.
BEFORE EVENT	-7 weeks	OTC reviews application and either approves or identifies problems for OG to resolve.
BEFORE EVENT	-4 weeks	OG prepares and submits event advertising.
BEFORE EVENT	-3 weeks	OTC reviews advertising and either approves or identifies problems for OG to resolve.
DURING EVENT	Last session	OG verifies participant sign-in sheet.
DURING EVENT	Last session	OG collects PD surveys.
DURING EVENT	Last session	OG distributes participation certificates.
DURING EVENT	Last session	OG requests Excel spreadsheet roster template.
AFTER EVENT	+1 week	OG prepares summary of PD survey results.
AFTER EVENT	+1 week	OG submits PD surveys and Summary.
AFTER EVENT	+1 week	OG submits participant sign-in sheet.
AFTER EVENT	+1 week	OG submits Excel spreadsheet roster.
AFTER EVENT	Up to 3 months after event	OG completes Standard 8 collection of survey and supporting data. Sends and sends to OTC.
AFTER EVENT	Up to 3 months after event	OTC reviews Excel spreadsheet roster and notifies OG of any problems.
AFTER EVENT	Timing determined by number of problems encountered and how fast resolved	OTC uploads Excel spreadsheet roster to PDE website.
AFTER EVENT	Timing determined by number of problems encountered and how fast resolved	PDE reports SUCCESS or FAILED. If FAILED, OTC notifies OG and uploads again when OG has resolved problems.
AFTER EVENT	Timing determined by number of problems encountered and how fast resolved	OTC issues letters of completion and sends OG invoice.
AFTER EVENT	Timing determined by number of problems encountered and how fast resolved	OG issues payment to OTC.

Key to Abbreviations:
OG = Offering group for Act 48 activity
OTC = Office of Teacher Certification representative
PD = Professional development
PDE = Pennsylvania Department of Education

Step #	When Takes Place	Who Completes	Description of Action
1	9 weeks before event	Your group	OG submits a completed *Lehigh University Application for Act 48 Continuing Education Hours* **(**available online at the OTC website) as an attachment to an email to Lisa Collins, OTC Director.
2	7 weeks before	Lisa Collins	OTC reviews **Application** and provides your group with written approval or requests for changes or additional information.
3	Last session of event	Your group	OG verifies that information on the *Participant Sign-In Sheet* (blank version available for download at the OTC website) is complete and accurate for each participant.
4	Last session	Your group	OG prints out, distributes and collects from each participant a completed *Professional Development Survey for Educators and School Leaders* (blank version available for download at the OTC website >).
5	Last session	Your group	OG distributes to each participant the *Certificate of Participation* (blank master available for download at the OTC website).
6	Last session	Your group	OG requests the updated *Excel Spreadsheet Roster* template by emailing Carla Kologie, OTC Coordinator.
7	1 week after the last session	Your group	OG reviews participants' completed *Professional Development Surveys* (Step #6) and completes the *Professional Development Survey for Educators and School Leaders: Summary of Participant Responses* (blank master form available for download at the OTC website).
8	1 week after	Your group	OG submits printed copies of the completed *Professional Development Surveys* (Step #6) and *Summary of Participant Responses* (Step #9) to Carla Kologie.
9	1 week after	Your group	OG submits the completed *Participant Sign-In Sheet* (Step #5) as an email attachment sent to Carla Kologie.
10	Up to three months after	Your group	OG submits the completed *Excel Spreadsheet Roster* (Step #8) and the completed Standard 8 survey with data as attachments to an email to Carla Kologie and in that email identifies your group's contact (and contact information) for questions.
11	1 week after receiving *Excel Spreadsheet Roster*	Carla Kologie	OTC reviews submitted *Excel Spreadsheet Roster* for completeness. If incomplete, Carla highlights missing information and emails your group's contact to ask to resolve problem.
12	2 weeks after receipt complete roster	Carla Kologie	OTC uploads completed *Excel Spreadsheet Roster* to PDE website.
13	Within several hours of upload	PDE	PDE provides Carla Kologie with an email message indicating "Processed-Success" or "Processed-Failed." If "Processed-Failed," goes to Steps #15-15c. If "Processed-Success," goes to Step #16.
13a	Within 2 days of receiving "Processed-Failed" message	Carla Kologie	OTC emails your group's contact to alert that upload failed, attaches the *Excel Class Roster* spreadsheet to that email and requests that spreadsheet be corrected and returned via email.
13b	Within 2 days of receiving corrected *Excel Spreadsheet Roster*	Carla Kologie	OTC uploads corrected *Excel Spreadsheet Roster* to PDE website.
13c	Within several hours of subsequent "Processed-Failed" messages	Carla Kologie + your contact	OTC repeats Steps #15-15b until email from PDE indicates "Processed-Success."
14	1 week after receiving "Processed-Success" message	Carla Kologie	OTC issues a letter of completion to each participant and sends an invoice to your group.
15	1 week after receiving OTC's invoice	Your group	OG issues payment to the OTC.

