**Professional Development Provider Non-Credit Proposal Application**

**Section Outline**

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| **Section** | **Information Required** |
| General Application Information | Provide applicant contact details and list each Act 48 professional development offering |
| 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. |

General Application: 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).

|  |  |  |  |
| --- | --- | --- | --- |
| Activity/Program Title | Delivery Model | # of Act 48 Hours to be Offered | Estimated # of Participants |
| INSERT CONTENT | INSERT CONTENT | INSERT CONTENT | INSERT CONTENT |
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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.

INSERT CONTENT

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 for the offering for which Act 48 professional development hours are requested. A thorough description of the content of each of the proposed offerings must be included, along with syllabi and/or content outlines of the offering proposed. In addition to the representation of content, the application must include behaviorally stated, measurable learning objectives for the offering. 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](http://www.cciu.org/cms/lib4/PA01001436/Centricity/Domain/50/Writing_Learning_Objectives_-_provided_by_PDE.pdf)). 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 offering. 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.

Below is a sampling of proposed offerings, aligned learning objectives and credentials of

presenters:

|  |  |  |
| --- | --- | --- |
| Activity/Program Title | Learning Objective | Presenter Credentials |
| INSERT CONTENT | INSERT CONTENT | INSERT CONTENT |
|  |  |  |
|  |  |  |

INSERT CONTENT

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 offering. The application should include amplifying information about how these principles were applied in the design and delivery of the proposed offering. 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](http://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf)

Below is a sampling of proposed offerings, aligned adult learning theory:

|  |  |
| --- | --- |
| Activity/Program Title | Adult Learning Theory |
| INSERT CONTENT | INSERT CONTENT |

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 the proposed offering is aligned with, then provide an amplifying explanation of how the offering promotes or increases the educator’s understanding of the professional practice component.

INSERT CONTENT BY IDENTIFYING AT LEAST ONE COMPONENT OF ONE DOMAIN

**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

INSERT CONTENT

Below is a sampling of proposed offerings, aligned Danielson domains and amplifying explanation:

|  |  |  |
| --- | --- | --- |
| Activity/Program Title | Danielson Domains | Amplifying Explanation |
| INSERT CONTENT | INSERT CONTENT | INSERT CONTENT |

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 offering 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 offering covers 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, it should be aligned to the Pennsylvania Interpersonal Skills standards, also accessible via SAS. If the proposed offering is 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 proposed offering aims 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](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf); or
* [International Society for Technology Education’s National Educational Technology Standards for Students, Teachers, and Administrators](http://www.iste.org/standards/standards)

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 activity is aligned and explain how the content provided in the professional development activity is aligned with the standards.

INSERT CONTENT

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 offering 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 offering, 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 offering is based and include the applicable citations.

Below is a sampling of proposed offerings, aligned Research/Research-Proven Practice

Reference:

|  |  |
| --- | --- |
| Activity/Program Title | Research/Research-Proven Practice Reference |
| INSERT CONTENT | INSERT CONTENT |

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's content. Indicate the attachment number or name given to this document and locate it at the end of the application.

INSERT CONTENT AND INCLUDE 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**.

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 offering 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.

INSERT CONTENT

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 offering translates 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 offering, 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 offering 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 offering 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.

**Select all that apply**:

INSERT CONTENT

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.

INSERT CONTENT