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

**Primary Contact/Provider:**Click or tap here to enter text.

**College:**Click or tap here to enter text. **Department:**Click or tap here to enter text.

**Office Location:** Click or tap here to enter text. **Phone:**Click or tap here to enter text.

**Email:**Click or tap here to enter text.

**Other Providers/Presenters:**Click or tap here to enter text.

**Submission Date:**Click or tap here to enter text.

**Program Title:** Click or tap here to enter text.

**Application Standards**

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| --- | --- |
| **Section** | **Information Required** |
| 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 the 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 it 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).**

|  |  |  |  |
| --- | --- | --- | --- |
| Program Title | Delivery Model  (i.e., in person, hybrid, online asynchronous, online synchronous) | # of Act 48 Hours to be Offered  By date for sessions/activities offered on more than one date or overall number of hours | Estimated # of Participants |
| INSERT CONTENT  Click or tap here to enter text. | INSERT CONTENT  Click or tap here to enter text. | INSERT CONTENT  Click or tap here to enter text. | INSERT CONTENT  Click or tap here to enter text. |

**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](https://med.fsu.edu/sites/default/files/uploads/files/FacultyDevelopment_WritingObjectives.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.

Complete the table below by describing a sampling of the activities.

**Writing learning objectives:**

An objective should be included for each activity listed. Each learning objective must be

observable and measurable. They must include conditions, a clearly defined behavior, and

performance criteria.

**Conditions** - describe the situation or materials necessary for the learner to perform the behavior.

**Behavior** - specifically describes what the learner will do using action verbs that allow performance

to be observed and measured.

**Criterion** – identifies the performance level the learner must demonstrate.

|  |  |  |
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| Program Title | Learning Objective | Presenter Credentials |
| EXAMPLE:  Program Title: Using SEL to Improve Executive Functioning  Activity 1: Construct brain-based learning activities | Given access to lecture materials and the assigned readings, teachers will work cooperatively in small groups to design two lesson plans applying one of the four social-emotional learning strategies to improve executive function for students in grades K-6 | Lucy Goosey, EdD  Faculty in the Department of Curriculum & Instruction at Fake University, Nowhere, PA |
| Activity 2: Conduct brain-based learning activities in grade K-6 classrooms | When presented with instruction on one of the four social-emotional learning strategies for improving executive function and with a verbal prompt, students in grades K-6 will apply the strategy at least once daily during an ELA class period across five consecutive days, evaluated through observation. | Classroom educators participating in the workshop entitled, *Using Brain-Based Lessons to Improve EF,* for Act 48 credit. |
| INSERT CONTENT FOR STANDARD 1 | INSERT CONTENT FOR STANDARD 1 | INSERT CONTENT FOR STANDARD 1 |
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| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**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. Some commonly agreed upon principles of adult learning include (1) creating a *need to know*, (2) recognizing the *adult self-concept*, (3) building learning off *prior experiences*, (4) assessing an adult’s *readiness to learn*, (5) addressing the adult’s *orientation to learning*, and (6) providing appropriate *motivation* for the adult learner (principles taken from [this online article](https://www.enablersofchange.com.au/what-are-the-six-adult-learning-principles/)). [This link](https://www.wgu.edu/blog/adult-learning-theories-principles2004.html) provides information about several widely-used theories of adult learning; [this page](https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf) contains a downloadable pdf that also presents things to consider when working with adult learners. Some useful references related to this are (1) Knowles, M. S. (1978). Andragogy: Adult learning theory in perspective. *Community College Review*, *5*(3), 9-20 (accessible [here](https://journals.sagepub.com/doi/pdf/10.1177/009155217800500302)); (2) Lawler, P. A. (1991). The Keys to Adult Learning: Theory and Practical Strategies (accessible [here](https://files.eric.ed.gov/fulltext/ED345108.pdf)); (3) Merriam, S. B. (2008). Adult learning theory for the twenty‐first century. *New directions for adult and continuing education*, *2008*(119), 93-98; and (4) Celli, L. M., & Young, N. D. (2017). Contemporary pedagogy for the adult learning. *PUPIL: International Journal of Teaching, Education and Learning*, *1*(1), 86-96 (accessible [here](https://pdfs.semanticscholar.org/7ef1/5c5fdf3d1bb0e2ba056122639ed5cebd93b9.pdf)).

The application should include clarifying information about how these principles were applied in the design and delivery of the proposed offering.

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| Program Title | Adult Learning Theory |
| INSERT CONTENT FOR STANDARD 2  Click or tap here to enter text. | INSERT CONTENT FOR STANDARD 2  Click or tap here to enter text. |

**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.

**Resources:**

[**The Danielson Framework**](http://static.pdesas.org/content/documents/pde%20-%20teacher%20evaluation%20pilot%20ii%20rubric.pdf)

[**The Danielson Rubric with Virtual Considerations**](https://tabco.org/wp-content/uploads/sites/23/2020/10/Final-Rubric-for-Remote-Teaching-and-Learning.pdf)

**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

EXAMPLE:

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| --- | --- | --- |
| Program Title | Danielson Domains | Amplifying Explanation |
| Using Social-Emotional Learning to Improve Executive Function (EF) | Domain 1: Planning and Preparation.  1c Setting Instructional Outcomes  1d Demonstrating Knowledge of Resources  1e Designing Coherent Instruction  Domain 3: Instruction  3c Engaging students in learning | The workshop is designed to support educators’ ability to teach strategies to strengthen executive functioning (i. e., self-regulation, attention, problem solving, planning, memory) through social-emotional learning practices. The strategies addressed will support teaching and learning. Information will be shared through video, lecture, activities, and reflections. |
| INSERT CONTENT FOR STANDARD 3  Click or tap here to enter text. | | |
| Program Title | Danielson Domains | Amplifying Explanation |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**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:

