

Understanding Act 48: 2019 to 2022

Guidelines for Use
in
Archdiocesan Elementary and Secondary Schools



“Compared to a traditional, one-time workshop, focused and on-going training is the most effective way that you can bring about teacher improvement and has a greater impact on student achievement than any other teacher characteristic besides the teacher’s cognitive ability.”

Marzano

September 2019

Introduction

- As professionals in an ever-changing society, the state’s educators are required to continually update their knowledge and skill set—just as we expect for lawyers and doctors.
- Pennsylvania’s professional development law—known as Act 48 of 2013, describes the requirements that apply to all certified educational professionals:
 - All Act 48 continuing education shall be designed to **meet the education needs of school entities and their professional employees** so that they may **meet the specific needs of the students they are serving**.
 - Act 48 continuing education should **bridge educational gaps** in the educator’s professional development.
 - Professional development must be **based on sound research and promising practices**.
 - Professional development **must be part of an approved plan** for educators’ skills over the long term.
 - **Professional development activities must be consistent with district goals set for Act 48 P.D.**
- All certified educators must complete 180 hours of professional development **that complies with their school provider’s plan** every five years.
 - The 180–hour requirement can be met:
 - Six college credits in **area of certification/teaching assignment. These credits are reported directly by the college to the PDE.**
 - Six credits of continuing professional education courses in **area of certification/teaching assignment**
 - 180 clock hours of continuing professional development in **increments of a minimum of 3 hours per topic.**
 - Any combination of the above.

Professional Development Provider

- The Office of Catholic Education of the Archdiocese of Philadelphia applied for and received re-approval as a Professional Development provider limited to activities provided/sponsored by and approved by the OCE.
- The PA Department of Education reserves the right to revoke a provider’s approval if the provider fails to comply with the requirements contained in the guidelines for Act 48.
- The current approval applies for the period from September 1, 2019 until August 31, 2022.

Continuing Professional Education Credit Courses (College Credits)

Continuing education courses may count towards an educator's Act 48 requirements **only if**

- The course meets the Pennsylvania Professional Education Criteria.
- Includes 14 hours of instruction and 16 hours out of class work **for each credit.**

Application for college credits received through colleges in Pennsylvania must be processed through the college.

We are not able to submit credit for colleges or other outside agencies.

Subcontracting by Approved Providers

- Approved providers have the authority to employ other educators, consultants, agencies, trainers or others qualified to provide continuing professional education activities for educators in local school entities or other settings; such as: Catapult, Title I, conferences planned by curriculum committees
- Standards of high quality and adherence to the provisions of the provider's plan must be upheld.

ACT 45

When any administrators who hold PA administrative certificates begin their next five year period toward keeping their certificates active, they must all be Act 45 hours. This means they must be in line with our Act 45 plans and respond to the criteria in the PA Inspired Leadership. All of their workshops need to be geared toward the administrator's role and not the teaching role. If they have a teaching certificate as well, complying with Act 45 will keep both certificates active.

PROFESSIONAL EDUCATION CRITERIA: Based on Needs, Content and Process

NEEDS

Student Data – Professional development decisions are based on student data: Terra Nova, Beacon, Scantron, PSAT, or SAT results

- Uses **disaggregated student data** to determine educators' learning priorities.
- Is **evaluated** to show its impact on teaching practice and student learning. Follow-up activities are essential.

CONTENT

Professional Development Activities should have CONTENT that will focus on increased student learning:

The focus for each group is as follows:

- **Classroom teachers, guidance counselors and educational specialists:**
 - **Content knowledge** in the area of certification/assignment
 - **Teaching skills** based on research on effective practice and applicable to a teacher's area of assignment/certification;
 - Classroom-based **assessment skills** and the skills needed to **analyze and use data** in instructional decision making.
 - Skills to work effectively with **parent and community partners**.
- **School and district administrators:**
 - **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.
 - Skill to access and **use appropriate data** to inform decision-making.
 - Focus on **creating a culture of teaching and learning** with an emphasis on learning.
 - Instruction in **managing resources** for effective results.

PROCESS

- Prior year is evaluated annually by reviewing:
 - Student data
 - Professional education activities
 - Feedback/evaluation of these activities
- Is based on knowledge of **adult learning styles**
- Is tailored to each stage of an educator's career, differentiating between the needs of novice and experienced professionals.

PROFESSIONAL DEVELOPMENT CRITERIA

- Has **clear objectives focused on student-based outcomes**
- Is based on principles of **adult learning theory**.