Instructions for Completing the Lehigh Application for Act 48 Continuing Education

The sections below lay out the instructions for completing your Act 48 application. If, after this guide, downloading the forms, and checking the OTC website for most recent FAQs (https://coe.lehigh.edu/otc/act-4548), you have questions about how to complete or subm application, please call Lisa Collins at 610-758-2805.

Overview of the Lehigh Act 48 Application

A complete Act 48 application packet consists of a completely filled-out main application fo *University Application for Act 48 Continuing Education Hours*) and the required attachment discussed below.

1. Download the blank *Lehigh University Application for Act 48 Continuing Education H* https://coe.lehigh.edu/otc/act-4548 It is a Word document.
2. Complete this main application electronically and save it in MS Word under a new n identifies your group. Note that all requested information must be provided in the n application, with the exception of the required attachments described below.
3. The following attachments must be included with the main application form. We ca any other attachments and, therefore, all other information must be provided in the application.
    - **Standard 1:** Attach a syllabus or content outline of the program or non-credit co (event).
    - **Standard 6:** Attach the assessment tool(s) used to measure how well participan the event's intended enhanced level of knowledge or skills. Also please attach a s rubric, if applicable.
    - **Standard 8:** Attach the post-event assessment tool(s) that will be used to meas much the event increased student achievement and/or school success. Please al scoring rubric, if applicable.
4. Once you have completed the application form and created and saved the attachme documents, please attach all of them to an email using the subject heading "ACT 48 Packet" and send that email to Lisa Collins at teachercertification@lehigh.edu.

Details of the Application Packet

There are 6 sections in the main application form:

I. Applicant Information
II. Trainers/Presenters
III. Prospective Participants
IV. Event Content
V. Post-Program/Non-credit Course Activities (Optional)
VI. Recommendation and Approval

You are responsible for completing sections I through IV, as well as section V if you plan to event activities. The OTC is responsible for completing section VI. While the sections of the application form have what we hope are clear instructions, below we talk a little about wha be required to enter in each section of the form.

SECTION I. Applicant Information

Here is where you identify your group and provide address and contact information. In addition, you are asked to identify whether your activity is a program or a non-credit course. You then provide the proposed start and end dates and the number of sessions and hours involved.

SECTION II. Trainers/Presenters

PDE places great emphasis on the qualifications/credentials of trainers and presenters for Act 48 activities. For this reason, you must enter in this section information about those individuals' relevant prior training and degrees, relevant prior professional experience and any other relevant credentials that demonstrate presenters and trainers are highly qualified to lead Act 48 professional development activities.

The form provides a table with eight columns, offering you room to enter the names of up to eight trainers/presenters and then type the required information about their credentials in the cells below their names. In Word, this table will expand to accommodate however much information you wish to enter. You may also cut-and-paste into these cells information from other documents.

SECTION III. Prospective Participants

Here is where you identify educators you hope will participate in your activity for Act 48 hours. You are asked to identify their roles/job titles and grade levels, as well as to tell how many participants you anticipate having in each session of the activity for which you seek Act 48 approval.

