



Application for Act 48 Continuing Education Hours

This application is updated to reflect the requirements set forth in PDE's Act 48 Approved Provider Guidelines as of September 2021. Note that all of the Standards have been updated to reflect current practice in Pennsylvania schools. In particular, Standard 3 and Standard 8 have been significantly altered.

No Act 48 credit will be given until all Standards have been met. Standard 8 requires follow up by you, the program provider, within three months of the end of your program. We have provided a document that may guide you in completing Standard 8.

As always, contact the Office of Professional Certification if questions arise.

I. Applicant Information

Please enter the requested information by typing in the boxes below.

**Name of group offering the event
(Your group):**

Campus address:

—OR—

Off-campus address:

**Contact person:
(Name and title)**

Contact's phone:

Contact's email:

Title and Description of Your Program

Please type an **X** in only *one* box below to indicate if your professional development activity is a **program or non-credit course**.

[Note that a participant *automatically* earns Act 48 hours for a credit-bearing course recorded on a transcript.]

Then please enter the requested information by typing in the boxes below.

A **program** is a series of related continuing professional education activities with a common theme and outcome that are offered for a specific number of hours; PDE recommends that a program consist of at least 3.5 hours of related activities.

Program title:

Number of hours of related activities:

OR

A **non-credit course** is a series of lessons offered for continuing education units (CEU's) by a college/university or intermediate unit in which each credit is equivalent to 14 hours of study and 16 hours of related assignments culminating in an evaluated final product.

Course title:

Number of credits:

For your event, please type the requested information in the boxes provided:

Start date:

End date:

Number of professional development sessions:

Number of hours per session

Total number of professional development hours:

II. Trainers/Presenters

PDE requires the names of trainers/presenters and detailed information regarding their credentials relevant to your group’s event. You must have **at least one** trainer/presenter and you *may have more than four* (if so, please complete the next page as well).

Please complete the table below by typing the requested information about each presenter/trainer for your event.

	Trainer/Presenter #1	Trainer/Presenter #2	Trainer/Presenter #3	Trainer/Presenter #4
Full Name:				
Training/degree(s) relevant to the event:				
Professional experience relevant to the event:				
Other credentials relevant to the event: (For example, presentation of similar professional development activities, publications, consultancy)				

II. Trainers/Presenters *(continued)*

	Trainer/Presenter #5	Trainer/Presenter #6	Trainer/Presenter #7	Trainer/Presenter #8
Full Name:				
Training/degree(s) relevant to the event:				
Professional experience relevant to the event:				
Other credentials relevant to the event: (For example, presentation of similar professional development activities, publications, consultancy)				

III. Prospective Participants

Indicate the group(s) of educators that will be eligible to participate in your event by typing an **X** in the box to the left of all prospective participants.

 Classroom Teachers Principals/Assistant Principals Superintendents/
Asst. Superintendents School Counselors Other Education Specialists
(Enter TITLE in box on right.)TITLE:

Please indicate the GRADE LEVELS of your prospective participants by typing an **X** in the box to the left of *all* grade levels from which you expect to draw participants for your event.

 Early elementary (PreK-4) Upper elementary/middle (5-8) High school (9-12)

Please list the certifications to be supported by the proposed Act 48 professional development offering(s). If the certifications to be supported are different for different activities within the proposed course or program, then itemize the certifications to be supported by individual offerings.

Ex. Special Education PK-8 and Special Education 7-12 or all secondary science certifications

- 1.
- 2.
- 3.
- 4.
- 5.

In the box to the right, please type the **number of participants** you estimate will attend each time your event is offered.

IV. Event Content

In order for a professional development event to receive Lehigh University endorsement for Act 48 hours, it must meet **all eight** applicable PDE standards as outlined on pages 5 and 12 of the *Act 48 Application Guide* and below.