Activities:

- Are autonomous and self-directed: assume responsibility for presentations and group leadership; realize how learning will help them to reach goals.
 - Have foundation of life experiences and knowledge; measure the new knowledge and skill against current tools for instructional design and presentation.
 - Are goal-oriented; transfer skills into their daily repertoire in the classroom.
 - Are relevancy-orientated; apply learning to work or other responsibilities.
 - Are practical; not interested in knowledge for its own sake, but for how it is useful to them in their work.
- Provides professional education in an **approved area of the PA Professional Education Criteria**.
 - Is **aligned to the PA Educational Standards**.
 - Uses a curriculum that is based on **research or best practices** and a delivery model that emphasizes **sustained, job-embedded** professional development activity.
 - Assesses **participant proficiency**.
 - Assesses **impact on professional practice**.
 - Is evaluated to determine **impact on student learning and school success**.

Goals as identified in approved plan for the Archdiocese of Philadelphia as a provider

Curriculum, Instruction and Assessment:

Goals:

- By the year 2022
 - Elementary students will obtain an 80% growth rate as indicated by the Normal Curve Equivalent on Terra Nova.
 - at least 80% of elementary students' obtained scores will be greater than or equivalent to their anticipated scores as measured by the alignment of their CSI scores in the *In View* ability testing with the achievement scores obtained in the Terra Nova testing.
 - achievement scores as measured by the Objectives Performance Index will increase by 10% above the current scores in the Terra Nova testing.
- By the year 2022, at least 80% of all secondary students will demonstrate proficiency in ELA and Algebra as measured by standardized testing. Proficiency will be identified as achievement at or above the 70th percentile on a national norm.
- By the year 2022, all Archdiocesan teachers will use as a foundation for instruction, in all content areas, rigorous and relevant standards which are research-based and which focus on college- and career-readiness for students

Acceptable Activities:

- Designated teachers and administrators will learn to use a variety of research-based assessment strategies.
- Teachers and administrators will be provided with strategies for preparing students to successfully participate in Next Generation Assessments.
- Using the Understanding by Design Framework as a planning tool, teachers will focus on the appropriateness of an assessment to specific instruction and content.
- Teachers will learn how to analyze test data from DIBELS, Terra Nova, Beacon, PSAT, SAT, benchmark assessments and End-of-level performance assessments.
- Teachers will be guided to develop ideas for meeting the needs of learners based on the data examined.
- Administrators will learn how to examine data to assist them in thoughtful leadership to achieve academic goals.
- Standards identification, unpacking for the essential elements, seeking activities that align to the standard(s) and teach the student how to apply the knowledge to real world, rigorous, relevant situations.

- Participants will be able to identify the core standards for each of the disciplines identified in STREAM education and will be able to identify appropriate instructional strategies to plan for effective interdisciplinary learning
- Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the students in Archdiocesan schools.
- Teachers will apply good assessment practices while constructing quality assessments in all content areas.
- Teachers will be guided in developing strategies for meeting the assessment needs of learners in all content areas.
- Administrators will learn how to examine assessments to assist teachers in the use of appropriate assessments across the curriculum.
- Teachers and administrators will learn how to construct and use interdisciplinary assessments.
- Teachers will learn about and apply strategies for implementing the Rigor and Relevance, Understanding by Design and/or Learning Sciences International frameworks in the context of a Standards-based curriculum
- Administrators will learn how to facilitate change in their buildings using the Danielson Framework and monitor and support quality teaching strategies in the classrooms. The strategies and research of the International Center for Leadership in Education. Learning Sciences International, will be utilized, as well as those of noted education specialists, such as Marzano, Wiggins, Danielson, *et al* in the training we do.

Unacceptable Activities:

- Demonstration of a product for the purpose of school adoption of the product.
- Repeated content, such as learning Google Tools or the unpacking of standards when it is not connected with new instructional components to enhance student learning.
- Planning sessions and sharing sessions.
- Book clubs

Technology Integration:

Goal:

- By the year 2022, various forms of technology will be used as instructional tools in 100% of our classrooms.

Acceptable Activities:

- Teachers and administrators will be able to effectively use instructional technology tools in classroom practice.
- Becoming fully engaged in the learning by taking the knowledge or skill and presenting its application in a real life educational setting through demonstration.
- Demonstrating actual classroom activities that underscore both the learning and research gained from the professional development opportunity.