1. [Partnership for 21st Century Skills Frameworks for Information, Media and Technology Skills; for Students, Teachers, and Administrators](https://www.battelleforkids.org/networks/p21)
2. [International Society for Technology Education’s National Educational Technology Standards](https://www.iste.org/iste-standards#:~:text=The%20ISTE%20Standards%20provide%20the,of%20technology%20in%20schools%20worldwide.)
3. [Code of Professional Practice and Conduct for Educators](https://www.pspc.education.pa.gov/Documents/Statutes%20Regs%20Forms/Code%20of%20Conduct.pdf)
4. [Core and Corollary PA Leadership Standards](https://principalstandards.gtlcenter.org/state/pennsylvania)

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 FOR STANDARD 4

Click or tap here to enter text.

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.

EXAMPLE

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| --- | --- |
| Program Title: Using SEL to Improve EF | Research/Research-Proven Practice Reference |
| This workshop proposes to share instructional strategies for embedding social-emotional learning practices such as mindfulness within academic lessons. Teaching children to attend to their physical and mental status has demonstrated benefits including the reduction of stress and anxiety, improved attention, and self-regulation (Zelazo & Lyons, 2012).  The executive functions necessary to be a successful learner are the same as those necessary to develop attention and self-regulation and children who have developed self-regulatory skills early are better positioned to be academically successful overall (McClelland et al., 2007). Cognitive processes relevant to EF include emotional control, working memory, internalization of self-directed speech, and problem solving (Westby, 2004)  School-based interventions designed to support student development in areas such as social and emotional learning (SEL), self-regulation, and various noncognitive skills have demonstrated positive influences on learning behaviors and performance (Brackett et al., 2012; Durlak et al., 2011; Jones et al., 2011).  In particular, practices incorporating mindfulness, meditation, breathing, and visualizing have been shown to enhance reasoning, working memory, and self-regulation (Diamond, 2012). | Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. Learning and Individual Differences, 22(2), 218–224. [https://doi.org/10.1016/j.lindif.2010.10.002](https://psycnet.apa.org/doi/10.1016/j.lindif.2010.10.002)  Diamond, A. (2012). Activities and programs that improve children’s executive functions. *Current Directions in Psychological Science*, 21, 335–341. <http://dx.doi.org/10.1177/0963721412453722>  Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development,* 82(1), 405–432. https://doi.org/ 10.1111/j.1467-8624.2010.01564.x  Jones, S. M., Brown, J. L., & Aber, J. L. (2011). Two year impacts of a universal school-based social emotional and literacy intervention: An experiment In translational developmental research. *Child Development*, 82, 533-554.  McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. *Developmental Psychology*, 43, 947-959  Westby, C. (2004). A language perspective on executive functioning, metacognition, and SELF-regulation. In C. A. Stone, E. R. Silliman, E. J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 398-425). New York: Guilford Press  Zelazo, P. D., & Lyons, K. E. (2012). The potential benefits of mindfulness training in early childhood: A developmental social cognitive neuroscience perspective. *Child Development Perspectives,* 6, 154 –160. http:// dx.doi.org/10.1111/j.1750-8606.2012.00241.x |
| INSERT CONTENT FOR STANDARD 5  Click or tap here to enter text. | INSERT REFERENCES FOR STANDARD 5  Click or tap here to enter text. |

**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.

Some examples of summative assessments for workshop participants that are considered valid by PDE include:

* Participant reflections to questions prepared by the individuals offering the workshop
* Surveys
* Assessments (i.e., quizzes, exams, de-identified work samples)
* Essays or papers
* Lesson plans
* Unit plans

INSERT CONTENT FOR STANDARD 6 AND INCLUDE ASSESSMENT(S)

**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:

1. the steps that will be taken to enable participants to provide feedback about how well the training addressed their needs
2. how the provider will ascertain what changes or improvements should be made to its offering based on participant feedback.

The participant feedback or survey tool must assess:

1. participant satisfaction and suggestions for improvement
2. impact on professional practice

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.](https://www.education.pa.gov/Documents/Teachers-Administrators/Act%2048-PERMS/Professional%20Development%20Survey%20for%20Educators%20and%20School%20Leaders.pdf)

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.

EXAMPLE:

*Within the application:*

The staff teaching the *Using Social-Emotional Learning to Improve Executive Function* workshop will distribute the **In-service Evaluation** (attached) to workshop participants at the end of the workshopto assess participant satisfaction and impact on professional practice. The Workshop staff will carefully analyze these responses after each session and plan the following trainings based on feedback received.

INSERT CONTENT FOR STANDARD 7

Click or tap here to enter text.

**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**:

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.

**PLEASE NOTE:** The Pennsylvania Department of Education (PDE) mandates that the impact of the program on students in grades PreK-12 be measured in some way. Applications cannot be approved if they are submitted without an assessment of PreK-12 student performance. Although PDE suggests the use of formal data which may not realistically be available (or be a valid measure of the impact on students), there are alternatives to consider. Please see the example list below.

Some examples of assessments for students in grades PreK-12 that are considered valid by PDE include:

* Documented pre and post observations of the frequency, intensity, or duration of behavior
* Educator reflections on student performance – reflections should be in response to a series of relevant questions prepared by the individuals offering the workshop/lecture
* Surveys completed by students
* Informal assessments (i.e., chapter tests, teacher made tests, de-identified work samples)
* Student portfolios
* Progress monitoring data
* Rating scales indicating student performance

INSERT CONTENT FOR STANDARD 8

Click or tap here to enter text.