SECTION IV. Event Content

This is a particularly important part of your application. There are eight standards for eligible Act 48 professional development activities and you must demonstrate in this section that your proposed activity meets *all eight*. Those standards are,

Your event offers professional development activities that are…

1. Aligned to **clear objectives** for increasing student achievement and school success.
2. Designed according to principles of **adult learning theory** to engage educators in professional growth.
3. Aligned to at least one component of one domain within the **Danielson Framework of teaching**.
4. Aligned to PDE 's current and applicable content: **Pennsylvania's Core Standards or PA's Academic Standards**.
5. Designed according to a curriculum based on **research or best practices** and a delivery model that emphasizes **sustained, job-embedded professional development** activity.

Your group…

6. Assesses participant proficiency through an **end-of-course assessment**.
7. Measures **participant satisfaction and impact on professional practice** through a **survey** of all participants, using an instrument designed by PDE and retained by the Office of Teacher Certification (OTC) for periodic sampling (survey form available online at https://coe.lehigh.edu/otc/act-4548.) The university will consider participant responses in determining whether your event merits re-approval.
8. Evaluates the event's **impact on student learning and school success**. There is an example of this form on the Act 48 webpage. You are welcome to create your own design for your event. It is a requirement that the form with supporting data is submitted prior to ANY issuance of Act 48 credit. In addition, the data must be used to evaluate and update the program for future sessions.

As an aid to completing the application, the main application lists these standards and then discusses each one separately. Rather than make you address each one in isolation and perhaps end up repeating yourself, this section attempts to help you align activities with objectives, standards, criteria and content subject areas. How it does this is described below.

STANDARD	How Application Addresses Standard
1 & 2	The application provides a table that that allows you to list up to four objectives (Standard 1), list and describe briefly up to 3 activities for each objective and enter beside each activity the adult learning principles with which it aligns (Standard 2). To keep you from having to search all over for these adult learning principles (which are reproduced in Appendix A of this guide), they are listed by number and short description at the bottom of the form.
3	The main application provides a listing of the Danielson Framework for Teaching's four domains. This is the observation/evidence instrument for Pennsylvania's new teacher evaluation system. Here is the link to the Danielson Framework page on the PDE SAS.
4	The application offers you a checkbox to indicate if your activity is exempt from this standard because it does not provide subject-area content and does not include pre-kindergarten or kindergarten educators. If it is not exempt, you must complete a table in which you align your event's activities with professional learning standards areas, identifying the standard's domain, its standards cluster, and its grade-level cluster/benchmark and you must describe how your event aligns with this standard. To assist with this process, links to those standards are provided in Appendix E of this guide. Further detail regarding the standards is available in the *Pennsylvania Learning Standards* **link** online at the OTC website. You must identify **at least one** learning standards area. The table provides space for you to list as many as four different learning standards areas.
5	The application provides a table in which you are to describe the research/best practices on which your event is based, as well as how it employs a job-embedded design to permit participants to integrate what they learn into their school-based professional practice.
6	PDE considers assessment a crucial component of any Act 48 activity. The application, therefore, provides a table in which you describe the knowledge/skills that participants are to demonstrate, the assessment tool(s) you will use to confirm acquisition of that knowledge or those skills and you are asked to attach the assessment tool(s) and any scoring rubric you intend to use in interpreting the results of your assessment.
7	The application simply reminds you that you *must* provide all participants with a printed copy of PDE's Professional Development Survey for Educators and School Leaders and submit completed surveys to the OTC. See the later section of this guide for more detail on this survey.
8	The application form asks you to indicate which type(s) of assessment tool(s) you plan to employ. The provided table lists seven types of tools and you place an ***X*** in the box to the left of each type you plan to employ. In addition, the table provides boxes for entering up to two other types of tools, including a brief description. The OTC has created (from a submission by a previous group) a form that can be used for this standard. It is at the end of this document.