Unacceptable Activities:

- Product demonstrations by a vendor or implementation of technology tools
- Practice or implementation of a Student Information Management System (SIS)
- Sharing sessions or repeated sessions using the same technology content.
- Learning non-instructional technology or technology for personal use.

Special Education:

Goal:

- By the year 2022, the instructional needs of special education students as well as those of struggling and gifted learners in the regular education classroom will be better met through a clearer understanding by teachers of the appropriate pedagogical strategies best suited for this population of students.

Acceptable Activities:

- Teachers, administrators and other educators will learn to identify the characteristics of special needs students.
- Teachers, administrators and other educators will learn to interpret the data used to identify special needs students.

- Teachers, administrators and other educators will learn to develop appropriate accommodation plans for special needs students
- Teachers and administrators, at all levels, will be able to identify students in need of either remedial or gifted educational services and will learn instructional and assessment strategies to use with these students. They will be better able to use data and checklists based on research to identify students in need of further testing for remedial or gifted services.

Unacceptable Activities:

- Educational Psychological Evaluation interpretation and writing of Individual Education Plans outside of a professional development workshop on use of the data to drive instruction.
- Middle States visits to a school for special needs.

● **Safe Schools Environment:**

Goal:

- All school personnel will recognize the qualities of a safe environment for students, will apply safe school practices in all situations and be prepared to handle a crisis

Acceptable Activities:

- Educators will obtain the skills related to safe school initiatives with students, staff, and the community. Included in this goal will be peaceful classroom training as well as training on Safe and Drug-free schools.
- Teachers and administrators will be provided the tools and strategies which will enable them to deal with issues related to a Safe School Environment.
- In order to conduct a classroom in keeping with Safe Environment Standards, participants will learn how to plan for a variety of scenarios that will require them to strategize for the most effective learning environment under adverse circumstances. In addition, participants will learn strategies for daily best practice of an orderly, well organized learning environment to maximize learning
- The participants will be able to assess a situation for its nature and risk of harm to the school community, they will then learn appropriate techniques to respond to the crisis, including after care for the members of the community
- Participants will be able to identify when an intervention is necessary and to learn and practice various health interventions on practice materials, such as AED, Resuscitation dummies, practice Epi-pens, etc.

- Participants will be able to assess and create crisis intervention plans. In the event of a perceived threat, participants will be able to identify the threat and respond with a suitable plan of action, such as run, hide, fight. School personnel will become more aware of the four foci of crisis management:
 - **Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.
 - **Preparedness** focuses on the process of planning for the worst-case scenario.
 - **Response** is devoted to the steps to take during a crisis.
 - **Recovery** deals with how to restore the learning and teaching environment after a crisis.

Unacceptable Activities:

- Participants will read a book on school safety and share the concepts.
- Participants will take a trip to the local police department

Strategic Leadership:

Goal:

- By the year 2022, 85% of educators in Archdiocesan schools will have had the opportunity to serve in a leadership capacity as verified by the annual school report.

Acceptable Activities:

- Participants will identify and apply leadership styles to their current role.
- Participants will learn how to assess a classroom learning environment and then work with the classroom teacher to identify areas for growth in the delivery of instruction. The participants will learn coaching techniques, reflective practice strategies, and appropriate methods of delivering interventions when necessary.
- Participants will learn the roles and responsibilities of leadership as related to their area of assignment.
- Participants will be able, depending on their role in the school community, employ the laws that affect the delivery of instruction and assessment. Participants will be able to apply the Educational Acts affecting the delivery of instruction, including laws surrounding hiring, clearances and also the rights of the student, including but not limited to those with identified learning needs.
- Participants will become increasingly aware of the state and local laws affecting education and day-to-day operations of the school.
- Participants will learn of the effect of the change process in the learning environment.

Unacceptable Activities:

- Actual instructional coaching time
- Writing a reflection paper on the benefits of instructional coaching

Implication of goals: The Office of Catholic Education is an Act 48 provider only for professional development activities which adhere to the above goals

Ineligible Professional Education Activities:

We are **not** able to provide Act 48 credit for any of the following:

- Activities/workshops taken outside an area of certification or work assignment except for school administration participating for the purpose of keeping updated on skills they may need to use in their role or to keep their teaching certificate active.
- Any program for personal growth or an alternative career
- Teacher/parent conferences, grade book analysis, preparation of report cards
- **Repeating** a course or program unless it has significantly changed its focus or approach.
- Instruction time, serving as mentor or cooperating teacher
- Attending administrative faculty meetings with superintendent or principal
- Supervision of school field trips
- Tutoring
- Tours of a school building
- Preparing and presenting college course lessons; giving presentations
- Extra-curricular assignments (coaching, drama, debate, clubs or student government)
- IU Superintendent meetings
- Equipment expositions; demonstrations of commercial programs
- Undefined off-site retreats
- Independent studies (teachers and administrators)
- Studies/workshops/courses of a religious nature
- Reading and sharing of books/articles
- Faculty meetings/business meetings
- Middle States Preparation
- Scoring assessments
- Activities provided by outside agencies that are not sponsored by the Office of Catholic Education.