STANDARD 1:	Professional development activities have clear objectives for increasing student achievement and school success.
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To meet this standard, you need to provide your event's **objective(s)** and the **related activities** that are designed to improve specific student achievement and school success outcomes. PDE requires that objectives be stated in **specific, behavioral** and **measurable** terms.

You must provide **at least one objective** and you are not restricted to the four we have provided space for here. You must provide **at least one** activity for each objective and you may list *more* than three activities (by inserting rows below the third activity for an objective).

This standard is combined with STANDARD 2 and the form for entering this information appears on the next two pages.

EXAMPLES: To help you see what PDE is looking for, below are two examples that draw on Pennsylvania's standards and assessment anchors (<http://www.pde.state.pa.us>.) as an alternative to PSSA or other standardized test results. Your event's objectives may refer, however, to any meaningful standard for student achievement or school success.

An example of a specific, behavioral and measurable objective for student achievement:

By Spring 2012, eighty-five percent (85%) of 11th grade general education science students will earn a score of "3" or better on a six-point rubric assessment of responses to at least one of the two "eligible content" prompts of the Keystone Chemistry Assessment Anchor "CHEM.A.2.1: Explain how atomic theory serves as the basis for the study of matter."

An example of a specific, behavioral and measurable objective for school success:

(Note: While most measures of "school success" relate to student success [learning, behavior], implementation of "best practice"/research-based educational programs and instructional practice can also be used to indicate "school success.")

By spring 2012, one hundred percent (100%) of 11th grade science teachers will implement at least two project-based lessons that satisfy the Keystone Chemistry Assessment Anchor "CHEM.A.2.1: Explain how atomic theory serves as the basis for the study of matter," as measured by lesson plans and classroom observations.

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

Documentation of Objectives Aligned to School Success and Adult Learning Principles

Please type your objectives in the boxes provided below. For each objective, please enter brief descriptions for up to three activities and beside each brief description, please type in the number(s) of the relevant adult learning theory principle(s) listed at the bottom of the form. There is room for up to four objectives. If you have more than four objectives, please contact Lisa Collins (inotcfp@lehigh.edu or 610-758-2805) for guidance on how to handle additional objectives.

OBJECTIVE #1

Specific, behavioral and measurable student achievement/school success for **objective #1**

ACTIVITIES RELATED TO OBJECTIVE #1:

	Brief description	Number(s) of relevant adult learning theory principle(s)
Activity #1		
Activity #2		
Activity #3		

OBJECTIVE #2

Specific, behavioral and measurable student achievement/school success for **objective #2**

ACTIVITIES RELATED TO OBJECTIVE #2:

	Brief description	Number(s) of relevant adult learning theory principle(s)
Activity #1		
Activity #2		
Activity #3		

Principles of Adult Learning Theory

#1	May bring to learning context high affective filter.	#2	Bring to learning context foundation of life experience & world knowledge.	#3	Actively seek connections to prior knowledge.	#4	Are goal-oriented.	#5	Are accustomed to autonomy & self-direction.
#6	Oriented to relevancy & practical applications.	#7	Motivated by prospect of personal advancement.	#8	Motivated by prospect of escape/stimulation.	#9	Seek cognitive novelty.	#10	Are aware of their learning styles & consciously learn how to learn.

Documentation of Objectives Aligned to School Success and Adult Learning Principles *(continued)*

Please type your objectives in the boxes provided below. For each objective, please enter brief descriptions for up to three activities and beside each brief description, please type in the number(s) of the relevant adult learning theory principle(s) listed at the bottom of the form. There is room for up to four objectives. If you have more than four objectives, please contact Lisa Collins (inotcfp@lehigh.edu or 610-758-2805) for guidance on how to handle additional objectives.