SECTION V. Post-program/Non-credit Course Activities (Optional)

PDE does not require you to offer activities after your event has taken place. If, however, you choose to do so, this is the place in the application where you would indicate that fact. The application provides a table in which you can describe any follow-up activities you plan to conduct with participants.

SECTION VI. Recommendation and Approval

As noted earlier, this is the one section of the application packet that you do not complete. The Director of the OTC, after reviewing your complete application packet, makes a recommendation on whether your proposed event should be approved for Act 48 hours, along with any comments he or she wishes to make and then signs and dates the form. The Associate Dean then reviews the packet and the director's recommendation and makes a decision on College of Education/Lehigh University approval and provides comments as appropriate. The AD then signs and dates the form.

Guidelines for Key Documents Related to Your Act 48 Event

There are several important documents related to your Act 48 event and this section talks about these documents. It discusses proper preparation and submission of such documents, with a clear emphasis on adhering to the timeline presented earlier in this guide.

Marketing/Advertising Your Event

1. All flyers, emails and other announcements must contain the following statement:

   Act 48 hours earned with PDE Professional Personnel ID (PPID) number. ***The PPID number is required to earn Act 48 hours.***

   PDE will not accept a participant's Social Security Number (SSN) in lieu of the PDE Professional Personnel ID (PPID) number. Lehigh will not process requests without the PPID.

Professional Development Survey for Educators and School Leaders (Standard 7)

PDE values a high survey response rate. It is, therefore, *very* important that all participants complete and return survey forms.

1. Before the final session of your event, download the blank survey form at: https://coe.lehigh.edu/otc/act-4548.
2. Print out enough copies to allow each participant to complete one.
3. At your event's last session, you may wish to distribute the *Certificate of Participation* in exchange for a completed survey.
4. You are also asked to complete a *Summary of Participant Responses* in order to review and analyze the professional development activity's effectiveness as indicated by participants' reactions.

5. Please submit the printed completed surveys and the report summary to:
 Carla Kologie, Office of Teacher Certification and Field Placements
 111 Research Drive (Room A119 Iacocca Hall).

Certificate of Participation

1. You will find a downloadable Word document template for the certificate form at https://coe.lehigh.edu/otc/act-4548.
2. You then use Word to customize certificates and print them out.
3. Because circumstances may cause a participant to miss one or more sessions or to arrive late to or depart early from a session, please make sure you record the actual number of hours each participant earned. There is **no** credit for time spent during lunch or dinner.
4. Certificates should be distributed at the last session. As a way of helping improve response rate for the *Professional Development Survey for Educators and School Leaders,* consider distributing each participant's certificate in exchange for a completed survey.

Participant Sign-In Sheet

1. You may download a blank sign-in sheet at https://coe.lehigh.edu/otc/act-4548.
2. This sheet is designed to collect the information you'll need from each participant to complete the Excel Spreadsheet Roster. **You must collect an email address from each participant.**
3. We suggest you print out a copy of the sign-in sheet before the first session of your event and use it for written entries as participants show up for the first session.
4. You can then transfer the information on the printed/handwritten form to the electronic sign-in sheet. Again, please record the participant's *actual* number of hours earned.
5. Please submit the sign-in sheet electronically as an attachment to an email sent to:
 Carla Kologie at teachercertification@lehigh.edu

 If you have any questions about how to complete or submit the roster, please call Carla at 610-758-5648.

Excel Spreadsheet Roster

This spreadsheet is the crucial document required to see that participants' Act 48 hours are successfully posted to the PDE PERMS link. This posting is the official record of a participant's Act 48 hours. Therefore, *all* parts of the roster must be *complete* and *accurate* or PDE will reject the *entire* submission until such time as the entire roster is complete and accurate.