School/Group Request Act 48 Professional Education Hours

At least one month prior to the Act 48 Program

- Complete the Act 48 School/Group Request Form and submit the completed form **along with the program agenda and presenter's vitae** to the Act 48 Coordinator.
 - This form must include responses related to the goals indicated above and needs of teachers as indicated on the back of the forms.
 - The presenter's vitae must give evidence of his/her qualifications to present on the specified topic. Important: A presenter must be certified or have had received extensive training in the area to be presented.
- If the program has been approved, it will be posted to the Professional Development Online Reporting System and the contact person will be notified by e-mail indicating that the session has been approved.
- If the program does not fulfill Act 48 requirements, it will be returned to the contact person with an explanation of reasons for non-approval.

At least two business days prior to the Act 48 program, all participants must be registered on Professional Development Online Reporting System in order to receive Act 48 credit.

- Each participant must be an employee in a Catholic School in the Archdiocese. We are unable to provide Act 48 credits for participants outside the Archdiocesan schools.
- Because of the record keeping involved, sign-ins and late registrations will not be included in the spreadsheets submitted for Act 48 credit.
- Participants are responsible for registering themselves. We cannot be responsible for any registrations submitted by another person or for registrations incorrectly placed.

Official attendance sheets will be e-mailed to the contact person one day prior to the program. Do not alter or add to these sheets. Altering or adding to these sheets will render them invalid.

On the day of the Act 48 Program

- Participants should bring to the program a printed confirmation of registration confirming that they have registered for the correct session in adequate time.
- Attendees must sign the official attendance forms. Names added to the forms will be disregarded.

After the Act 48 Program

- Participants must complete the online **survey** on Professional Development Online Reporting System **within ten days** of the workshop/conference. By checking your transcript you are able to verify that your survey has been completed. **If it is marked “Incomplete,” it has not been received and you will not receive Act 48 credit.**
 - While a reminder is sent to the e-mail address provided in Professional Development Online Reporting System, participants do not need to receive a “reminder” in order to complete the survey as it is easily accessible on your WisdomWhere log-in page by clicking the word “evaluation.” We cannot be responsible for incorrect e-mail addresses or undeliverable e-mail.
- An evaluation indicating the participant’s intended use of the skills learned during the professional development session is to be completed and submitted to the school administrator for placement with the teacher’s professional development records. This evaluation can be found on the teachers’ portal.
- Original attendance forms for programs completed at the local school should be mailed to the Office of Catholic Education within a week to the attention of the Act 48 program director.
- Participants are required to
 - **thoroughly complete the online survey related to the course**
 - complete the **evaluation** and do any follow-up activities as designated by the local administrator;
 - Implement workshop skills into your teaching practices.
- An official transcript of professional development activities conducted through the Office of Catholic Education is maintained on Professional Development Online Reporting System. Hours earned through activities approved on individual requests or participated in with outside providers are not transferred to the Professional Development Online Reporting System site. These are verified on the Department of Education web site.

IMPORTANT

- Each teacher is responsible for making sure their profile on Professional Development Online Reporting System is complete, accurate and up to date. Inaccurate information can result in the loss of Act 48 hours. Each teacher is entitled to only one profile on WisdomWhere. Duplicate profiles are periodically removed and can result in the loss of recorded hours.
- Profiles that remain inactive for a period of eighteen months will be purged from the system. Educators should periodically print a copy of their transcript from the system for their records.

- Any discrepancy must be reported within sixty days of the completion of a professional development activity.
- A listing in the Professional Development Online Reporting System transcript is only a verification of registration. It does not confirm completion.