OBJECTIVE #3

Specific, behavioral and measurable student achievement/school success for **objective #3**

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ACTIVITIES RELATED TO OBJECTIVE #3:

	Brief description	Number(s) of relevant adult learning theory principle(s)
Activity #1		
Activity #2		
Activity #3		

OBJECTIVE #4

Specific, behavioral and measurable student achievement/school success for **objective #4**

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ACTIVITIES RELATED TO OBJECTIVE #4:

	Brief description	Number(s) of relevant adult learning theory principle(s)
Activity #1		
Activity #2		
Activity #3		

Principles of Adult Learning Theory

#1	May bring to learning context high affective filter.	#2	Bring to learning context foundation of life experience & world knowledge.	#3	Actively seek connections to prior knowledge.	#4	Are goal-oriented.	#5	Are accustomed to autonomy & self-direction.
#6	Oriented to relevancy & practical applications.	#7	Motivated by prospect of personal advancement.	#8	Motivated by prospect of escape/stimulation.	#9	Seek cognitive novelty.	#10	Are aware of their learning styles & consciously learn how to learn.

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

Note first that you are asked below to supply the required information for **either** (1) *classroom teachers, guidance counselors and education specialists* **or** (2) *school and district administrators, and other educators seeking leadership roles* (**or for both**, if your event will involve both types of educators).

Type an **X** in the box to the left of each Professional Development Content Component your event meets. Then enter the appropriate learning objective's activities from above in the box to the right of that criterion. If more than one objective's activities apply, type in all activities that meet this criterion.

For example, if your event meets criterion **1a** through objective #1's activities #2 and #3 and objective 3's activity #2 (see the previous form), type **1.2, 1.3, & 3.2** in the box to the right of criterion 1a.

Domain 1: Planning and Preparation:

Professional Development Component	Objective Activities That Meet This Component
<input type="checkbox"/> 1a. Demonstrating Knowledge of Content and Pedagogy	
<input type="checkbox"/> 1b. Demonstrating Knowledge of Students	
<input type="checkbox"/> 1c. Setting Instructional Outcomes	
<input type="checkbox"/> 1d. Demonstrating Knowledge of Resources	
<input type="checkbox"/> 1e. Designing Coherent Instruction	
<input type="checkbox"/> 1f. Designing Student Assessments	

Domain 2: Classroom Environment

	Professional Development Component	Objective Activities That Meet This Component
<input type="checkbox"/>	2a. Creating an Environment of Respect and Rapport	
<input type="checkbox"/>	2b. Establishing a Culture for Learning	
<input type="checkbox"/>	2c. Managing Classroom Procedures	
<input type="checkbox"/>	2d. Managing Student Behavior	
<input type="checkbox"/>	2e. Organizing Physical Space	

Domain 3: Instruction

	Professional Development Component	Objective Activities That Meet This Component
<input type="checkbox"/>	3a. Communicating With Students	
<input type="checkbox"/>	3b. Using Questioning and Discussion Techniques	
<input type="checkbox"/>	3c. Engaging Students in Learning	
<input type="checkbox"/>	3d. Using Assessment in Instruction	
<input type="checkbox"/>	3e. Demonstrating Flexibility and Responsiveness	

Domain 4 Professional Responsibilities

Professional Development Component	Objective Activities That Meet This Component
<input type="checkbox"/> 4a Reflecting on Teaching	
<input type="checkbox"/> 4b. Maintaining Accurate Records	
<input type="checkbox"/> 4c. Communicating with Families	
<input type="checkbox"/> 4d. Participating in a Professional Community	
<input type="checkbox"/> 4e. Growing and Developing Professionally	
<input type="checkbox"/> 4f. Showing Professionalism	

STANDARD 4: Professional development activities aligned to the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards.

Your event must align with one or more of the following Pennsylvania learning standards areas. Table 4.1 below identifies the standards areas and provides links where you can go to find more information.

Please refer to the chart below to find the applicable learning standards for your event. You must identify **at least one** Learning Standards Area.

Table 4.1 Learning Standards

Learning Standards Area	For further information, go to:
Academic Content	http://www.pdesas.org/Standard/StandardsBrowser
Social Emotional Wellness	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
21 st 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

Table 4.2. Your Event Aligned to Pennsylvania Learning Standards

For each learning standards area addressed by your event, please type the requested information in the boxes beneath that area.