1. Detailed instructions for completing the *Excel Spreadsheet Roster* are available at https://coe.lehigh.edu/otc/act-4548. If, after reading these instructions, you have any questions about how to complete this spreadsheet, please contact Carla Kologie at 610-758-5648.
2. Because this spreadsheet is subject to change by PDE, you will need to request the most up-to-date version of the Excel Spreadsheet template from Carla Kologie, who will download it from the PDE website and verify that its fields and the instructions match. If you request the Excel

template at the end of your event, you can use the data in the *Sign-In Sheet* to complete the *Excel Spreadsheet Roster*.

3. Again, please record the *actual* number of hours each participant earned.

Upload/Processing Fee and Invoice

There is an upload/processing fee of $5.00 per participant with a minimum charge of $50.00. Departments, centers and groups within Lehigh University receive a 50% discount on this fee. The upload/processing fee covers the following OTC services:

1. OTC staff working to help answer questions about how to fill out or submit the application packet
2. The OTC director's review of submitted application packets and provision of feedback when things are missing or need modification
3. Carla's initial review of the *Excel Spreadsheet Roster* and working with OG contact to make sure it contains all required information
4. Carla's uploading of the *Excel Spreadsheet Roster*
5. Carla's monitoring of PDE communications for the result and acting to resolve any submission errors. (A "Processed-Failed" result requires Carla to work with your group's contact person to resolve the errors and then to go through this upload-resolution-upload cycle until such time as PDE reports "Processed-Success.")

The Offering Group's contact person will receive an invoice as soon as possible after PDE has confirmed a successful upload.

APPENDIX A: Principles of Adult Learning Theory

Principle of Adult Learning Theory		Implications for the Trainer's/Presenter's Design and Delivery of Professional Development
#1	Adults may bring to the learning context a **high affective filter** (i.e., challenged self-concept of competence in "performing" a new task, fear of "looking foolish" in front of peers and the trainer/presenter)	• Establish rapport between trainer(s)/presenter(s) and participants • Include an "ice breaker" activity to build rapport among participants • Set an appropriate level of difficulty (i.e., avoid boredom and frustration); monitor participants' affective response to new content/skills and adjust presentation as needed • Use appropriate humor • Convey own enthusiasm for the professional development content • Provide multiple opportunities and ways for participants to learn and practice new content and skills • Allow participants to consolidate their learning (e.g., create a scenario, solve a problem, "Tell a partner three things you learned about ______").
#2	Adults bring to the learning context a foundation of **life experience** and **world knowledge.**	• Explicitly acknowledge participants' prior professional knowledge and experience and convey respect for these • Use a "KWL" ("know," "want to learn," "learned") activity to allow participants to self-reflect regarding what they know and want to learn relevant to the professional development topic
#3	Adult learners actively seek **connections to prior knowledge.**	• Allow participants opportunities to seek connections between new content/skills and known content/skills as often as possible (e.g., journal, partner or small group talk) • Structure the presentation/development of new content/skills to proceed from the known to the unknown
#4	Adults are **goal-oriented** learners.	• Conduct a needs assessment to gauge participants' specific learning interests • Establish learning goals at the outset • Allow participants to reflect on what and how well they learned (i.e., "L" in "KWL" activity) in a given session and the program or non-credit course as a whole • Challenge participants to identify one or two goals for their next learning/professional work
#5	Adults are accustomed to **autonomy** and **self-direction**.	• Allow participants to make choices in their learning activities as often as possible • Allow participants to pursue one or more individualized learning goals
#6	Adult learners are oriented to **relevancy** and **practical applications.**	• Allow participants to apply new learning as soon as possible and to practice consistently across sessions or on multiple occasions within a single session • Provide examples and scenarios that directly relate to participants' current roles (e.g., elementary vs. middle school teachers; principals vs. curriculum directors) • Allow participants to "role play" scenarios or solve problems that they will likely encounter in their current professional work • Differentiate examples, scenarios and problems as much as possible to relate to individuals' current or anticipated professional roles • Allow participants to develop materials to be used in their current or anticipated professional roles (e.g., lesson plans, instructional activities, unit framework, other planning document)
#7	Adults are motivated by the prospect of **personal advancement**.	• Allow participants to apply new content/skills in personal (e.g., family, significant relationships, important personal goals) and professional (e.g., career aspirations, professional associations, graduate study) contexts • Allow participants time to envision implementation of new content/skills in one or more personal and professional contexts
#8	Adults are motivated by the prospect of **escape/stimulation** (i.e., to experience a break and novelty in the routine of work or home).	• Allow opportunities for informal (e.g., "ice breaker," breaks) and formal (e.g., pair and small group conversation, activity "buddies") interaction among participants • Challenge participants to connect with at least one co-participant on at least two face-to-face occasions outside the program or non-credit course in order to support each other in follow-up activities (e.g., ongoing study, implementation of a plan or activity)
#9	Adults seek **cognitive novelty** (i.e., to learn for the sake of learning, to satisfy an inquiring mind, to keep growing).	• Challenge participants to commit to two or three novel actions in their personal and/or professional contexts • Allow participants to apply new content/skills to solve a current problem in their personal and/or professional contexts (transfer)

