



*Inspiring productive, fulfilled, life-long learners*

**March 2007 Act 48  
Professional Education Plan  
Guidelines  
&  
Approved Provider Guidelines**



# PURPOSE

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The Act 48 Professional Education Plan Guidelines are intended as a guide to help school entities and educators meet the professional education requirements of Act 48.



# Professional Education Plan

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- Plan is designed to meet the education needs of that school entity and its professional employees, so that they may meet the specific needs of students.
- Professional development must be based on sound research and promising practices, and it must be part of an approved plan for building educators' skills over the long term.

# Professional Education Criteria

*13 Criteria that define the intent of the Professional Education*

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**A. Plans are to be based on student needs and evaluated using student data. Approved professional development:**

A1. Uses disaggregated student data to determine educators' learning priorities

A2. Is evaluated to show its impact on teaching practice and student learning



## Professional Education Criteria (continued)

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B. Professional development activities have content that will increase student learning.

# Professional Education Criteria:

*For classroom teachers, school 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, with attention given to interventions for struggling students
- 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 parents and community partners



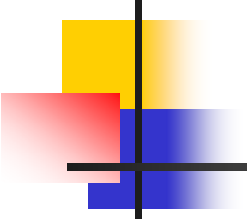
## Professional Education Criteria:

*For school and district administrators, and other educators seeking leadership roles:*

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- B5. Provides the knowledge and skills to think and plan strategically,
- 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

## Professional Education Criteria:



Professional development is provided through a process that is most likely to result in sustained school improvement.

Approved professional development:

- C1. Is set out in a plan that is updated annually by the Act 48 Committee
- C2. Is based on knowledge of adult learning styles
- C3. Is tailored to each stage of an educator's career, differentiating between the needs of novice and experienced professionals



# Review: Two Major Foci

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- Building capacity to provide instruction that targets meeting the needs of diverse learners
- Building capacity in content knowledge aligned with the educator's certificate type and kind



# Acceptable/Unacceptable Professional Education

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Examples of professional education are provided to assist the professional education committee during their planning phase. The citations are examples and not complete listings.

The school entities' Professional Education Committee uses these as guidance and reviews all options pertinent to their plan.



# Act 48 Credit Courses

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- A course is a series of lessons offered for credit by a college/university or intermediate unit where each credit is equivalent to 14 class hours and 16 hours of related assignments culminating in an evaluated final product.



# Options: Program/Activity

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- A program is a series of related continuing professional education events with a common theme and outcome that are offered for the specific number of hours, but it is recommended that they be at least 3.5 hours in length.
- Activities are the components of programs such as training sessions, specific and relevant conference sessions, walk-throughs, and the alignment of curriculum and standards.



# Annual Review

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- Should include evaluation of the goals, activities, and delivery system, and attainment of the competencies for each activity.
- Amendments to the plan must be recommended by the Professional Education Committee, approved by the board of directors, and submitted to the PA Department of Education for approval.



# Professional Education Committee

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- Teachers, Education Specialists and Administrators elected from among peers
- Parents, business and community representatives selected by the Board of Directors
- Responsibilities defined in Guidelines



# Professional Education Committee-Connections

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- School Improvement Committee should provide input to the Professional Education Committee before the Plan is submitted to the board of school directors for approval.

# Act 48 Approved Provider Guidelines –March 2007



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# Approved Provider Guidelines

## Major Changes

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- All entities intending to serve as Act 48 professional education providers must seek approval through an application.
- All eligible providers may employ others by subcontracting with those who can maintain the criteria of quality.



# Professional Development Updates are:

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*Designed to **hold all parties more accountable** for their role in the process:*

A. Educators more accountable for their own education,

B. Districts more accountable for their plans, and

C. Providers more accountable for the professional development they deliver.



# Provider types

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- All school entities that submit a Professional Education Plan,
- Institutions of higher education,
- Professional Associations, Non-profit, organizations,
- Corporations, partnerships and limited liability companies,
- and individuals.



# Providers will apply to offer professional education:

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**Courses** (series of lessons for credit by colleges/universities/intermediate units equivalent to 14 class hours and 16 hours of assignments). Courses may count only if they meet Pennsylvania Professional Education Criteria,

# Professional Education

## Format Options (continued):

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- **Programs** (a series of related professional education activities with a common theme and outcome), and
- **Activities** (components of programs such as training sessions, conference sessions, alignment of curriculum and standards).



# National Professional Education Providers

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- The College Board
- International Baccalaureate
- National Board for Professional Teaching Standards
- Nationally accredited out-of-state colleges/universities for certificate holders residing out of state.

Alternate application process to be defined in the future.



# Professional Education Criteria...

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Have been redefined to provide greater specificity that addresses job embedded needs for classroom teachers, guidance counselors, education specialists, school and district administrators and others seeking leadership roles.



# Professional Development Provider Criteria Basics

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- Clear objectives
- Design based upon Adult Learning Theory
- Within approved area of the Professional Education Criteria for that educator
- Aligned to PA standards (Early Learning, Kindergarten and Academic)



# Professional Development Provider Criteria (Continued):

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- Curriculum based on research or best practices
- End of course assessment
- Survey, assesses participants satisfaction
- Evaluate to determine impact on student learning and school success.



# Approved Provider Requirements

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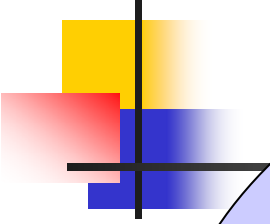
- Submit records to PDE via the internet within 30 days of program/activity completion.
- Provide participants a written record of program and hours/credits completed.



# Approved Provider Requirements (Continued):

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- Conduct review process to ensure all requirements are met and maintain files to validate.
- Maintain records for seven years (course/program description, faculty data, participant roster and evaluations).



Ensuring that all Pennsylvania children receive the high-quality education that they deserve requires an effective teacher in every classroom and school and district leadership that is focused on raising achievement.



# Contact

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## Regional Director

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