	Learning Standards Area #1	Learning Standards Area #2	Learning Standards Area #3	Learning Standards Area #4
NAME OF LEARNING STANDARDS AREA:				
STANDARD DOMAIN				
STANDARD CLUSTER				
GRADE-LEVEL CLUSTER/BENCHMARK				
HOW YOUR EVENT ALIGNS WITH THIS STANDARD				

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

In each of the two boxes below, please type the requested information.

Describe the research/best practices on which your event is based.

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Describe the job-embedded design of your event and indicate how participants will integrate its content/skills into their school-based professional practice.

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

In each of the boxes below, please type the requested information.

Describe the knowledge/skills that participants are expected to demonstrate as a result of your event.

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Describe the assessment tool(s) used to measure how well participants acquired the targeted knowledge/skills.

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Attach the assessment tool(s) that you will use to measure **participant proficiency**. Also attach any scoring rubrics you plan to use. In the boxes below, please enter the names of these attached documents.

Name of Assessment Tool Attached Document

Name of Attached Scoring Rubric Document

STANDARD 7:

The provider assesses participant satisfaction and impact on professional practice through **surveys of all enrollees**, designed by PDE and retained by the Office of Professional Certification (OPC) for periodic sampling. The university will consider participant responses in determining whether your event merits re-approval.

Professional education providers must provide all participants with a survey form prepared by PDE (see **Professional Development Survey for Educators and School Leaders**, available online at <http://www.lehigh.edu/education/OTC/forms/ACT48/>). The program provider must collect these surveys at the end of the program. The surveys, complete sign in sheet and excel roster are to be sent to the OTC for retention.

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. Pennsylvania's Educator Effectiveness System is described in detail at <http://pdesas.org/instruction/frameworks>

Type an *X* in the box to the left of each *type* of assessment tool you will use to determine the effectiveness of the professional development activities in your event to confirm they had a positive effect on student achievement. Put an *X* beside *all* assessment tools you plan to use. *Ask for a reply within three months of the program.*

Type of Assessment Tool	Description of Your Tool
<input type="checkbox"/> Classroom observation (For example, instructional implementation, student behavior)	
<input type="checkbox"/> Student survey (For instance, affective response to instructional intervention)	
<input type="checkbox"/> Student PSSA data	
<input type="checkbox"/> Standardized student assessment data other than the PSSA	
<input type="checkbox"/> Review of participant lesson plans (instructional implementation)	
<input type="checkbox"/> Classroom student assessment data (written and/or performance-based)	
<input type="checkbox"/> Review of written reports summarizing instructional implementation (For example, classroom observation report, peer coaching)	
<input type="checkbox"/> Other Type of Assessment Tool (Provide detail in box on right.)	
<input type="checkbox"/> Other Type of Assessment Tool (Provide detail in box on right.)	

Attach the assessment tool(s) that you will use *after your event* to measure its **effect on student achievement and/or school success**. Also attach any scoring rubrics you plan to use. In the boxes below, please enter the names of these attached documents. A Standard 8 suggested document is on the webpage.

Name of Assessment Tool Attached Document

Name of Attached Scoring Rubric Document

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

PDE encourages professional development providers to engage in appropriate follow-up activity in addition to assessment of student achievement and/or school success.

If applicable, describe any follow-up activity that your group will conduct with participants after your event.

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VI. Recommendation and Approval

Office of Teacher Certification Recommendation

<input checked="" type="checkbox"/> Recommendation	Comments
<input type="checkbox"/> APPROVE for Act 48 hours	
<input type="checkbox"/> DO NOT APPROVE for Act 48 hours	

Date

Lisa Collins, Director

College of Education Approval

<input checked="" type="checkbox"/> Action	Comments
<input type="checkbox"/> APPROVED for Act 48 hours	
<input type="checkbox"/> NOT APPROVED for Act 48 hours	

Date

Christopher Liang, Chair