APPENDIX B: Multiple Learning Styles

Type	Characteristics	Likes to:	Is good at:	Learns best by:
Linguistic learner	Learns through the manipulation of words; loves to read and write in order to explain himself/ herself; tends to enjoy talking.	• Read • Write • Tell stories	• Memorizing names, dates, places, "factoids"	• Saying, hearing and seeing words
Logical / mathematical learner	Looks for patterns when solving problems; creates a set of standards/steps to follow sequentially	• Experiment • Figure things out • Work with numbers • Ask questions • Explore patterns and relationships	• Math • Reasoning • Logic • Problem solving	• Categorizing • Classifying • Working with abstract patterns and relationships
Spatial learner	Learns through visual representations (e.g., pictures, slides, charts, graphs, diagrams, movies, art).	• Draw, build, design and create things • Daydream • Look at visual representations • Play with machines	• Imagining things • Sensing change • Mazes/puzzles • Reading maps, charts, graphs	• Visualizing • Dreaming • Using the mind's eye • Working with colors, visual representations
Musical learner	Learning is often easier when set to music or rhythm (song, chant, rap).	• Sing, hum tunes • Listen to music • Play an instrument • Respond to music	• Perceiving sound • Remembering melodies • Noticing pitch/rhythm Keeping time	• Rhythm • Melody • Music
Bodily / kinesthetic learner	Eager to solve problems physically; often skips directions to begin a task or project.	• Move around • Touch and talk • Use body language	• Physical activities (sports, dance, acting) • Crafts	• Touching • Moving • Interacting with space • Processing knowledge through bodily sensation
*Inter*personal learner	Likes group work and working cooperatively to solve problems; interested in the larger community (classroom, school, town).	• Have lots of friends • Talk to people • Join groups	• Understanding people • Leading others • Organizing events/others • Communicating • Manipulating others Mediating conflict	• Sharing • Comparing • Relating • Cooperating • Interviewing
*Intra*personal learner	Enjoys the opportunity to reflect and work independently; often quiet and prefers individual to group activities.	• Work alone • Pursue own interests	• Understanding self • Focusing inward (feelings, dreams, own interests, own goals) • Originality	• Working alone • Individualized projects • Self-paced instruction • Having own space
Naturalist	Enjoys drawing connections to his/her environment; has a strong connection to nature.	• Physically experience nature • Observe • Respond to natural patterns	• Exploring natural phenomena • Seeing connections • Seeing patterns Reflective thinking	• Observing • Recording events in nature • Working in pairs • Pursuing long-term projects

APPENDIX C: PDE Professional Development Standards

In order for a professional development event to qualify for Act 48 hours, it must meet all applicable PDE standards listed below.