Checking your Act 48 Credit on PDE

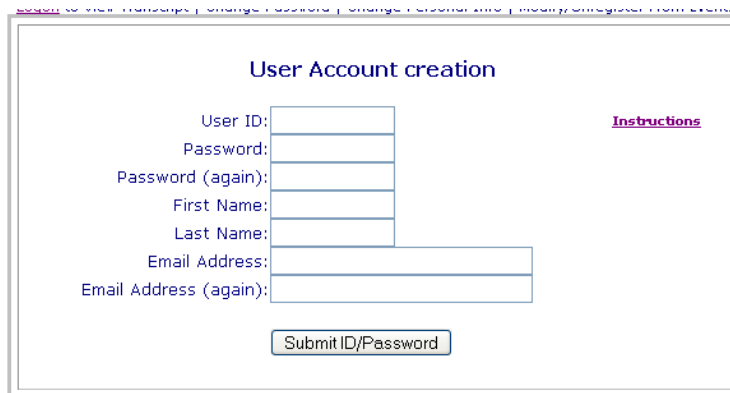
- Enter PDE address: www.pde.state.pa.us.
- On homepage, under [Teachers & Administrators](#) use the drop-down menu to access Act 48 and PERMS
- Click on [Online Act 48 Professional Education Record Management System](#)
- On Act 48 Reporting System page, click on *View Continuing Education Progress for Professional Personnel ID*
- Enter your Professional Personnel ID Number. **SS#'s are no longer accepted.**
- Click on Submit. Your current record will appear with hours totaled at the bottom of the page.

Directions for accessing Archdiocese of Philadelphia on-line workshop registration, via the Professional Development Online Reporting System:

1. Type the following address into your browser:

<http://www.solutionwhere.com/aop/cw/main.asp>

2. The following screen should appear:
3. Click “Login”
4. Bookmark this page so that you can return to it easily.
5. Click on “Logon.”
6. The first time you use this system, you need to register so you will click on this box.



The screenshot shows a web form titled "User Account creation". It contains the following fields and elements:

- User ID:
- Password:
- Password (again):
- First Name:
- Last Name:
- Email Address:
- Email Address (again):
- Submit ID/Password button
- Instructions link (top right)

7. In the dialogue box that appears, you will enter your data:

You will now create your unique user ID which will be composed of your first initial, last initial (both lower case) and six digits of your choice. (For example, Mary Smith would be ms123456) You may choose any password up to 10 characters in length for security. Enter the remaining data as directed. It is essential that you enter a valid e-mail address so that your evaluations can be sent to you as a part of the Act 48 process. (Please make note of your chosen user name and password as you will need it throughout the school year for workshop registration.)

When finished, submit your data.

8. On the next screen you will be able to update your personal data including your PPID

eq0648 is logged on. [\[Logoff\]](#)

If the Registrant ID and Information below is Not yours, then please [Logoff](#) and Re-Login.

To update your personal information, complete any missing or incorrect information then click on the "Update" button at the bottom of this form.

Registrant ID	eq0648	Instructions
First Name	<input type="text"/>	
Last Name	<input type="text"/>	
Professional ID	<input type="text"/>	Optional
Work Phone	<input type="text"/> - <input type="text"/> - <input type="text"/> Ext. <input type="text"/>	Optional
Home Phone	<input type="text"/> - <input type="text"/> - <input type="text"/>	Optional
email	<input type="text"/>	Optional but necessary for e-mail reminders and confirmation.
District	Archdiocese of Philadelphia - OCE <input type="button" value="v"/>	
Building	Annunciation, BVM - D <input type="button" value="v"/>	
Position	Make Selection <input type="button" value="v"/>	Optional
Sub-position	N/A <input type="button" value="v"/>	
Grade	Administration <input type="button" value="v"/>	Optional

9. Complete as follows:

- First Name and Last Name** –be sure to list the name as it appears on your state certification. If not listed correctly, your hours may not be credited.
- Professional ID**—7-digit PPID from state of PA. You must enter this in order to receive Act 48 credit for any Archdiocesan-sponsored workshop. It is listed as “optional” only so that those who do not yet have a PPID are eligible to register for workshops.
- Work Phone**—school phone number
- Home Phone**—optional
- E-mail**—essential so that the links for workshop evaluations can be e-mailed to you at the program’s completion.
- District**—on the drop-down menu click “Archdiocese of Philadelphia—OCE”
- Building**—from the drop-down menu select your school. These are coded by Vicariate (e.g. PS refers to Philadelphia-South) so that schools with identical names can be identified.
- Position**—make selection from the drop-down menu.
- Sub-Position**—only needed by Administrators. All others should click “N/A”
- Grade**—select grade level or area of focus.

9. Click “Update.” Once you have submitted this information, you will not have to submit it again unless it changes. If it does change, however, you are responsible for the update.
10. To see a video tutorial displaying the above described registration process, go to:

http://www.solutionwhere.com/coursewhere_help/?clientid=aop

Registering for a Workshop: Reminder—workshops count toward Act 48 hours only if they are in your area of certification or assignment.

- Go to the following site,
<http://www.solutionwhere.com/aop/cw/main.asp>
- Click on View by Category, All Categories, click Go.
- View List
- When the workshop list appears, click on the title of the workshop in which you are interested.
- To register for this workshop, check the box next to the workshop name. Click Next Step
- Enter the User ID and password for WisdomWhere as created
- The system will log you in and show workshop details.
- Click Submit Registration. You will get an email confirmation of your registration. **Print this out and bring it with you to the workshop. This will verify that you have registered on time for the correct session.**
- (This is the process that you will follow for all future workshop registrations)

Each teacher/administrator is responsible for completion of all requirements and for submitting correct information.

The bottom line: As Catholic educators, we are obliged to comply with the law rather than try to stretch it to accommodate our personal interpretations. Yes, there are changes that we will all need to get used to, but if we focus on why we do what we do for the building of the Kingdom, our “reward” will be great.

Record of Professional Development

Name _____ PPID _____

School _____

Area of Certification _____ Area of Assignment _____

Professional Development Cycle begins on _____ and ends _____.

Date	PD Activity	Given at	Related to		Hours	Verified
			Cert	Assign		

All hours are posted within 30 days of receipt if the information has been correctly submitted. Verification can be obtained by checking the Department of Education web site. A listing on the Professional Development Online Reporting System is only a verification of registration, not completion.

**Archdiocese of Philadelphia
Evaluation and Follow-up for Professional Development Activity**

To be completed and signed following each staff development program for which Act 48 credit is being requested. The original copy is to be retained in the educator's professional file with the Professional Development record card.

Educator _____ Position _____

School _____ Activity/Workshop _____

Date of Workshop _____ PPID _____

- Briefly describe how this activity has helped you in reaching your goals for professional growth.

- How will your attendance at this professional development result in improved student learning?

- Reflect on how this Professional Development will assist you in one or more of the Four Domains for the Framework for Teaching.

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Administrator

Date

Teacher

Date

Act 48 Group Permission Request Form

Title of Conference/ Workshop/Activity (Title must reflect the content—not the audience)

Type of Activity (Circle one): Curriculum Instruction Assessment Technology
Special Education Other

Describe the professional development program, including the knowledge and skills that educators will gain to improve student learning as a result of participation in this program:

Session Date (s) _____ **Location of Session** _____

of Sessions: _____ Sessions must be a minimum of 3 hours. This may be broken into activities continuing the same topic for no less than 1.5 hours each. Participants must attend a minimum of 3 hours for credit.

Start Time for session(s): _____ **End Time:** _____

Act 48: # of hours requested _____ (minimum of 3)

Attach informational flyer/ conference program, and/or schedule to validate time. Hours requested should include presentation time only. Request will not be processed without this information.

Will Non-ACT 48 hours be offered for those not requesting Act 48 credit?
Yes _____ No _____

Cost to participant (if applicable) \$ _____

Contact Name _____

School _____

Email for contact: _____ **Phone:** _____

Presenter for this session _____

Please attach instructor's vitae validating presenter's qualifications to address this topic. Request will not be processed without this information.

Maximum Number of Participants _____ **Minimum Number of Participants** _____
Intended Audience _____

Indicate how this program/activity will address the needs of all participants with regard to Area of Certification or Area of Assignment:

Identify from the Act 48 Handbook, the specific student needs that the professional development will address:

Identify from the Act 48 handbook the goals that this professional development addresses:

Indicate the follow-up activities participants will engage in to ensure improved student learning:

Identify how the school administration will evaluate the effectiveness of the professional development activity at the local level in addressing the needs identified above:

Administrator's
Signature _____ Date _____

An **original, signed** copy of this form must be submitted to the Act 48 Coordinator **at least one month** prior to the date of the staff development program.

Note: Act 48 is not processed by OCE for staff development programs conducted by outside providers.

OCE use only

Activity Subject Area (Choose one)

- Teaching and Learning Professional Development
- Standards Area Curriculum and Assessment School Administration (Non PIL)
- Academic Content Studies Technology Student Social and health Issues
- PA Inspired Leadership (PIL) Induction PA Inspired Leadership (PIL)

Approved _____ Not Approved _____

Administrator _____ Date _____