The **event** must offer professional development activities that are:

1. Aligned to **clear objectives** for increasing student achievement and school success
2. Designed according to principles of **adult learning theory** to engage educators in professional growth.
3. Aligned with the **Danielson Framework for Teaching**.
4. Aligned to PDE **subject-area content**, as applicable: Pennsylvania's Early Learnir Standards, Pennsylvania Alternate System of Assessment (PASA) Academic Stanc Kindergarten Standards, Academic Content Standards.
5. Designed according to a curriculum based on **research or best practices** and a del model that emphasizes **sustained, job-embedded professional development** activ

The **group** offering the activities must:

6. Assess participant proficiency through an **end-of-course assessment**.
7. Measure **participant satisfaction and impact on professional practice** through a of all participants, designed by PDE. (Completed surveys will be retained by the O of Teacher Certification (OTC) for periodic sampling. They will be used to determ whether your event merits re-approval.)
8. Evaluate the event's **effect on student learning and school success**. (PDE encour professional development providers to engage in appropriate follow-up activity in addition to assessment of student achievement and/or school success.) With the nev guidelines, each provider MUST survey participants within three months and subm results of the survey with data prior to receiving any Act 48 credit.

APPENDIX D: PDE Professional Development Content Criteria

Criteria for professional development activities directed at classroom teachers, guidance counselors and education specialists:

B1. Enhances the educator's **content knowledge** in the area of the educator's certification or assignment.

B2. Increases the educator's **teaching skills** based on research on effective practice.

B3. Provides educators with a variety of classroom-based **assessment skills** and the skills needed to **analyze and use data** in instructional decision-making.

B4. Empowers educators to work effectively with **parent and community partners**.

Criteria for professional development activities directed at school and district administrators and other educators seeking leadership roles:

B5. Provides the knowledge and skills to **think and plan strategically**, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

B6. Provides leaders with the ability to **access and use appropriate data** to inform decision-making.

B7. Empowers leaders to create a **culture of teaching and learning**, with an emphasis on learning.

B8. Instructs the leader in **managing resources** for effective results.

APPENDIX E: Applicable Learning Standards Areas

Learning Standards Area	**Link**
Academic Content	http://www.pdesas.org/Standard/StandardsBrowser
Social Emotional Wellness (see “Safe and Supportive Schools” section along the top of the SAS page OR search in subject area you are teaching, if applicable to your program	http://www.pdesas.org/Standard/StandardsBrowser
Early Learning (OCDEL)	http://www.education.state.pa.us/portal/server.pt/community/early_childhood/8705
World Class Instructional Design and Assessment (WIDA) English Language Proficiency	https://wida.wisc.edu/teach/standards/eld
21st Century Skills for Information, Media and Technology	http://www.p21.org/index.php?option=com_content&task=view&id=61&Itemid=120
ISTE National Educational Technology Standards (NETS) for Students, Teachers, and Administrators	http://www.iste.org/AM/Template.cfm?Section=NETS
Danielson Framework for Teaching	http://www.pdesas.org/Instruction/FrameworksRelationships

LEHIGH UNIVERSITY | COLLEGE OF EDUCATION

COURSE TITLE HERE

INSERT TYPE OF INFORMATION HERE
Survey

The purpose of this survey is to assess the impact of what you learned at the TITLE OF PROGRAM on implementation of evidence-based practices in your setting. Please return this survey by INSERT DATE HERE to INSERT CONTACT NAME AND ADDRESS HERE.

NOTE THAT YOU WILL NOT BE GRANTED THE ACT 48 HOURS UNTIL THIS FORM AND SUPPORTING MATERIALS ARE RETURNED.

In the boxes below, consider the following questions for the sessions you attended.

- What specific skills or content knowledge was applied and how?
- What impact did the application have on either (1) GOALS OF PROGRAM or (2) OTHER GOALS OF PROGRAM?
- What were the obstacles to implementation and how did you address those?

Presentation Sessions

a)
b)
c)
d)

Indicate session attended (refer to list above)	Evidence-based practice implemented in my setting (please provide a brief summary):	Impact on intended outcomes (please provide a brief description of how you evaluated outcomes (e.g., graphed data, anecdotal stories, brief survey data, photographs of environmental changes, family partnership events or materials; please feel free to attach any documents as needed):	Challenges to implementation and strategies to address those:
Session 1:			
Session 2:			